



**FOR  
RECOMMENDATION**

**PUBLIC**

**OPEN SESSION**

**TO:** Academic Board

**SPONSOR:** Cheryl Regehr, Vice-President & Provost  
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**PRESENTER:** Same as above  
**CONTACT INFO:**

**DATE:** May 19, 2022 for May 26, 2022

**AGENDA ITEM:** 12

**ITEM IDENTIFICATION:**

Proposal to establish the Centre for Indigenous Studies, an EDU:B, as an EDU:A, effective July 1, 2022, Faculty of Arts & Science (FAS).

**JURISDICTIONAL INFORMATION:**

The Planning and Budget Committee is responsible for making recommendations to the Academic Board on plans and proposals to establish, disestablish or significantly restructure academic units, here defined as "faculties, schools, colleges, departments, centres and institutes with teaching, or teaching and research functions, undergraduate degree programs, and graduate degree programs," regardless of the source of funds. (*P&B Terms of Reference, Section 4.4.1*)

Pursuant to Section 5.1 of the *Academic Board Terms of Reference*, the Board has responsibility for the "establishment, termination or restructuring of academic units."

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Proposals for Extra Departmental Units are considered and recommended for approval, pursuant to the *Policy on Interdisciplinary Education and Research Planning (2007)* and the associated *University of Toronto Guidelines for Extra Departmental Units*.

**GOVERNANCE PATH:**

1. Planning and Budget Committee [for recommendation] (May 4, 2022)
2. **Academic Board [for recommendation] (May 26, 2022)**
3. Executive Committee [for endorsement and forwarding] (June 14, 2022)

4. Governing Council [for approval] (June 28, 2022)

**PREVIOUS ACTION TAKEN:**

The proposal to establish the Centre for Indigenous Studies, an EDU:B, as an EDU:A, Faculty of Arts and Science, effective July 1, 2022, was approved by the Faculty of Arts & Science's Faculty Council on April 20, 2022.

**HIGHLIGHTS:**

This is a proposal to establish the Centre for Indigenous Studies (CIS) as an Extra Departmental Unit Type A (EDU:A), effective July 1, 2022.

The Centre was established as an EDU:B in 2016, replacing the former Centre for Aboriginal Initiatives, an EDU:C. Converting the Centre from an EDU:B to an EDU:A was signaled in the 2017 Report of the A&S Working Group on Indigenous Teaching & Learning, and the 2020-25 Arts & Science Academic Plan.

The proposed change supports the University of Toronto [Calls to Action](#) which respond to the Truth and Reconciliation Commission of Canada (TRC), and current academic priorities of the Faculty, including the 2020-2025 Arts & Science [Academic Plan](#). It allows the CIS to recruit Indigenous Studies scholars into a unit that best fits their area of expertise thereby giving CIS the space it needs to pursue and foster novel interdisciplinary directions in teaching and research, increase its nimbleness in responding to contemporary research directions in Indigenous Studies, and ensure its ability to cultivate curriculum in ways that are consistent with developments in the field of Indigenous Studies without being limited by disciplinary constraints that may exist under the EDU:B model.

The Centre offers three undergraduate programs (Specialist, Major and Minor in Indigenous Studies) and plays a crucial role in the teaching and study of Indigenous Languages. The Centre does not anticipate any immediate changes to the existing curriculum or program offerings specifically tied to the transition to EDU:A status. CIS is not currently a graduate unit, however, introducing new graduate offerings that respond to growing student interest, as well as societal need, is key to the vision for the Centre's future activities.

As an EDU:A, the Centre will continue to frame its research activities under the broad parameters of research with and for Indigenous people(s) and communities. It is committed to a local/regional primary focus with an emphasis on Anishinaabe (including Mushkegowuk) and Haudenosaunee knowledge systems and active engagement with local First Nations and urban Indigenous communities. The CIS will continue and expand research with other Indigenous communities in North America and other parts of the world, including New Zealand, Australia and Sapmi (Norway, Sweden, and Finland).

The transition to EDU:A status would enhance the research and teaching mission of the Centre by allowing it to make future strategic majority-appointed faculty hires and to serve as a stronger hub of interdisciplinary activity. The Centre currently has 4.17 full-time equivalent appointments (FTE). There are 11 budgetary minority appointed faculty members (seven tenure stream and four teaching stream) and three Contractually Limited Term Appointments (CLTAs). In the tenure stream, there are three Associate and four Assistant Professors. Within the teaching stream, there are three Assistant Professors and one TBA position that will be at either the Associate or Assistant rank. CLTAs are all at the Assistant Professor, Teaching Stream rank. Eight of the 11 appointed faculty members currently have a 49% appointment with the CIS, and two have 25% appointments. Upon approval of the proposal, the total FTE count in CIS will increase to 6.55; this includes five faculty with 49% appointments who will move to 51% and two who will move to 75% appointments. The TBA position will be 100% in the CIS. Over the next five years, CIS will seek three additional lines with an additional FTE count of at least 2.51.

