

***DEFINING INDIGENOUS CONTENT IN ACADEMIC AND CONTINUING EDUCATION COURSES AND PROGRAMS***

Curriculum with Indigenous content, which requires consultation with the Indigenous Education Advisory Circle, includes:

For undergraduate, graduate, and continuing education, new courses or programs, and course or program changes, which identify, through their titles, calendar descriptions or learning outcomes, the development, exercise or application of knowledge, familiarity, experience or skills in any one or more of the following:

- Indigenous knowledges, cultures and/or languages;
- Indigenous lands, politics, laws and/or histories;
- Indigenous theories, methods, practices, innovations and/or contributions;
- Indigenous engagement and/or perspectives;
- Indigenous pedagogies/Experiential learning;
- Residential Schools, including First Nations, Métis and Inuit Residential Schools, and Reconciliation;
- Canadian histories, laws, political structures, governance, geographies and environmental sciences, historical and contemporary colonialism.

This includes general and/or introductory courses referring to topic areas on the above list.

If you are proposing a new program involving Indigenous content, once your Notice of Intent (NOI) has been approved, please reach out to the IEAC as soon as possible.

**The IEAC will determine the extent of consultation required for each proposal or modification. Please see the full “Indigenous Education Advisory Circle (IEAC) Consultation and Communication Protocols” document for deadlines and further details.**

**Questions to include new course/program and changing course/program templates**

Does the proposal include Indigenous content? Has the IEAC been contacted, and if so when?

What was the advice you received from the IEAC? And, how has it been included in your proposal?

Did the IEAC ask you to return the proposal to them for review? And if so, have they completed their review?

## **Indigenous Education Advisory Circle (IEAC) Consultation and Communication Protocols**

The role of the IEAC is to participate in decision-making at the University of Ontario Institute of Technology (Ontario Tech) and provide guidance and advice to the Provost on Indigenization initiatives.

Key duties of the IEAC include:

- providing advice and recommendations towards creating an **inclusive environment** that acknowledges Indigenous histories and celebrates Indigenous cultures;
- supporting the development and evaluation of initiatives designed to **increase Indigenous participation in post-secondary education** and to enhance the academic success of Indigenous students at Ontario Tech; and
- **facilitating the design and implementation of programming and curriculum that promotes recognition and inclusion of Indigenous perspectives and ways of knowing.**

### **Consulting the Indigenous Education Advisory Circle**

Staff and faculty wishing to develop projects and initiatives related to Indigenization and reconciliation at Ontario Tech must consult with the IEAC.

Such projects and initiatives include those aiming to:

- celebrate Indigenous cultures;
- share knowledge and recognition of Indigenous histories and realities;
- develop new courses and programs with an Indigenous focus;
- modify courses and programs to include Indigenous content and ways of knowing;
- increase Indigenous participation in post-secondary education;
- enhance Indigenous student success;
- recruit, hire and **retain** Indigenous staff and faculty;
- and build research and community partnerships.

**Reaching out to the IEAC for consultation is part of building respectful relationships.** IEAC guidance will help you develop projects and initiatives, and achieve outcomes, in ways that respect Indigenous ways of knowing and harmonize with the IEAC's vision.

## **Consulting in a Good Way**

**Contact the IEAC early, before there has been any formal decision-making** on the direction, goals or process. If you would like a curricular project to go through the university's fall approval process, contact the IEAC (please see "Timing" below).

Be prepared to attend an IEAC meeting in person if invited to discuss your ideas and initial plans, and to answer questions. You may be asked to provide a brief written summary ahead of time, and explain University procedures to community members.

IEAC meetings begin with lunch and a smudging ceremony. While you are not required to participate in the smudge, your attendance is a sign of respect. If you are not familiar with Indigenous cultures, please see this as an opportunity to learn.

The IEAC makes decisions through consensus. As it takes time to develop consensus, be aware that the IEAC may require some time to make a decision and the decision may not be finalized at the meeting. The IEAC will communicate with you as soon as possible.

