



MASTER OF  
INDIGENOUS RELATIONS (*MIR*)

Graduate Program Handbook  
October 2023

**Land acknowledgement**

We would like to acknowledge the Robinson-Huron Treaty of 1850. We also further recognize that Laurentian University is located on the traditional lands of the Atikameksheng Anishnawbek and that the City of Greater Sudbury also includes the traditional lands of the Wahnapiatae First Nation.

We extend our deepest respect to Indigenous peoples - as a sign of our continued relationship we will support Laurentian University's Truth and Reconciliation Task Force Recommendations.

Miigwech.

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## INTRODUCTION

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

### The Seven Grandfather Teachings

The Master of Indigenous Relations is grounded in the Seven Grandfathers teachings which are the most commonly shared teachings in Indigenous culture. They hold great significance to the Anishinaabe people and are considered to be the founding principles of their way of life.

- ***Nibwaakaawin—Wisdom (Beaver)***: To cherish knowledge is to know Wisdom. Wisdom is given by the Creator to be used for the good of the people. In the Anishinaabe language, this word expresses not only "wisdom," but also means "prudence," or "intelligence." In some communities, ***Gikendaasowin*** is used; in addition to "wisdom," this word can also mean "intelligence" or "knowledge."
- ***Zaagi'idiwin—Love (Eagle)***: To know peace is to know Love. Love must be unconditional. When people are weak they need love the most. In the Anishinaabe language, this word with the reciprocal theme *idi* indicates that this form of love is mutual. In some communities, ***Gizhaawenidiwin*** is used, which in most contexts means "jealousy" but in this context is translated as either "love" or "zeal". Again, the reciprocal theme *idi* indicates that this form of love is mutual.
- ***Minaadendamowin—Respect (Buffalo)***: To honour all creation is to have Respect. All of creation should be treated with respect. You must give respect if you wish to be respected. Some communities instead use ***Ozhibwaadenindiwin*** or ***Manazonidiwin***.
- ***Aakode'ewin—Bravery (Bear)***: Bravery is to face the foe with integrity. In the Anishinaabe language, this word literally means "state of having a fearless heart." To do what is right even when the consequences are unpleasant. Some communities instead use either ***Zoongadiziwin*** ("state of having a strong casing") or ***Zoongide'ewin*** ("state of having a strong heart").
- ***Gwayakwaadiziwin—Honesty (Raven)***: Honesty in facing a situation is to be brave. Always be honest in word and action. Be honest first with yourself, and you will more easily be able to be honest with others. In the Anishinaabe language, this word can also mean "righteousness."

**Purpose of the  
MIR program**

- ***Dabaadendiziwin—Humility (Wolf)***: Humility is to know yourself as a sacred part of Creation. In the Anishinaabe language, this word can also mean "compassion." You are equal to others, but you are not better. Some communities instead express this with ***Bekaadiziwin***, which in addition to "humility" can also be translated as "calmness," "meekness," "gentility" or "patience."
- ***Debwewin—Truth (Turtle)***: Truth is to know all of these things. Speak the truth. Do not deceive yourself or others.

The Master of Indigenous Relations (MIR) program will provide graduate education to students that centres on Indigenous perspectives and insights. The program acknowledges the complex nature of Indigenous issues, and builds capacity for knowledge generation through the mobilisation of Indigenous and non-Indigenous knowledge and epistemology. The program is interdisciplinary in nature, and the students will be offered opportunities to pursue their studies across disciplinary boundaries (e.g., Indigenous social work, Nursing, Indigenous Studies, Education and language, Geography, Mining etc.) and to tailor the optional project and research to suit their academic interests.

Students will have access to faculty from the School of Indigenous Relations as well as from a variety of faculties, departments and disciplines across campus. This type of study allows for both interfaculty and inter-department arrangements.

The 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.

The focus of the program is 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 MIR program fosters Indigenous knowledge and its traditional Indigenous ways of knowledge transfer, and positions its foundations in the pursuit of self-determination, such as reclaiming and reformulating and reconstituting Indigenous traditions, cultures and communities.

The MIR philosophy is aligned with the University's commitment to foster harmony with all of creation. It respects and acknowledges all students, staff, faculty, Elders and local and external visitors from all lands. Our unique program is open to students of all cultural backgrounds, with special emphasis on bi-cultural competency responsible for working within all Canadian social and policy organizations, in all fields of practice.

The MIR program is under the umbrella of the School of Indigenous Relations, thus recognizing the maintenance and preservation of traditional values and practice. Therefore, we also recognize the leadership and stewardship of those First Nations and Indigenous people who live in close proximity to Laurentian University. Likewise we acknowledge those communities that have a special relationship with Laurentian University and acknowledge and seek their continued input and support. Therefore the MIR program acknowledges the value of the partnership of its Indigenous communities and recognizes them as important conduits, knowledge keepers, and mentors for the School, its programs, students, staff and faculty.