The existing governance structures in the academic unit will continue. The Director will continue to be appointed according to the *Policy on Appointment of Academic Administrators*. The Director will assume responsibility for academic administrative procedures required for majority-appointed faculty. As a small unit, the Centre relies on participation of faculty from cognate units in tenure and promotion committees, and will continue to do so for the foreseeable future.

Consultation outside FAS has occurred with the University of Toronto Circle of Elders, the Office of Indigenous Initiatives, and the Indigenous Research Network. Consultation has also occurred with the Chairs of departments with shared faculty appointments, the Tri-Campus Deans Group, and Deans of the following divisions: Ontario Institute for Studies in Education (OISE), John H. Daniels Faculty of Architecture, Landscape, & Design, Faculty of Law, Dalla Lana School of Public Health, Faculty of Applied Science & Engineering, Factor-Inwentash Faculty of Social Work, Faculty of Information, Temerty Faculty of Medicine, Faculty of Kinesiology & Physical Education, University of Toronto Mississauga (UTM), and University of Toronto Scarborough (UTSC). All feedback received was very supportive of this proposal.

#### **FINANCIAL IMPLICATIONS:**

In accordance with the University's budget model, any financial obligations of the status change will be met at the divisional level.

#### **RECOMMENDATION:**

Be It Recommended:

THAT the proposal to establish the Centre for Indigenous Studies, an EDU: B, as an EDU:A, as described in the proposal dated March 31, 2022, be approved effective July 1, 2022.

**DOCUMENTATION PROVIDED:**

*Cover*

*Proposal to Convert the Centre for Indigenous Studies from an EDU:B to an EDU:A*

# Proposal to Convert the Centre for Indigenous Studies from an EDU:B to an EDU:A March 31, 2022

## 1 Statement of Purpose

The Faculty of Arts & Science (A&S) is proposing to convert an existing Extra-Departmental Unit B (EDU:B) to an Extra-Departmental Unit A (EDU:A).

Name of EDU: Centre for Indigenous Studies (no change)

Current Status: EDU:B

Proposed Status: EDU:A

Lead Division: Faculty of Arts & Science (A&S)

Effective Date: July 1, 2022

### **Background and Context**

The Faculty of Arts & Science created the Aboriginal Studies program during the 1994-95 academic year, housed in the departments of Anthropology and Linguistics, first with a Minor, then Major (1996) and Specialist (2005) programs. In 1999, the program moved to University College and then, after an external review in 2004, became a standalone program within the Faculty of Arts & Science (A&S). The Centre for Aboriginal Initiatives (CAI) was created in 2007 to provide a physical location for the academic programs and related initiatives. In July 2016, CAI was renamed the Centre for Indigenous Studies and the shift was made from the former EDU:C status to EDU:B.

The Centre for Indigenous Studies (CIS or “the Centre”) was envisioned as:

- “a cultural hub for students and scholars from around the world to access Indigenous knowledge based on Indigenous languages from Indigenous communities from across Canada
- the gathering place for those in the University and the broader community to meet, think, reflect, learn
- a think tank for assessing relationships between governments, assessing progress in addressing various issues” (Report from the Centre for Indigenous Studies, February 2017, included in the Report of the Decanal Working Group on Indigenous Teaching & Learning)

And provides,

*a home for Indigenous Knowledge Systems, presenting Indigenous perspectives in Indigenous ways. There is an increasing number of other units that are interested in teaching about Indigenous issues, but they do not necessarily have the knowledge to be able to do this from Indigenous perspectives recognizing Indigenous protocols and methods. The Centre, with appropriate staffing, would be an ideal home for people who could work with Arts & Science units to develop courses or units in courses that could communicate these perspectives,*

*protocols, and methods. There is concern that Indigenous knowledges could be used, but not integrated. There is also a history of bad research about Indigenous peoples, and it is important to avoid this in order to not further alienate the Indigenous communities and potential students. If business carries on as usual, this would be potentially very damaging to the University's goals. The goal of Indigenous Studies is to change the curriculum in a profound way. Indigenous Studies is keen to build ongoing and reciprocal relationships with other units. The Centre for Indigenous Studies would be a natural home for people who were hired to assist with curriculum development across the faculty, with particular attention to protocols, perspectives, and methods. (Report from the Centre for Indigenous Studies, February 2017)*

The Calls to Action in the 2015 report of the Canadian Truth and Reconciliation Commission (TRC) include improving access to, and programming in, Indigenous knowledges, histories, and languages. The University of Toronto's TRC Steering Group issued their Calls to Action in January 2017, which included provisions for Indigenous education and curriculum that connect to the mission of the Centre for Indigenous Studies. In Fall 2016, the Dean of the Faculty of Arts & Science commissioned a Working Group on Indigenous Teaching & Learning, which issued a report that articulated 18 calls to action specifically answerable by A&S. These calls were dimensionalized along seven themes, one of which was **"supporting the Centre for Indigenous Studies."**

