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1. INTRODUCTION

1.1 Philosophy of the Master of Indigenous Relations Degree (MIR)

In Canada, the term Indigenous has been advanced throughout many documents and disciplines as the preferred terminology when referring to the Aboriginal peoples of Canada. In addition, various programs have embedded this term into their policy and program documents. The program uses the term Indigenous to refer to the First Peoples of the land, those whose ancestors were/are guardians of a particular traditional territory over a long period of time. In this case, we recognize the Ojibwa/Anishnaabe Peoples as being the caretakers of the territory on which Laurentian University is situated and as such, the program deems it important to uphold Anishnaabe teachings and ways of being.

The term Indigenous is also widely used by First Peoples across various countries where colonialism impacted them. The United Nations Permanent Forum on Indigenous Issues has defined the term Indigenous as well as developed a set of Articles that assist to articulate strategies toward self-determination for Indigenous Peoples. Aboriginal representatives of Canada have been strong advocates for the United Nations Permanent Forum on Indigenous Issues and have held membership on various international Indigenous committees for many years. The program recognizes the congruence between the local, national and political influences for Indigenous self-determination strategies and has ensured that these issues are reflected throughout the program.

The Master of Indigenous Relations focuses on the relational (social, cultural, political, intellectual) aspects of indigeneity (being Indigenous) locally, regionally, nationally and internationally and on understanding the relations/relationships among Indigenous peoples (inter-Indigenous), and Indigenous and non-Indigenous peoples, and communities (local, regional, national and international).

The Master of Indigenous Relations program encompasses courses that centre on Indigenous thought, Indigenous research applications and methodologies with respect to international Indigenous issues, Indigenous landscapes and space, communications in Indigenous contexts, Indigenous policies, natural resources and the environment from Indigenous perspectives, economic development, and Indigenous peoples’ history.

1.2 Mission

The Master of Indigenous Relations program has three primary objectives:
I. To graduate students who have acquired the knowledge of Indigenous worldviews locally, nationally and internationally.
II. To develop research and knowledge production within the Indigenous context.
III. To provide opportunities for ongoing learning and collaboration with Indigenous communities.
2. ADMISSIONS AND ACADEMIC REGULATIONS

The general regulations governing the operation of graduate programs at Laurentian University are set out in the Laurentian University School of Graduate Studies and Research Calendar. The School of Graduate Studies publishes a handbook that outlines academic regulations, important dates, graduate student fees, financial aid as well as specific information on various graduate level programs.

2.1 Admissions

Direct admission: To be admitted, students should normally hold an appropriate honours bachelor’s degree (e.g., with Aboriginal/Indigenous content, or specific courses in Indigenous studies at the undergraduate level etc.), or its equivalent, with at least second class standing (70% average of all courses).

All applicants must have a potential thesis supervisor before applying. Students are responsible for conducting a preliminary survey of faculty members about their interests and availability prior to submitting their application for admission. A completed Thesis Supervisor Form from a MIR faculty thesis supervisor confirming willingness to supervise the student must accompany the application. This letter must be sent with the admissions package to the Office of Admissions at Laurentian University.

A statement (500 words) explaining the applicant’s research interests must accompany the application package as well. This will include a rationale for the proposed research project and a draft of the proposed methods.

Qualifying year: Students who do not meet direct admission standards may need to upgrade their academic background prior to being considered for admission. To enter a qualifying year, students should have at least second-class standing in their major subject. Students should consult with the MIR Coordinator to review what courses should be taken as part of the qualifying year. Please note that successful completion of courses during a qualifying year does not ensure automatic admission to the MIR program, nor does meeting the minimum requirements.

All applicants to the MIR should follow the steps outlined at the online application website (https://horizon.ouac.on.ca/webapp/base.d2w/report?ident=MAIN_DSP&merchant_rn=14). The required referee forms are available at the same website. All information is to be forwarded directly to the Office of Admissions at Laurentian University or submitted online, as per instructions.
Once the full application package has been received by the Office of Admissions at Laurentian University, it will be forwarded to the **MIR Program Admissions Committee** made up of at least two School of Indigenous Relations faculty, two external faculty members (see list in Section 5), and the Coordinator of the MIR program. The Admissions Committee will rank all applicants and produce a list of students to contact for admission. Formal offers of admission for the selected candidates will then be made via the Office of Admissions.