Be flexible and open-minded when developing your proposal. The IEAC will designate someone for you to ask follow-up questions and support your efforts to integrate IEAC guidance into your proposal. Ensure that you understand what advice or guidance the IEAC has given and can explain how you have integrated that advice.

Be prepared to return to the IEAC. We are able to respond between meetings. Please allow time for responses.

## **Consulting in a Good Way on Curriculum** (see also Appendix)

Curriculum that works towards fulfilling the TRC's Calls to Action includes:

- developing understanding of histories and legacies of Indigenous-colonial relations in Canada, including residential schools
- developing understanding of treaties, Aboriginal rights in Canada and UNDRIP
- thinking critically about historical and ongoing Indigenous-colonial relations
- bringing forward and valuing Indigenous experiences, perspectives, cultures, histories and ways of knowing in respectful, appropriate ways
- respecting local cultural protocols in engaging with Elders, Knowledge Keepers and community organizations
- emphasizing anti-racist and culturally sensitive approaches

Historically, postsecondary curriculum has ignored and/or denigrated Indigenous peoples, histories, perspectives, contemporary realities, ways of knowing and Indigenous-colonial relations. Making the curriculum more inclusive of Indigenous peoples and perspectives benefits all Ontario Tech students, Indigenous and non-Indigenous and contributes to educating for citizenship and professional competence.

The IEAC **must** be consulted when:

- developing/modifying programs of study focused on Indigenous perspectives and content, such as minors, specializations, or fields
- developing/modifying courses focused on Indigenous perspectives and content
- developing/modifying modules focused on Indigenous perspectives and content in courses that are required as part of professional education
- developing/modifying modules focused on Indigenous perspectives and content in courses that are required as part of degree programs

The above includes all degrees, diplomas, courses and modules at the undergraduate and graduate level, and for Continuing Education.

### *Timing*

If you are proposing a new program involving Indigenous content, contact the IEAC **in the first week of January**, to go through that year's fall approval process.

If you are proposing a new course, a major modification, or a minor modification involving Indigenous content contact the IEAC **by April 1<sup>st</sup>** to go through that year's fall approval process.

### *Communication*

The IEAC meets at least twice per academic year and may meet more often. Certain decisions can be made through phone and email consultation between meetings, or by the co-chairs, Rachel Ariss (FSSH) and Art Beaver, Alderville First Nation.

Contact the IEAC through Rachel Ariss at [Rachel.Ariss@uoit.ca](mailto:Rachel.Ariss@uoit.ca), or Anita Krupa, administrative assistant at [Anita.Krupa@uoit.ca](mailto:Anita.Krupa@uoit.ca)

### **Consulting Indigenous Education and Cultural Services**

Faculty, staff, and students may wish to invite Indigenous guests to classes, events and professional development programming. You may have questions about land acknowledgments and local protocols, or require resources involving Indigeneity and a variety of topics. Faculty members will want to bring Indigenous perspectives into a variety of courses that they teach.

If you are unsure, staff at Indigenous Education and Cultural Services (IECS) are available to suggest potential guests and help guide the invitation process based on the needs outlined by the faculty, staff or student. IECS staff can also provide traditional openings or a welcome for larger events, based in local Indigenous protocols. Please **reach out early** and please respect IECS staff time.

Resources outlining protocols for making Land Acknowledgements and hosting Indigenous Guests can be found on the [Indigenous Education and Cultural Services website](#).

For faculty members and students, good ways to begin including Indigenous perspectives in courses and assignments are:

- ensuring that materials written/created by Indigenous peoples are part of the course or assignment;
- bringing in Elders, Knowledge Keepers or other Indigenous guests to speak.

Indigenous Education and Cultural Services staff run a Visiting Elder program and host a resource room including books and DVDs at the Baagwating Indigenous Student Centre. Please do not hesitate to reach out.

Contact IECS staff at [indigenous@uoit.ca](mailto:indigenous@uoit.ca)