After a period of developing its faculty complement, research areas, and undergraduate offerings as an EDU:B, it is apparent that the research and teaching mission of the Centre is more in line with the capacities associated with EDU:A status. The Centre for Indigenous Studies is currently an EDU:B and thus can hold only partial tenure stream and teaching stream faculty appointments. As a result, the Centre is somewhat constrained in its ability to strategically build its teaching and research capacity, because it must partner with another unit on requests for faculty lines and can itself hold only a minority share of such appointments. This presents challenges to the Centre's ability to both build net faculty capacity and to request appointments and hire candidates who directly meet the Centre's needs. The Centre also aims to develop graduate degree programming, and EDU:A status would provide more opportunity to build supervisory capacity and research breadth to support this endeavor. Overall, transition to EDU:A status would allow the Centre more capacity and flexibility to build its faculty complement and consolidate its existing and future areas of expertise to enhance its research and academic programming, and the Centre has the full support of A&S in this proposal.

## 2 Academic Rationale

### Overview

There are three main reasons for converting CIS to EDU:A status, which are germane to the Centre's goals for teaching and research. First, addressing the needs of the Centre is consistent with the [Calls to Action](#) of the Truth and Reconciliation Commission of Canada (TRC) and with the Faculty's current priorities. In the 2020-2025 Arts & Science [Academic Plan](#), "[Indigenous Research, Teaching, and Learning](#)" is one of six key priorities for the Faculty. Indeed, "Supporting the Centre for Indigenous Studies to more fully realize its research and teaching mission through initiating a graduate program, enhancing language instruction, and becoming an EDU-A" is one of four areas in which the Faculty aims to "transform itself to better support Indigenous research, teaching, and learning across the arts and sciences."

Second, the shift to EDU:A status will allow faculty to be solely appointed in Indigenous Studies, which is appropriate given the maturation of the field of study in Canada and world-wide. Full appointments will expand and better support autonomy for current faculty and future hires to cultivate research and curriculum in ways consistent with developments in the field of Indigenous studies itself, without being limited by disciplinary constraints that may exist in the cross-appointment model. This allows for increased excellence in education as well as improved opportunities for faculty development in their areas of expertise. It would make it possible to recruit Indigenous Studies scholars who may not fit within parameters of other disciplines or interdisciplinary fields, which will in turn allow the Centre to pursue and foster novel directions in research and teaching within the field of Indigenous Studies.

While the Centre has built a complement of exemplary cross-appointed scholars as an EDU:B, the Centre would also benefit from increased capacity for long-term strategic complement planning, as well as nimbleness in designing faculty requests in order to respond to student demand and contemporary research directions in Indigenous Studies. Greater flexibility in requesting faculty lines will also allow the Centre to build more capacity for meeting student demand for offerings in Indigenous studies and Indigenous languages.

Third, EDU:A status for the Centre would foster the most supportive intellectual home for faculty, and an optimal place for their faculty life processes and mentorship. This will be in part due to the opportunity to build a complement of majority- or sole-appointed faculty. Additionally, it would allow current minority cross-appointments to shift to majority appointments at CIS, with the agreement of the affected faculty and Department Chairs. This change would give formal authority to CIS for taking the lead in cross-appointed faculty recruitment, mentorship, PTR assessment, retention, and promotion. This will have the added, vital benefit of CIS's majority-appointed faculty being evaluated – in the context of processes such as PTR and continuing-status reviews – within their most pertinent disciplinary group, which will include majority-appointed scholars of Indigenous Studies who can best assess individuals' research and teaching contributions to the area of Indigenous Studies *per se*. Further to this, as an increasing number of faculty achieve tenure/continuing status, junior faculty will also be able to be officially mentored by a senior faculty member in Indigenous Studies; currently, most junior hires in Indigenous Studies are assigned a mentor by their cognate department. It will also foster an environment in which academics in the unit can fully focus on the Indigenous context of their work, which will allow research and scholarship in Indigenous Studies to flourish.

Obviously, the growth and success of the Centre for Indigenous Studies has been precipitated by strategic cross-appointments with other academic units within Arts & Science. We appreciate how these units have contributed to the Centre's development and recognize the important contributions that CIS faculty make to their cross-appointed units, especially in support of undergraduate and graduate student training. It is the Centre's intention to maintain existing cross-appointments, although most lines will shift to primary appointments in CIS. Moreover, many of our faculty members are active in undergraduate and graduate teaching in their cross-appointed units and wish to maintain these connections and courses.

## 2a Research

Since the Centre's inception, the emphasis has been placed on mounting the courses necessary to deliver a quality undergraduate program. As such, most of the early hires in Indigenous Studies were in the teaching stream area with appointments of tenure stream faculty dependent on hiring led by other units. Despite that fact, faculty affiliated with CIS have demonstrated excellence in research including

pedagogical and community-based research. All of the faculty appointed to Indigenous Studies have active research profiles with Indigenous communities and/or organizations. This is central to the most common defining factor of the field of Indigenous Studies – conducting research with and for Indigenous peoples and communities. Our faculty have been awarded a number of teaching and learning grants, as well as research grants (including SSHRC and Connaught). This grant-funded research and training includes efforts in Haudenosaunee languages revitalization, environmental (in)justice in Mushkegowuk territory, and youth/student training in Toronto Indigenous histories.

