



SUBJECT	Indigenous Strategic Initiatives Fund: Fall 2023 Update
SUBMITTED TO	Indigenous Engagement Committee
MEETING DATE	September 14, 2023
SESSION	Recommended session criteria from Board Meetings Policy:
CLASSIFICATION	OPEN
REQUEST	For information only - No action requested
LEAD EXECUTIVE	Gage Averill, Provost and Vice President, Academic, UBC-V
SUPPORTED BY	Lesley Cormack, Principal and Deputy Vice Chancellor, UBC-O Rehan Sadiq, Provost and Vice President Academic, UBC-O Adrienne Vedan, Senior Advisor to the Deputy Vice Chancellor on Indigenous Affairs, UBC-O Allison Beardsworth, Associate Director, Strategic Indigenous Enrolment Initiatives, Enrolment Services

PRIOR SUBMISSIONS

The subject matter of this submission has been considered previously by the Indigenous Engagement Committee on the following occasions:

1. [November 18, 2022](#)

The subject matter of this submission has not previously been considered by the Indigenous Engagement Committee.

EXECUTIVE SUMMARY

Adrienne Vedan, Senior Advisor to the Deputy Vice-Chancellor on Indigenous Affairs and Allison Beardsworth, Associate Director, Strategic Indigenous Enrolment Initiatives, Enrolment Services, will present on the Indigenous Strategic Initiatives (ISI) Fund and provide the first update since its inaugural year.

The ISI Fund, developed and administered by the Office of Indigenous Strategic Initiatives (OISI) and the Indigenous Strategic Plan Executive Advisory Committee (ISPEAC), supports implementation of the UBC Indigenous Strategic Plan. Funds are available to support faculty, staff, and student-led projects that advance the [Indigenous Strategic Plan's 8 goals and 43 actions](#) across both the Vancouver and Okanagan campuses. Two successful ISI Fund cycles have been concluded as of Fall 2023, distributing funding to dozens of projects across multiple faculties, departments, and administrative units at the Okanagan and Vancouver campuses.

APPENDICES

1. Indigenous Strategic Initiatives (ISI) Fund: Fall 2023 Update

PRESENTATIONS

1. Indigenous Strategic Initiatives (ISI) Fund: Fall 2023 Update



Appendix

Indigenous Strategic Initiatives (ISI) Fund: Fall 2023 Update

Stream 1: Innovative Projects

Stream 2: Transformative Projects

Stream 3: Student-led Projects

Date: September 13/14, 2023





Indigenous Strategic Initiatives (ISI) Fund Highlights

Stream 1: Innovative Projects

- A total of \$1,971,538.79 has been distributed to 24 successful projects.
- Stream 1 proposals, from application to funding, had a 41% success rate.
- 66.7% of funded projects are based on the Vancouver campus.
- 29.1% of funded projects are based on the Okanagan campus.
- 4.2% of funded projects are cross-campus.

Stream 2: Transformative Projects

- A total of \$1,579,538.79 has been distributed to 14 successful projects.
- Stream 2 proposals, from application to funding, had a 50% success rate.
- 71.4% of funded projects are based on the Vancouver campus.
- 7.1% of funded projects are based on the Okanagan campus.
- 21.4% of funded projects are cross-campus.

