

Guideline for Indigenous Involvement in Employee Recruitment

Guideline Sponsor:	AVP, People Services & Director, Indigenous Relations & Reconciliation		
Guideline Contact:	Associate Director, Talent Management		
Stakeholders:	Employees, Unions, Managers and Leaders		
Approved by:	Executive Committee		
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1. Purpose

- 1.1 This Guideline is framed by the following international, national, provincial and College commitments to respecting and honoring the rights of Indigenous peoples:
 - i. The *United Nations Declaration of Rights for Indigenous Peoples* and in particular Article 15.1 that states “Indigenous Peoples have the right to dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information”.
 - ii. The Truth and Reconciliation Commission Calls to Action #7 “To develop with Indigenous groups a joint strategy to eliminate educational and employment gaps between Indigenous and non-Indigenous Canadians”.
 - iii. Article 13 (1) of the *BC Declaration on the Rights of Indigenous Peoples Act* states: Indigenous peoples have the right to revitalize, use, develop and transmit to future generations their histories, languages, oral traditions, philosophies, writing systems and literatures, and to designate, and retain their own names for communities, places and persons.”
 - iv. Article 18 of the *BC Declaration on the Rights of Indigenous Peoples Act* states “Indigenous peoples have the right to participate in decision-making in matters which would affect their rights, Article 13 DRIPA re transmission of knowledge through representatives chosen by themselves in accordance with their own procedures, as well as to maintain and develop their own Indigenous decision-making institutions.”
 - v. Okanagan College’s Indigenous Strategic Framework Pillar 2 - Governance, Policies and Decision Making, and the commitment to “Increase Indigenous voice, guidance, and influence in college decision-making structures and processes to support Okanagan College in developing culturally relevant and responsive policies, structures, and processes”.
- 1.2 The College seeks to ensure equitable opportunities for Indigenous candidates while advancing our goals of Indigenousization, reconciliation, and student success. The College is committed to fostering an inclusive and diverse work environment that reflects the values of

the Indigenous communities we serve and aligns with the best practices established with local Indigenous partners.

- 1.3 This guideline sets out our commitment to ensuring appropriate involvement from Indigenous communities in hiring positions which require specific Indigenous knowledges and/or lived experience or for a senior leadership position, the criteria for which positions require Indigenous involvement is defined in section 4 of this Guideline.
- 1.4 Acknowledging the distinct experiences of Indigenous peoples, the College aims to create an environment where Indigenous voices and perspectives are valued and contribute to the advancement of Indigenous education and community well-being.
- 1.5 This guideline should be used in conjunction with the College's Recruitment Procedure.

2. Scope

This guideline applies to positions that meet the criteria defined in section 4.

3. Some Definitions

Colonization	An intentional process in which Indigenous ways of knowing, being, doing and relating are disrupted by deliberate systemic actions of settlers and settler governments. Within post-secondary education, colonization privileges settler thought and processes are seen as legitimate and superior and displaces other knowledge systems.
Cultural Resurgence	Is a process that enables Indigenous Peoples to retrieve and renew traditional teachings and practices in contemporary contexts to honour and celebrate cultural identities.
Decolonization	The process of deconstructing colonial ideologies that privilege Euro-Western thought and approaches, over Indigenous thought and approaches. The process of creating space for Indigenous led approaches to be incorporated into systems and approaches.
Indigenous Knowledges	Indigenous knowledges are systems that emerge from and express Indigenous relationship and interconnections to specific lands, cultures, and communities. There are multiple Indigenous knowledges.
Indigenization	Indigenization is the process of naturalizing and therefore legitimizing Indigenous knowledge systems and making them evident. The weaving of Indigenous and Euro-Western knowledge systems so that we understand and appreciate both.
Local Indigenous Partners	Individuals recommended by or through the local regional Indigenous Advisory Body and guided by land-based practice.
People Services	The People Services (HR) Department of the College.
Reconciliation	Reconciliation acknowledges the truth of the harm done to Indigenous peoples, making amends, creating authentic relationships, and following through with actions that demonstrate real commitment and change.

4. Roles and Responsibilities

- 4.1 Selection Committee Chairs are responsible for assessing whether a job vacancy is for a position that requires specific Indigenous knowledge and/or lived experience or is a senior

leadership position. Before connecting with the applicable local Indigenous partners they must connect with the Director Indigenous Relations & Reconciliation or designate as per 4.3 below. The Selection Committee Chair is responsible for ensuring that all panel members understand the interview processes and expectations.

