



**President's Indigenous Reconciliation
Task Force Strategic Plan**
September 2020



Executive Summary

President's Indigenous Reconciliation Task Force Strategic Plan

Overview

This strategic plan will guide Ontario Tech University in its activities, investments and development of human resources in its response to the Truth and Reconciliation Commission's (TRC) Calls to Action, released in December 2015.

At its core, reconciliation is about building new relationships of mutual respect between Indigenous and non-Indigenous peoples. Seeking and responding to guidance from the Indigenous Education Advisory Circle (IEAC) is key to this endeavour.

This plan is a living document meant to provide guidance that is flexible in response to changing conditions, and able to wisely build on accomplishments in order that our relationships might flourish.

Our goals include:

1. Visual and artistic representation that acknowledges and celebrates Indigenous cultures is embedded and integrated throughout the university's built and online environment

Increasing artistic and visual representation is a significant part of reconciliation because it creates a sense of belonging for Indigenous students, staff and faculty and provides accessible opportunities to learn about Indigenous presence and historical and contemporary experiences.

We will prioritize:

- Consulting with people knowledgeable about Indigenous art.
- Developing a plan for art acquisition and display.
- Sparking conversations by engaging with Indigenous art.

We will know we have reached this goal when we see:

- Indigenous cultures represented throughout all areas of the university.
- People actively engaged in learning through such artistic representation.

2. A post-secondary experience and education at Ontario Tech University that is desirable, accessible and attainable for Indigenous learners.

Strong student support, including acknowledgment and celebration of Indigenous student and cultural presence is a vital component of Indigenous student recruitment, retention, and success.

We will prioritize:

Delivering a comprehensive application-to-enrolment strategy to support Indigenous students.

- Developing clear, comprehensive policies supporting the practice of Indigenous ceremonies.
- Activating fully resourced IECS programming.
- Building long-term relationships with Indigenous communities.

We will know we have reached this goal when we see:

- Indigenous students self-identifying in all programs.
- Indigenous students engaging with campus supports and Indigenous programming.
- Indigenous communities becoming familiar with and feeling welcome at Ontario Tech.

3. Ontario Tech University has a sustainable capacity to increase awareness and understanding related to Indigenous peoples and their histories across the entire campus community.

The IECS' current training programs for staff and faculty provide a good foundation for reconciliation and creating a welcoming environment.

We will prioritize:

- Building holistic training programs for staff and faculty that demonstrate the values associated with a culturally safe environment.
- Establishing relationships to build understanding and education on Indigenous worldviews.

We will know we have reached this goal when the university:

- Maintains a sustainable commitment to accessible Indigenous training opportunities that nurture a culture of decolonization.
- Demonstrates awareness of challenges faced by Indigenous students, staff and faculty.
- Gains a reputation as an institution committed to meaningful reconciliation.
- Indigenous individuals report the university is a culturally safe environment in which to study, work, teach and visit.

4. Ontario Tech University is an employer and scholarly community of choice for Indigenous staff and faculty, including adjunct and sessional faculty.

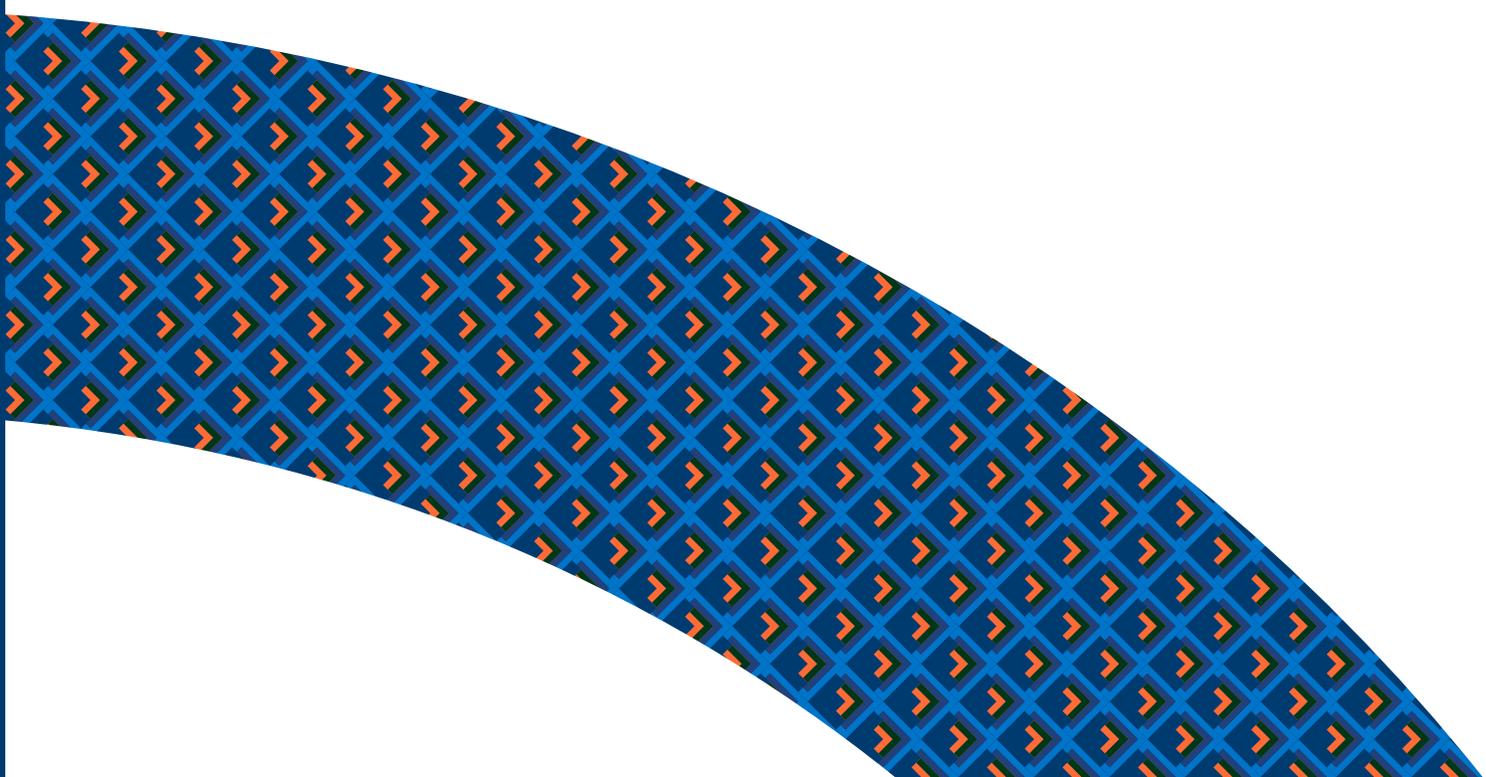
The underrepresentation of Indigenous faculty across Canada impoverishes post-secondary education. Indigenous faculty and staff presence make a fundamental difference to Indigenous students' sense of belonging at the university as well as their educational aspirations.

We will prioritize:

- Identifying best practices for self-identification.
- Building flexible institutional recruitment plans to attract and retain research-level and teaching-centred Indigenous faculty and staff.
- Developing appropriate hiring qualifications that value Indigenous pedagogies and Indigenous knowledge.

We will know we have reached this goal when:

- We have an increased number of Indigenous staff and faculty.
- The university community values Indigenous knowledge.
- Elders and Traditional Knowledge Keepers contribute as faculty members.
- Indigenous university faculty and staff report feeling support and belonging.