Likewise, we acknowledge all people who bring with them their knowledge and we invite them to join with us in a spirit of cooperation, mutual respect and exchange of understanding. In embracing traditional ways, the worldview for Indigenous people is to be respectful of the environment. We thus recognize that the lands and water sources surrounding the University are also an important teaching space.

## **Vision and Mission**

The vision of the School of Indigenous Relations:

- to promote academic and teaching excellence
- to encourage the development of specific Indigenous paradigms, pedagogies and theoretical frameworks

- to enhance and conduct original scholarly research regarding Indigenous way of life, history, and develop research skills based on Indigenous methodologies
- to promote and encourage Indigenous scholars
- to acknowledge, honour and appreciate the contribution of Indigenous communities nationally and worldwide
- to foster diversity, equity and inclusion

The overall objectives of the Master of Indigenous Relations program are:

1. To graduate students who have acquired the knowledge of Indigenous worldviews locally, nationally and internationally.
2. To develop research and knowledge production within the Indigenous context.
3. To provide opportunities for ongoing learning and collaboration with Indigenous communities.

### **Indigenous Sharing and Learning Centre (ISLC)**

MIR students are actively involved with the [Indigenous Sharing and Learning Centre](#) which acts as a cultural and support hub for all our campus and online students, and which is a place where they can feel safe, accepted, and supported.

Events are held throughout the year, and MIR students contribute by supporting the activities to encourage other students to attend so that they may learn about Indigenous ways and culture. Some of these events include Anishinaabemowin language training, ceremonies, drumming, keeping the fire, bead work, and talks such as Walking With the Grandfather Teachings in the World Today, etc.

### **Indigenous Lodge**

The MIR program is fortunate to have access to a Lodge on the Sudbury campus. The Lodge continues to be a guiding principle for our School, embracing growth such as the development of the program, and fostering partnerships with the Indigenous community and other Indigenous and non-Indigenous agencies and institutions through our various collaborations, which work towards increasing cultural competency within our community.

The Lodge is a representation of the program and a reminder for those that truth and reconciliation are at the heart of the SIR. A



multi-year collaboration between multiple partners, including Elders, MIR faculty and students, students from other Laurentian programs, and most importantly community members, the Lodge is a space that embraces, facilitates, encourages, respects, nurtures, teaches, enlightens, challenges, empowers, prepares, and heals. It is a land-based and spiritual space where traditional knowledge, language and customs can intermingle with all knowledges, and a place where cultural and spiritual teachings can be invoked.

The Lodge is a space where knowledge is processed for learners and acknowledges those responsible for disseminating teachings. It is also a space where leadership and transformation can evolve. We acknowledge that the Lodge is a place dedicated to higher learning, and it must be treated with respect.

The philosophy from our Elders has provided a foundation for the School of Indigenous Relations, and we respect the vision and creativity of those who contributed to the program's early curriculum.

**Inclusion,  
diversity, equity  
and accessibility**

The MIR program is embedded in the principles of indigeneity, diversity, equity, and inclusion (IDEI) thus not only promoting awareness of IDEI for and with its students but empowering the next generation of researchers to critically examine the role of research in ensuring IDEI principles are applied in all of its aspects.

The School falls under the mandate of Laurentian's [Equity, Diversity, Human Rights office](#). Additionally, Laurentian's [Accessibility Services](#) supports students with many types of disability so they may participate in all aspects of their academic experience at Laurentian University, both on campus and online. MIR students register themselves with Accessibility Services, which act as a confidential link between the student and their professors to address their particular needs (e.g., extra time for assignments, dictation software, student note takers etc.).

Accessibility Advisors offer their services in person, by telephone or virtually via Zoom. With the advent of the Covid pandemic, these services have been particularly helpful to students who otherwise would face the compounded effects of multiple challenges.

