

ACADEMIC COUNCIL REPORT

ACTION REQUESTED:

Recommendation
Decision
Discussion/Direction
Information

DATE: 22 March 2022

FROM: Undergraduate Studies Committee

SUBJECT: Major Program Modification – Indigenous Studies Minor

COMMITTEE MANDATE:

In accordance with the Undergraduate Studies Committee (USC) Terms of Reference, USC has the responsibility “to examine proposals for new undergraduate degree programs and major changes to existing programs and to recommend their approval, as appropriate, to the Academic Council”.

MOTION FOR CONSIDERATION:

That, pursuant to the recommendation of USC, Academic Council hereby approves the new Indigenous Studies Minor.

BACKGROUND/CONTEXT & RATIONALE:

The Faculty is proposing a new Indigenous Studies Minor designed to fulfill and advance the commitments of and calls to action by the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), Canada’s Truth and Reconciliation Commission (TRC), and Ontario Tech University’s President’s Indigenous Reconciliation Task Force (PIRTF) Strategic Plan. Every Faculty within Ontario Tech has expressed a need for an Indigenous Studies program and has had input into the design of the Minor. The Minor represents a commitment by every Faculty that Indigenous students belong at Ontario Tech.

RESOURCES REQUIRED:

There will be a need for new faculty hires to support this new program and other initiatives. Please see the attached memo from ARC regarding support for new resources.

There will also be a need for on-going support related to the cost of guest speakers and experts to support courses as well as field trips and materials.

TRANSITION PLAN:

None required.

CONSULTATION AND APPROVAL:

Representatives from all Faculties in the university were on the planning committee and brought the proposal to their respective Faculty Councils and/or curriculum committees for consultation. Faculty Council approvals to allow students from all programs to participate in the Minor are noted below. Faculty-specific courses which are cross-listed with INDG courses have also been reviewed.

Members of the President's Indigenous Reconciliation Task Force and of the IEAC were members of the planning committee and the Chair of the Minor program planning committee regularly updated both committees about the progress of the planning at different stages. All members of the IEAC have received a copy of the proposed program and courses.

USC for recommendation: 15 February 2022

IEAC Final Approval: 7 December 2021

FSSH Faculty Council: 30 November 2021 (includes POSC cross-listed courses)

FBIT Faculty Council: 21 December 2021

FEd Faculty Council: 20 December 2021

FESNS Faculty Council: 16 December 2021

FEAS Faculty Council: 6 December 2021 (ENGR 4570U 31 January 2022)

FHSc Faculty Council: FC 19 January 2022

FSc Faculty Council: FC 13 January 2022 (includes INDG 2500U which will be cross-listed with new SCIE course in the future)

NEXT STEPS:

- Pending the approval of Academic Council, this change will be included in the 2022-2023 Academic Calendar

SUPPORTING REFERENCE MATERIALS:

- [Major Program Modification Proposal](#)
- ARC Memo re: Resources (attached)
- Program Rationale (attached)
- New Courses: [ENGR 4570U/INDG 4570U](#), [INDG 1000U](#), [INDG 2100U](#), [INDG 2200U](#), [INDG 2500U](#), [INDG 3100U](#), [INDG 3200U](#), [INDG 3310U/POSC 3310U](#), [INDG 4100U](#), [INDG 4300U](#), [INDG 4310U/POSC 4310U](#)



ACADEMIC RESOURCE COMMITTEE

Re: Resources for New Minor in Indigenous Studies

Date: February 2021

The proposed Minor 'Resource requirements' text notes the need for:

"The hiring of 2 Indigenous continuing faculty members to teach in and manage the minor will not only enhance the delivery of the courses in the minor, but will directly support recommendations pertaining to hiring equity."

And, the Rationale 'Budget' section indicates that:

"In order to adequately support a successful program, we anticipate that the following will need to be budgeted for on an on-going basis.

a) Two continuing, full-time instructors (at least one in the tenure-track stream)."

Ontario Tech is committed to providing the dedicated support needed for students in this program. The Academic Resource Committee recognizes the need for faculty resourcing and recommends approval of the proposal, with the understanding that University resources will be reviewed and allocated as necessary. The Office of the Provost will work with the FSSH Dean on specifics related to program support and enrolment demand.