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

Providing opportunities to learn about the histories and impacts of residential schools and ongoing colonialism, and Indigenous knowledge relevant to all students' disciplines is key to fulfilling the TRC Calls to Action in education.

Universities must foster skills in cultural competency, conflict resolution, human rights and anti-racism. Such curricula can only flourish within an academic culture that actively supports such teaching; is open to the challenges and benefits that Indigenous pedagogies bring to the institution; and supports research that centres issues of reconciliation.

We will prioritize:

- Developing courses and programs that value Indigenous topics, perspectives and ways of knowing.
- Providing growing opportunities for Indigenous topics and perspectives to be taught by Indigenous instructors.
- Supporting non-Indigenous faculty to appropriately include Indigenous voices and topics.
- Supporting faculty participation in research funding opportunities focused on Indigenous perspectives and partnerships.

We will know we have reached this goal when:

- Students choose Ontario Tech because it values Indigenous topics, perspectives and ways of knowing.
- Indigenous learners connect with Indigenous learning that enhance their feelings of belonging.
- All students have accessible opportunities to develop critical awareness of the importance of the TRC Calls to Action and develop skills to apply them in ways relevant to their disciplines.
- Faculty and staff actively participate in Indigenous learning, sharing and research.

Final comments

This plan provides pathways for the university to take a few steps or to undertake a journey for reconciliation. This is meant to encourage the university community by showing how we can creatively shift our priorities towards reconciliatory work even in times of budgetary constraint.

The President's Reconciliation Task Force and the IEAC, however, explicitly state that a full response to the TRC Calls to Action and, the university transformation these invoke requires specific investment and commitment of resources, which have historically been turned away from building mutually beneficial and respectful relationships between post-secondary institutions and Indigenous communities.



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Introduction

The purpose of this plan is to guide Ontario Tech University in its activities, investments and development of human resources in its response to the Truth and Reconciliation Commission's (TRC) Calls to Action, released in December 2015. The rationale for this plan, reflecting Ontario Tech's unique context and drawing on research and experiences at various post-secondary institutions, is reported in the university's *Role in Reconciliation: Options and Opportunities in Indigenizing Curricula* (2016), see ontariotechu.ca/reconciliationoptions.

The President's Indigenous Reconciliation Task Force's mandate is to work in consultation with the Indigenous Education Advisory Circle (IEAC) to review the above report and identify strategic priorities, and determine goals, measurable outcomes, actions and resource implications towards creating a three-year plan designed to increase our capacity to recruit, support, retain and graduate Indigenous learners. The IEAC was established in 2012 to ensure that the university appropriately engages Indigenous people in relevant decision-making. Its membership includes representatives of Indigenous communities and organizations as well as internal university members, including the President as represented by the Provost. The Task Force mandate aligns with the goals expressed in Ontario Tech's Integrated Academic-Research Plan 2019-2021 which includes making an intentional commitment to "the Truth and Reconciliation Commission's Calls to Action in support of Indigenous students and the local Indigenous communities" as an important success indicator in this time frame. The new Integrated Plan also commits to understanding student diversity including Indigenous students, and developing an Indigenous Studies minor program.

The Task Force and the IEAC were co-chaired by Art Beaver of Alderville First Nation, and Rachel Ariss, faculty member in the Faculty of Social Science and Humanities (FSSH) from January 2018 to March 2020, when Mr. Beaver resigned due to health concerns. Greer Atkinson of Georgina Island First Nation became co-chair in April, 2020. The Task Force includes representatives from Indigenous Education and Cultural Services (IECS), Student Life, Human Resources, Centre for Institutional Quality Enhancement (CIQE), the Teaching and Learning Centre, Registrar's Office, the Library and the President's Equity Task Force, bringing a range of institutional expertise to the planning process. The Indigenous Traditional Knowledge Keeper and the Education Director at the Mississaugas of Scugog Island First Nation (MSIFN) participate as well. Elder Shirley Williams participates on the Task Force, and Elder Dorothy Taylor participates on the IEAC. We have benefitted immensely from their presence and guidance.

This plan follows the medicine wheel for planning, as developed by Carol Ducharme, Indigenous Programming Specialist, Jill Thompson, Indigenous Cultural Advisor, and Sarah Rasile, Director, Student Success [see Page 9]. Each priority area begins with a brief snapshot of "where we are now?" - in spring 2020 after two years of work - and articulates the goals, outcomes, primary tasks and leadership required to get where we are going and how we will know that we are there. A separate operational plan will provide greater detail, including action steps and metrics. Given the current fiscal restrictions in Ontario's post-secondary education context, resources are discussed in two ways: "a few steps" or what we are able to do with current or minimal additional resources, and "a journey" or what we are able to do when the university is willing and able to commit to prioritizing sufficient funding to respond fully to the TRC Calls to Action.

Current state

Determine levels of priority through environmental scan.

Step 1
Where are we now?

Development of Goals

Aspirational statements about where we want to be based on planning priorities.

Step 2
Where are we going?

Development of Action Plan

How to achieve our goals and who, what, by when and how.

Resources: people, space, time, tech and funding.

Step 4
How will we know that we are there?

Development of Measurable Metrics

Changes we will see if successful in achieving goals.

Step 3
What will it take to get there?



The medicine wheel is a circle, and this helps to remind us that this plan is unlikely to be fulfilled in a linear way. Many tasks within this plan are interlinked supporting multiple goals. In our planning process, the Reconciliation Task Force circulated the wheel in multiple directions—some of the actions we were committed to cohered as goals, and were re-shaped by developing a better understanding of where we were; and some of the goals we began with we found were better expressed as tasks with measurable outcomes. Our first two years of work involved as much “doing” as “planning”. This is how we learned about the strength of the interconnecting web of our goals and activities, and how to creatively draw on this strength.

Reconciliation is about building new relationships of mutual respect and benefit between Indigenous and non-Indigenous peoples, and so, the work of reconciliation is never really done. To say we are “reconciled” would be to say that the need for relationship has ended. Thus, it is important to understand our plan as a living document—providing guidance that is flexible in response to changing conditions, and able to wisely build on accomplishments in order that our relationships might flourish.

Priority Area 1

Indigenous visual and artistic representation on campus

Where are we now?

Almost all artistic and visual representation of Indigenous cultures at Ontario Tech is found in the architecture, design and artwork of the Baagwating Indigenous Student Centre (BISC). The Library commissioned two Dream-Catchers created by Rick Bourque, Traditional Knowledge Keeper, one for each location, and produced an educational video about the Dream-Catcher.

Individual donated prints now hang in the Bordessa Hall Boardroom, the Library's Fireside Reading Room, and BISC. There is a display of Indigenous artefacts in the Energy Systems and Nuclear Science Research Centre (ERC). IECS commissioned an artist from the Mississaugas of Scugog Island First Nation (MSIFN) to develop a new visual identity [see below] now being used university-wide in event publicity and online and print communications. The Land Acknowledgment is regularly included in the undergraduate viewbook.

Where are we going?

Visual and artistic representation that acknowledges and celebrates Indigenous cultures is embedded and integrated throughout the university's built environment and online.