As an EDU:A, we will continue to frame our research activities under the broad parameters of research with and for Indigenous people(s) and communities. We are also committed to a local/regional primary focus with an emphasis on Anishinaabe (including Mushkegowuk) and Haudenosaunee knowledge systems and active engagement with local First Nations and urban Indigenous communities. Some of the new research initiatives in this vein include new or expanded participation in the following: digital humanities work with the Great Lakes Research Alliance for Studies in Aboriginal Research & Culture (GRASAC); two faculty members are collaborating on a book project focused on the “Land Back” movement; and two faculty members are active in a community history project chronicling the Indigenous rights work led by the late Chief Deskaheh (Levi General), including a museum exhibit and a book project. Additionally, a teaching stream faculty member has received permission to submit grant applications as a PI, following usual procedures for approving PI status for teaching stream faculty, in order to heed a call from the Fort William First Nation who asked for assistance in researching a cancer cluster linked to industrial waste. The project has been awarded a Connaught Grant and is proceeding very well.

From our local base, we will continue and expand research with other Indigenous communities in North America and other parts of the world, with new collaborations forming in Aotearoa (New Zealand), Australia, and Sapmi (Norway, Sweden, and Finland). A search for a faculty member with expertise in Anishinaabemowin is ongoing, with a targeted July 1, 2022, start date. Pending the addition of this new faculty member, CIS would be home to three faculty members with expertise in Indigenous languages. We anticipate that, with this breadth of expertise in languages, additional opportunities around language revitalization research will be identified. There are early conversations in the Department of Linguistics (who hired a teaching stream faculty member in 2020 in the area of Indigenous language documentation and revitalization) about a specialization in Indigenous language revitalization across the Americas, and our three faculty members will be key participants in that initiative.

Upon moving to an EDU:A, we will seek to hire three additional faculty (2.5 FTE); at least one of these will ideally have a global Indigenous studies focus. It is anticipated that this global focus will connect with hemispheric language revitalization and global Indigeneity in ways that will strengthen the research efforts of our existing faculty. These priorities have been identified via consultation with current faculty via staff meetings and one-on-one consultations, as well as a 2018 faculty retreat.

## 2b Education

### Undergraduate

As an EDU:B, the Centre offers a Specialist, Major, and Minor in Indigenous Studies, a program that is dedicated to the study and research of Indigenous peoples, with a current focus on Canada and the United States. The program offers courses that engender a rigorous and respectful understanding of Indigenous peoples' languages, knowledges, cultures, histories, politics, arts, intellectual traditions, and



research methodologies. In Fall 2021, there were 136 students enrolled in Indigenous Studies programs (18 Specialist, 52 Major, and 66 Minor; see Table 1), and in the 2020-21 academic year, CIS offered 24<sup>1</sup> Indigenous Studies courses.

*Table 1. Program enrolments (Fall counts) in CIS undergraduate programs (2014 to 2021)*

<b>CIS Program</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
Specialist	19	23	31	22	19	21	21	18
Major	46	62	61	61	43	51	48	52
Minor	84	87	68	67	65	69	68	66
<i>Total</i>	<i>149</i>	<i>172</i>	<i>160</i>	<i>150</i>	<i>127</i>	<i>141</i>	<i>137</i>	<i>136</i>

CIS plays a crucial role in the teaching and study of Indigenous languages. Of the 62 languages taught in the Faculty of Arts & Science, three are native to North America: Anishinaabemowin, Kanien'keha, and Inuktitut. As part of its academic programming, CIS offers:

- An introduction to Anishinaabemowin, including the syllabic writing system (INS210Y1) and a sequel with emphasis on speaking and writing (INS310Y1).
- An introduction to Kanien'keha/Mohawk Language (one of the languages of the Iroquoian language family, INS220Y1) and a sequel (INS320Y1, formerly known as INS323Y1). The faculty member who teaches Kanien'keha also provides opportunities for students to further their language acquisition via directed readings/research courses (INS496H1, INS498Y1, etc.).
- A seminar course that provides an in-depth examination of Indigenous language revitalization efforts in Canada and internationally (INS372H1).
- In addition, a course in language revitalization is taught by the Department of Linguistics (LIN). LIN and the Centre have two shared faculty lines (Professors Ryan DeCaire and Tahohtaratye Joe Brant). Linguistics also hired a teaching stream faculty member in 2020 to teach in the area of Indigenous language documentation and revitalization. It is expected that this faculty member will partner with the three Indigenous Studies language experts to explore collaborative opportunities for teaching and pedagogical research related to community-based revitalization scholarship once the new Anishinaabemowin professor starts in July 2022, pending a successful search.
- In the past, an introduction to one dialect of Inuktitut has been offered, which included aspects of other dialects and the syllabic writing system (INS230H1), and its sequel (INS231H1), in which emphasis is placed on developing grammatical complexity and vocabulary in students' oral skills, as well as dialect and cultural awareness. These courses have not been offered for the past six academic years, due to the retirement of the instructor. There are plans to recruit a sessional instructor from either the Toronto urban Inuit community or to consider remote instruction from a teacher located elsewhere for 2022-23.