Rationale for Indigenous Studies Minor Program Proposal

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1. PROGRAM OVERVIEW

The purpose of the Minor in Indigenous Studies is to foster student understanding of Indigenous histories, contemporary perspectives, and lived experiences, and to gain insight into Indigenous ways of knowing. Students will develop a critical awareness of colonialism in Canada, within global and historical contexts. Responding to the Truth and Reconciliation Commission's (TRC) *Calls to Action* in education and to the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), the Minor aims to offer a teaching and learning environment that facilitates respectful relationships between Indigenous and non-Indigenous peoples. Indigenous pedagogies and the values of respect, reciprocity, relevance, responsibility, and relationality inform the program.

The Indigenous Studies Minor will be an inter-Faculty minor program option housed in the Faculty of Social Science and Humanities, but accessible to and enthusiastically welcoming students registered in programs across the university. Core INDG courses are offered to students in combination with upper-year courses offered in each Faculty in order to enhance students' capacity to apply knowledge, understanding and experience gained in core courses in their specific disciplines and/or faculties.

The Minor consists of 6 courses or 18 credit hours, which includes 4 required courses and 2 electives from the list of approved courses. A cumulative GPA of at least 2.0 in courses in this minor program is required for successful completion.

The Indigenous Studies Minor program is designed to meet the goals of Ontario Tech University's President's Indigenous Reconciliation Task Force (PIRTF) *Strategic Plan*. In order to adequately support the Indigenous Studies Minor program and to meet the goals of the university with regards to building diversity within academic programs, the Indigenous Studies Minor Planning committee recommends that two full-time continuing faculty members (ideally, two tenure track faculty) be hired who are Indigenous and who have the capacity to (a) build the courses that are required for the program and (b) who are able to contribute more broadly to the university. We suggest that one hire be in a science/engineering fields and the second should be in the social sciences/education. In this way, different Faculties will benefit from the expertise of Indigenous scholars in different fields and help to meet the university's commitment to enhancing curriculum focused on Indigenous topics and ways of knowing (Item 5, PIRTF). Furthermore, hiring two full-time Indigenous scholars supports the university's commitment to addressing the underrepresentation of Indigenous scholars in academia (Item 4, PIRTF). After much discussion, we believe that two full-time continuing hires are necessary to ensure that (a) Indigenous scholars are offered substantive positions that afford the opportunity to pursue a robust program of research and scholarly activity, and (b) a single Indigenous scholar is not expected to "do everything Indigenous" in terms of building Ontario Tech's Indigenous Studies program and simultaneously teaching all Indigenous Studies courses to the detriment of their capacity to conduct research. Relying only on sessional or limited term hires will limit the capacity of the university, and any hired Indigenous scholars, to sustain a true commitment to meeting the goals of the Presidential Task Force and the Truth and Reconciliation *Calls to Action*. Furthermore, we believe that full-time continuing hires will be more attractive to Indigenous scholars at a time when many universities are increasingly looking to hire Indigenous faculty members. Offering a well-resourced minor program to students across faculties and hiring two Indigenous continuing faculty members are actions at the heart of our academic mission. The broad reach of the minor is significant. Such an approach materially demonstrates a university-wide commitment to both valuing and engaging Indigenous perspectives and ways of knowing, as well as to a fulsome response to the TRC *Calls to Action*. The program would have a Director who, as part of their role, would provide leadership and oversight in terms of policies, plans, course proposals and operations. The Director may be one of the new hires, if appropriate institutional support is provided, or may be a current faculty member who is trained in and knowledgeable about Indigenous curriculum and pedagogy.

2. PURPOSE

The Indigenous Studies Minor has been designed to fulfill and advance the commitments of and calls to action by the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), Canada's Truth and Reconciliation Commission (TRC), and Ontario Tech University's President's Indigenous Reconciliation Task Force (PIRTF) *Strategic Plan*.

a) United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)

(adopted by the General Assembly on Thursday, 13 September 2007)

Article 13 1. 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.

Article 15: 1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.

Article 17: 3. Indigenous individuals have the right not to be subjected to any discriminatory conditions of labour and, inter alia, employment or salary.

Article 21: 1. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.