Artistic representation creates a sense of belonging for Indigenous students, values Indigenous cultures and visibly counters colonial policies that excluded Indigenous artistic expression. Artistic representation sparks conversations, and educates Indigenous and non-Indigenous students about Indigenous presence and historical and contemporary Indigenous experiences. It is important to ensure that Indigenous artistic representation infuses the broader campus locations, to avoid isolating such representation in one place. Unlike other, more established universities, there is little in the way of paintings or sculpture featured anywhere at Ontario Tech. This presents us with a wonderful opportunity in the range of locations, artistic genres and approaches available to increase Indigenous artistic presence in Ontario Tech's physical and online spaces.



| Outcomes: We will know we are there when | Tasks: What to do to get there | Lead: Who leads this work |
|---|--|--|
| Indigenous cultures are represented throughout all areas of the university. | Decide on criteria and structure for how to advance specific projects. Consult with institutional/community art acquisition planner/curator. Connect with Advancement for support for specific art acquisitions. | Indigenous Visual Representation Task Force (new). |
| Members of the community are actively engaged in learning about Indigenous cultures and perspectives through artistic and visual representations. | Develop strategy on how to use increasing visual artistic representation for university community engagement and education. | IECS |
| Faculty, staff, and senior leadership are actively consulting with the IEAC on Indigenization artistic projects and initiatives. | Continue to raise awareness of existence and role of IEAC with faculty, staff and senior academic administration. | IEAC |

How will we get there?

The Task Force allocated money in its yearly budget to provide for the expenditures required to develop an Indigenous artistic and visual presence. We have approximately \$30,000, and will allocate a further \$10,000 to \$20,000 each year towards artistic representation. Whether we take a few steps or a journey towards this goal, the key to its achievement is to prioritize the primary task of deciding on criteria and structure for how to advance specific visual representation and art projects.

A few steps:

The first steps focus on spending budgeted monies on specific artistic projects and/or acquisitions over the next few years. This requires assigning personnel to build a structure and develop criteria for advancing projects (i.e. local Indigenous artists, expression of various Indigenous cultures, community/student participation projects, commissioned/existing pieces, conversation-starting and educational value), working with IECS staff, the library, facilities staff and consulting with those experienced in art, design, institutional art acquisition, and/or curation who may be found in-house.

Once such decisions are made, and projects are underway, programming could be developed and connected to the artworks—both in-person and online, and within specific courses as a way of valuing that work in the academic mission. The first few steps are relatively short-term and result in an improved but static state, once the artworks are completed and installed.

A journey:

Building upon the short-term approach and requiring additional resources, the journey requires a commitment to hire an institutional community art acquisition planner or curator experienced in Indigenous art. This individual would work in consultation with the IEAC to develop a plan for future art acquisitions, calls for proposals or bringing exhibits to the university. Ontario Tech has a learning, curriculum and research partnership with OCADU. This would include providing time for personnel assigned to this task to engage with OCADU, particularly through its Indigenous Visual Arts program, finding ways to forge Indigenous artistic connections between the two institutions.

Priority Area 2

Indigenous student presence on campus

Where are we now?

The number of self-identified Indigenous students at Ontario Tech hovered at just under 100, or 0.9 per cent of the student population between 2017 and 2019. In the 2019-2020 academic year, there were 75 self-identified students, or 0.8 per cent of the student population. This is notably less than the percentage of people who self-identify as Indigenous in Oshawa (4.6 per cent 2016 census), the Durham Region (3.2 per cent 2016 census) and the Greater Toronto Area (1.3 per cent 2016 census). Inequities in access to education, and comparatively low high school graduation rates, affect Indigenous learners' opportunities to attend universities across Canada.

Indigenous students may not self-identify if they perceive a particular context as making self-identification unsafe, if they do not know how the information will be used or why the institution wants it. IECS is addressing these concerns with a new Self-ID campaign in 2019-2020 and by sharing information about self-identification at First Year orientation and on its website.

Where are we going?

A post-secondary experience and education at Ontario Tech University is desirable, accessible and attainable for Indigenous learners.

This goal addresses barriers to post-secondary education for Indigenous learners including one-size-fits-all-admissions policies, which fail to acknowledge educational inequities and the exclusions and denigration of Indigenous knowledges and perspectives in post-secondary institutions, arising from the impact of residential schools. Strong student support, including acknowledgment and celebration of Indigenous student and cultural presence is a vital component of Indigenous student recruitment, retention, and success. Indigenous students often experience culture shock and struggle with a sense of belonging when transitioning to post-secondary education. Increased incorporation of Indigenous histories, cultures, and knowledges into curriculum is essential to counteracting Indigenous invisibility in the intellectual life of universities. Seeing oneself in one's education builds a sense of belonging and contributes to success—in the world of the institution as well as curriculum (see Priority Area 5). By removing barriers to access, building and deepening relationships with Indigenous communities, and enhancing the Indigenous student experience, the Indigenous student population should continue to increase. Achieving this goal is central to our mandate and is deeply interconnected with the goals in developing curricula engaging Indigenous knowledges and perspectives, and increasing Indigenous visual and cultural representation at Ontario Tech.



| Outcomes: We will know we are there when | Tasks: What to do to get there | Lead: Who leads this work |
|---|--|--|
| Barriers to access to admission at Ontario Tech are identified and new policies and procedures are created. | Work with IEAC to identify barriers to admission, research best practices and create new policies and procedures. | Registrar’s Office |
| Increased number of self-identified Indigenous students in all programs. | <p>Research, design and deliver a comprehensive application-to-enrolment strategy designed to support Indigenous students during the application and registration processes and connect students to supports early.</p> <p>Develop and implement a comprehensive student-self identification plan.</p> | <p>Registrar’s Office in consultation with IECS</p> <p>IECS in consultation with Office of Institutional Research and Analysis (OIRA), Student Life Communications team, Communications and Marketing.</p> |
| Increased engagement of Indigenous students with campus supports and services, including engagement with Elders, Indigenous Knowledge Keepers and IECS programming. | Research, design and deliver a comprehensive plan designed to connect Indigenous students to the resources available and each other. | IECS in consultation with Student Life. |
| Indigenous communities and organizations gain familiarity with Ontario Tech University and its programs, students, staff and faculty. | Deepening relationships with Indigenous communities in every way, including outreach, recruitment and building relationships with Indigenous communities and organizations focused on Indigenous students educational needs and desires. | Senior Leadership Team in consultation with the IEAC. |

How will we get there?

IECS’ core mandate is to support Indigenous students, and to provide opportunities for all students and staff to connect with Indigenous cultures and resources. Tasks associated with this mandate include program development and facilitation, event planning, facilitating faculty efforts to bring Indigenous guests, cultures and resources to the classroom.

In recent years, the university has required IECS staff to engage more deeply in educational and planning work in support of the institution’s commitment to reconciliation. Ultimately, this work benefits all students, but it has required staff to redirect their focus, and it has been at the cost of developing deep relationships and creating a community for the Indigenous students who attend the university.

The Baagwating Indigenous Student Centre (BISC) and Mukwa’s Den exist to provide Indigenous students with a home away from home; and a place to connect with their culture. With limited staffing resources and the necessity of having two staff present to keep the BISC open for health and safety reasons, there are challenges when staff have meetings and activities on the north location or off-site; and the BISC is required to close the doors making it impossible to provide workshops and support during such times. A new, larger Indigenous space is planned for the new building in the north location (replacing Mukwa’s Den) and in order to fulfill its purpose, it will require staffing.