<sup>1</sup> There were 9 "Y" courses and 14 "H" courses for a total of 16 FCE. An additional 2.5 FCE were offered in Summer 2021. Independent reading and research courses were not included in these numbers.

The Centre participates in the Faculty of Arts & Science Language Citation Initiative for Anishinaabemowin. Students who complete three courses (one at the 200-level and two at 300-level) and achieve a B- grade or better in the 300-level courses receive a language notation on their transcript. In aligning with Indigenous pedagogies, most CIS courses have experiential learning components, appropriate to Indigenous learning methodologies. These experiences come in the form of traditional teachings, interactive field trips, and relational learning, or “coming to know” through experience on the land and while attending cultural events. In upper-year courses, the unique ethics of Indigenous research and assignment-based interaction with the University’s mission and Indigenous initiatives are employed.

The Centre for Indigenous Studies also hosts the Indigenous Language Initiative (Ciimaan/Kahuwe’yá/Qajaq, or CKQ). This initiative, supported by funds from the Ministry of Colleges and Universities, supports the University of Toronto community and beyond in the study and everyday use of Indigenous languages. CKQ assists in the creation, facilitation, and delivery of Indigenous language and cultural programming for Indigenous and non-Indigenous students, language speakers, and learners at all levels via language workshops, conferences, and social and cultural activities.

In addition to these language-related initiatives, CIS co-hosts the University of Toronto branch of the educational initiative Supporting Aboriginal Graduate Enhancement ([SAGE](#)), a peer-based cross-university educational initiative that builds community networks, provides ongoing support, and increases the number of doctoral and master’s credentialed Indigenous scholars across Ontario. Founded in 2007, SAGE UT works toward the recruitment, retention, and completion of First Nations (both status and non-status), Inuit, Métis, and other Indigenous scholars at U of T. Prior to Fall 2020, the initiative was fully hosted by CIS but is now co-hosted in partnership with First Nations House/ Indigenous Student Services.

The above activities are envisioned as continuing after conversion to EDU:A status and are likely to be the subject of increasing student demand.

## Graduate

The Centre is a supporting unit for a graduate collaborative specialization in Indigenous Health with the Dalla Lana School of Public Health (DLSPH). This proposal does not create CIS as a graduate unit; however, introducing new graduate offerings that respond to growing student interest, as well as societal need, is a key component of the vision for the Centre’s future activities. This is particularly important since prospective graduate students are keen to focus studies fully within Indigenous Studies without having to “fit” within the parameters of another discipline or field. The development of a future graduate program proposal will be facilitated by the establishment of the Centre as an EDU:A and the creation of this unit as a graduate unit would be considered at that time.

Most of the faculty appointed to CIS are members of the graduate faculty and are involved in supervising or providing committee support to students in units across A&S, as well as OISE and DLSPH (see Appendix A). Mounting graduate programming will require a critical mass of tenure stream faculty in CIS. Reaching this goal would be facilitated by a transition to EDU:A status, because the Centre would have the opportunity to expand its supervisory capacity and research breadth by making strategic sole- and cross-appointed faculty hires.

Mounting graduate programming will require a critical mass of tenure stream faculty in CIS. Reaching this goal would be facilitated by a conversion to EDU:A status, because the Centre would have the opportunity to expand its supervisory capacity and research breadth by making strategic sole- and cross-appointed faculty hires.

As a first step, in the next two years the Centre intends to propose a stand-alone Master's program in Indigenous Studies and building on that program's presumed success, will propose a PhD program shortly thereafter. With the shift of most faculty members to majority appointments in CIS as well as the additional proposed faculty appointments, it is anticipated that there will be sufficient faculty to provide necessary training and supervision to a small regular intake of graduate students. This would be further supported by a number of faculty in A&S and other divisions such as the Ontario Institute for Studies in Education (OISE); the Dalla Lana School of Public Health; the Faculty of Applied Science & Engineering; the Factor-Inwentash School of Social Work; the Faculty of Law; and the John H. Daniels Faculty of Architecture, Landscape & Design, who have indicated interest in participating in a graduate program in Indigenous Studies.

### 3 Consultation

The proposed conversion to EDU:A status was signaled in the 2017 report of the A&S Working Group on Indigenous Teaching & Learning and in the [2020-2025 Arts & Science Academic Plan](#), which was released publicly in June of 2020. Students within the Faculty and across the University have been increasingly calling for greater access to Indigenous knowledges (those taught from an Indigenous perspective and/or containing Indigenous content) within their programs. In the fall of 2015, the Native Students Association (now Indigenous Students Association) launched a petition requesting exactly this, in part also responding to President Gertler's *Three Priorities: A Discussion Paper*, which included as Priority 3 the call to reimagine and reinvent undergraduate education in the context of a research-intensive University.