The TRC Calls for the use of UNDRIP as a framing device for reconciliation. Connecting the *Strategic Plan* priorities to these key Articles of the UNDRIP facilitates Ontario Tech University's commitment to enhancing learning and community engagement. Indigenous Studies connects Indigenous communities and the Ontario Tech community through the expansion of challenging learning opportunities rooted in Indigenous worldviews and pedagogical approaches, and, in turn, facilitates strengthening relationships between the communities through transformative learning. Through its commitment to the inclusion of Indigenous knowledges, the community of Ontario Tech gains a broader, more robust understanding of the lands upon which it is situated and the relationships embedded in those lands. This enables innovations in pedagogy, research and community relationship-building.

The UNDRIP and the PIRTF *Strategic Plan* also fit within the 5Rs framework (respect, responsibility, reciprocity, relevance and relationality)¹ that the Indigenous Studies Minor is situated within. Specifically, Ontario Tech, in taking on the challenge of creating a cross-faculty Indigenous Studies Minor program, is paving the way to engage in respectful, responsible, reciprocal, and relevant relations with Indigenous peoples, their histories, and their knowledge bases. Furthermore, the creation of a robust Indigenous Studies Minor demonstrates a commitment to meaningful inclusion of Indigenous knowledges and peoples within the institution, as opposed to mere tokenism. It affirms that in taking on this growth, the university is committed to ensuring the appropriate supports are in place for students, staff and faculty. It acknowledges that Indigenous Knowledge Carriers and forms of knowledge are seen as equally valid, in their own right, as conventionally academic forms of knowledge. Furthermore, supporting Indigenous faculty, staff, students, Knowledge Carriers and Elders means ensuring financial and other resources are appropriate and equitable, and responds to Articles 17:3 and 21:1 in the UNDRIP.

¹ Restoule, J.-P. (2008, November 26). The five R's of Indigenous research: Relationship, respect, relevance, responsibility, and reciprocity. Workshop presented at the Wise Practices II: Canadian Aboriginal AIDS Network Research and Capacity Building Conference, Toronto, Ontario, Canada.

b) Truth and Reconciliation Commission's (TRC) *Calls to Action*

62. We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:

- (i) Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students.
- (ii) Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.
- (iii) Provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms.
- (iv) Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in education.

65. We call upon the federal government, through the Social Sciences and Humanities Research Council, and in collaboration with Aboriginal peoples, post-secondary institutions and educators, and the National Centre for Truth and Reconciliation and its partner institutions, to establish a national research program with multi-year funding to advance understanding of reconciliation.

The Truth and Reconciliation Commission's final report identifies that educational institutions play a vital role in reconciliation. The tenth guiding principle of truth and reconciliation from the TRC states the following:

Reconciliation requires sustained public education and dialogue, including youth engagement, about the history and legacy of residential schools, Treaties, and Aboriginal rights, as well as the historical and contemporary contributions of Aboriginal peoples to Canadian society. (Vol. 6, p. 16)

Ontario Tech's Minor in Indigenous Studies will allow students from across the institution to engage with these topics and develop the competencies to meet the TRC Calls to Action in the fields of health, justice, education, media, business, and government, among others.

The hiring of Indigenous continuing faculty members to teach in the Minor will not only enhance the delivery of the courses, but will directly support recommendations pertaining to hiring equity. With additional Indigenous faculty on campus, Ontario Tech would also be a more desirable institution for Indigenous students, which is aligned with Call to Action 7 related to closing education and employment gaps among Indigenous peoples. In addition to the benefits of curriculum development and increased Indigenous student enrollment, the hiring of Indigenous tenure-track/tenured professors will work towards Call to Action 65 on research to advance reconciliation.

c) President's Indigenous Reconciliation Task Force (PIRTF) *Strategic Plan* (September 2020)

4. Ontario Tech University is an employer and scholarly community of choice for Indigenous staff and faculty, including adjunct and sessional faculty. The underrepresentation of Indigenous faculty across Canada impoverishes post-secondary education. Indigenous faculty and staff presence make a fundamental difference to Indigenous students' sense of belonging at the university as well as their educational aspirations.

5. An academic culture that is committed to fulfilling the TRC Calls to Action, particularly through enhancing curricula.