A few steps:

As explained in the Status Report, several procedural barriers to Indigenous students in undergraduate admissions were reviewed and addressed by policy change and development. Similar review and prioritization of policy development could reduce barriers to access for graduate enrolment. Initial review and redevelopment of policy is time-consuming, however, creating policies to increase Indigenous student accessibility, based in research and consultation could be accomplished with existing resources.

Research, design and delivery of a comprehensive application-to-enrolment strategy to support Indigenous students is complex, however, the research and design components may be accomplished by one-time funding and prioritizing the task. Further knowledge of Indigenous student experiences would create a better understanding of their needs and desires. Specifically, gathering information about perceptions of the value and purpose of Self-ID would help Ontario Tech staff and faculty understand how to encourage it. Comprehensive research will assist the university in its efforts to design effective and specific strategies to increase Indigenous enrolment and bring positive stories about Ontario Tech to Indigenous communities. Similar research is already prioritized in the 2019-2020 Integrated Academic-Research Plan in respect of student diversity.

Creating a welcoming environment, including opportunities to connect, for Indigenous students requires the development of clear and comprehensive policies supporting the practice of Indigenous ceremonies across campus. The development of such policies is a good example of how many tasks address multiple priorities—this also expresses welcome for Indigenous prospective staff and faculty, and for community members attending Ontario Tech events.

Building relationships with Indigenous communities and organizations, and creating a welcoming environment for Indigenous students are important pathways to increasing Indigenous student recruitment and graduation rates. This long-term project requires engagement across administrative units of the university and the development of personal connections. Currently, the IEAC at Ontario Tech includes representatives from the Durham District School Board, the Durham Catholic District School Board, as well as the Education Advisor from MSIFN. IECS staff, in turn, participate in Indigenous Advisory Circles at the school boards. These meetings provide opportunities to get to know each other, to share guidance and information about what is available for Indigenous students at Ontario Tech, and to organize visits for elementary and secondary youth to participate in cultural events and learning opportunities at the university. IECS staff publicize Ontario Tech Indigenous-centred events with Indigenous communities and organizations, and participate in university open houses and first-year orientation to offer connection to prospective and newly enrolled Indigenous students. Enhancing the effectiveness of these grassroots engagement opportunities with prospective and new Indigenous students is one of the IECS team's goals for next year. Raising awareness across administrative units of the significance of such relationships, expanding the responsibility of personal connection beyond IECS staff to Ontario Tech staff, faculty and leadership will support the maintenance of these relationships.

A journey:

Indigenous student support is central to IECS work, and it can be increased and deepened by providing human resources focused on keeping Mukwa's Den (and eventually, the Indigenous space in the new building on the north location) and BISC open and available to students, as well as increasing the regularity and accessibility of cultural programming. While several Indigenous students and alumnae credit the support and connection they find at BISC for their academic successes, not all Indigenous students access the opportunities offered. Expanding the current Traditional Knowledge Keeper's weekly hours would increase Indigenous students' accessibility to the Traditional Knowledge Keeper at both locations while also demonstrating to the university community the value of such knowledge.

IECS staff have the lived experiences of being Indigenous post-secondary students; and the skills in post-secondary student support program design required to develop and deliver a comprehensive enrolment-to-graduation Indigenous student support plan. While IECS staff continue to develop and direct certain supports towards Indigenous students at each stage of post-secondary involvement, such activities need to be fully resourced. The delivery of a thoroughly researched and fully integrated plan—when the commitment becomes fully alive—will most likely require permanent re-assignment of and/or new human resources in IECS, and the continued and deepened engagement of partners in Student Life, Academic Advising and/or the Registrar's Office.

Additional human resources are required to complete and implement this strategy, to continue fulfilling the core mandate, and to develop relationships with local Indigenous communities and organizations. The long-term work of building relationships with local Indigenous communities—and focusing those relationships towards encouraging Indigenous students to attend Ontario Tech as well as other mutually beneficial projects—requires further investment. IECS staff work with the local school boards to engage with Indigenous prospective students, however, we are missing many opportunities to do more due to limited human resources. Much goodwill has been built with the local community in recent years through invitations to university events, as well as hosting Pow Wows and events focusing on reconciliation. Devoting specific human resources to outreach will be a fruitful engagement of this goodwill.



Priority Area 3

Training for Staff and Faculty

Where are we now?

IECS staff regularly offer several workshops such as “From Contact til Now” an interactive, experiential workshop that addresses the impacts of colonialism and residential schools, and addresses stereotyping and its recently developed follow-up “Building the Road to Reconciliation”. This series of workshops has been offered frequently to staff and faculty through Human Resources, in addition to Indigenous cultural learning activities, such as medicine bag workshops, medicine walks and Sweat Lodge Ceremonies. Interest in recent years has been very strong with offerings filling up shortly after they are opened for registration. “From Contact til Now” has been provided to Academic Advisors, the Faculty of Engineering and Applied Science (FEAS), Teaching and Learning Centre, Residence, Library, and new staff in Recruitment. IECS staff have developed presentations on colonialism and the impact of residential schools for faculty as well.

Participation in regular IECS workshops and Task Force events shows that there is interest, openness to learning, and commitment to reconciliation among Ontario Tech staff and faculty. These characteristics are invaluable in reconciliation work and cannot be purchased nor assigned, but they can be valued and encouraged. Accessible, integrated training fosters those characteristics and commitments. It is important to note that IECS staff give much of themselves, emotionally and personally, in conducting such trainings and workshops. It is risky to share something of yourself in a context where there may be deep ignorance, stereotypes and racism. Sustainability in providing such training at Ontario Tech requires substantive support of IECS staff.

Where are we going?

Ontario Tech University has a sustainable capacity to increase awareness and understanding related to Indigenous peoples and their histories across the entire campus community.

The TRC Calls to Action address post-secondary institutions not only as places of learning but also as employers and community members. The training currently provided through IECS to staff and faculty contributes to reconciliation and creating welcoming environment for Indigenous peoples in the university, but also reaches beyond it, reflecting Ontario Tech’s role championing the value of education and learning in all facets of our lives.

| Outcomes: We will know we are there when | Tasks: What to do to reach our goal | Lead: Who leads this work |
|--|--|--|
| <p>The university maintains a sustainable institutional commitment to Indigenous training opportunities which nurtures a culture of decolonization and meaningful reconciliation processes across all university activities.</p> <p>Indigenous resources, training opportunities and treaty education are accessible and serve to enhance faculty, staff and student understanding, including meaningful understanding and use of the Land Acknowledgment.</p> | <p>Develop a framework to identify continuity between existing and new training programs.</p> <p>Build (a) training and development program(s) for staff and faculty using a holistic model as the foundation, including Land Acknowledgment training.</p> <p>Develop or identify relevant training modules for faculty orientation sessions.</p> <p>Build capacity to provide relevant training at new hire orientation sessions.</p> | <p>Teaching and Learning Centre, and Human Resources in consultation with IECS.</p> |
| <p>Indigenous individuals report the university is a culturally-safe environment in which to study, work, teach and visit.</p> <p>The university community demonstrates awareness of the issues and challenges facing Indigenous staff, faculty and students.</p> <p>The university gains a reputation as an institution of higher learning committed to reconciliation.</p> | <p>Research and develop a plan to gather base-line data about cultural safety by creating a climate survey.</p> <p>Identify and demonstrate the values associated with a culturally-safe environment.</p> | <p>Research body (Social Research Centre and/or Office of Institutional Research and Analysis) in consultation with IECS and IEAC.</p> <p>Equity, Diversity and Inclusion in consultation with IECS.</p> |
| <p>Ontario Tech leadership and personnel respectfully follow local protocols when engaging with Indigenous partners.</p> | <p>Establish relationships/connections to understand and educate on Indigenous worldview.</p> | <p>IECS and external workshop developer/facilitator.</p> |

How will we get there?