	<p>Details of Laurentian’s policies and procedures as they apply to the MIR program are detailed later in this manual.</p>
<p><b>ADMISSIONS AND ACADEMIC REGULATIONS</b></p>	<p><b>General regulations</b>  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 <a href="#">Graduate studies academic regulations</a>. 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.</p>
<p><b>Admissions criteria</b></p>	<p>Admission to the MIR program is competitive and requires a strong academic and experiential background, along with the keen interest in Indigenous history, relations, and worldviews.</p> <p>To be admitted to the MIR program, students should normally hold an honours bachelor’s degree, preferably with Indigenous content, or specific courses in Indigenous studies at the undergraduate level or its equivalent, with a minimum B average (70% average of all courses).</p> <p>Students should consult the latest application guidelines at <a href="https://laurentian.ca/admissions/graduate">https://laurentian.ca/admissions/graduate</a></p> <p>To prepare their application, students should have the following:</p> <ol style="list-style-type: none"> <li>a) Must have a <b>potential thesis supervisor</b> before applying (refer to the attached list).</li> <li>b) A completed <b>Thesis Supervisor Form</b> from an MIR faculty member must accompany the application. This letter must be included with the admissions package to the Admissions Office at Laurentian University.</li> <li>c) A <b>research interest statement</b> (500 words/3-4 pages double spaced) explaining: <ul style="list-style-type: none"> <li>- <b>applicant’s research interests</b></li> <li>- <b>situating/relation of self within the research</b></li> </ul> </li> </ol>

- **research objectives**
- **proposed methodology**

Students who do not meet direct admission standards may need to upgrade their academic background prior to being considered for admission. Students should consult with the MIR Coordinator to review next steps to qualify.

**Documentation checklist to upload with your application:**

- a completed online application form:  
<https://laurentian.ca/how-to-apply/graduate>
- two letters of reference
- official transcript from all post-secondary institutions at which the applicant has been enrolled
- a curriculum vitae
- a statement of research interests (described above)
- faculty supervisor form
- language certification (if required)

**Candidates will be ranked according to the following criteria:**

- Academic performance
- Community experience (accomplishments, community involvement)
- Personal qualities (self-direction, leadership ability)
- Research statement (intellectual focus, clarity, and fit in relation to the program's mission)
- Consideration will be given to each applicant's backgrounds to ensure research goals and interests are intended to be consistent with those of the faculty and that there is a clear linkage with a specific member of the faculty.

**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. Further information may be obtained from the [Office of Graduate Studies](#).

**Length of program**

Students are expected to complete their MIR degree within 24 months. There are several milestones that would require students to have further discussion with the MIR coordinator.

- Failure to successfully submit and defend the Master's

	<p>thesis proposal by the end of <b>Winter term of year 2.</b></p> <ul style="list-style-type: none"> <li>● Failure to defend a thesis by the end of <b>Spring term of the 4<sup>th</sup> year.</b></li> <li>● Receiving an F in any course or receiving grades lower than 70% in multiple courses.</li> <li>● Failure to make adequate progress in any given academic year (no advancement of research and/or course completion).</li> <li>● Academic dishonesty in any part of the program.</li> <li>● Failure to complete the full-time MIR degree in four years.</li> </ul>
<p><b>Applying for inactive status</b></p>	<p>This status is reserved for students who, for exceptional reasons (medical, parental, educational, etc.), are permitted to discontinue their studies temporarily (two terms for full-time students, three terms for part-time students). Permission must be granted by the School of Indigenous Relations and the Office of graduate studies. “Inactive” students are charged a fee. This fee is waived only when no courses are available or if the inactive status is granted for parental/medical leaves. Students are encouraged to review graduate academic regulations at <a href="#">Graduate Studies Academic Regulations</a>.</p>
<p><b>Important Dates</b></p>	<p>Students are highly encouraged to review <a href="#">Laurentian University Important Dates</a> for the major milestones of the program.</p> <p>Application to MIR program:</p> <ul style="list-style-type: none"> <li>● Deadline for Fall admission: February to June</li> <li>● Initial offers of admissions mailed out: March to May</li> <li>● Student deadline to confirm acceptance: August</li> <li>● First Semester begins: September</li> <li>● Second semester begins: January</li> </ul> <p>Graduation:</p> <ul style="list-style-type: none"> <li>● Application to Registrar to graduate: January 31 (Spring convocation), August 30 (Fall convocation)</li> <li>● Thesis defended, revised, approved and to the library in time for convocation: (May 1, Spring convocation; Sept 1, Fall convocation)</li> </ul>

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**COURSE  
DESCRIPTIONS**
**MIRE course descriptions**

Each student is required to complete a total of 30 credits to fulfil 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**

**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.

*3 credits. Prereq: none*

**MIRE 5016 EL Indigenous Research Methodologies**

**Calendar Description:** This course critically analyses 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.

*3 credits. Prereq: none*

**MIRE 5056 EL Natural Resources and the Environment from Indigenous Perspectives**

**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.

*3 credits. Prereq: MIRE 5006 or permission from the program Coordinator*

**MIRE 5066 EL Community Relations in Indigenous Contexts**

**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

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cultures. An understanding of community relationships will be analyzed and understood from the Medicine Wheel and Seven Grandfather teachings.