The Ontario Tech University President's Indigenous Reconciliation Task Force Strategic Plan (PIRTF) lays out the strategy that the university intends to follow in order to meet the TRC calls to action. *Item 4* of the PIRTF states that the university has committed to being "an employer and scholarly community of choice for Indigenous staff and faculty, including adjunct and sessional faculty" because "[t]he underrepresentation of Indigenous faculty across Canada impoverishes post-secondary education. Indigenous faculty and staff presence make a fundamental difference to Indigenous students' sense of belonging at the university as well as their educational aspirations" (p. 4). Furthermore, *item 5* states that the university will create "[a]n academic culture that is committed to fulfilling the TRC Calls to Action, particularly through enhancing curricula" (p. 5). Establishing the Minor institutionalizes the PIRTF's objectives by fostering understanding and relationships. It helps to advance Indigenous representation in the university community by developing Indigenous studies as a research and teaching focus at the university. It helps to attract Indigenous faculty and demonstrates the value of Indigenous studies for Indigenous and non-Indigenous students alike.

d) IEAC comments

The IEAC is strongly in support of the new Indigenous Studies minor program. It is a tremendous achievement, and we are excited about this new opportunity for student learning and engagement at Ontario Tech. The program will benefit all students, but especially Indigenous students because it values Indigenous perspectives, knowledges and ways of knowing.

The IEAC agrees that two new full-time faculty hires are necessary to offer the Indigenous Studies minor.

The IEAC notes that professors hired to teach in the new program require deep understanding of Indigenous histories and perspectives, ongoing colonialism, and experience in contextualizing challenging materials and supporting Indigenous and non-Indigenous students who may struggle with intergenerational trauma and the emotional impacts of such materials. We encourage the University to prioritize local Indigenous knowledge in hiring in order to support those courses with a local focus.

The IEAC deeply appreciates the hard work of the Indigenous Studies minor committee in researching, designing and writing the course content, and the advocacy and budgetary support of the Reconciliation Task Force in program development. We also thank the IEAC representatives, Rachel Radyk and Nancy Hamer Strahl, for their work on the Indigenous Studies Minor Committee.

e) Comments from participating Faculties

Every Faculty within Ontario Tech has expressed a need for an Indigenous Studies program and has had input into the design of the Minor. The Minor reflects each Faculty's commitment to ensuring

Indigenous students experience a sense of belonging at Ontario Tech, and awareness that the ongoing work of reconciliation begins where we live and work, teach and learn.

FEAS: As a University and a Faculty, we have a duty to contribute to reconciliation. The Indigenous Studies Minor represents one small step towards reconciliation that we can participate in as a Faculty. Further, it is important that engineering students be given the opportunity to learn more about Indigenous issues so that they are better prepared to work with Indigenous communities in their careers.

FHSc: This Minor will provide Health Sciences students with the opportunity to expand their knowledge and competencies to include Indigenous histories and contemporary issues that relate to health, while gaining a deeper understanding of Indigenous ways of knowing and lived experience. Through opportunities to take courses in other Faculties, students will receive a well-rounded education that will better prepare them to work with Indigenous communities. The Minor may also benefit recruitment efforts to attract Indigenous students to the Health Sciences. The minor will also better prepare undergraduate students in Health Sciences to go onto graduate level work in Indigenous Health.

FSc: While many scientists are beginning to see the connection between western science and traditional knowledge, it is important for Science curricula to represent the diversity of Canada, including Indigenous ways of knowing. Having an Indigenous Studies Minor is an important first step towards making our faculty more welcoming and allowing for more traditional knowledge and two-eyed seeing approaches in our science teaching practice(s). The Indigenous Studies Minor will be a valuable addition to students' academic program, whether or not that student is Indigenous. It will also inevitably lead to research opportunities for undergraduate and graduate students inspired by the discussions that occur in the courses in the minor.