Consultation around this proposal has occurred with all CIS faculty and staff, with significant support for the proposal voiced by all. In 2019-20, Indigenous Studies students in INS460H1 (the core course for Honours Specialization) were consulted about the shift to EDU:A status in the context of course material related to the University's reconciliation agenda. Those students identified significant support for this shift. Students in many of our courses also regularly identify an interest in an Indigenous Studies graduate program. In the past, leadership from the Indigenous Studies Student Union (ISSU) have also expressed support for the conversion to EDU:A status. The ISSU, established in 2015-16, supports undergraduate students by organizing social, cultural, and academic activities, including a very successful annual pow wow that is open to the University and the wider community.

Preliminary consultation with the University of Toronto Circle of Elders occurred in Spring 2020. The Elders expressed strong support for the proposal to become an EDU:A. The Office of Indigenous Initiatives (OII), which also coordinates the Circle of Elders, is regularly updated on the status of the Centre for Indigenous Studies through communication between the unit directors. Additionally, the OII Director is a member of the Arts & Science Dean's Advisory Committee on Indigenous Research, Teaching, and Learning, and attends monthly meetings of the committee. Through OII, the CIS Director is also in regular contact with the Lead of the Indigenous Research Network (IRN) and has kept them updated on the status of this process.

Consultation has also occurred with all department chairs of units with shared faculty appointments. All but one of the current appointed faculty in the Centre for Indigenous Studies were hired since 2016. Each of the searches that culminated in the hiring of these eight individuals was done with an understanding that CIS had aspirations of attaining EDU:A status and upon that happening, each faculty member would have the option of shifting their primary appointment to CIS. The Director of CIS is in regular communication with all relevant joint-appointment Chairs, including orienting meetings for new chairs (as they cycle in to their relevant departments) to share information around the provisions agreed to at the time of the appointments. The shifting of primary appointments has been discussed with all CIS faculty at faculty meetings as well as in one-on-one consultations. In addition, a draft proposal was circulated to Arts & Science’s Chairs, Principals, & Academic Directors (CPAD) group and discussed at a January 29, 2021, meeting. Feedback at the meeting was very supportive of the proposed conversion, and no feedback was received after the meeting.

In March 2021, a draft proposal was sent to the Tri-Campus Deans group, and the A&S Vice-Dean, Academic Planning, led an item for discussion and feedback from this group at their March 11 meeting. The group’s response to the proposal was very supportive.

On April 20, 2021, a draft proposal was sent to the Deans of the Ontario Institute for Studies in Education (OISE), the John H. Daniels Faculty of Architecture, Landscape & Design, the Faculty of Law, the Dalla Lana School of Public Health, the Faculty of Engineering & Applied Science, the Factor-Inwentash Faculty of Social Work, the Faculty of Information, the Temerty Faculty of Medicine, and the Faculty of Kinesiology & Physical Education. Additionally, in follow-up to the March 11, 2021, Tri-Campus Deans meeting, the draft was sent to the Offices of the Dean at UTM and UTSC for circulation internally as well as to pertinent units. All feedback received was very supportive of the proposed conversion.

#### 4 Faculty Participation

As an EDU:A, the Centre would benefit from the contributions of its existing cross-appointed faculty complement of 4.17 full-time equivalents (FTE; see Table 2).

*Table 2. Current faculty appointments to the Centre for Indigenous Studies and envisioned appointments to CIS after conversion to EDU:A status. See Appendix A for graduate appointments.*

Name	Position	% App’t to CIS as an EDU:B	Unit of Majority App’t	% App’t to CIS as an EDU:A	Areas of Interest
<b>Tenure Stream Faculty</b>					
Susan Hill	Associate Professor and Director	49%	Department of History (51%)	75%	Haudenosaunee history; Haudenosaunee knowledge and thought; Indigenous research methodologies and ethics; Indigenous territoriality

<b>Name</b>	<b>Position</b>	<b>% App't to CIS as an EDU:B</b>	<b>Unit of Majority App't</b>	<b>% App't to CIS as an EDU:A</b>	<b>Areas of Interest</b>
Cheryl Suzack	Associate Professor	25%	Department of English (75%)	25%	Indigenous literatures; studies in law and literature; postcolonial and feminist theory; legal writing
Dale Turner	Associate Professor	49%	Department of Political Science (51%)	51%	Indigenous politics; contemporary Indigenous intellectual culture; contemporary political theory; and the philosophy of Ludwig Wittgenstein
Michelle Daigle	Assistant Professor	49%	Department of Geography & Planning (51%)	75%	Indigenous geographies and ecologies; Settler colonialism; Indigenous resurgence; Decolonial geographies; Geographies of resource extraction; Indigenous feminism; Indigenous food sovereignty; Indigenous water governance
Heather Dorries	Assistant Professor	49%	Department of Geography & Planning (51%)	49%	Indigenous planning; Indigenous knowledge; Settler colonial urbanism; Planning history and theory
Kevin White	Assistant Professor	49%	Department for the Study of Religion (51%)	51%	Religion, Culture & Politics
Lindsay Montgomery (Anticipated start date: July 2022)	Associate Professor	25%	Department of Anthropology (75%)	25%	Indigenous archaeology, decolonizing research methodologies; research ethics
<b>Teaching Stream Faculty</b>					