Stream 3: Student-led Projects

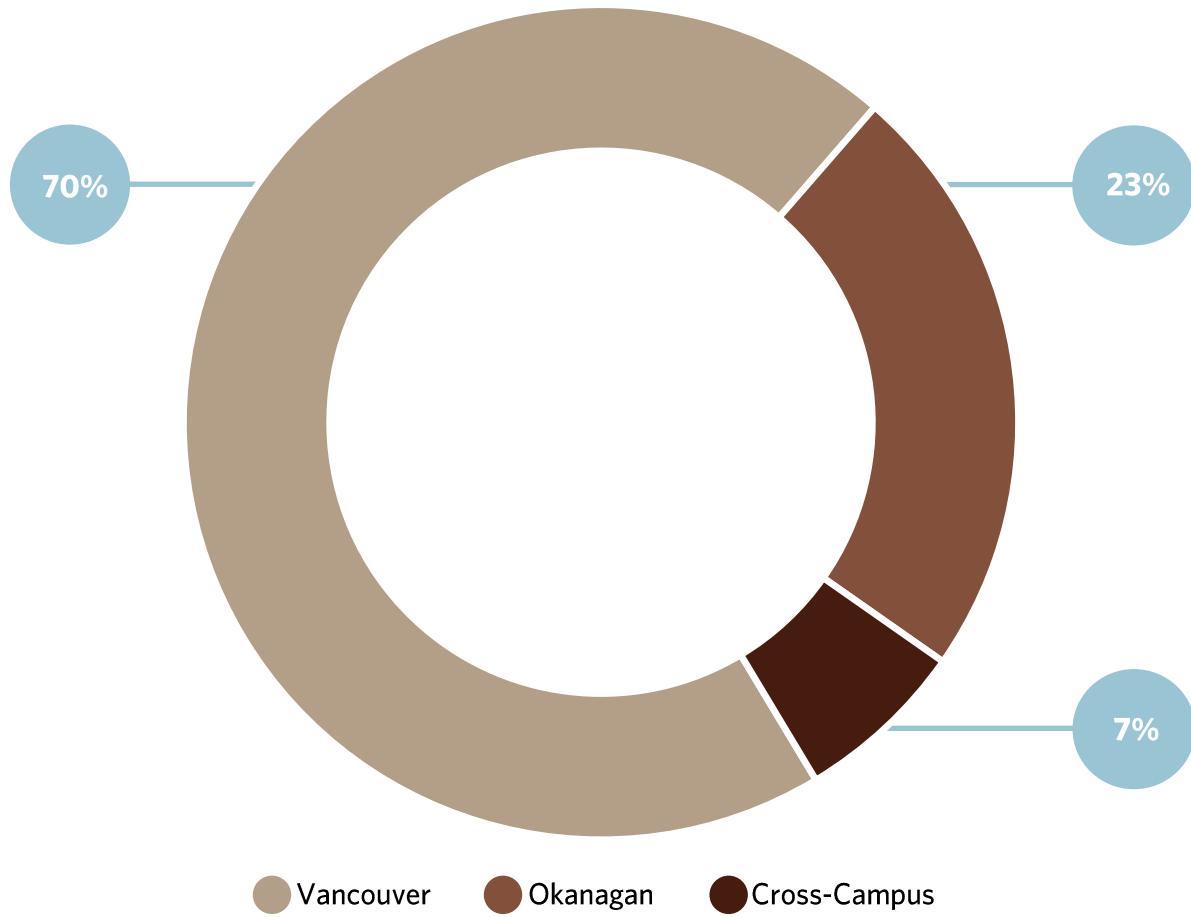
- A total of \$500,552.60 has been distributed to 12 successful projects.
- Stream 3 proposals, from application to funding, had a 52.2% success rate.
- 75.0% of funded projects are based on the Vancouver campus.
- 25.0% of funded projects are based on the Okanagan campus.

One-time-only Special Fund for Graduate Research

- A total of \$216,228.40 has been distributed to 10 successful projects.
- Special Fund for Graduate Research proposals, from application to funding, had a 33.3% success rate.
- 70.0% of funded projects are based on the Vancouver campus.
- 30.0% of funded projects are based on the Okanagan campus.