FSSH: Fundamental to education in the social sciences and humanities is encouraging students to question everything they see, hear and read so that they learn to be responsible citizens working for the common good. Critically engaging with colonialism and its legacies in Indigenous and non-Indigenous relations is central to questioning what the common good means for Canada today. Many FSSH undergraduate students, Indigenous and non-Indigenous, will go on to professional education or directly into positions in the workforce where awareness and understanding of the legacy of residential schools, the ability to think critically about Canada's colonial history, and the ability to address historical and contemporary injustices in Canada's relations with Indigenous peoples will be crucial. Such education is vital in supporting our students' abilities to become engaged citizens contributing to Canadian society. And such education would help fulfill Ontario Tech's mission in "...promoting social engagement [and] fostering critical thinking." Specifically, our Faculty's interest in the minor stems from the fact that we already offer some courses related to Indigenous Studies and our recognition that we need to do more. The absence of full-time tenure-track Indigenous faculty members is something that needs to change. Establishing the minor would help attract and engage both students and faculty interested in building on our existing research and teaching strengths in this area. Over the past decade, and in conjunction with the Federal government's TRC and

bottom-up activism, researchers and teachers in Canada have foregrounded the importance and necessity of including and elevating Indigenous creativity and knowledge in the curriculum.

FEd: The Faculty of Education has long sought to incorporate Indigenous knowledge into our curriculum and student activities, particularly in our BEd program. Cultural Advisors, Visiting Elders and Traditional Knowledge Keepers have visited our classes and helped to plan our annual Indigenous events for teacher candidates. The Calls to Action have compelled us to do more and to do it better. All three programs (BA in ESDT with its Lifelong Learning and Early Childhood Education specializations; BEd in K-12 education; and, MA/MEd for leaders, researchers and trainers in various professional contexts) have courses that focus on equity and inclusion which, of course, pertains to Indigenous Peoples. Our goal is to prepare educators to teach inclusively and in a way that acknowledges and draws on different perspectives and knowledge. A focus on Reconciliation and Indigenous Education is a natural and necessary component of our programs.

FESNS: Generally, as the nuclear industry tries to grow its business, attention to public opinions and concerns is important in developing consensus and social acceptance of the industry. Effective consultation with Indigenous communities requires an understanding of the complex histories, issues and cultures of Indigenous peoples. Understanding alternative and non-traditional science perspectives can be challenging for some engineering students who may assume that “if it is technically correct, then it is correct.” Such students may have trouble understanding how the social implications can trump technical excellence. This Indigenous Studies Minor program opens the door to introducing a balance between Indigenous understandings of the world and Western technical perspectives.

FBIT: FBIT is a signatory to the Principles of Responsible Management Education, and has committed itself to teaching students about the importance of balancing economic and sustainability goals. Traditional Indigenous knowledge and ways of knowing will enrich FBIT’s curriculum as it seeks to implement these Principles. Trade has always occurred across Turtle Island and the area some now call North America. Prior to contact with Europeans, trade networks existed among Indigenous Peoples; after contact, as European nations pursued colonial power, an extensive and complex trading system among Indigenous Peoples and Europeans emerged. The commercial relationships and systems of distribution that sustained the fur trade played a central role in the evolution of the relationship between Indigenous Peoples and settlers and, indeed, in the eventual creation of the Canadian state. The domination and exploitation of Indigenous Peoples in Canada by settler populations have their roots in commercial relationships, and the path toward reconciliation must include business and commerce across Canada. The Indigenous Studies Minor will offer important insight, including the Indigenous history of trade on Turtle Island, to students – insight that is essential for future commercial and civic leaders. With many economic opportunities across Canada that involve partnering with Indigenous Peoples, business people need an understanding of and respect for Indigenous perspectives on technology, commerce, property, and business to be successful and to avoid the terrible consequences of past commercial relationships premised on exploitation and dominance. The Indigenous Studies minor program will help to cultivate the necessary

understanding and respect for Indigenous worldviews and histories, and will facilitate research about business and sustainability and “tech with a conscience.”

The committee anticipates there will be proposals for elective courses to be offered by the different Faculties that could be introduced initially as special topics courses (INDG 4300). It is expected that as student and faculty interest in the program builds, there will be additional and innovative approaches to developing a variety of courses. It is expected that any faculty developing Indigenous curricula must seek guidance and training from the university’s Teaching and Learning Centre’s Indigenous curricula expert, the IEAC, and the Indigenous Education and Cultural Services.

3. ONTARIO TECH MISSION & VISION

The Indigenous Studies Minor has been designed to be consistent with Ontario Tech’s aspirations and mission. We believe that the Indigenous Studies Minor initiative is timely given Ontario Tech’s Mission and Vision.