IECS is strong in Indigenous educational programming reflecting its mandate to provide such education for students. Currently IECS also provides education for staff and faculty. Ongoing IECS activity combined with Task Force events over the last two years have provided a very sound basis for the continued learning that will bring the kind of knowledge and awareness of Indigenous students' realities into their engagement with staff and faculty across Ontario Tech.

A few steps:

There are opportunities to expand Indigenous learning and training for specific groups, such as Teaching and Graduate Assistants, as well as the Board of Governors, and the Senior Leadership Team. There is expertise to develop an overall training plan to build on current workshops as long as this activity can be prioritized, and this will support continued learning.

Providing time for meaningful participation in Indigenous learning and training and could be prioritized within administrative units. IECS staff, however, are working at full capacity in training. IECS staff keep “KWL” – what do you know? what do you want to know? what did you learn?—surveys given at the beginning and end of workshops. This excellent source of data has been analyzed and organized to provide IECS staff with future direction in this area. Building further active and integrated training and educational approaches requires sufficient internal capacity to fulfill needs sustainably; and established relationships with external consultants and facilitators to supplement internal capacities. Contracting with external workshop developers and facilitators regularly is a relatively affordable way to increase capacity. Making such contracts regular, will allow Indigenous and reconciliation-themed workshop facilitators to become familiar with the Ontario Tech context, and help ensure that we have access to such facilitators who are in demand.

A journey:

Currently, IECS staff proactively reach out to faculty to share information about the resources, events and support available, as does the Task Force. Training, however, is provided to faculty less often than to staff—frequently, faculty members request that IECS staff provide workshops to students, and faculty members learn along with their students. This is a valuable way to provide a sound basis for faculty development of curriculum while modeling Indigenous pedagogies. However, it is interested and somewhat knowledgeable faculty members who tend to request IECS for these workshops, and who engage with IECS outreach. To fully respond to the TRC Calls to Action, however, faculty require more and specific support; and training in curriculum development, which is outside of the scope of existing positions at the university.



Priority Area 4

Increasing Indigenous staff and faculty presence on campus

Where are we now?

Consultation with two universities determined that the best place to start reconciliation work was with hiring Indigenous faculty members, and supporting them in their career advancements. This approach was common to many Canadian universities as they began responding to the TRC Calls to Action. According to the 2016 census, 1.4 per cent of university professors identified as Aboriginal, compared to 5 per cent of university students, and 3.8 per cent of the Canadian labour force. Currently, there is one self-identified Indigenous instructor at Ontario Tech, the Indigenous Studies Dissertation Completion Fellow, representing well under 0.5 per cent of our instructors. There are no openly self-identified Indigenous faculty members. It is unknown how many staff or sessional instructors identify as Indigenous—about 4.6 per cent of people self-identify as Indigenous in Oshawa, and 3.2 per cent in Durham Region (2016 census).

Where are we going?

Ontario Tech University is an employer and scholarly community of choice for Indigenous staff and faculty, including adjunct and sessional faculty.

Being able to see yourself in your teachers is something that benefits all students—as emphasized by an Indigenous Ontario Tech alumnus. Given the underrepresentation of Indigenous faculty across Canadian universities described above, Indigenous faculty presence can make a fundamental difference to Indigenous students’ sense of belonging at the university as well as their educational aspirations. Increasing presence of Indigenous staff will begin to demonstrate that Ontario Tech is a welcoming place to work.





| Outcomes: We will know we are there when | Tasks: What to do to get there | Lead: Who leads this work |
|---|---|--|
| Increased number of Indigenous staff across campus. | <p>Develop an approach to secure baseline data to understand Indigenous presence (staff and faculty) on campus.</p> <p>Identify potential systemic challenges to self-identification, and identify best practices for self-identification and data collection.</p> <p>Develop flexible institutional recruitment plans to improve the university's capacity to attract and retain Indigenous staff.</p> | <p>Human Resources in consultation with Equity, Diversity and Inclusion and IEAC.</p> <p>Human Resources</p> |
| Increased number of Indigenous faculty at the university. | Develop flexible institutional recruitment plans to improve the university's capacity to attract and retain research-level and teaching-centred Indigenous faculty including those at more advanced career levels, and support their career advancement. | Senior Leadership Team, Deans, Human Resources in consultation with the IEAC. |
| The university values traditional knowledge and Elders and Traditional Knowledge Keepers contribute as faculty members. | Develop appropriate hiring qualifications for including Indigenous pedagogies and reflecting Indigenous knowledge as valued by Indigenous communities. | |
| Indigenous employees of Ontario Tech university report feeling a sense of support and belonging. | Develop a better understanding of Indigenous cultural and other practices that help to create a sense of belonging at work. | Human Resources in consultation with IEAC. |

How will we get there?

Specifically recruiting and hiring Indigenous faculty and staff is the only way to meet this goal. This is a reconciliatory step in itself as it addresses underrepresentation in employment in a very practical way—and it will also significantly increase opportunities for Indigenous students to build mentorship connections.

A few steps:

The first steps begin in-house through prioritizing outreach efforts to local Indigenous communities that will connect Ontario Tech job postings to prospective Indigenous employees. Those with the power to hire can be trained in equitable hiring practices. Job applications can be redesigned to include opportunities to voluntarily self-ID. An explicit commitment can be made to prefer Indigenous candidates where qualifications and experience are equal with non-Indigenous applicants, or to post specifically for Indigenous hires. A similar approach can be developed for hiring faculty members and sessional instructors. Some increase in Indigenous applicants, as well as in Indigenous staff and faculty members is the likely result of taking these specific steps.

Developing and promoting policies that create welcoming environments—such as policies supporting Indigenous ceremonies across campus is also a good first step.

A journey:

A journey builds on the first few steps by:

- Hiring a consultant to work with Human Resources to develop long- and short-term recruitment plans for Indigenous staff and faculty.
- Designating specific job postings where only an Indigenous candidate will be hired. It is not necessary that the posting itself requires Indigenous-centered expertise.
 - Universities are now competing to hire Indigenous faculty members in response to the TRC Calls to Action. Thus, it will take time and patience to recruit an Indigenous candidate to a faculty job position.
- Developing staff and faculty positions that require Indigenous-centered expertise and responsibilities to fulfill job duties.
- Developing the above positions in ways that allow Indigenous faculty and staff opportunities to support each other across administrative units—for example, working together on projects and sharing responsibilities.



Priority Area 5

Inclusion of Indigenous topics, perspectives and ways of knowing across curricula

Where are we now?

One of the findings of the TRC was that Canadians lack basic knowledge of Indigenous histories, including of residential schools, treaties and colonialism, and their ongoing impacts on Indigenous peoples, as well as of contemporary Indigenous cultures and realities. Justice Murray Sinclair, Chair of the TRC commented that as central a tool as education was to the assimilationist policies and harmful practices employed in the residential school system, so too will education be instrumental to building relationships of respect between Aboriginal and non-Aboriginal peoples in Canada. Curriculum development must be a central focus for post-secondary institutions responding to the TRC Calls to Action.