*3 credits. Prereq: MIRE 5006 and MIRE 5016*

**MIRE 5046 EL The United Nations and International Indigenous Issues**

**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.

*3 credits. Prereq: MIRE 5006 and MIRE 5016*

**MIRE 5106 EL Special Topics in Indigenous Relations**

**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.

*3 credits. Prereq: none*

**MIRE 5200 EL Thesis**

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

*12 credits. Prereq: all core MIRE courses*

**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 approve this variation in consultation with Laurentian's Registrar.

**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 and convocation requirements in any given year.

For June/October convocations:

- *January/May*: Thesis committee approves final draft. Committee gives OK to proceed with defence.
- *February/June*: Submit thesis to Grad Studies, which then appoints External examiner. Date set for defence by thesis committee with Examiner.
- *March/July*: External reader assessment (4 weeks) and their OK to proceed.
- *April/August*: Thesis defence. Corrections to thesis as required.
- *April/August*: Submit final corrected version of thesis to Grad Studies (PDF format) no later than 1st week of May/September.
- *June/October*: convocation

**LAURENTIAN  
UNIVERSITY AND  
MIR PROGRAM  
POLICIES**

**Policies governing the MIR**

The School of Indigenous Relations is situated under the Faculty of Education and Health and is governed by the rules, regulations and policies of Laurentian University.

These policies apply to all faculty, staff, students, and visitors, for all courses and practica. They cover a wide range and include such components as academic accommodations and disability, accessibility, student conduct and suitability, and more recently, Respectful Workplace, Covid-19 vaccinations and face coverings.

These policies are accessible to all students and faculty through their D2L portal that acts as a central access to most resources, including self-registration to required Laurentian training.

A full list covering all aspects of functioning at Laurentian may be found at [Laurentian University | Policies Domain I - Purpose and Structure](#). Weblinks to a few of the more relevant policies are below.

- Laurentian University [Statement on Equity, Diversity, and Inclusion](#).

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- [School of Indigenous Relations Student Suitability Policy](#) (applies to both BISW and MIR programs): outlines the expectations for behaviour within the School, based on Indigenous principles, and concrete steps that the School will take in case of concerns about student behaviour.
  - [Indigenous cultural humility training](#) in (faculty and staff): Cultural Competency For Faculty, Staff And Students
  - [“Are you ok?”](#): urgent links for Laurentian students who are in crisis. This link appears in the D2L student portal.
  - [Code of Student Rights and Responsibilities](#): defines the parameters of conduct considered to be consistent with the goals and values that promote the wellbeing of the Laurentian University.
  - [Statement on Student Rights and Responsibilities](#): describes general student rights and responsibilities.
  - [Policy on Student Academic Integrity](#): defines academic integrity and acts as a guide for how to proceed if an offence occurs.
  - [Academic Accommodations for Students With Disabilities](#): in accordance with the Ontario Human Rights Code, 1990, and the Accessibility for Ontarians Disabilities Act, 2005, this policy establishes guidelines for the academic accommodation of students with disabilities in order for them to access and demonstrate learning in a university context while maintaining the integrity of course content and objectives, as well as ensuring fairness for all students.
  - [Grade Appeal Policy](#): governs the process followed at Laurentian University to ensure the fair and consistent management of grade appeals initiated by students.
  - [Integrity in Research and Scholarship](#): spells out principles such as accountability, social responsibility, and respect for dignity of persons.
  - [Responsible Conduct of Research](#): describes expectations for academic integrity around the conduct of research.
  - [Policy on Freedom of Speech \(Freedom of Expression\)](#):
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	<p>recognizes the importance of free exchange of ideas, knowledge, perspective and views.</p> <ul style="list-style-type: none"> <li>• <a href="#">Policy on Covid-19 vaccinations</a>: describes Laurentian's directives regarding vaccinations and exemptions.</li> <li>• <a href="#">Policy on a Respectful Workplace and Learning Environment</a>: promotes a healthy workplace and offers guidelines on dealing with discrimination and harassment.</li> <li>• <a href="#">Policy on Employment Equity</a>: ensures that Laurentian initiates employment equity measures to ensure the full participation and advancement of the designated groups that have been underrepresented.</li> <li>• <a href="#">Policy on Smudging and Ceremonial Practices</a></li> </ul>
<p><b>THESIS GUIDELINES</b></p>	<p><b>MIR thesis</b></p> <p>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 5200) only after completing all core courses. All thesis topics must be situated within the context of Indigenous issues and knowledge.</p> <hr/> <p><b>Thesis Committee</b></p> <p>MIR 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 challenges as the skills needed for effective research are developed.</p> <p>A committee of three faculty members whose research areas are relevant to the student's thesis topic guides the thesis work. The Thesis Committee comprises:</p> <ul style="list-style-type: none"> <li>• a <b>thesis supervisor</b> (approved by the MIR program), selected prior to admission to the program. There may be a co-supervisor as well.</li> <li>• <b>two other committee members</b> affiliated with Laurentian University.</li> </ul>

- **students or committee members may invite persons external to the University** to provide guidance and expertise throughout the thesis process, and to become committee members (e.g., Indigenous Elders).