Campus Association for Successful ISI Fund Projects





ISI Fund Adjudicators

Adjudicator	Affiliation	Campus
Adrienne Vedan	Senior Advisor to the Deputy Vice-Chancellor and Principal on Indigenous Affairs Director, Indigenous Programs & Services	Okanagan
Allison Beardsworth	Associate Director, Strategic Indigenous Enrolment Initiatives, Enrolment Services	Cross-Campus
Amy Perreault	Associate Director, Indigenous Initiatives, Centre for Teaching, Learning and Technology	Vancouver
Andrea Reid	Assistant Professor, Institute for the Oceans and Fisheries, Faculty of Science Principal Investigator, Centre for Indigenous Fisheries, Faculty of Science	Vancouver
Bernard Perley	Director, Institute for Critical Indigenous Studies, Faculty of Arts Associate Professor, Institute for Critical Indigenous Studies, Faculty of Arts	Vancouver
Brad Wuetherick	Associate Provost, Academic Programs	Okanagan
Braden Te Hiwi	Assistant Professor, Indigenous Studies, Community, Culture and Global Studies, Irving K. Barber Faculty of Arts and Social Sciences	Okanagan
Carlos G. A. Ormond	Director, Haida Gwaii Institute, Faculty of Forestry	Vancouver
Charles Menzies	Professor, Anthropology and Institute for the Oceans and Fisheries Elected Faculty Member, Board of Governors	Vancouver
Claire Sarson	Indigenous Strategic Programming Manager, Office of Indigenous Strategic Initiatives	Cross-Campus
Dallas Good Water	Community Liaison and Instructional Coordinator, Community, Culture and Global Studies, Faculty of Arts and Social Sciences	Okanagan
Dana-Lyn Mackenzie	Senior Manager, EDI & Indigeneity, Faculty of Applied Science	Vancouver
Daniel Justice	Professor, Critical Indigenous Studies and English, Faculty of Arts	Vancouver
Derek Thompson	Indigenous Initiatives Advisor, Office for Respectful Environments, Equity, Diversity & Inclusion, Faculty of Medicine	Vancouver
Dominique Alexis	Event and Project Manager, Indigenous Programs & Services	Okanagan
Dory Nason	Associate Professor of Teaching, Institute for Gender, Race, Sexuality and Social Justice and the Institute for Critical Indigenous Studies, Faculty of Arts President, Faculty Association	Vancouver



Adjudicator	Affiliation	Campus
Elana Mignosa	(former) Associate Vice President, Finance & Operational Excellence, Office of the Vice President Finance & Operations	Vancouver
Frances Butterfield	(former) Bachelor of Science Student	Vancouver
Freeman Woolnough	Associate Director, Counsellors in Residence	Vancouver
Janey Lew	Senior Educational Consultant, Indigenous Initiatives, Centre for Teaching, Learning and Technology	Vancouver
Jannik Eikenaar	Associate Professor of Teaching, School of Engineering, Faculty of Applied Science	Okanagan
Jennifer Grenz	Assistant Professor, Forest Resources Management and Land and Food Systems, Faculty of Forestry	Vancouver
Jessica Schaub	PhD Student, Oceanography, Institute for the Oceans and Fisheries, Faculty of Science	Vancouver
Jessie Penner	(former) Indigenous Strategic Programming Manager, Office of Indigenous Strategic Initiatives	Cross-Campus
Kate Ross	(former) Associate Vice President, Enrolment Services & Registrar	Cross-Campus
Kerrie Charnley	Assistant Professor of Teaching, English and Cultural Studies, Faculty of Creative and Critical Studies	Okanagan
Kristen Pike	Associate Director, Indigenous Programs & Services	Okanagan
Lauren Casey	(former) Indigenous Support Specialist & Educator, Sexual Violence Prevention and Response Office	Vancouver
Lauren Pitre	Bachelor of Science Student	Okanagan
Lee Schmidt	Associate Director, Indigenous Legal Studies, Peter A. Allard School of Law	Vancouver
Leona Sparrow	Director of Treaty, Lands and Resources, Musqueam Indian Band Musqueam-UBC Liaison	Vancouver
Lerato Chondoma	Associate Director, Indigenous Research Support Initiative, Office of the Vice President Research & Innovation	Vancouver
Matthew Evenden	Associate Vice-President, Research & Innovation Professor, Geography, Faculty of Arts	Vancouver
Matthew Norris	PhD Student, International Relations and Affairs Candidate	Vancouver
Namaste Marsden	(former) Director, Indigenous Engagement, Faculty of Medicine	Vancouver
Noah Chenoweth	(former) Bachelor of Arts Student Master of Arts Student	Okanagan