<b>Name</b>	<b>Position</b>	<b>% App't to CIS as an EDU:B</b>	<b>Unit of Majority App't</b>	<b>% App't to CIS as an EDU:A</b>	<b>Areas of Interest</b>
Ryan DeCaire	Assistant Professor, Teaching Stream	49%	Department of Linguistics (51%)	51%	Indigenous languages; Kanien'kéha; Language revitalization
Brenda Wastasecoot	Assistant Professor, Teaching Stream	49%	Office of the Dean (51%)	51%	Indigenous teaching & learning; Healing powers of storytelling
Tahohtaratye Joe Brant	Assistant Professor, Teaching Stream	49%	Linguistics	51%	Kanien'kéha; Language revitalization; Indigenous education; and Indigenous pedagogies
TBA (Anticipated start date: July 2022)	Assistant or Associate Professor, Teaching Stream	N/A	N/A	100%, assuming July 1, 2022, establishment of EDU:A and a successful search	Anishinaabemowin; Indigenous Knowledge; Anishinaabe history, culture, and governance
<b>Assistant Professors, Teaching Stream, Contractually Limited Term Appointments (CLTA)</b>					
Melanie Jeffrey	Assistant Professor, Teaching Stream (CLTA)	49%	Human Biology/Ecology & Evolutionary Biology (51%)	51%	Indigenous ways of knowing; traditional knowledge(s); ecology, environment and health; integrative seizure research and comprehensive epilepsy care
Verne Ross	Assistant Professor, Teaching Stream (CLTA; term ends Aug 31, 2022) - part-time (.75 FTE)	100%	N/A	100%	Indigenous social work; Indigenous education; 2SLGTBQ+ research

Name	Position	% App't to CIS as an EDU:B	Unit of Majority App't	% App't to CIS as an EDU:A	Areas of Interest
Ninaatig Staats Pangowish	Assistant Professor, Teaching Stream (CLTA; term ends Aug 31, 2022) - part-time (.5 FTE)	49%	Office of the Dean	TBD	Anishinaabemowin; Indigenous education

As indicated in Table 2, eight currently cross-appointed faculty members with continuing appointments have indicated a desire to shift their majority appointments into CIS. The Anishinaabemowin position will be hired 100% in CIS as of July 1, 2022 – assuming a successful search and July 1, 2022, establishment of the EDU:A. The interest expressed by current faculty and anticipated 2022 hires would increase the Centre’s faculty FTE count to 6.55.

It is recognized that CIS will continue to be a small academic unit for the foreseeable future, although the faculty complement is expected to grow. As has been the practice up to this point, however, we will continue to rely on senior faculty working in cognate units to serve on appointment, tenure, continuing status and promotion committees as needed and relevant. In the past, these include faculty from History, Geography & Planning, Linguistics, Women & Gender Studies, OISE, and the Department for the Study of Religion.

In addition, over the next five years, CIS will seek three additional lines with an additional FTE count of at least 2.51. We are planning for two new positions advertised as open specialization in Indigenous Studies. It is hoped that one of these two positions will be hired at either the level of Associate Professor or Professor. We also hope to share a third position with either the Department of Anthropology or Department of History. We have previously been authorized to conduct targeted searches in cooperation with both departments, but in both cases the targeted candidate indicated interest in waiting for several years before being able to consider a move to the University of Toronto.

*Table 3. Proposed faculty searches for the Centre for Indigenous Studies as an EDU:A over the next 5 years.*

Tenure or Teaching Stream	% Appointment to the Centre	Unit of Cross-Appointment (if applicable)	Timeframe	Research Area(s)
Tenure Stream	100%		July 2023	Indigenous knowledge and pedagogies; open specialization
Tenure Stream	100%		July 2024	Open specialization in Indigenous Studies; areas may include global Indigenous studies, Indigenous arts, Indigenous governance, Indigenous

Tenure or Teaching Stream	% Appointment to the Centre	Unit of Cross-Appointment (if applicable)	Timeframe	Research Area(s)
				science/technology, digital humanities, Indigenous queer studies, and/or Indigenous economies.
Tenure Stream	51%	History or Anthropology	July 2025	Targeted opportunity hire (previously approved but unsuccessful in recruiting the candidates). It is anticipated that we will seek to hire in one of these two positions by 2024.

[Workload policies and process for appointment change](#)

The A&S Dean’s office has reviewed and agreed to the specific process proposed here regarding revised majority appointments for cross-appointed CIS faculty. Individual faculty members’ total workload expectations (e.g., teaching load) will not change as a result of their revised appointments.

Upon approval of EDU:A status, faculty members will prepare letters requesting shifts in their majority appointment; CIS and the current majority appointment Chair will co-sign letters of support. In addition, all affected faculty will receive a revised appointment letter, confirming their new appointment status. These letters will be reviewed and approved by the A&S Dean.