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 final 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 nor with prior work with the thesis (e.g., must be at "arm's-length").

### **Responsibilities of the student**

The student must make a commitment of time and of striving toward a professional relationship. To contribute to any field of knowledge and to do it well requires dedication, initiative, and a willingness to listen and act on recommendations from Supervisors and the Supervisory Committee. Specific responsibilities of the student include:

- Registering to Thesis/Major Paper each term (Fall, Winter and Spring) during the full duration of studies;
- Knowing and abiding by the rules and procedures of the program and the university, academic honesty, as well as the norms of the academic world, including attention to quality ethics and timelines;

- Keeping your Supervisor, and the Program Coordinator informed regarding your studies, such as: developing timetable for the thesis, preparing annual progress report for the MIR coordinator by April 15th of each year, discussing participation in conferences etc.;
- Submitting any work, chapters of theses, or drafts of papers to the supervisory committee at least two (2) weeks prior to meeting dates (unless otherwise agreed upon prior to the meeting);
- Acquiring the necessary health and safety skills for undertaking the proposed research and adhering to the ethical practices appropriate to the discipline;
- Maintaining clear and accurate records of each stage of the research;
- Clearly stating your expectations of your Supervisor and ensuring that you clearly understand the Supervisor's expectations of you.

### **Responsibilities of the Supervisor**

The Supervisor's main role is to guide the student toward the completion of an original scholarly body of work. The experience, knowledge, and interpersonal skills of the professor must be utilized to challenge, and stimulate, but also support the student.

The Supervisor can offer assistance in many ways, including constructive criticism, availability and contacts in the scholarly world, and guidance to publication possibilities. However, the Supervisor must also be informed enough about the subject matter and of the student's work and progress to prevent misguided forays along false paths.

Specific responsibilities of the Supervisor include:

- Clearly stating the expectations of the student and clearly understanding the student's expectations of the Supervisor;
- Guiding the student in the selection and planning of an original research topic and creating a reasonable and achievable timetable with the student for completion of the

work; and ensuring timely progress towards their thesis;

- Ensuring that the student has an understanding of the relevant theories as well as the methodological and technical skills necessary for the research, including informing the student regarding the university's ethical review process;
- Encouraging participation in departmental and university seminars as well as outside conferences and symposiums related to the student's field of research;
- Being reasonably accessible for consultation, usually once a month; offering time-appropriate responses to submitted work and returning chapters of theses and drafts of papers to the student within two (2) weeks;
- Ensuring continuity of supervision in cases of academic leave or extended periods of absence and ensuring that the student's continued progress is not hampered by these absences;
- Informing the student of the standards by which the external or other readers will judge the thesis or other written work, as well as ensuring that the student's work meets those standards;
- Helping the student with applications for funding and awards;
- Ensuring that the research environment is safe, equitable, and free from harassment and discrimination;
- Avoiding and dealing with any potential conflict of interest posed by any current or proposed committee member;
- Explaining the process for thesis proposal and final defences;
- Coordinating the Supervisory Committee's handling of final drafts and assuring that all are agreed that the thesis/major paper is ready for oral defence;
- Ensuring that Graduate Studies deadlines and procedures are followed, and;

**Responsibilities of the MIR Coordinator**

- Adhering to the ethics surrounding intellectual property (e.g., acknowledging all contributions appropriately).

Specific responsibilities of the MIR Program Coordinator include:

- Guiding graduate students regarding course selection, supervisor and supervisory committee selection;
- Informing students of new policies and procedures at both the program level and university level;
- Keeping track of students' progress in the program and notify them of all necessary deadlines;
- Acting as liaison between the student and Graduate Studies.

**Conflict resolution**

Laurentian University encourages development of relationships based on mutual and professional respect, that supports open and clear communication thus preventing conflict situations from arising. Therefore, expectations should be clear and commonly understood by all parties from the beginning of the student / Supervisor relationship.

Conflict sometimes arises between the student and supervisor and/or committee. Conflict should not necessarily be avoided as it can often result in creative solutions, and conflict involving ideas can advance knowledge. It is acknowledged that there is a significant power differential in the student/Supervisor relationship, but the very nature of this academic relationship requires that ideas and assumptions may be challenged to enhance student's learning and growth.

Conflict should be handled early, as it is easier to deal with smaller issues as they arise rather than wait until they build up. If problems escalate over time, options for resolution may diminish.