The 2019-2020 calendar shows six undergraduate courses with the term “Indigenous” in the title, and fourteen courses with the terms “Indigenous” or “Aboriginal” in the calendar description, and one graduate course with the term “Aboriginal” or “Indigenous” in the calendar description. At Ontario Tech, typically, growth in titled undergraduate courses is attributable to specific faculty members’ interests as well as the new collaboratively-developed INDG 2000 Introduction to Indigenous Studies, taught by the Indigenous Studies Dissertation Completion Fellow. Several additional courses, particularly in the Faculty of Social Science and Humanities, the Faculty of Health Science and the Faculty of Education, include Indigenous perspectives, content, guest speakers and/or authors in course outlines.

Where are we going?

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

This goal centers curricula because providing educational opportunities to learn about the histories and impacts of residential schools and ongoing colonialism, and Indigenous knowledges relevant to disciplines and professions are at the heart of the TRC Calls to Action in education. Universities are also called to foster skills based in cultural competency, conflict resolution, human rights and anti-racism. Such curricula, however, can only flourish within an academic culture that actively supports such teaching, and is open to the challenges and educational wealth that Indigenous pedagogies and ways of knowing will bring to the institution. Research that centres issues of reconciliation will also help us build an academic culture committed to fulfilling the TRC Calls to Action. This goal is strongly interconnected with professional development opportunities for faculty, with Indigenous student retention, and with hiring in Indigenous ways of knowing.

| Outcomes: We will know we are there when | Tasks: What to do to get there | Lead: Who leads this work |
|--|--|--|
| Students choose to attend Ontario Tech University because the institution values Indigenous topics, perspectives & ways of knowing. | <p>Specifically and appropriately include Indigenous content in courses and calendar descriptions, particularly in relation to professional education as set out in TRC Calls to Action.</p> <p>Design and implement a cross-faculty Indigenous Studies minor program, including required introductory courses.</p> | <p>Faculty</p> <p>Deans and Curriculum Committees</p> <p>Consultation with IEAC</p> <p>Special Faculty Committee for Indigenous Studies minor.</p> |
| Indigenous learners connect with Indigenous topics, perspectives and pedagogy in ways that enhance their feelings of connection and belonging. | <p>Provide growing opportunities for Indigenous content to be taught by Indigenous instructors.</p> <p>Ensure that Indigenous perspectives and pedagogy taught by non-Indigenous instructors is supported by Indigenous Elders/ Knowledge Keepers/guest speakers.</p> | <p>Faculty</p> <p>Deans and Hiring Committees</p> |
| All students have accessible opportunities to develop knowledge and critical awareness to understand the importance of the TRC Calls to Action, and to develop skills to apply them in ways relevant to their disciplines. | <p>Review core courses in each program/discipline to ensure Indigenous topics/perspectives/ pedagogy relevant to the TRC Calls to Action is appropriately included.</p> <p>Ensure that core courses in each program/discipline appropriately include Indigenous content.</p> | <p>Faculty</p> <p>Deans and Curriculum Committees as supported by CIQE.</p> <p>Consultation with IEAC</p> |
| Faculty and staff actively participate in Indigenous learning and sharing environments at the university. | Provide faculty members with opportunities to learn about and apply Indigenous content in courses, and support opportunities to develop learning partnerships/opportunities with Indigenous organizations/ communities. | Teaching and Learning Centre, in co-operation with each Faculty; for partnerships, Faculties in co-operation with IEAC. |
| The university actively identifies and develops new research-based opportunities in the area of Indigenous studies. | <p>Review research funding opportunities focused on Indigenous Studies perspectives/ partnerships and Ontario Tech areas of strength/ capability, and support faculty development.</p> <p>Review Faculty gaps and strengths in research and curriculum which will be addressed and enhanced by Indigenous Studies contributions.</p> | <p>Vice-President, Research and Innovation: Review of funding bodies.</p> <p>Faculty Deans: review of faculty strengths/gaps in research/curriculum.</p> |

How will we get there?

Beginning in 2019-2020, Ontario Tech students could no longer register directly for courses taught through Trent University at its GTA Durham campus. Trent frequently offered its two first-year half-courses introducing Indigenous Studies and some selection of Indigenous Studies electives, providing access to Indigenous-focused learning to Ontario Tech students. This reduction of access to Indigenous content in curriculum raises the urgency to address Indigenous topics and perspectives directly in Ontario Tech courses, while freeing up some budget to do so.

A few steps:

The new INDG 2000 course arose from two faculty members' collaborative work with community to develop the course (supported by an Ontario Tech Teaching Innovation Fund grant), the Indigenous Studies Dissertation Completion Fellowship, which brings in a knowledgeable PhD student to teach the course and FSSH willingness to pay a sessional to teach the course twice each academic year. Requests for consultations with the IEAC on curriculum development show that most reviews for new courses are driven by faculty members' research and teaching interests.

Course development and engagements with Indigenous Elders, Knowledge Keepers and guest speakers is highly dependent on individual faculty members' interests and efforts. Thus, the level of understanding of Indigenous content and its importance, and program and faculty support for such Indigenous content integration and specific course offerings is particular to each Faculty. Change may appear relatively quickly in some faculties and not at all in others.

Almost all of the student opportunities for engagement with Indigenous Elders and Knowledge Keepers is conducted by IECS and funded by the provincial Indigenous Student Success Fund. Faculty members increasingly engage with the Visiting Elders program, developed and facilitated by IECS staff since 2014. This is a clear demonstration that faculty members value Elders' and Indigenous Knowledge Keepers' ways of knowing and teaching. Some faculty members include participation in IECS programming as opportunities for earning marks, formally connecting Indigenous ways of knowing and Indigenous presence on campus to academic learning. Faculty members also request IECS support to invite Indigenous guest speakers on topics relevant to their courses. Currently, the Task Force may provide some support for these activities, but typically, such guest speakers' travel expenses and/or honoraria may be provided through IECS, faculty budgets or individual faculty members' professional development or research funds, or absorbed by the guest.

More could be accomplished if administrative units were able and willing to review their yearly plans and switch in review and information-gathering tasks identified in this document. For example, the Research Office could assign staff to gather information on all faculty members' research involving Indigenous components and/or relationships with Indigenous communities. Such a review is time consuming, if it is to provide full information. Certain tasks will have specific costs, for example, if a faculty member is assigned to review courses for Indigenous content throughout a faculty as service, this may reasonably require a course release. Faculties could provide workshops for faculty members interested in integrating Indigenous content into courses at a relatively minimal cost.

Action and Summary

A journey begins with a few steps

It is important that the tasks identified in this planning document are given the attention they deserve, and not simply added on to existing workloads. Even if we are starting with only a few steps, those steps need to be sure.

Thus, our immediate requests are for an investment in contracted human resources and a permanent Indigenous Outreach Co-ordinator position permanent human resource position, as well as long-term requests for Indigenous Studies faculty to help accomplish our goals.

A few steps:

Contracted human resources to increase support and engagement with Indigenous students while maintaining engagement with reconciliation activities include:

- Expanding the Traditional Knowledge Keeper's contracted hours.
- Hiring consultants for Indigenous artistic representation and Indigenous staff recruitment.
- Hiring part-time administrative/receptionist assistance for BISC and Mukwa's Den.