2.2 **Language requirement**

The MIR program is offered in English. For admission to the University, students whose language is not English will be required to give proof of competence in English. Students taking recognized language examinations should do so before April for admission in September. Further information may be obtained from the Office of Graduate Studies.
2.3 Applying for inactive status

Any candidate after initial registration must maintain this registration in all successive terms until his/her thesis is completed, including the term in which the thesis oral defence occurs. Additionally, students missing more than 20% of any course will be required to withdraw from that course.

Inactive Status may be granted temporarily by the Director, School of Graduate Studies (two terms for full-time students, three terms for part-time students) and only for the following reasons: parental leave, medical difficulties, or educational leave. Please note that even when granted inactive status, students must still register as usual and pay fees.

Students are expected to complete their MIR degree within 24 months. There are several “drop deadlines” for which a failure to meet automatically places students in probationary standing and may result in the student being asked to leave the program. These include:

- Failure to successfully submit and defend the Master’s thesis proposal by the end of Winter term of year 2.
- Failure to defend a thesis by the end of Spring term of the 4th year.
- Receiving an F in any course or receiving grades lower than 70% in multiple courses.
- Failure to make adequate progress in any given academic year (no advancement of research and/or course completion).
- Academic dishonesty in any part of the program.
- Failure to complete the full-time MIR in four years.

If one of these situations occurs it will be brought to the attention of the MIR Program Committee, and clarification will be required for any extenuating circumstances. After this time, the MIR Program Committee and the student’s supervisor will reach a final decision.

2.4 Important Dates

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<tr>
<th>APPLICATION TO MIR PROGRAM</th>
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<tr>
<td>Application deadline for Fall admission</td>
<td>February 15</td>
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<td>Initial offers of admission mailed out</td>
<td>March 15</td>
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<tr>
<td>Student deadline to confirm acceptance</td>
<td>April 15</td>
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<td>First semester begins</td>
<td>September</td>
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<td>Second semester begins</td>
<td>January</td>
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<tr>
<th>GRADUATION</th>
<th>Spring convocation:</th>
<th>Fall convocation:</th>
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<tr>
<td>Application at the Office of the Registrar to graduate</td>
<td>January 31</td>
<td>August 30</td>
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<tr>
<td>Thesis defended, revised, approved, to the Library for convocation</td>
<td>May 1</td>
<td>September 1</td>
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2.5 Course Descriptions

Each student is required to complete a total of 30 credits to fulfill the requirements for the program. The program will be made up of 6 core courses (6 x 3 credits each) and one Master's thesis (12 credits). These courses are mandatory and students must attain a minimum of 70% in each course.

- **MIRE 5006 EL - Indigenous Worldviews - Theory and Practice (3 cr)**
- **MIRE 5016 EL - Indigenous Research Methodologies (3 cr)**
- **MIRE 5056 EL - Natural Resources and the Environment from Indigenous Perspectives (3 cr)**
- **MIRE 5066 EL - Indigenous Relations in Community Contexts (3 cr)**
- **MIRE 5046 EL - The United Nations and International Indigenous Issues (3 cr)**
- **MIRE 5106 EL - Special Topics in Indigenous Relations (3 cr)**
- **MIRE 5200 EL - Thesis (12 cr)**

**MIRE 5006 EL Indigenous Worldviews - Theory and Practice (3 credits)**

*Calendar Description:* This course sets the framework for understanding Indigenous research methodologies in relation to Indigenous worldviews, theory and practice. Critical perspectives on the methods and approaches used in the study of Indigenous peoples, as well as exploration of the political, economic, cultural and social issues involved in conducting research with Indigenous communities are examined.

*Prereq:* none

**MIRE 5016 EL Indigenous Research Methodologies (3 credits)**

*Calendar Description:* This course critically analyzes various methodologies including qualitative, quantitative, and Indigenous approaches for relevance to the advancement of Indigenous societies. Relationships among epistemology, ideology and research methods are also examined.

*Prereq:* MIRE 5006 or permission from the program Coordinator

**MIRE 5056 EL Natural Resources and the Environment from Indigenous Perspectives (3 credits)**

*Calendar Description:* The course investigates how Indigenous and non-Indigenous people interact with Mother Earth (Shkagamik-Kwe). The concept of natural resources will be analyzed from the Anishnaabe understanding as well as Western paradigms. Case studies are used to examine various issues regarding natural resources, climate change, forest sustainability,
management of protected areas and parks, mining exploitation and environmental healing. An understanding of sharing will be analyzed and understood from the Medicine Wheel and Seven Grandfather teachings.