- a) According to Ontario Tech’s Strategic Plan, “[i]ntegrating EDI into all our research and practices is flagged as a key measure of our success in fulfilling our strategic plan.” Furthermore, if Ontario Tech intends to meet its goal of becoming “an EDI leader among Canadian universities by fundamentally changing our research and academic culture to ensure that individuals from underrepresented groups participate and benefit equitably across our institution,” then hiring Indigenous faculty members and funding a robust Indigenous Studies Minor program will be essential.
- b) Ontario Tech’s Vision statement, “Embracing technology with a conscience to advance knowledge and promote sustainability,” makes clear that conscientious and sustainable knowledge-building is imperative. The Indigenous Studies Minor will support the university’s capacity to provide students and faculty with access to Indigenous knowledge that is meaningfully integrated into Ontario Tech’s core curriculum offerings.
- c) Ontario Tech’s Mission to “equip future leaders to solve complex problems” includes the goals of “promoting the ethical development and use of technology for good through intensive research and inquiry,” “[c]o-creating knowledge by adapting to the ever-changing educational landscape through the provision of flexible and dynamic learning and research opportunities,” “[c]ultivating student- and community-centric engagement opportunities by encouraging an inclusive culture,” and “purposeful research and collaboration with industry, community, government and academic partners especially as it relates to all facets of global sustainability and well-being.” The Indigenous Studies Minor will help to equip non-Indigenous and Indigenous students with the skills and knowledge needed to work with Indigenous peoples in ethical and inclusive ways, while also ensuring that all students are welcomed with respectful integration of Indigenous ways of knowing into Ontario Tech’s campus culture.

- d) Ontario Tech’s Values statement emphasizes that the university “is a place where every person belongs and is free to grow their skillsets and mindsets.” In particular, the Values listed include the importance of “Inclusion: Advancing a learning community where we achieve success by prioritizing reconciliation, valuing diversity and eradicating discrimination and hate.”

It is clear that robust support for an Indigenous Studies Minor program strongly resonates with the university’s commitments to fostering tech with a conscience, while cultivating an inclusive learning and working environment.

4. BUDGET

In order to adequately support a successful program, we anticipate that the following will need to be budgeted for on an on-going basis.

- a) Two continuing, full-time **instructors** (at least one in the tenure-track stream).
- b) Consistent budget for Indigenous **guest speakers** (e.g., Elders) and **experts** to support courses. Relevant expertise is required to ensure that the pedagogy and content are well-designed following Indigenous pedagogical practices. (approx. \$10,000/year)
Note: speaker fees for Elders, Knowledge Keepers, and other experts are estimated at \$150-\$200 for an hour or less; \$250-300 for a half day; \$500 for a full day.
- c) Consistent budget for **alternative modes of delivery** (e.g., land-based courses) and **field trips** (e.g. to Black Oak Savanna, Curve Lake Cultural Centre, Canoe Museum, Woodland Cultural Centre in Brantford, etc.). (Approx. \$10,000/year. These costs may possibly be recouped via ancillary fees or another mechanism.)
- d) **Supplies & materials** (e.g., bead looms for students to be able to create a wampum belt to symbolize their relationship to the land; materials to build a birchbark canoe; tobacco; snowshoes). Some supplies (e.g., bead looms, snowshoes) may be used from year to year.

Adequate and ongoing support for the Minor program would demonstrate that Ontario Tech is truly committed to meeting the goals of the university’s strategic plan and the TRC. An investment in this program is an investment in reconciliation and an investment in the future of the university.

5. STUDENT DEMAND

The one existing Indigenous Studies course, INDG 2000, was launched in September 2018. Since then, course enrolment has been strong.

TERM	MAX ENROLMENT	ACTUAL ENROLMENT
202109	30	30
202009	30	23

202001	30	30
201909	30	28
201809	30	30

ADDITIONAL INFORMATION

Calendar Copy and Program Map

General Information

The purpose of the Minor in Indigenous Studies is to foster student understanding of Indigenous histories, contemporary perspectives, and lived experiences, and to gain insight into Indigenous ways of knowing. Students will develop a critical awareness of colonialism in Canada, within global and historical contexts. Responding to the Truth and Reconciliation Commission's *Calls to Action* in education and to the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), the minor aims to offer a teaching and learning environment that facilitates respectful relationships between Indigenous and non-Indigenous peoples. Indigenous pedagogies and the values of respect, reciprocity, relevance, responsibility, and relationality inform the program.