Adjudicator	Affiliation	Campus
Rebecca Jules	Specialist, Indigenous Graduate Initiatives, Faculty of Graduate and Postdoctoral Studies	Vancouver
Rella Ng	Associate Vice-President, Enrolment Services and Registrar	Cross-Campus
Rob Kozak	Dean, Faculty of Forestry	Vancouver
Samantha Reid	Executive Director, Office of the Vice-President, Students	Vancouver
Sandra Fox	(former) Indigenous Community Liaison Coordinator, Office of the Vice President Research & Innovation	Okanagan
Shandin Pete	Assistant Professor of Teaching, Earth, Ocean and Atmospheric Sciences, Faculty of Science	Vancouver
Sheryl Lightfoot	(former) Senior Advisor on Indigenous Affairs Professor, Political Science and the School of Public Policy and Global Affairs, Faculty of Arts Faculty Associate, Institute for Critical Indigenous Studies, Faculty of Arts	Cross-Campus
Tanya Bob	Associate Director and Practicum Coordinator, Institute for Critical Indigenous Studies, Faculty of Arts	Vancouver
Tricia Logan	Assistant Professor, School of Public Policy and Global Affairs Interim Academic Director, Indian Residential School History and Dialogue Centre	Vancouver
Vicki George	(former) Associate Director, Office of Indigenous Strategic Initiatives	Cross-Campus

* A small number of adjudicators participated in only one of the two ISI Fund cycles.

ISI Fund: Funded Projects

Stream 1: Innovative Projects			
Project Title	Principal Applicant	Co-Applicants	Short Project Description
<u>Indigenous-led Syilx TEK Informed Storyed Sustainability Internship Course (with a Red/Rez English Component and a Guide for Inviting Syilx and Indigenous Knowledge Keepers and Protectors to Courses)</u> Funding granted: \$ 61,450.00 Campus: Okanagan	Kerrie Charnley Assistant Professor of Teaching, English and Cultural Studies, UBC Okanagan Faculty of Creative and Critical Studies	Bill Cohen, Assistant Professor, Okanagan School of Education, Faculty of Education	Filling gaps in courses developed, led and taught by Indigenous scholars and Knowledge Keepers and Protectors (IKKP); research and resources in recognizing, understanding, and offering the inclusion of Red/Rez English; guidance through working with IKKP. Overall objectives: Create: a new course that transforms the ways faculty teach at the university and which transforms students' consciousnesses through experience as well as through learning new ways of reading and listening to Indigenous scholars and IKKP and which gives back to the communities in reciprocal, concrete and helpful ways; a new research and a guidance component for working with Red/Rez English for instructors and support staff such as tutors and for Indigenous students; a new guide and list for inviting and working with IKKP in courses and course development, particularly from the locales where UBC campuses are situated.
<u>Inaugural First Salmon Ceremony at UBC: Sustaining Inter-Cultural Relationships for Our Shared Future</u>	Andrea Reid (Nisga'a Nation) Assistant Professor, Institute for the Oceans and Fisheries; Principal	Hon. Steven Lewis Point (Skowkale Nation), Chancellor Tabitha Robin Martens (Cree Metis), Assistant Professor, UBC Vancouver Faculty of Land and Food Systems	In the Pacific Northwest, salmon are central to Indigenous lives, well-being, and knowledges. Since time immemorial, Indigenous Peoples from California to Alaska to Kamchatka have acknowledged the annual return of salmon through ceremony to practice gratitude for the gift of