Prereq: MIRE 5006, MIRE 5016

**MIRE 5066 EL Community Relations in Indigenous Contexts (3 credits)**

*Calendar Description:* The emphasis of this course is placed on Community Relationships in Indigenous contexts. This course examines styles of interaction at both the verbal and non-verbal levels. It also analyzes forms of communication that come into play in Indigenous community development and organizational contexts. Topics include: culturally sensitive communication differences and successful interactions with people from other cultures. An understanding of community relationships will be analyzed and understood from the Medicine Wheel and Seven Grandfather teachings.

Prereq: MIRE 5006 and MIRE 5016

**MIRE 5046 EL The United Nations and International Indigenous Issues (3 credits)**

*Calendar Description:* This course provides an understanding of International Indigenous issues associated with the United Nations and Country policies with respect to Indigenous peoples. Topics include: an examination of Human Rights Conventions; how the United Nations system works; the role of NGOs (Non-Governmental Organizations); State Country reporting; and indigenous actions toward legal, economic, political and International strategies. The strategies and politics of human rights, Indigenous rights, distinctive juridical customs, International cooperation and the role of foreign assistance programs are also analyzed.

Prereq: MIRE 5006 and MIRE 5016

**MIRE 5106 EL Special Topics in Indigenous Relations (3 credits)**

*Calendar Description:* This course entails research on a special topic in Indigenous community development. A research project is conducted in consultation with a faculty supervisor.

Prereq: none

**MIRE 5200 EL Thesis (12 credits)**

*Calendar Description:* Under the guidance of a faculty supervisor the student completes a thesis based on the proposal they have developed.

Prereq: all core MIRE courses

**2.6 Other Course Options**

In keeping with the interdisciplinary nature of the program, students may choose to opt for a course from other graduate programs and use these credits towards their own course of study, up to a maximum of 6 credits. Each course will be considered on a case-by-case basis by the MIR Coordinator who must provide a letter of permission and approval.
2.7 Suggested timelines for completing the MIR degree

The MIR is a full-time program. Students complete their coursework in Year 1, then begin working on their thesis proposals, research ethics applications, and thesis work in Year 2. To complete the thesis portion of the MIR degree, the following are suggested deadlines to meet June and October graduation requirements in any given year.
3. THESIS GUIDELINES

3.1 The MIR thesis

The MIR thesis is a requirement and represents one of the student’s contributions to the literature. The student may register in the thesis course (MIRE 5022) only after completing all core courses. All thesis topics must be situated within the context of Indigenous issues and knowledge.

3.2 The Thesis Committee

Master’s students will engage in a sustained period of personal interaction with their research thesis supervisors as the framework of their research work is developed. This is a period of encouragement, guidance and mentoring, as well as one of significant intellectual challenge as the skills needed for effective research are developed.

A committee of three faculty members whose research areas are relevant to the student’s thesis topic guides the thesis work. The Thesis Committee is comprised of:

- a **thesis supervisor** (approved by the MIR program), selected prior to admission to the program. There may be a co-supervisor as well.
- **two other committee members** affiliated with Laurentian University.
- students or committee members may invite persons external to the University to provide guidance and expertise throughout the thesis process, although these persons are not officially part of the thesis committee.

The committee normally begins meeting with the student during the first term of study. The Thesis Committee will monitor the student’s research progress, provide counsel on the preparation of the thesis, and ultimately serve as the thesis defence committee.

- The **thesis supervisor** typically works most closely with the student. Prior to admission to the MIR program, students will need to approach faculty with a rough plan about their proposed research and thesis.
- The **second and third committee members** normally play a less active role than the thesis supervisor. They may, for example, give guidance on theory, methodological approaches, sources of information, on editing, preparing for the final defence, etc.
- A **fourth member**, an Examiner external to Laurentian University, is required for the thesis defence. The external Examiner, appointed by the Office of Graduate studies, should have general expertise in the topic area of the thesis, and shall not be affiliated with Laurentian University (e.g., must be at “arm’s-length”).
Students shall follow the sequence of steps outlined below towards the final approval of their thesis.