- 4.2 Cultural Safety Training will be provided to Selection Committee Chairs and will be available to panel members.
- 4.3 Community Indigenous representatives are responsible for providing their assessment of the candidate's suitability for a position that requires specific Indigenous knowledge and lived experience or is a senior leadership position, for identifying if they have any conflict of interest, and for maintaining the confidentiality of the selection process.
- 4.4 Director, Indigenous Relations, and Reconciliation or designate and People Services are responsible for providing Selection Committee Chairs with advice and support with respect to reaching out to local Indigenous partners.
- 4.5 People Services are responsible for working with the applicable union as necessary to facilitate the involvement of a community Indigenous representative in a selection panel and for any general advice and support for the selection process.

5. Criteria for Defining Positions that Require Specific Indigenous Knowledge & Experience

- 5.1 Okanagan College recognizes the importance of collaborating with local Indigenous partners to enhance the College's hiring practices.
- 5.2 Positions that require specific Indigenous knowledges and lived experience or a senior leadership position often require distinct qualifications, experiences, and cultural competencies that do not align with current hiring practices.
- 5.3 Advice can be sought from People Services to determine if the College may find it necessary to seek human rights exemptions in specific instances where only an Indigenous candidate would be considered for a position.
- 5.4 The following criteria should be used to help determine if an Indigenous community representative should be involved in the selection process:
 - i. When a support or exempt position has specific responsibilities for delivering services to Indigenous students, or for working with Indigenous communities and partners. These responsibilities should be detailed in the job description, and must be a major part of the job, and not simply an occasional requirement.
 - ii. When the faculty or instructional position includes the development and delivery of programming that is focused on the transmission of Indigenous knowledges and content, including perspectives such as Indigenous practices and histories, cultural resurgence, and reconciliation, or is a course or program that is being provided to a cohort of Indigenous students, or to meet the needs of an Indigenous community partner.
 - iii. Senior leadership positions are defined as the President, Vice Presidents, Associate Vice Presidents, and Deans representing governance to governance relationships.
- 5.5 For Vocational Instructors or Faculty positions the Selection Committee Chair will contact their People Services, Business Partner so that an agreement can be made with the applicable Union, to allow for the involvement of an Indigenous representative in the selection process.
- 5.6 If the Selection Committee Chair assesses that an Indigenous panel member is not required for a position that would otherwise meet the criteria in 4.2, they should seek input from

People Services and the discuss the rationale with the applicable Dean, Director, AVP, or VP before proceeding. People Services and the applicable Dean, Director, AVP, or VP are encouraged to connect with the Director Indigenous Relations and Reconciliation.

6. Selection Process

- 6.1 When preparing to conduct interviews for a position that requires specific Indigenous knowledge and lived experience or is a senior leadership position, the Selection Committee Chair will contact the Director, Indigenous Relations and Reconciliation or People Services for guidance about the process to extend an invitation to the applicable local Indigenous partner for an Indigenous representative to join the selection panel.
- 6.2 Where an appropriate internal Indigenous employee is involved in the selection process this may fulfill the need for Indigenous participation in the selection process, however People Services will still reach out to the applicable local Indigenous partner to confirm whether or not this is acceptable.
- 6.3 When a local Indigenous representative has been identified, the Selection Committee Chair will discuss with them how they wish to be involved in the selection process. There are several options including:
 - i. Involvement in the full process, including shortlisting;
or
 - ii. Attending only the interviews for shortlisted candidates;
or
 - iii. Meeting with the final one or two candidates to provide their assessment.
- 6.4 Prior to information being shared with the Indigenous representative they will be asked to sign the confidentiality agreement and will be provided with a copy of the College's Code of Ethical Practices Policy referencing potential conflicts of interest.
- 6.5 Whenever possible a minimum of two weeks' notice should be provided to the Indigenous representative regarding upcoming interview panels, to ensure their availability.
- 6.6 Information relating to candidates will be shared with the Indigenous panel member as determined by the agreed level of their participation in the selection process and the panel member will discuss any potential conflict of interest as defined by Okanagan Colleges Code of Ethical Practices Policy with the Selection Committee Chair. If a conflict of interest is identified that cannot be managed the panelist would not participate in the interviews, and a suitable replacement would be invited.
- 6.7 Indigenous representatives are encouraged to share their feedback and insights about interviewees. However, the ultimate responsibility for hiring decisions lies with Okanagan College, in accordance with any applicable provisions of Collective Agreements.
- 6.8 Should the Indigenous representative have any questions relating to the process and outcome that cannot be answered by the Selection Committee Chair they should contact People Services or the Director Indigenous Relations & Reconciliation.
- 6.9 If, after reasonable efforts, an Indigenous representative is not available or in an emergency hiring situation the Selection Committee Chair should consult with People Services and the Director, Indigenous Relations & Reconciliation to identify if there is an expedient alternative that is in alignment with the intention of this guidelines.
- 6.10 **Appendix 1** provides examples of appropriate interview questions that can be used in assessing candidates for a position that requires specific Indigenous knowledge and lived experience or is a Senior Leadership position.