Funding Granted: \$ 55,000.00 Campus: Vancouver	Investigator, Centre for Indigenous Fisheries, UBC Vancouver Faculty of Science	Danielle Ignace (Coeur d'Alene Tribe), Assistant Professor, Forest and Conservation Sciences, UBC Vancouver Faculty of Forestry Shandin Pete (Salish/Diné), Assistant Professor of Teaching, Earth, Ocean and Atmospheric Sciences, UBC Vancouver Faculty of Science	salmon. The project team are proposing to co-host UBC's Inaugural First Salmon Ceremony in full and equal partnership with the Nations whose territories comprise what is now known as Vancouver, British Columbia, Canada, as well as neighbouring Tribes. This will create a remarkable on-campus opportunity for inter-cultural learning, for Indigenous and non-Indigenous peoples to come together in celebration, and Indigenous Peoples to revitalize this cultural tradition.
<u>Interior Salish Language Digital Resource Creation Project</u> Funding granted: \$ 98,881.00 Campus: Okanagan	John Lyon Assistant Professor, Bachelors of Nsyilxcn Language Fluency Program, Community, Culture and Global Studies, UBC Okanagan Irving K. Barber Faculty of Arts and Social Sciences	Jeannette Armstrong, Associate Professor, Indigenous Studies, Culture and Global Studies, UBC Okanagan Irving K. Barber Faculty of Arts and Social Sciences Christine Schreyer, Associate Professor, Anthropology, Culture and Global Studies, UBC Okanagan Irving K. Barber Faculty of Arts and Social Sciences	UBCO's newly created BNLF and BNLEK degree programs (and NVIT's preparatory 1st/2nd year courses) are designed to help build the next generation of fluent speakers of Nsyilxcn and Ṉleʔkepmxcín (Action 18) respectively, however digitally accessible language resources to support learners in a digital classroom, and as a basis for immersive language curriculum, are still very much needed by the program's teachers and learners (Action 10). The newly established BNLEK program is in particular need of resources, and a digital sharing platform through which to share them. Further, while the BNLF program has well-established and powerful language allies at the community level (i.e. En'owkin Centre) and a digital library to host its language materials (UBCO's ARCA), this is not yet the case for BNLEK or Ṉleʔkepmx communities. The objectives of this project are to: source and develop analog and digital language resource materials, and establish



			information sharing protocols between UBC, NVIT, and N̄leʔképmx communities.
<u>Building Upon and Expanding the Supporting Aboriginal Graduate Enhancement (SAGE) Program Success at UBC Vancouver and UBC Okanagan campuses</u> Funding granted: \$ 98,165.00 Cross-Campus	Margaret Kovach Professor, Educational Studies, UBC Vancouver Faculty of Education; Associate Dean, Indigenous Education, UBC Vancouver Faculty of Education	Shawn Wilson , Associate Professor, Indigenous Studies, Community, Culture and Global Studies, UBC Okanagan Irving K Barber Faculty of Arts and Social Sciences Rebecca Jules , Specialist, Indigenous Graduate Initiatives, Faculty of Graduate and Postdoctoral Studies Stephanie Trenholm , Indigenous Graduate Student Advisor, UBC Okanagan Student Services	This project aligns with Action 39 that supports Indigenous students' pathway from undergraduate to graduate studies. A key deliverable of this proposal is to enhance and expand the Support Aboriginal Graduate Enhancement (SAGE) program delivered through the Office of Indigenous Education (OIE), Faculty of Education through building relationships and collaborations across disciplines on both UBCV and UBCO campuses. A further deliverable is to conduct a research study of the impact of SAGE on Indigenous graduate student experience. To date, this research has not been done. SAGE originated in New Zealand through the efforts of Maori scholars. In 2005, under the leadership of Dr. Jo-Ann Archibald, the current SAGE model was introduced to the Faculty of Education, UBCV by Maori scholar Graham Hingangaroa Smith. While delivered through the Faculty of Education, SAGE has extended its reach to Indigenous graduate students across the UBCV campus.
<u>Developing new platforms for reciprocal training between Musqueam (xw̱məθkʷay'əm) Indian Band (MIB)</u>	Camilla Speller Associate Professor, Anthropology, UBC Vancouver Faculty of Arts; Director, Laboratory of	Kristen Barnett, Assistant Professor, Anthropology, UBC Vancouver Faculty of Arts Andrew Martindale , Professor, Anthropology, UBC Vancouver Faculty of Arts Susan Rowley , Curator of Public Archeology, Director of Museum of Anthropology, UBC Faculty of	The cultural resource management (CRM) sector is growing rapidly in BC, with numerous potential employment opportunities for First Nations individuals. These jobs, however, frequently require a bachelor's degree in Anthropology or Archaeology. For many Indigenous individuals, a land-based, experiential, co-op style accreditation