**STEP 1: Thesis proposal (20 pages) and open oral presentation (15-20 mins)**

**STEP 2: Research ethics board (REB) approval. (Signature of thesis supervisor required)**

**STEP 3: Data collection & analysis begin**

**STEP 4: Final thesis oral defense**

### 3.3 Thesis proposal - oral presentation

**Thesis proposal document**

The thesis proposal is essentially an outline of the student’s research. Under the supervision of the supervisor and two additional committee members, the thesis proposal is a well-developed but succinct document of about 20 pages generally describing the following:

1. Introduction; setting the context; hypothesis (if appropriate); clear statement of the research objectives; importance of the topic.
2. Significant prior literature and critical analysis. Theoretical and Indigenous framework to be used.
3. Research design and indigenous methodology; sample and proposed methods of data collection; outline of the plan for data analysis; key assumptions and limitations.
4. References.
5. Appendices (as appropriate).

**Oral presentation of thesis proposal**

As part of the thesis proposal, the student will make an oral presentation of approximately 15 minutes where they discuss their proposed research rationale, objectives, theoretical framework, and methodology. The student usually prepares a Powerpoint to accompany their oral presentation. As per the mission of the program, the thesis proposal must reflect Indigenous world views.

- **Announcement of presentation:** The thesis supervisor, in consultation with the thesis committee and the MIR coordinator, sets a date for the oral presentation. Final copies of the thesis proposal must be provided to all committee members at least two weeks (10 working days) prior to the meeting. The MIR Coordinator will provide notice to all program faculty and graduate students informing them of the thesis proposal presentation.
• **Presentation is open:** The oral presentation and questions/comments session is chaired by the MIR coordinator. All students and faculty members are encouraged to attend as a learning and sharing opportunity.

• **Deliberation by thesis committee members:** Following the oral presentation, the Chair will ask for questions and comments from the audience and then from Thesis Committee members. Following questions and comments, the Thesis Committee (chaired by the MIR Coordinator) will meet in closed session (without the student) to deliberate on the quality of the proposal. The Thesis Committee may decide that the proposal is:
  
  - acceptable in its current form.
  - acceptable with revisions.
  - not acceptable. The student may be required to rewrite and present another proposal.

• **Communication of decision to student:** Immediately after making their decision, the committee will inform the student of the results. The thesis supervisor is expected to take notes during the open and closed sessions to summarize any changes recommended by the Thesis Committee, and will forward them to the student.

• The Chair of the session will document the decision of the Thesis Committee and send a brief memo about the decision to the supervisor and the student. This will be placed in the student’s file.

3.4 Research Ethics

All research involving human participants is subject to review in accordance with the Tri-Council Policy Statement 2 (TCPS2). This requires that all researchers involved in such studies must obtain a certificate of approval from the Laurentian University Research Ethics office before engaging with potential participants for data collection. The latest version of the TCPS2 benchmarks and interpretations may be obtained at [http://www.pre.ethics.gc.ca/eng/policy-politique/initiatives/tcps2-ep tc2/Default](http://www.pre.ethics.gc.ca/eng/policy-politique/initiatives/tcps2-ep tc2/Default). Laurentian University Research Ethics forms and information are accessible on the LU intranet website.

Please remember that review of your research proposal can take several weeks. Students are advised to prepare their ethics proposal well in advance of any proposed field research. Refer to the Research Ethics website for submission guidelines and meeting dates.

Generally, the thesis proposal must be endorsed through the oral presentation process described above prior to submitting an application to the Research Ethics Board. Both can be prepared simultaneously as they likely contain common content. The Ethics application must be signed by the thesis supervisor and optionally by the other committee members.

3.5 Thesis oral defence

**Thesis document**

Students are reminded that they must re-register for the thesis (MIRE 5200) every term until its completion and final oral defence. The thesis document is the final part of the MIR degree
and requires a research component and a thesis oral defence. The general content and structure of the thesis may vary but most theses follow a standard outline such as the following:

**TYPICAL FORMAT OF THESIS:**

<table>
<thead>
<tr>
<th>TITLE PAGE</th>
<th>As per the standard Laurentian Graduate Studies format <em>(see sample in Appendix A).</em></th>
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<tbody>
<tr>
<td>ABSTRACT OF THESIS</td>
<td>Approximately 150 words summarizing the thesis; statement on the purpose of the research, the central thesis, a few words on methodology, a summary of conclusions, and what is unique about the study.</td>
</tr>
<tr>
<td>ACKNOWLEDGMENTS</td>
<td>This section is not obligatory, but a student may acknowledge or thank individuals or groups here.</td>
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</tbody>
</table>
| TABLE OF CONTENTS | • Numbering of chapters and subsections: Roman numerals prior to Chapter 1, which then starts with Page 1.  
• List of tables and illustrations. |
| CHAPTER 1 Introduction | • Setting the context for the research.  
• Statement of the problem and general research objectives |
| CHAPTER 2 Literature review and critical analysis | • A review of related literature and critical analysis.  
• Theoretical perspective to be used for analysis. |
| CHAPTER 3 Methodology | • Research approach. Must reflect Indigenous context.  
• Sampling; kinds of data that will be collected; procedure of collecting data; key assumptions and limitations.  
• Sample questionnaires (in Appendix). |
| CHAPTER 4 Findings, analysis and discussion | • Description of the findings.  
• Comparisons with the existing literature.  
• Conclusions that can be drawn from the data. |
| CHAPTER 5 Conclusion | • Results obtained and contributions made.  
• Implications for policy or practice.  
• Suggestions for future research. |
| REFERENCES | • Must be consistent throughout the thesis and approved by the thesis committee. |
| APPENDICES | |

A thesis has no predetermined number of pages although typical Master's theses are around 100-150 pages including appendices and references. **The thesis must be submitted using the format prescribed by Laurentian's Office of Graduates Studies (see “Thesis Template” attachment at end of this document).**

Students may choose to submit a thesis by articles instead of standard thesis. The format should include two or three separate articles of publishable standards and length, along with an introduction and summary chapters, as well as an abstract.
**Thesis oral defence steps**
After the Thesis Committee agrees that the thesis is ready for final defence, a final oral defence of about 1.5 to 2 hours is organized.

The process for the oral defence is as follows:

1. Thesis supervisor suggests name of External Examiner to MIR Coordinator.
   - MIR Coordinator submits “Information Required When Sending Master’s Thesis For External Examination” form signed by all committee members to Office of Graduate Studies. (See attachment at end of this document).
   - FORM: https://intranet.laurentian.ca/upload/0/1628/defence%20infosheet.pdf

2. Student submits copy of thesis (PDF format only, not printed) to Office of Graduate Studies, which in turn forwards PDF copies to Committee members & External Ex.
   - Thesis must be submitted in approved format
   - FORM: https://intranet.laurentian.ca/upload/0/1628/Thesis%20template%20ETD.pdf

3. Thesis Committee and External Examiner provide written assessments of the quality of the thesis to Graduate Studies within reasonable time frame.
   - Thesis committee sets defence date, time and location. MIR Coordinator sends out notification to MIR faculty and students at least 10 days in advance of defence.
   - Office of Graduate Studies appoints Chair for defence.

4. Public part of oral defence: at least 3 of the 4 members (3 affiliated with Laurentian University and 1 external examiner) must participate in person or by teleconference.
   - 30 minute presentation open to the public. Questions and comments from audience.

5. Closed part of oral defence: Chair, the 4 committee members and student only.
   - Questions and comments from committee.
   - Committee members deliberate without student present, come a decision and make a recommendation to Graduate Studies. Student informed of results immediately.

The evaluation of the thesis by all committee members and the external examiner shall include comments on the relevance of Indigenous knowledge and context to the topic of research, literature review, methodology, and conclusions.

The decision of the committee may be to:
- **a. accept the thesis**
- **b. accept with minor revisions**
- **c. accept with major revisions**
- **d. reject the thesis.**

The Thesis Supervisor on behalf of the Committee may approve minor revisions, whereas major revisions require the approval of all members of the Committee and External Examiner. If revisions are requested, it is the responsibility of the Supervisor to communicate recommended changes to the student.
If the committee rejects the thesis, the student must withdraw from the program.

### 3.6 After a successful thesis defence...

All students must send the approved and final version of their document in **PDF** format to the library, which will deposit it in LUZONE as a Master's Essay. While it will not appear in LAC’s thesis catalogue or Proquest's database, anyone searching the topic on Google will pick it up.

If a student wishes to print and bind their thesis, they may deal with the university press, which can print and arrange for hard or soft-cover binding. For hardcover binding, students also may use Lehmann Bookbinding Ltd. ([http://www.lehmannbookbinding.com/adverttech/Thesis.html](http://www.lehmannbookbinding.com/adverttech/Thesis.html))
4. FINANCIAL AID & SCHOLARSHIPS

Students may qualify for various forms of financial assistance, including scholarships, graduate teaching (GTA), etc. GTA funding is available only to full-time students who are not employed elsewhere.