7. Confidentiality

- 7.1 At the outset of the process the local community Indigenous representative will be required to sign the Non-Disclosure Agreement attached as **Appendix 2**. A signed copy must be kept in the recruitment file.
- 7.2 All resumes, and notes made by the Indigenous representative will be given to the Selection Committee Chair at the end of the process and will be retained as necessary in the recruitment file for that position. At the end of the process these files are sent to the People Services Department for confidential storage.
- 7.3 If the information has been provided electronically the Indigenous representative will provide an electronic copy of their notes and will confirm to the Selection Committee Chair that they have deleted all the information they have received as part of this process.

8. Compensation

- 8.1 When interviews are conducted in person, community panelists receive mileage reimbursement in accordance with the mileage rates provided to Okanagan College Employees.
- 8.2 Community Indigenous panelists not compensated by their organizations should receive payment of \$125 for the first hour of their time, and \$50 per hour for every subsequent hour, it is the responsibility of the applicable Department to pay these expenses. Please refer to the remuneration guideline on the Indigenous Services webpage for further information.
- 8.3 In cases where the interview process extends to a full day, meals should be provided to community Indigenous representative to ensure their comfort and participation.
- 8.4 **Appendix 3** details the process to be followed to reimburse expenses to the local Indigenous representative.

9. Related Acts and Regulations

College and Institute Act

Human Rights Act

Declaration on the Rights of Indigenous Peoples Act

United Nations Declaration on the Rights of Indigenous People

10. Supporting References, Policies, Procedures and Forms

BCGEU Support Staff Collective Agreement
BCGEU Vocational Instructors Collective Agreement
OCFA Collective Agreement
Exempt and Excluded Employee Terms and Conditions
Recruitment Procedure
Code of Ethical Practices Policy
Okanagan College Indigenous Strategic Framework

11. Review

This guideline will be reviewed for effectiveness within twelve-months to ensure its alignment with the College's values and goals. The intention is that this guideline will become an Okanagan College Procedure.