<p><u>and the Laboratory of Archaeology (LOA)</u></p> <p>Funding Granted: \$ 75,540.00</p> <p>Campus: Vancouver</p>	<p>Archaeology, UBC Vancouver Faculty of Arts</p>	<p>Arts; Associate Professor, Anthropology, UBC Vancouver Faculty of Arts</p>	<p>program which considers cultural and experiential knowledge is a more accessible and culturally-appropriate model when compared to a traditional undergraduate degree program. In this 12-month project, the project team proposes a series of <i>xwməθkwəy' əm</i>-LOA knowledge exchange events (i.e., consultations, workshops, training sessions, summer field school) to reimagine their relationships through the lens of UBC's 2020 Indigenous Strategic Plan (ISP), focusing specifically on reciprocal training and cross-cultural learning. These activities will include: a) training for community members who wish to participate in professional archaeology; b) training for Musqueam Archaeology Office employees; c) broader archaeological engagement for the wider <i>xwməθkwəy' əm</i> community, particularly youth; and d) training for the UBC archaeology community (including students) by <i>xwməθkwəy' əm</i> archaeologists and knowledge holders.</p>
<p><u>UBC Experience Program in Chemistry (EPiC)</u></p> <p>Funding Granted: \$ 80,000.00</p> <p>Campus: Vancouver</p>	<p>Zachary Hudson Associate Professor, Chemistry, UBC Vancouver Faculty of Science</p>	<p>Parisa Mehrkhodavandi, Professor, Chemistry, Faculty of Science; Graduate Advisor, Chemistry, UBC Vancouver Faculty of Science Harry Brumer, Professor, Michael Smith Laboratories, UBC Vancouver Faculty of Science Pat Lauzon, Vice President, Verna J. Kirkness Education Foundation Amber Boyd, Executive Director, Verna J. Kirkness Education Foundation</p>	<p>Increasing the participation of Indigenous Canadians at all levels of higher education is a national social imperative. Despite making up nearly 5% of Canada's population, Indigenous Canadians make up only 1.4% of University faculty. Increasing the number of Indigenous high school students who go on to pursue university degrees is thus critical to Action 39 of UBC's Indigenous Strategic Plan. Here the project team aims to create an ambitious outreach program to bring Indigenous Grade 11 students to research labs in UBC's Department of</p>



			<p>Chemistry. UBC EPiC Week will match each of 16 students per year with one of their 40 research-active labs, where they will shadow M.Sc. and Ph.D. students carrying out cutting-edge research. Students will be matched with research faculty according to the students' interests, with one-on-one mentoring from UBC graduate students. The partner on this project, the Verna J. Kirkness Foundation, partners with 13 universities including UBC to increase the number of Indigenous students graduating from STEM programs across Canada and will advertise and coordinate student recruitment and travel.</p>
<p><u>UBC Okanagan Indigenous Micro-Forest</u></p> <p>Funding granted: \$ 98,312.00</p> <p>Campus: Okanagan</p>	<p>Alon Eisenstein Assistant Professor of Teaching, School of Engineering, UBC Okanagan Faculty of Applied Science</p>	<p>Jeannette Armstrong, Associate Professor, Indigenous Studies, Culture and Global Studies, UBC Okanagan Irving K. Barber Faculty of Arts and Social Sciences</p> <p>Jannik Eikenaar, Associate Professor of Teaching, School of Engineering, UBC Okanagan Faculty of Applied Science</p> <p>Ian Foulds, Associate Professor, School of Engineering, UBC Okanagan Faculty of Applied Science</p> <p>Miranda Hart, Professor, Biology, UBC Okanagan Irving K. Barber Faculty of Science</p> <p>Renee Leboe, Manager, Engineering Academic Services, School of Engineering, UBC Okanagan Faculty of Applied Science</p> <p>Susan Murch, Professor, Chemistry, UBC Okanagan Irving K. Barber Faculty of Science</p>	<p>The project proposes to establish a self-sustainable green, biodiverse micro-forest on UBC Okanagan campus, guided by Indigenous traditional ecological knowledge. The project seeks to reintroduce green spaces into the built environment, while preparing for and adapting to climate change. The Indigenous Micro-Forest will provide a space for indigenous plants and trees to flourish through a cross-disciplinary design with consultation and collaboration with the Syilx community, environmentalists, engineers, forestry and soil scientists, and UBC Campus Planning. The educational and research activities that the Indigenous Micro-Forest will foster, will enable and support research opportunities where students learn about Indigenous knowledge systems to become global leaders in their advancement (Action</p>