The Goodman School of Mines (GSM) offers a student scholarship for Master of Indigenous Relations research related mining valued at $5,000 and it is renewable for one year. The scholarship is awarded at the time of application to the MIR program. The Goodman School of Mines also offers a best master’s thesis award to an MIR student valued at $1,000.

Consult with the Graduate Studies or Financial Assistance offices for more details on what may be available and what conditions may apply. Website: [http://laurentian.ca/content/scholarships-bursaries](http://laurentian.ca/content/scholarships-bursaries)

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<tr>
<th>GOODMAN SCHOOL OF MINES - MASTER OF INDIGENOUS RELATIONS SCHOLARSHIP</th>
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<tr>
<td><strong>Value</strong></td>
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<td><strong>Application Due</strong></td>
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<td><strong>Eligibility</strong></td>
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The supervisor must present the application to the Goodman School of Mines on the students behalf, and write a letter indicating why this is the best candidate for the scholarship. Please send applications to goodmanschoolofmines@laurentian.ca or by internal mail by September 30th.

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<tr>
<th>GOODMAN SCHOOL OF MINES – BEST MASTER’S THESIS AWARD, MASTER OF INDIGENOUS RELATIONS SCHOLARSHIP</th>
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<td><strong>Value</strong></td>
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<td><strong>Award date</strong></td>
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<td><strong>School of Indigenous Relations Submission</strong></td>
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All applications must have a potential supervisor before applying to the MIR program. All prospective students are encouraged to consult with individual professors to gauge their availability and interest in specific topics.

- Dr. Carrie Bourassa, Adjunct, School of Indigenous Relations
- Dr. David Buley, School of Education
- Dr. Jan Buley, School of Education
- Dr. Diana Coholic, School of Social Work
- Dr. Mary Ann Corbiere, Dept. of Indigenous Studies
- Dr. Michelle Coupal, Dept. of English
- Dr. Daniel Côté, School of Indigenous Relations
- Dr. Sheila Cote-Meek, Associate Vice-President, Indigenous Programs
- Dr. Joel Dickinson, Psychology
- Dr. Tammy Eger, School of Human Kinetics, CROSH
- Dr. Raoul Etongue Mayer, Dept. of Geography
- Dr. Kevin Fitzmaurice, Dept. of Indigenous Studies
- Dr. David Fortin, School of Architecture
- Dr. Lynn Gouliquer, Sociology
- Prof. Laura Hall, School of Indigenous Relations
- Dr. Michael Hankard
- Dr. Kristen Jacklin, Northern Ontario School of Medicine
- Dr. Jennifer Johnson, Women’s Studies, Thorneloe University
- Dr. Patrick Julig, Dept. of Anthropology
- Dr. Gary Kinsman, Dept. of Sociology
- Dr. Rosanna Langer, Law & Justice
- Dr. Leigh MacEwan, School of Social Work
- Dr. Darrel Manitowabi, School of Northern Development
- Prof. Susan Manitowabi, School of Indigenous Relations
- Dr. Marion Maar, Northern Ontario School of Medicine
- Dr. Anne-Marie Mawhiney, Rural & Northern Health
- Dr. Taima Moek-Pickering, School of Indigenous Relations
- Dr. Celeste Pedri-Spade, School of Northern Development
- Dr. Ann Pegoraro, Sports Administration
- Dr. Brock Pitawanakwat, Indigenous Studies
- Dr. Stephen Ritchie, School of Human Kinetics
- Dr. Pierrot Ross-Tremblay, Sociology
- Dr. Annie Roy-Charland, Psychology
- Dr. Pascale Roy-Léveillé, Geography
- Prof. Gregory Scofield, English
- Dr. Pamela Toulouse, School of Education
- Dr. Jorge Virchez, Dept. of Geography
- Dr. Jennifer Walker, Chair for Indigenous Health, Rural & Northern Health
• Dr. Shelley Watson, School of Rural & Northern Health
• Dr. Wayne Warry, Centre for Northern and Rural Health Research
• Dr. Elizabeth Wenghofer, School of Rural and Northern Health
• Dr. Nancy Young, School of Rural and Northern Health