Under "a few steps" we identified immediate tasks that will maintain our current efforts and provide focused attention on our areas of strength to build on what we are doing well, using current or minimal additional resources. Most of the tasks explained here require senior leadership decision-making to prioritize these tasks, to conduct research in support of directing our efforts most fruitfully and to allocate one-time and/or small ongoing expenditures. Each of these tasks supports the achievement of our goals, promotes relationship-building with Indigenous communities, and are in priority order:

- Expanding the Traditional Knowledge Keeper's hours. This will increase and expand opportunities for Indigenous students to access cultural programming and informal support, support steady growth of Indigenous cultural programming reaching non-Indigenous students, and faculty and staff, and demonstrate that the university values traditional knowledge. This supports our goals by:
 - Increasing Indigenous students' access to cultural programming and support (Priority 2).
 - Increasing all students' opportunities to learn about and engage with Indigenous cultures (Priority 5).
 - Demonstrating substantive respect for Traditional Knowledge in the university (Priority 5).
- Creating an Indigenous visual and artistic representation task force provided with time and resources. This effort will develop a campus visual identity that celebrates Indigenous cultures and honours Indigenous identities, sparks spontaneous and structured learning opportunities, and provides projects for engaging local Indigenous artists. This supports our goals by:
 - Creating a welcoming space for Indigenous students, staff and faculty (Priorities 1, 2 and 3).
 - Providing increasing opportunities for education about Indigenous cultures (Priority 5).
 - Engaging Indigenous communities.

- Providing some reception/administrative support to IECS to ensure adequate staffing to keep the BISC and the Indigenous space in the new building at the north location open. This supports our goals by:
 - Increasing Indigenous students' access to spaces to connect with IECS staff and each other (Priority 2).
 - Increasing students, staff and faculty and community access to opportunities for learning about and engaging with Indigenous cultures, and resources (Priorities 3 and 5).
 - Increasing IECS staff capacity to focus on core mandate, while continuing to develop Indigenous programming for education and training (Priorities 2, 3 and 5).
- Conducting research towards developing a better understanding of Indigenous students on campus. This supports our goals by:
 - Improving and directing capacity to connect with and support Indigenous students (Priority 2).
 - Directing attention to addressing systemic and structural barriers to Indigenous prospective students' access and challenges once enrolled (Priority 2).
- Investing in consultants on Indigenous staff recruitment, development of Indigenous artistic and visual presence and external facilitators for specific staff and faculty training. This supports our goals by:
 - Preparing Ontario Tech to actively recruit Indigenous staff and faculty and demonstrating commitment to allocating further resources to such recruitment (Priority 4).
 - Preparing Ontario Tech to engage deeply in creating a space that celebrates Indigenous cultures and demonstrating commitment to allocating further resources to Indigenous artistic representation (Priority 1).
 - Facilitating training for staff and faculty sustainably (in-house and contracted) while supporting IECS staff to focus on their core mandate (Priorities 2 and 3).
- Ensuring that reconciliation work becomes part of the administrative structure of the university as an ongoing responsibility. This meets our goals by:
 - Demonstrating that and respecting how reconciliation work is integral to Ontario Tech.



A journey:

Permanent human resources requested:

- Indigenous Outreach Co-ordinator.
- Indigenous Studies Teaching Faculty/Curriculum Developer position.

Our first priority is hiring an *Indigenous Outreach Co-ordinator* to develop and strengthen relationships with Indigenous communities and organizations, local school boards and Indigenous prospective students at all ages. The lack of human resources dedicated to outreach has resulted in missing many opportunities to engage with school boards, schools and First Nations community schools arising out of relationships initiated by IECS staff. This position is meant to build on the relationship work that IECS staff have accomplished over the past years, ensuring Ontario Tech can tell our story so Indigenous prospective students understand they are welcome and learn about our programs and supports. The IEAC has advised the Task Force that a serious commitment to developing stable relationships is very important to Indigenous communities, and that engagement with Indigenous prospective students must start early to be effective. A permanent position is the best way to ensure those relationships flourish over time. This role goes beyond standard recruitment, focusing on the community relationships that contribute to Indigenous prospective students' decision-making. This position contributes to our goals by broadening engagement opportunities with Indigenous prospective students, strengthening relationships with Indigenous communities, creating opportunities for new relationships that include research and programming, improving the capacity of Ontario Tech leadership and personnel to engage respectfully in partnership with Indigenous communities and supporting IECS staff to focus on their core mandates to support Indigenous students.

Potential job duties and responsibilities include:

- Guiding the development of long-term relationships between Ontario Tech and local Indigenous communities and organizations.
- Supporting the development of relationships between Ontario Tech and local school boards and their efforts to support Indigenous students.
- Building local Indigenous communities', families' and community organizations' knowledge of and comfort with Ontario Tech and its options for and supports of Indigenous students.
- Building similar relationships with Indigenous communities, and provincial and regional Indigenous organizations across the province.
- Facilitating visits to campus for middle and secondary school-aged Indigenous students for relevant academic and university experiences, and facilitating visits through First Nation community education centres.
- Appearing at community Indigenous events, especially those connected with elementary, secondary and post-secondary education.
- Co-ordinating response to invitations from the community and community organizations on Indigenous initiatives.
- Supporting the development of relationships between Ontario Tech and local Indigenous communities and organizations, making research-based and/or program-based connections towards supporting Indigenous community and Indigenous organizations' initiatives.

The Task Force understands that there are currently serious budget constraints. Yet, the Indigenous Outreach Co-ordinator position is key in assisting Ontario Tech to fulfill its commitments to reconciliation, articulated in its integrated plans since 2017 and reconfirmed in its 2019-2020 integrated plan. It is important to note that two salaries for IECS staff and the majority of Indigenous cultural programming, including the Visiting Elder program, is provided to Ontario Tech by transfer payment agreement through the provincial Postsecondary Education Fund for Aboriginal Learners which was established in 1992. The university is responsible for budgeting and reporting its use of these funds, and appropriately engaging the IEAC in this process. While the university guarantees these salaries should the provincial program end, the university currently pays only one part-time contract, and provides direction through the Director, Student Success who is also responsible for Student Engagement and Equity, International Student Support and Student Learning Centre, and one course release per year for the Reconciliation Task Force co-chair. To be blunt, the university's current financial commitment to human resources in this area is not sufficient.

Our second priority is hiring an *Indigenous Studies Teaching Faculty/Curriculum Developer* to design, develop and co-ordinate delivery of an Indigenous Studies minor program.

Initial program research and design may begin before a permanent position is in place, however, the development of an overall program structure necessarily includes consultation with experts in Indigenous curriculum design and community consultation. There is expertise in teaching Indigenous topics and perspectives across several faculties, such that Ontario Tech already offers a few relevant courses in each faculty. Currently, we have one foundational course INDG 2000, developed in collaboration with Indigenous community members and taught by the Indigenous Studies Dissertation Completion Fellow since Fall 2018.

An Indigenous Studies minor however, requires a stronger and broader foundation towards integrating and building on the existing expertise at Ontario Tech. This foundation and integration must be built by a faculty member with expertise in Indigenous Studies, pedagogies and ways of knowing and significantly, lived experience of Indigeneity. Referring to how such programs might be developed, Indigenous community and staff members have expressed “nothing about us without us”. This is why it is key to respectfully value Indigenous curriculum development through a hiring committed to bringing Indigenous faculty into Ontario Tech. This could begin with an LTAA position committed to teaching and program development. However, commitment to work towards a permanent Teaching Faculty position within a few years' time is required. It is important to note that “teaching” includes curriculum design and development. Thus, one component of this permanent position may include working with faculty members to foster the re-design courses and program to better engage Indigenous topics and perspectives in response to the TRC Calls to Action.

