

Want to help Indigenize UBC Sauder?

Join a long-term project to make a real difference.

A team of staff, faculty and Indigenous community members are working to develop content, resources and training to transform UBC Sauder's understanding and teaching of Indigenous business and issues. Participation and engagement from students is a critical part of this work. If you're interested in contributing, paid roles in research and more are available.

To learn more, contact Ben Wells, TLEF Project Manager, and check out the following job posting we're currently hiring for.

- benjamin.wells@sauder.ubc.ca - 604.827.2489 -



Tasha Brooks, Ch'nook Scholars

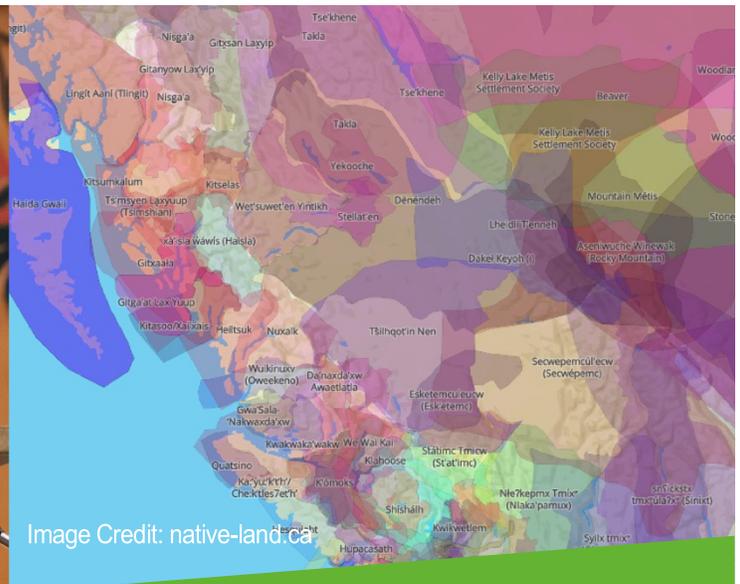


Image Credit: native-land.ca

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| Job Title: | Graduate Academic Assistant - TLEF Training Development | | |
| Department/Group: | Dean's Office - TLEF | | |
| Location: | UBC Point Grey Campus | Travel Required: | No |
| Level/Salary Range: | Hourly | Position Type: | Part-time Contract |
| Hiring Contact: | Benjamin Wells | Date Posted: | 20 January 2022 |
| Closing Date | 7 February 2022, 5pm | Start Date: | 10 February 2022 |
| Applications Accepted By: Email | | | |
| Email: benjamin.wells@sauder.ubc.ca Please send a brief cover letter explaining why you're interested in the position, what you believe you bring to the role, and your relevant experience/interests. | | Contract Details: \$30/hour 12 hours per week (can be discussed with regards to your course-load and program) Term: On-going and flexible | |
| Job Description | | | |
| <u>Role and Responsibilities</u> UBC Sauder is embarking on a multi-year initiative to decolonize and Indigenize the business school. This work is funded in part by the Teaching and Learning Enhancement Fund and the BMO Aboriginal Teaching Fund and includes stake and rights-holders from a diverse mix of UBC collaborators and community partners. Students, especially those with Indigenous background, are encouraged to apply for roles that support this work. This graduate student role collaborates with the Project Manager for the large TLEF "Llgaay gwii gina sk'aadGa 'laas ad Xaaydas gina Gan unsid: Enhancing Business Education with Indigenous Knowledge". This role will work directly with the Project Manager, project consultants and facilitators to develop and deliver training modules targeted to faculty to improve their understanding and relationship with Indigenous ways of knowing, doing, and understanding. Training will also include history, terminology, and experiences cultivating decolonized/unsettled hearts and minds. Specifically, the Graduate Academic Assistant will: <u>Develop and deliver Faculty Training Modules</u> <ul style="list-style-type: none"> In collaboration with the Project Manager, the Centre for Teaching, Learning and Technology and external consultants, define training module objectives, learning outcomes, and approaches to training delivery Research and clarify best practices for training of this kind Work with the PM to identify and recruit relevant project partners/facilitators Work with the project team to identify current state of organizational readiness and knowledge Work with the project team to identify and integrate relevant learning resources Develop strategies to ensure training modules are engaging, immersive, and reflective of Indigenous values, ways of knowing and include land-based experiences Participate in delivery of training modules with facilitator team Plan for and assist with development of supplementary learning materials (video, podcast etc.) and training follow up in collaboration with Learning Services Team Prepare an evaluation framework, collect and analyze evaluation data Collaborate in the Faculty recruitment process and arranging trials and broader module delivery | | | |

Qualifications and Education Requirements

- Enrollment in a relevant Graduate level program
- Preference given to applicants with Indigenous background – First Nations, Métis, Inuit; status or non-status
- Experience with education, training/course development and delivery required
- Expertise with topics related to Indigenous knowledge-keeping, the respectful sharing of cultural perspectives, and approaches to decolonial work in education highly sought after
- Experience with project management
- Experience communicating effectively using multiple channels
- Experience with MS Office products
- Experience collaborating on team-oriented projects

Preferred Skills

The ideal candidate approaches teaching and learning creatively, and possesses exceptional listening and facilitation skills. They will need to thoughtfully approach emotionally intense content and be ready to guide participants through uncomfortable/confronting truths. They must make careful decisions that facilitate new ways of understanding and help invite participants towards emotionally connecting with their own relationships with colonization, racism, business and place. They will need to be able to evaluate the goals of the project and integrate these into their daily decisions. The ability to build rapport and trust with collaborators from many fields is essential. The candidate should be skilled at evaluating top-level learning objectives, and drilling down to plan how content, conversations, experiences and other elements will lead to meaningful outcomes associated with those objectives.

Notes on Training, Accessibility and Hiring Preferences

This role requires relevant experience, particularly in regards to developing training/course plans. There are strong opportunities to work with facilitators and other project partners to receive guidance – you will not be on your own. Applicants are encouraged to proactively identify their strength areas, and where support from others will be helpful so that inclusive planning can take place early in the process.

Equity and diversity are essential to academic excellence. An open and diverse community fosters the inclusion of voices that have been underrepresented or discouraged. We encourage applications from members of groups that have been marginalized on any grounds enumerated under the B.C. Human Rights Code, including sex, sexual orientation, gender identity or expression, racialization, disability, political belief, religion, marital or family status, age, and/or status as a First Nation, Métis, Inuit, or Indigenous person.

All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. Pursuant to the BC Human Rights Code Article 42, preference will be given to Indigenous applicants. The Graduate Academic Assistant will work in a combined remote/in-person setting as per university protocols in response to Covid-19.