Appendix 1

Indigenous Focused Interview Questions	
Question	Ideal Responses would Include:
Leadership/Administration/Executive Interview Questions:	
Okanagan College is committed to its journey towards Reconciliation with Indigenous peoples in Canada. If you were the successful candidate in this position, can you give some examples of ways you could support that commitment with students, colleagues, processes, or your department?	<ul style="list-style-type: none"> • <i>Examples from 1-2 categories (students, colleagues, etc.)</i> • <i>Examples relevant to each category</i> • <i>Demonstration of knowledge regarding Truth and Reconciliation Calls to Action and/or UNDRIP; significance, up-to-date verbiage</i> • <i>Acknowledges own implicit biases</i> • <i>A reasonable explanation of how the Calls to Action can inform your work</i>
In your past experiences, what are some ways that you have supported, initiated, or moved the bar forward toward truth and reconciliation?	<ul style="list-style-type: none"> • <i>At least 2 specific examples of prior involvement in supporting truth and reconciliation</i> • <i>Mentions an area where they could improve</i> • <i>Describes a creative/innovative way of supporting truth and reconciliation (project, resourcing, positions, event, operations, etc.)</i>
Can you tell us how you could envision this role furthering reconciliation?	<ul style="list-style-type: none"> • <i>Concrete ideas, resourcing, expectations</i> • <i>Clear understanding of the role, implications and challenges</i> • <i>Collaborative thinking, meaningful examples</i>
Truth, Reconciliation, and Indigenization are key pillars of Okanagan College's Strategic Plan; can you please tell us how you would support these pillars if you were the successful candidate?	<ul style="list-style-type: none"> • <i>Example of supporting each pillar</i> • <i>Practical ideas</i> • <i>In-depth knowledge of the three pillars and their distinctions</i>
Front Line Support Staff/Exempt Employees Interview Questions:	
Okanagan College has acknowledged working with, and learning from, Indigenous communities as a key direction for the College, and we have committed to Indigenization as an institution. Can you describe what Indigenization means to you and how you feel you can contribute to that work?	<ul style="list-style-type: none"> • <i>Detailed explanation of Indigenization</i> • <i>Thoughtful acknowledgment of how Indigenization can be applied to an institution such as OC</i> • <i>Ideas relevant to OC's Indigenization plan</i>
Can you tell us in what ways you have personally or professionally supported truth and reconciliation?	<ul style="list-style-type: none"> • <i>Specific and relevant examples suggestive of an adept understanding of truth and reconciliation</i> • <i>Examples indicative of a personal commitment to truth and reconciliation</i>
Are you familiar with the Truth and Reconciliation Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples? If so, please elaborate on how you see this fitting with the role you have applied for at the College.	<ul style="list-style-type: none"> • <i>Understanding of TRC & UNDRIP</i> • <i>Thoughtful ideas for collaboration</i> • <i>Considers the role their position takes in supporting TRC & UNDRIP</i>

Indigenous Focused Interview Questions	
Question	Ideal Responses would Include:
How have you sought to understand Indigenous perspectives, and participate in opportunities to understand Indigenous culture?	<ul style="list-style-type: none"> • <i>Evidence of education in this area</i> • <i>Examples of Indigenous cultural events they have attended or participated in</i>
Faculty/Instructor Interview Questions:	
Truth and Reconciliation leaders are united in saying that post-secondary education is key to successful reconciliation. Can you share with us how you integrate Truth and Reconciliation into your teaching practice?	<ul style="list-style-type: none"> • <i>Consideration for integration at different stages of teaching, and multi-layered approaches</i> • <i>Expresses depth of knowledge regarding TRC and UNDRIP</i> • <i>Meaningful integration, consultation and reflection of local knowledge</i>
Describe how Reconciliation and Indigenization can help support students in their learning outcomes at Okanagan College.	<ul style="list-style-type: none"> • <i>Welcoming and inclusive teaching practices and approaches</i> • <i>Reflection of current and historical knowledge and implications of colonial states</i> • <i>Identify the richness of learning from a multi-dimensional lens, and connects learning to real world matters</i>
Drawing on a specific example, describe your experience in the development and administration of a project, program, or service meant to support Indigenous peoples? How did you determine its effectiveness?	<ul style="list-style-type: none"> • <i>Understanding of TRC & UNDRIP</i> • <i>Thoughtful ideas for collaboration, consultations, and co-construction</i> • <i>Considers the role their department/position takes in supporting TRC & UNDRIP</i> • <i>Spells out their approach, steps taken, outcome and impact</i>
What do you think are common barriers deterring Indigenous students from accessing and completing post-secondary education? How would you address these barriers?	<ul style="list-style-type: none"> • <i>Knowledge and understanding of barriers an Indigenous student may face e.g., Access, transportation, need for culturally relevant supports and services, finances, closeness to their community, relocation, housing, family responsibilities etc.</i> • <i>Knowledge of resources the College has for addressing these barriers</i> • <i>Consideration of supports both in and outside of the College</i> • <i>Reflection of current and historical knowledge and implications of colonialization in Canada</i>
What initiatives would you take to create a learning environment that is welcoming, engaging, and inclusive for Indigenous staff and students?	<ul style="list-style-type: none"> • <i>An understanding of common barriers faced by Indigenous students</i> • <i>An understanding of the role of ISSC: to advocate and assist</i> • <i>Focus on meeting students at their level of readiness and preparedness; to take a</i>