If a dispute or concern arises between a graduate student and his/her Supervisor or a Supervisory Committee member,

- both parties should first try and resolve any difficulties

	<p>amicably between themselves.</p> <ul style="list-style-type: none"> <li>● If informal discussion does not resolve the issue, there are several avenues to pursue within the School: Supervisor, Supervisory Committee and the MIR Program Coordinator.</li> <li>● If a solution that may be acceptable to all parties concerned cannot be found, the case may be referred to Graduate Studies for further resolution.</li> </ul>
<p><b>THESIS PROPOSAL AND DEFENCE</b></p> <p><b>Thesis proposal document</b></p>	<p>Students shall follow the sequence of steps outlined below towards the final approval of their thesis proposal:</p> <p>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:</p> <ul style="list-style-type: none"> <li>● Introduction; setting the context; hypothesis (if appropriate); clear statement of the research objectives; importance of the topic.</li> <li>● Significant prior literature and critical analysis. Theoretical and Indigenous framework to be used.</li> <li>● Research design and indigenous methodology; sample and proposed methods of data collection; outline of the plan for data analysis; key assumptions and limitations.</li> <li>● References.</li> <li>● Appendices (as appropriate).</li> </ul>
<p><b>Oral defence of thesis proposal</b></p>	<p>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.</p> <p>The student usually prepares a Powerpoint to accompany their oral presentation. As per the mission of the program, the thesis proposal must reflect Indigenous worldviews.</p>
<p><b>Announcement of thesis proposal defence</b></p>	<p>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</p>

	<p>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.</p>
<p><b>Thesis proposal defence open to the public</b></p>	<p>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.</p>
<p><b>Deliberation by thesis committee members</b></p>	<p>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 may meet in closed session (e.g., without the student) to deliberate on the quality of the proposal. The Thesis Committee may decide that the proposal is:</p> <ul style="list-style-type: none"> <li>● <b>acceptable</b> in its current form.</li> <li>● <b>acceptable with revisions.</b></li> <li>● not acceptable. The student may be required to <b>rewrite and present another proposal.</b></li> </ul> <p><b>Communicating committee decision to student</b> 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.</p> <p>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.</p>
<p><b>RESEARCH ETHICS</b></p>	<p><b>General information</b> 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 TPCS2 benchmarks and interpretations may be obtained at <a href="#">Tri-Council Ethics</a>.</p>

	<p>Laurentian University Research Ethics forms and information are accessible online <a href="#">here</a>. Please remember that ethics review of your research proposal may take several weeks. Students are advised to prepare their ethics proposal well in advance of any proposed field research.</p> <p><b>Students also are required to explore specific requirements of Indigenous communities or jurisdictions where their research will be conducted (e.g., <a href="#">Manitoulin Anishinaabek Research Review Committee</a>)</b></p> <p>Generally, the thesis proposal must be endorsed through the oral presentation process described above before 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.</p>
<p><b>THESIS</b></p>	<p>Students are reminded that they must re-register for the thesis course (MIRE 5200) every term until the final oral defence. The thesis document is the final part of the MIR degree. The general content and structure of the thesis may vary but most theses follow a standard outline.</p> <p><b>In consultation with their supervisor, students may select to write a standard thesis or a thesis by articles, as described below.</b></p>
<p><b>Standard thesis</b></p>	<p>A typical Master's thesis is around <u>100-150 pages</u> including appendices and references. Students must submit their thesis using the format prescribed by Laurentian's Office of Graduates Studies (<a href="#">Laurentian Thesis Template</a>). Graduate Studies will not accept theses with incorrect formatting, so students should ensure that specifications have been followed.</p> <p><b><i>Standard thesis format:</i></b></p> <ul style="list-style-type: none"> <li>● Title Page</li> <li>● Abstract</li> <li>● Epigraph (optional)</li> <li>● Dedication / Acknowledgments (where applicable)</li> <li>● Table of Contents</li> </ul>



- List of Tables (where applicable)
- List of Figures (where applicable)
- List of Plates (where applicable)
- List of Appendices (where applicable) • List of Abbreviations, Symbols,
- Nomenclature (where applicable)
- Introduction (including literature review) • Methods
- Results
- Discussion
- Conclusions
- References
- Appendices (copyright releases and ethics approval should be included where applicable)
- NOTE: The bibliographies for each of the individual chapters/sections should be in a consistent format throughout the thesis regardless of the citation formats of the journals in which the article has appeared or will appear. Tables and figures should appear in the text where they would be for publication.

### **Thesis by articles**

Students also may choose to submit a thesis by articles (“*sandwich thesis*”) 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.

The minimum number of articles is three and a maximum of five. All articles must be first authored by the student and be of submission-ready publication quality.

