Breakout Group 2 (Faculty 1)

1. **What considerations are critical to hiring and retaining Indigenous faculty and staff?**
   - Connections to local communities/territories
   - Urban (relocated) Aboriginal people
   - Mentoring, team teaching
   - Courses/programs
   - Collective agreements
2. **What are the workload expectations of faculty and staff?**
   - Indigenous events and departmental expectations
   - Collective agreements

Recruitment (faculty)

Retention (faculty)

Successful faculty retention/recruitment facilitates same in aboriginal students

- **Success in retention and recruitment** of faculty **will facilitate retention & recruitment of aboriginal students**; it should **start with communities**

Communities/Accountability to communities/Role of faculty

- **Success in retention and recruitment** of faculty **will facilitate retention & recruitment of aboriginal students**; it should **start with communities**
- To make our institutions welcoming **we need to address issues of accountability to communities**. **Whose role** is it to be accountable to communities? **not only indigenous Faculty**
- Workload is always heavy but the **non-academic work is not recognized (working with communities)** – often extends beyond what is usually

defined and recognized as "service"; **this kind of work with communities** should receive different weighing because it is **more demanding than typical service – it is invisible workload** (what it takes to make students come to the program is not recognized) – **how do we quantify and reward** this kind of work?

- The universities today are about "diversity" metrics (getting more grants to increase diversity, etc.), **but support mechanisms are missing for the indigenous Faculty and students** we bring into our institutions. Not enough to recruit; **we must support indigenous faculty**, graduate and undergraduate students. **Indigenous faculty become the mentors but they get overloaded.**

Accountability

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Welcoming Place

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Proactivity

- Our efforts to retain indigenous faculty and students are actually quite low, we need to be more proactive
- Recruitment: take an active role rather than just post an opening; go to the communities and actively encourage people to apply; they may not have the courage to apply; build up community awareness of the position

Team teaching

- Need to bring indigenous & non-indigenous faculty in team-teaching

Long term approach

- This will be a long process—we need to take a long-term approach

Coordinated strategy

- We need a coordinated strategy to be effective

Orientation:

Formal and informal rules explained to new indigenous faculty

- Orientation: We need to explain the formal and <u>informal</u> rules of the institution to new indigenous faculty
- An "orientation" to support new faculty should be put in place.
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Indigenous faculty/expectations

- The token aboriginal faculty member gets loaded with all the expectations; concerns about burnout;
- Comment from The Office for Student Success – we need to do more to support students as well
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Indigenous faculty and fear

- Indigenous faculty live in a visceral and constant fear in academic institutions; evaluations by students often say there's <u>too much</u> indigenous content; what impact does this have on evaluation of tenure dossier?

Indigenous faculty and evaluation

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Indigenous faculty and mentoring

- Need for indigenous faculty to work interdisciplinary & mentor each other

Indigenous faculty and interdisciplinarity

- Need for indigenous faculty to work interdisciplinary & mentor each other

Indigenous staff

- Reach out to indigenous <u>staff</u> in the various disciplines,

Indigenous content

- evaluations by students often say there's <u>too much</u> indigenous content; what impact does this have on evaluation of tenure dossier?

Tenure

- Evaluations by **students often say there's <u>too much</u> indigenous content**; what impact does this have on evaluation of tenure dossier?
- We need to get rid of tenure; it's used to get rid of people; we need more proactive ways **of assessing indigenous faculty**

Department head committed to indigenous concerns/issues?

- Be careful in identifying dep't head, that s/he is committed to indigenous concerns and issues
- Be aware of administrators who thrive on divisiveness

Beware of administrators who thrive on divisiveness

Hiring

"Fit" with the department

Discrimination

- Questions of "fit" ("fit with the department") can border on discrimination

Colonialism and fit: Critical examination of department's practice

- Use themes like "colonialism" to facilitate "fit" and challenge departments to examine critically their practice

Self- reflection in hiring

Recognition of alternative forms of education/qualification

- Recognize and value alternative forms of education/qualification: not only PhD but culturally relevant training

Culturally relevant training

- Recognize and value alternative forms of education/qualification: not only PhD but culturally relevant training

Tokenism

- The token aboriginal faculty member gets loaded with all the expectations;
- concerns about burnout;
- Departments need to be willing to be self-reflective about who they hire, and how they treat the "token" aboriginal scholar in their dep't
- One aboriginal person does not represent everyone (different nations, etc.)

Active Role in Recruitment

- Recruitment: take an active role rather than just post an opening;
- go to the communities and actively encourage people to apply; they may not have the courage to apply
- build up community awareness of the position

Community awareness of positions

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Workload Academic

Workload non-academic/how to quantify/more than typical service

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"Service" to community

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Collective agreements and special qualification/community experience/seniority

- Collective agreements (CA): help people negotiate, not only for their job, but for tenure, etc…; **offer training similar to courses graduate students receive on how to interview for a job**
- CA don't take into account **community experience**, in **definition of seniority, for instance**

Communities

Retention

Burnout

Diversity metrics

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Student Success

Support mechanisms for indigenous faculty and students

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First Nations women, representation, support

- **First Nation single women, need to support them**, by way of bursaries**, day care fees;**
- women play such a large role in FN communities, yet **FN men are often over-represented**