## 5 Administrative Structure

The Director of CIS oversees the administration of the Centre and works with the wider Arts & Science community to help improve Indigenous education across the Faculty as well as with other units within the University and with the broader Indigenous community.

As an EDU:A, the Centre’s **Director** would be appointed according to the [Policy on Appointment of Academic Administrators](#). The current Director’s term ends June 30, 2022; hence, a Director search will be undertaken in Winter 2022. Assuming establishment of the EDU:A on July 1, 2022, a Director of the EDU:A will be appointed effective July 1, 2022. In addition to their current responsibilities, the EDU:A’s Director would assume responsibility for academic administrative procedures required for majority-appointed faculty, including hiring, progression through the ranks (PTR), and continuing-status reviews.

It is further proposed that an **Assistant Director** position be created to take over responsibilities around course proposals, general curriculum administration, and appointment of teaching assistants. This person would be identified from the current faculty members.

## 6 Space

The Centre is set to gain additional space as a result of student levy groups moving from the North Borden Building into the Student Commons. CIS will share spaces on the 1st Floor with First Nations House (FNH is based out of the 3rd Floor of North Borden). The renovated spaces will facilitate programming, meeting, and teaching, as well as student organizations’ activities (including a new office for ISSU); the building renovation will include a more welcoming entry lobby, jointly used by CIS, FNH, and other building



occupants. North Borden Room 229 will be dedicated classroom space for CIS (secured through an exchange with the John H. Daniels Faculty of Architecture, Landscape & Design and Facilities & Services). This classroom space will allow for many Indigenous Studies courses to operate out of space adjacent to the Centre's main offices.

The Director and Centre Coordinator are also members of the Indigenous Hub Space Steering Committee that is charged with exploring options for a permanent new home for CIS and FNH. This aligns with the University's Call to Action for an increase in identifiable Indigenous spaces on campus as well as the A&S Indigenous Teaching and Learning Report that called for the exploration of an Indigenous College and expanded Indigenous teaching and learning spaces. The plans for the proposed Indigenous Hub will include provisions for expansion that would include the faculty and staff growth identified in this proposal.

## 7 Budget

### Faculty Lines

Over the next 5 years, the Centre anticipates requesting 2.51 FTE of new faculty lines with sole- or majority-appointments in the Centre. A&S has an annual Faculty Appointments Committee (FAC) process, wherein units' requests for faculty lines are reviewed; each of these requested lines would require approval by FAC.

### Staff

As of September 2021, CIS has a staff complement of 2.0 FTE:

- Indigenous Studies Centre Coordinator (1.0 FTE, continuing, USW staff-appointed): this position encompasses the roles of business officer, course scheduling, student advising, space coordination, duties related to health and safety, day-to-day operations, reception, work-study supervision, and administrative support.
- Outreach Communications and Programming Coordinator (1.0 FTE, continuing, USW staff-appointed): this position encompasses programming coordination of co-curricular and extra-curricular activities with an emphasis on Indigenous language events. Supporting both CIS and Hart House, this staff person is also responsible for web site maintenance, social media posting/promotions, and community outreach initiatives. The programming coordinator is fully appointed in CIS with half of the salary and benefits funded by Hart House.

With the conversion of seven faculty to majority appointments in CIS, it is anticipated that there will be a need for an additional 1.0 FTE staff position to provide additional administrative support to the Centre. The Director is presently working with Administrative HR to post this initially as a contract position (funded by unit carry-forward monies) with a goal of securing this as a continuing staff appointment in the future.

## 8 Research Funds

As an EDU:A, CIS would administer research funds for its majority- or sole-appointed faculty members.

## 9 Review

The Centre and its programs are undergoing a UTQAP cyclical review in 2021-22; given the proposed effective date of this conversion, the Centre, along with its programs, will undergo its first cyclical review as an EDU:A no later than the 2029-30 review cycle.

## 10 Appendices

### Appendix A: Graduate Appointment Report (as of March 10, 2022)

<b>Surname</b>	<b>First Name</b>	<b>Home Department</b>	<b>Primary FTE (%)</b>	<b>Rank</b>	<b>Graduate Appointment Unit</b>	<b>Supervisory Level</b>
Daigle	Michelle	Geography & Planning	51	Assistant Professor	Geography & Planning	Associate
DeCaire	Ryan	Linguistics	51	Assistant Professor, Teaching Stream	Linguistics	Associate
Dorries	Heather	Geography & Planning	51	Assistant Professor	Geography & Planning	Associate
Hill	Susan	History	51	Associate Professor	History, Religion	Full
Jeffrey	Melanie	Ecology & Evolutionary Biology (EEB)	51	Assistant Professor, Teaching Stream	EEB, School of the Environment	Associate
Suzack	Cheryl	English	75	Associate Professor	English	Full
Turner	Dale	Political Science	51	Associate Professor	Political Science, Religion	Full
White	Kevin	Religion	51	Assistant Professor	Religion	Associate
Wastasecoot	Brenda	Office of the Dean	51	Assistant Professor, Teaching Stream	Linguistics	Associate