The Indigenous Studies Minor is an inter-Faculty minor accessible to students registered in programs across the university, housed in the Faculty of Social Science and Humanities. Core INDG courses are offered to students in combination with upper-year courses offered in each Faculty, in order to enhance students' capacity to apply knowledge, understanding and experience gained in core courses in their specific disciplines and/or faculties.

Minor Requirements

The Indigenous Studies Minor is available to students in any major program at Ontario Tech University. The minor consists of 6 courses or 18 credit hours, which includes 4 required courses and 2 electives from the list of approved courses. A cumulative GPA of at least 2.0 in courses in this minor program is required for successful completion.

Required courses

INDG 1000U Introduction to Indigenous Studies: Colonial History and its Impacts on Indigenous Peoples

INDG 4100U (Re)Membering Reciprocal Relations

Any two of the following (NOTE: not all courses may be offered every year and some of these courses may have prerequisites):

INDG 2100U Endaayaang – Storying Home in Michi Saagig Territory

INDG 2200U Indigenous Digital and Visual Media
INDG 2500U Two-Eyed Seeing in the Natural Sciences
INDG 3100U First Nations History in Michi Saagiig and Haudenosaunee Territories in Southern Ontario
INDG 3200U Contemporary Indigenous Literature
INDG/POSC 3310U Indigenous Peoples, Sustainability, and Development: A Global Perspective
INDG 4300U Special Topics in Indigenous Studies
INDG/POSC 4310U The Politics of Indigenous Rights
INDG/ENGR 4500U Indigenous Design and Technology

Elective courses (choose two)

NOTE: Not all courses may be offered every year. Some of these courses may have prerequisites. Please note any prerequisites before enrolling in any non-INDG courses and consult with your Faculty Academic Advisor before enrolling in a course that is listed in your Major program map. Identical courses cannot be double-counted within the Minor.

INDG 2100U Endaayaang – Storying Home in Michi Saagiig Territory
INDG 2200U Indigenous Digital Media
INDG 2500U Two-Eyed Seeing in the Natural Sciences
INDG 3100U First Nations History in Michi Saagiig and Haudenosaunee Territories in Southern Ontario
INDG 3200U Contemporary Indigenous Literature
INDG 4300U Special Topics in Indigenous Studies
INDG 4310U The Politics of Indigenous Rights [cross-listed as POSC 4310 The Politics of Indigenous Rights]
HLSC 3823U Health & Indigenous Peoples in Canada
KINE 3482U: Physical Activity and Indigenous Peoples in Canada
LGLS 3310U Indigenous Peoples, Law & the Canadian State
POSC 4310U The Politics of Indigenous Rights [cross-listed as INDG 4310U The Politics of Indigenous Rights]
POSC 3310U Indigenous Peoples, Sustainability, and Development: A Global Perspective [cross-listed as INDG 3310U Indigenous Peoples, Sustainability, and Development: A Global Perspective]
INDG 4500U/ENGR 4500U Indigenous Design and Technology

Proposed INDG course codes

x100U series = history-oriented courses
x200U series = literature & media courses
x300U series = special topics, workshops courses
x500U series = science & technology courses

Planning Committee Members

FSSH: Rachel Ariss (FSSH); Alyson King (FSSH - Chair); Thomas McMorrow (FSSH); Timothy MacNeill (FSSH); Carla Cesaroni (FSSH);

FHSc: Serene Kerpan (FHSc); Janet McCabe (FHSc);

FSc: Denina Simmons (FSc); Robert Bailey (FSc); Annette Tavares (FSc);

FBIT: Theresa Miedema (FBIT);

FEEd: Allyson Eamer (FEEd);

FEAS: Scott Nokleby (FEAS);

FESNS: Brian Ikeda (FESNS);

Teaching & Learning: Kaitlyn Watson

Indigenous Education and Cultural Services: Carol Ducharme

Indigenous Education Advisory Circle: Nancy Hamer Strahl (Indigenous Education Advisory Circle); Rachel Radyk (FHSc student/IEAC);

Consultant: Nancy Stevens