Articles are not required to be submitted or published, but students are strongly encouraged to submit their work as it is completed (e.g., not required to wait to submit until after thesis defence).

The articles included in the thesis may be an expanded version of a submitted version of the articles to allow for more detail to be included.

If the article is published, the full citation should be included at the start of the section.

Publication or acceptance for publication of research results before presentation of the thesis in no way supersedes the University's evaluation and judgement of the work during the thesis examination process.

***Format for thesis by articles ("Sandwich Thesis")***

- Title Page
- Abstract
- Epigraph (optional)
- Dedication /Acknowledgments (where applicable) • Table of Contents
- List of Tables (where applicable)
- List of Figures (where applicable)
- List of Plates (where applicable)
- List of Appendices (where applicable)
- List of Abbreviations, Symbols, Nomenclature (where applicable)
- Introduction chapter/section for the entire thesis - Middle chapters/sections. Each is presented in an integrated-article format without an abstract. • Articles
- Discussion to relate the separate studies to each other and to a relevant discipline or field of study.
- Conclusions
- References to follow each chapter/section OR maybe a continuous bibliography at the end (format must be consistent, recommended styles are: APA Vancouver or Chicago)
- Appendices
- This section contains details of methodology, tabulated data, and other pertinent data not provided in detail in previous chapters/sections. Ethics Approval (where applicable) and copyright releases from publications must be included here.
- NOTE: The bibliographies for each of the individual chapters/sections should be in a consistent format throughout the thesis regardless of the citation formats of the journals in which the article has appeared or will appear. Tables and figures should appear in the text where they would be for publication.

	<p><b>Students also are encouraged to explore Indigenous ways of knowledge transfer for their final paper/defence (e.g., storytelling, art expression such as dance, poetic inquiry etc.). This should be discussed with the MIR Coordinator in conjunction with the thesis committee early on.</b></p>
<p><b>THESIS ORAL DEFENCE</b></p>	<p>After the Thesis Committee agrees that the thesis is ready for final oral defence, an oral defence of about 1.5 to 2 hours is held. The process for the oral defence is as follows:</p> <ul style="list-style-type: none"> <li>● Thesis supervisor suggests the name of External Examiner to MIR Coordinator.</li> <li>● MIR Coordinator submits an "Information Required When Sending Master's Thesis For External Examination" form signed by all committee members to Office of Graduate Studies. <a href="#">External Examiner Approval Request</a>.</li> <li>● Student submits a copy of their thesis (PDF format only, not printed) to Office of Graduate Studies using the Laurentian Thesis Format.</li> <li>● Thesis Committee and External Examiner provide written assessments of the quality of the thesis to Graduate Studies within a reasonable time frame.</li> <li>● 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.</li> <li>● Office of Graduate Studies appoints Chair for defence.</li> </ul>
<p><b>Public part of the oral defence</b></p>	<p>The first part of the thesis defence is a 30 minute presentation which is open to the public and their questions. At least 3 of the 4 members (3 affiliated with Laurentian University and 1 external examiner) must participate in person or by teleconference.</p>

<p><b>Closed part of the oral defence</b></p>	<p>The 2nd part of the final thesis defence is where the thesis committee and external examiner direct their questions to the student.</p> <p>The committee and student may elect to have this portion of the defence as open or closed to the public. If done in open session, members of the public will not be allowed to ask questions or make comments.</p>
<p><b>Decision of the thesis committee</b></p>	<p>After all questions from the Committee are complete, committee members deliberate, without the student present, come to a decision, and make a recommendation to Graduate Studies. Students are informed of results immediately.</p> <p>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</p> <p>The thesis committee may decide to:</p> <ul style="list-style-type: none"> <li><i>a. accept the thesis as is</i></li> <li><i>b. accept with minor revisions</i></li> <li><i>c. accept with major revisions</i></li> <li><i>d. reject the thesis.</i></li> </ul> <p>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 may be required to re-write the thesis or withdraw from the program.</p>
<p><b>DETERMINING AUTHORSHIP</b></p>	<p><b>Guidelines for Publication Credit</b></p> <p>At the time of planning a study, researchers involved in the study should discuss the duties to be performed by each of the contributing authors (e.g., student, supervision, committee and/or community members). An author order should be agreed upon early on provided that the duties are carried as planned. If problems arise or the initially planned duties change, the author order is re-evaluated.</p>

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The following guidelines are suggested for determining the level of authorship accorded for contributions toward the completion of a scientific publication. These guidelines are based on the degree of total scientific contribution or assistance made, and is generally limited to those who have made substantial scientific contributions toward the completion of the publication.