Addressing these two human resource priorities will increase our capacity to do more of what we already doing well and provide capacity to initiate and consolidate disparate strengths. “A journey” requires reviewing the areas of expertise described as necessary in the human resource needs set out in Appendix A, and considering different ways to combine these needs in order to develop creative job descriptions, and then finding the resources to fulfill these.

Reconciliation is relationship. If it is understood as a task that can be completed, then it means that the relationship is understood as one that can end. The practical impact of understanding that reconciliation is a relationship is developing a way to ensure that reconciliation becomes part of the structure of the university, one of its ongoing responsibilities respecting how the work is integral to Ontario Tech.

Appendix A

Human resource expertise/responsibilities necessary to respond to the Calls to Action

IECS staff have expertise in many of the areas listed below. Several responsibilities, however, are outside the IECS mandate, or further human resources are required to accomplish our goals.

1. Priority Area: Indigenous visual and artistic representation on campus

Human resource expertise required to complete tasks towards increasing Indigenous visual and artistic representation expertise in:

- Indigenous visual and artistic representation.
- Commissioning art, developing calls for arts proposals, working with artists, and/or curation.
- Programming connecting to/with Indigenous artists and artworks.
- Handling/displaying/protecting artwork.

Human resource areas of responsibility to work towards increasing Indigenous visual and artistic representation

- Prioritizing personnel, time and decision-making power to develop criteria.
- Creating a Visual Representation Task Force with shared and clear priorities and recommendation authority to accomplish the task.



2. Priority Area: Indigenous student presence on campus

Human resource expertise required to complete tasks supporting the development of comprehensive support and engagement of Indigenous students at Ontario Tech:

- Expertise in Indigenous student educational experiences.
- Expertise in post-secondary student support program design.

Human resource areas of responsibility supporting the development of comprehensive support and engagement of Indigenous students at Ontario Tech

- Liaison with existing student support services (academic and personal), IECS and Registrar's Office.
- Engagement with Indigenous students across programs and faculties.

Human resource expertise required to complete tasks supporting the development of relationships with Indigenous communities and organizations:

- Expertise in building bridges between post-secondary institutions and Indigenous communities and organizations.
- Expertise in connecting with Indigenous communities and/or organizations.
- Understanding of Indigenous post-secondary student experiences, and expertise in working with Indigenous secondary and post-secondary students.
- Experience in Indigenous cultures and ways of knowing.

Human resource areas of responsibility supporting the development of relationships with Indigenous communities and organizations:

- Guiding the development of long-term relationships between Ontario Tech and local Indigenous communities and organizations.
- Supporting the development of relationships between Ontario Tech and local school boards and their efforts to support Indigenous students.
- Building Indigenous communities', families' and community organizations' knowledge of and comfort with Ontario Tech and its supports of Indigenous students, locally and across the province.
- Building similar relationships with Indigenous communities across the province, and with provincial and regional Indigenous organizations.
- Facilitating visits to campus for middle and secondary school-aged Indigenous students for relevant academic and university experiences, as well as facilitating visits through community education centres.
- Appearing at community Indigenous events, particularly those connected with elementary, secondary and post-secondary education.
- Co-ordinating response to invitations from the community and community organizations (Indigenous or non-Indigenous) on Indigenous initiatives.
- Supporting the development of relationships between Ontario Tech and local Indigenous communities and organizations, making research-based and/or program-based connections towards supporting Indigenous community and Indigenous organizations' initiatives.

3. Priority Area: Training for Staff and Faculty

Human resource expertise required to complete tasks involved in training staff and faculty:

- Knowledge/expertise in various approaches to Indigenous educational programming planning and design (staff and faculty).
- Knowledge/expertise of Indigenous Studies, Indigenous ways of knowing and Indigenous pedagogies (faculty and staff).
- Experience in Indigenous curriculum development at the university level, and working with faculty in Indigenous curriculum development (faculty).
- Experience teaching at the university level.

Human resource areas of responsibility to support training for staff and faculty:

- Planning integrated learning opportunities designed for faculty and/or staff (joint and specific).
- Offering and delivering learning opportunities internally and externally (to partners).
- Co-ordinating delivery of and budget for learning opportunities delivered internally by external facilitators.

4. Priority Area: Increasing Indigenous staff and faculty presence on campus

Human resource expertise required to complete tasks involved in recruiting and hiring Indigenous staff and faculty:

- Knowledge/expertise in Indigenous employment recruitment and principles of and approaches to equity in hiring.
- Knowledge/expertise training those involved in hiring in equitable practices, including faculty hiring committees.
- Knowledge/expertise in post-secondary staff and faculty employment contexts.

Human resource areas of responsibility to support recruitment and hiring of Indigenous staff and faculty:

- Prioritize hiring of Indigenous staff and faculty.
- Ensure equity in hiring training for those making hiring decisions.
- Support faculties to develop positions that require Indigenous expertise, ways of knowing and responsibilities.
- Ensure recruitment strategy is operationalized at staff and faculty levels.

5. Priority Area: Inclusion of Indigenous topics, perspectives and ways of knowing across curricula

Human resource expertise required in order to complete such tasks in order to fulfill our goals in terms of curriculum development are:

- Knowledge/expertise of Indigenous Studies, Indigenous ways of knowing and Indigenous pedagogies.
- Experience in Indigenous curriculum development at the university level, and working with faculty in Indigenous curriculum development.
- Experience teaching at the university level.

Human resource areas of responsibility to complete the curriculum-related tasks above, including ongoing development of Indigenous content and curriculum would include:

- Reviewing and updating existing Indigenous courses and creating Indigenous specific undergraduate and graduate courses.
- Leading/participating in developing a cross-faculty Indigenous Studies minor, housed in FSSH.
- Developing workshops and conducting individual and group consultations on incorporating Indigenous knowledge, ways of knowing and Indigenous pedagogies into curriculum and improve pedagogical practices.
- Developing short and long-term teaching and learning goals related to Indigenous knowledges, practices and methodologies, for initiatives to decolonize programming, including initiatives to equip faculty with the knowledge and skills to support the achievement of the TRC's Calls to Action.
- Assessing effectiveness of activities and action plans regarding the Teaching and Learning Centre's and/or specific faculties' reconciliation mandate and make recommendations for improvement.

Human resource expertise required in order to fulfill our goals in terms of developing new research-based opportunities in Indigenous Studies are:

- Research Office staff with knowledge of building Indigenous community research connections, awareness of funded opportunities for Indigenous research; awareness of faculty members' strengths in Indigenous-centered research.
- A PhD in Indigenous Studies or other discipline, in which the researcher has centered Indigenous research methodologies and ways of knowing with an ability to:
 - Establish and maintain a strong, independent, externally-funded research agenda, and participating in the academic life of the Faculty and Ontario Tech community.
 - Carry out and disseminate original, high-impact research focusing on and involving Indigenous people and communities.
 - Share culturally safe, inclusive engagement strategies and decolonizing research methodologies.



For an alternative format of this information, contact marketing@ontariotechu.ca

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