Indigenous Focused Interview Questions	
Question	Ideal Responses would Include:
	<p><i>strengths-based, solution focused approach; empower students</i></p> <ul style="list-style-type: none"> • <i>An awareness of campus-based resources (e.g. financial aid, upgrading, learning centres, counselling, etc.)</i> • <i>An awareness of community-based resources (e.g. ASET holders, Education Coordinators/Directors, daycare)</i> • <i>Actively creating a welcoming, inclusive environment (e.g. outreach, events, retention initiatives, cultural activities, etc.)</i> • <i>Acknowledging a diverse student body (e.g. young and old, single parents, differing levels of preparedness, etc.)</i> • <i>An emphasis on outcomes/careers</i>
<p>Tell us about an experience when you worked with local Indigenous communities or organizations. What were some of the challenges and benefits, and how did you establish meaningful, respectful relationships?</p>	<ul style="list-style-type: none"> • <i>At least one example of who they have worked with, preferably more than one (e.g. Bands, Friendships Centre, Metis Nation, service agencies, etc.)</i> • <i>An awareness of the need for a high degree of cultural sensitivity and competency</i> • <i>A respect for the different capacities, priorities, and diverse perspectives of our community partners</i> • <i>An explanation of the strategies or initiatives they used to establish relationships</i> • <i>A recognition that consistent, respectful communication is integral to Reconciliation</i> • <i>Maintaining an openness to ideas, suggestions, and recommendations from our partners</i>
<p>How could the Truth and Reconciliation Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples fit with this role?</p>	<ul style="list-style-type: none"> • <i>A demonstration of their knowledge about the TRC Calls to Action</i> • <i>A reasonable explanation of how the Calls to Action can inform the work at the College</i>
All Candidate Questions	
<p>What training or education have you taken to develop and deepen your understanding of both the history and current issues facing Indigenous communities?</p>	<ul style="list-style-type: none"> • <i>An explanation of training programs, books, experiential learning etc., specific to Indigenous awareness and knowledge.</i>
<p>What local Indigenous communities or organizations are you aware of?</p>	<ul style="list-style-type: none"> • <i>Able to identify and name local Indigenous communities.</i> • <i>Reference to any other local organization e.g. ONA, Band Offices, friendship centres etc.</i>

Appendix 2

“NON-DISCLOSURE AGREEMENT”

Hiring Competitions

_____ agrees that the [Insert job title] competition and interviews are to be treated as confidential and cannot be disclosed.

All information concerning a candidate must be maintained in confidence, and particular care must be taken to avoid discussion of the competition and any information discussed and exchanged during the interviews with third parties, including relatives, friends, business and professional associates or the media.

All files, documents, or content (whether in paper or electronic form) prepared for and used during the interviews are the property of Okanagan College.

This agreement is not meant to substitute common sense and good judgment.

(Signature)

(Date)

Appendix 3

Guideline for Reimbursing Local Indigenous Representatives

The following steps are to be followed to process reimbursement for local Indigenous representatives for travel and time:

1. To process a payment Finance first needs the Department to have a fully completed Service Contract **before** any Payment Approval Form (PAF) is submitted.
2. It is important to start this process as soon as the local indigenous representative has been identified to allow sufficient time for the Service Contract routing process to be completed and for Accounts Payable to receive the Service Contract after final approval.
3. If the representative prefers direct deposit, and it is not already set up, a Bank Information form with a void cheque or financial institution letter must also be emailed to Accounts payable **before** the PAF submission.
4. The PAF will be created either with an invoice from the representative (preferred) or by using the Payment Voucher option within the PAF when no invoice exists.
5. The agreed amounts are \$50 per hour for the interview/s time plus applicable mileage rates.

Typical business practice is to pay invoices within 30 days of the invoice date. Okanagan College has established four scenarios (below) to expedite payments as needed. The following scenario's provide guidance as to the timelines required by Account Payable. All these timelines assume that a fully completed Service Contract is in place:

Scenario 1: If the representative needs a cheque on the day of the interviews a Payment Approval Form (PAF) must be submitted **two** Wednesdays before the interview date/s and Accounts Payable must be notified of this urgent payment.

Scenario 2: If the representative needs either direct deposit or a cheque the Friday after the interview then the PAF needs to be submitted **two** Wednesdays before the interview/s and Accounts Payable must be notified of this urgent payment.

Scenario 3: If the PAF is submitted by the Wednesday after the interview/s Accounts Payable would aim to have the payment issued by **two** Fridays after the PAF has been received.

Scenario 4: If the PAF is submitted by the Thursday after the interview/s Accounts Payable would aim to have the payment issued by **three** Fridays after the PAF has been received.