a) **Principal Authorship**

The principal author is considered the primary investigator responsible for the greatest proportion of the idea and design upon which the investigation is based. The investigation would not have been conducted using the same unique idea or design without his/her leadership. The principal author should also be responsible for major input into the interpretation and discussion of the results. He/she is deemed responsible for the majority of the components of the investigation when faced with evaluation of the published work by colleagues and readers.

b) **Co-Authorship**

Recipients of co-authorship may be considered analogous to being principal authors. Coauthors may be those persons having contributed significantly to the idea and design of the investigation. However, credit for co-authorship should also be given in the following instances:

- Completion of the literature review, experimental protocol, including analysis and discussion of the results;
- Contributions to the design and analysis, or interpretation and discussion of the results;
- Correcting, reanalyzing and reinterpreting a preliminary work, including interpretation and discussion of the corrected or new results.

c) **Second Author**

The second author is analogous to a junior author. This author is one who is credited with making a significant contribution to the article or has completed a major portion of the work required to ready the investigation for publication.

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	<p>Credit for second authorship would involve one of the following criteria:</p> <ul style="list-style-type: none"> <li>● Making major suggestions or contributions to the basic idea or design of the investigation;</li> <li>● Reviewing or searching the pertinent literature associated with the problem;</li> <li>● Acting as an experimenter and employing the complete methodology for the experiment, including collection and compilation of the data;</li> <li>● Completing the data analysis, that is, computer application, interpretation and writing of the results;</li> <li>● Completing the discussion of the results, including comparisons to proposed hypotheses, theories and previous research;</li> <li>● Making partial contributions (i.e. 50% of the work involved) to two or more of the above. The same criteria may be applied to a revised or corrected work.</li> </ul> <p><b>d) Acknowledgments</b>  Colleagues not substantially involved in the work, but who assisted in some way, are generally acknowledged in a footnote. Credit for acknowledgement would be given for one of the following:</p> <ul style="list-style-type: none"> <li>● Assisting in terms of reading, proofreading, suggestions, corrections or data analysis (i.e. computer assistance, data compilation);</li> <li>● Permitting the use of a laboratory site, laboratory equipment or technical assistance with equipment.</li> </ul>
<p><b>FINANCIAL AID &amp; SCHOLARSHIPS</b></p>	<p><b>Financial Assistance</b>  Students may qualify for various forms of financial assistance, including scholarships, graduate teaching, etc. Consult with the Graduate Studies or Financial Assistance offices for more details on what may be available and what conditions may apply. <a href="#">Laurentian Scholarships and Bursaries</a>.</p> <p><b>Graduate Teaching Assistantships</b>  The number of available Graduate Teaching Assistantships (GTA) is determined annually by Graduate Studies. To be eligible for this</p>

	<p>funding, students must be registered as full-time students in a graduate program. Students receiving a GTA will be required to work ten hours (maximum) per week in some form of research and/or teaching assistance.</p> <p>The nature of the work will be proposed by the supervisor and student and approved by the Program Coordinator, in accordance with the GTA Policy and the Collective Agreement. With the exception of the financial statement and contract forms filled out by all students at the beginning of each year, no additional application for a GTA is necessary on the part of the student.</p> <p>GTA funding is available only to full-time students who are not employed elsewhere. <a href="#">Graduate Teaching Assistantships</a>.</p>
<p><b>MIR FACULTY AND SUPERVISORS</b></p>	<p>All applicants must have a potential supervisor before applying to the MIR program. All prospective students are encouraged to consult with individual MIR professors and faculty to gauge their availability and interest in specific topics. The MIR Coordinator will have an updated list of approved supervisors and co-supervisors.</p> <ul style="list-style-type: none"> <li>● Côté, Daniel, PhD., School of Indigenous Relations (supervisor)</li> <li>● Fitzmaurice, Kevin, PhD., Trent University (co-supervisor)</li> <li>● Gouliquer, Lynne, PhD., School of Liberal Arts - Sociology (supervisor)</li> <li>● Kurchina-Tyson, Adria, MA, School of Indigenous Relations (co-supervisor)</li> <li>● Manitowabi, Darrel, PhD, Northern Ontario School of Medicine (supervisor)</li> <li>● Manitowabi, Susan, PhD, School of Indigenous Relations (supervisor)</li> <li>● Marr, Marion PhD, Northern Ontario School of Medicine (supervisor)</li> <li>● McGregor, Lorilee, PhD, Northern Ontario School of Medicine (supervisor)</li> <li>● Moeke-Pickering, Taima, PhD., School of Indigenous Relations (supervisor)</li> <li>● Wabie, Joey-Lynn, PhD RSW, School of Indigenous Relations (supervisor)</li> <li>● Wemigwans, Nicole, MSW RSW (co-supervisor)</li> <li>● Wood, Jeffrey, PhD., School of Education (supervisor)</li> </ul>

