

Indigenous Scholarly Activity

In the most recent round of collective bargaining, UBC and the UBC Faculty Association agreed upon new language regarding Indigenous scholarly activity. This document is intended to help provide support and guidance to academic leaders as we implement the new collective agreement language. The CA language that follows in number 1 below is what the parties agreed to. The guidance that follows in numbers 2 and 3 is for information purposes only and not binding.

1. New CA Language

Part 4: Conditions of Appointment for Faculty

Article 1. Interpretation

“Faculty Member” means all persons appointed by the Board of Governors of the University of British Columbia on a full or part-time basis as Assistant Professor of Teaching, Associate Professor of Teaching, Professor of Teaching, Lecturer, Acting Assistant Professor, Assistant Professor, Associate Professor, Professor or equivalent position; and

“Scholarly activity” means research of quality and significance, or, in appropriate fields, distinguished, creative or professional work of a scholarly nature; and the dissemination of the results of that scholarly activity.

“Indigenous scholarly activity” means research or creative activity of quality and significance that is partially or entirely in the field of Indigenous scholarship and/or in collaboration with Indigenous community partners and peoples; and the appropriate dissemination of the results of that scholarly activity.

Article 4.03 Scholarly Activity

Judgment of scholarly activity is based mainly on the quality and significance of an individual’s contribution. Evidence of scholarly activity varies among the disciplines. Published work is, where appropriate, the primary evidence. Such evidence as distinguished architectural, artistic or engineering design, distinguished performance in the arts or professional fields, shall be considered in appropriate cases. For Indigenous scholarly activity, evidence may include a diverse set of outputs outside the general norms of any given discipline, such as but not limited to curation or creation of artistic or cultural exhibits, significant oral dissemination of research, policy development, and community engaged scholarship under the ownership of Indigenous nations. Evidence of oral dissemination shall be accessible for peer review and demonstrate impact.

When assessing scholarship for career decisions, consideration will be given to different pathways to academic and scholarly excellence. Diverse substantive contributions to knowledge and methods of dissemination, as recognized within the field of inquiry, are valued.

- a) For the scholarship of teaching, scholarly activity may be evidenced by originality or innovation, demonstrable impact in a particular field or discipline, peer reviews, dissemination in the public domain, or substantial and sustained use by others. For example, textbooks and curriculum

reform that changed academic understanding or made a significant contribution to the way in which a discipline or field is taught might constitute useful evidence of the scholarship of teaching whereas textbooks or curriculum revision of a routine nature would not. Innovation in Indigenous pedagogies at the university or in the community and/or the development of Indigenous curriculum for Indigenous communities may also be considered.

- b) In professional or clinical studies scholarly activity may be evidenced by research on or the creation of:
- i) significant applications of fundamental theory; or
 - ii) significant forms and applications of professional or clinical practice.

Work with professional, technical, scholarly, Indigenous or other organizations or with scholarly publications which falls within the definition of scholarly activity may also be considered.

2. Further Examples of Indigenous Scholarly Activity

- Policy work
- Creative/curatorial work based on research activities
- Community resource documents
- Community development work
- Curriculum development for community/organizations
- Indigenous language curriculum/dictionaries/grammars for communities

3. Contextual Factors to Consider that May Impact Productivity

- a) The “outputs” of those engaging in Indigenous scholarly activity may be lower or the rate of production slower owing to the factors listed below, among others. Candidates should clearly indicate any contextual factors relevant to the consideration of their work. Given these factors, the scholarly trajectories of those participating in Indigenous scholarly activity may differ from the norm.
- The need to build and maintain trusting and reciprocal relationships
 - The need to establish research protocols and culturally appropriate practices
 - Slower data collection/ethics review processes
 - Requirements of travel, community feedback, consultation and review may exceed traditional norms
 - Publication processes may involve additional approvals from community/Nation/partners/collaborators
- b) For some modes of Indigenous scholarly activity, process may be as important as outcomes. Therefore, scholars may devote significant time and effort to establishing good process. For example, the development of MOU’s or community research agreements may be a major component of scholarly work. Candidates should provide examples if this is relevant to their work.
- c) Some community partnerships may not result in traditional academic publications for ethical, legal, or political reasons. Alternative forms of dissemination should be considered.

- d) Indigenous scholarly activity may not follow traditional conventions for authorship or appear in expected publication/disciplinary venues. Examples include:
- Collaborative work may be valued as opposed to sole-authored works
 - Journals may fall outside disciplinary norms/rankings and/or more public facing publication venues may be more appropriate for this research
 - Oral presentations
 - Curriculum or other educational documentation
 - Policy development or other political/community documentation
 - Digital products: community accessibility/open access/digital and public humanities
- e) Indigenous Scholarly Activity may not lead to dissemination beyond the community/organization and/or may become the property of the community/organization rather than the individual researcher owing to cultural protocols and data sovereignty. The candidate should provide evidence of the impact and significance of this work for example, the community letter can be relied upon.
- f) Indigenous scholarly activity work may not result in recordable outputs or projects may not be completed (community stops project, political shifts in relationships/community priorities, other ethical considerations). The candidate should provide evidence of the impact and significance of this work for example, the community letter can be relied upon.
- g) Research outputs may focus on impact for the community/Nation rather than the academic discipline (e.g. policy development, capacity building for communities, connecting communities to opportunities for funding/future research partnerships).