		<p>Jason Pither, Associate Professor, Biology, UBC Okanagan Irving K. Barber Faculty of Science Adam Wei, Professor, Earth, Environmental, and Geographic Sciences, UBC Okanagan Irving K. Barber Faculty of Arts and Social Sciences</p>	12), specifically as they relate to environmental sciences and Indigenous languages.
<u>Interactive Indigenous Research Ethics Repository</u> Funding granted: \$ 97,316.00 Campus: Vancouver	Jean Ruiz Senior Research Ethics Analyst, Office of Research Ethics	<p>Wendy Bond, Research Ethics Coordinator, Outreach and Compliance, Office of Research Ethics Lerato Chondoma, Associate Director, Indigenous Research Support Initiative Kristin Kozar (Hwlitsum First Nation), Digital Collections Specialist, Residential School History and Dialogue Centre</p>	The project team proposes to develop a web-based repository of resources that informs good research practices with Indigenous peoples and communities. The repository will provide 3 different group perspectives: Indigenous Nations, communities and/or community-based organizations and individuals; research ethics boards (REBs); and UBC students, researchers (at UBC and more broadly) and research staff. The repository will focus on Indigenous research knowledge, protocols, and practices in the context of the research ethics review process. It will be designed to demystify current REB processes and shine a light on alternate approaches, knowledges and ways of knowing through reflective content, case studies and examples of research done well.
<u>Towards the development of an Indigenous Science Research Course Series</u> Funding granted: \$ 80,000.00	Shandin Pete Assistant Professor of Teaching, Earth, Ocean and Atmospheric Sciences, UBC Vancouver Faculty of Science	<p>Tabitha Robin Martens (Cree Metis), Assistant Professor, UBC Vancouver Faculty of Land and Food Systems Danielle Ignace (Coeur d'Alene), Forest and Conservation Sciences, UBC Vancouver Faculty of Science Andrea Reid (Nisga'a Nation), Assistant Professor, Institute for the Oceans and Fisheries; Principal</p>	Recent Indigenous hires in the Faculties of Science, Land and Food Systems and Forestry recognize the need for undergraduate and graduate course offerings that can provide an academic platform to support their scholarship and research while providing foundational knowledge for students learning about and engaging in Indigenous Science research. This project will: Evaluate future pathways for interdisciplinary course design and curriculum



Campus: Vancouver		Investigator, Centre for Indigenous Fisheries, UBC Vancouver Faculty of Science	enhancement in the area of Indigenous science in the Faculty of Science, Faculty of Forestry and Faculty of Land and Food Systems; Provide opportunities for Indigenous students and their peers to engage in the study and development of course offerings centered on Indigenous knowledge, research and philosophies related to science traditions; and develop a new course that meets the rigor and cross-disciplinary approach needed to represent Indigenous ways of knowing in science.
<u>UBC Haida Gwaii Institute Certificate in Natural Resource Conservation</u> Funding granted: \$ 94,323.00 Campus: Vancouver	Carlos G. A. Ormond Director, Haida Gwaii Institute, UBC Vancouver Faculty of Forestry	K'iinuwaas Carrie Anne Vanderhoop (Haida Nation), Community Initiatives Manager, Haida Gwaii Institute, UBC Vancouver Faculty of Forestry Emily Sky Collins, Operations Manager, Haida Gwaii Institute, UBC Vancouver Faculty of Forestry Verica Yovanovich, Interim Operations Manager, Haida Gwaii Institute, UBC Vancouver Faculty of Forestry Deborah Pearson, Finance and Administration Manager, Haida Gwaii Institute, UBC Vancouver Faculty of Forestry Robert Kozak, Professor, UBC Vancouver Faculty of Forestry; Dean, UBC Vancouver Faculty of Forestry Hisham Zerriffi, Associate Professor, Forest Resources Management; Associate Dean, Equity, Diversity and Inclusion, UBC Faculty of Forestry Sarah Gergel, Professor, Landscape Ecology and Conservation, UBC Vancouver Faculty of Forestry; Associate Dean, Academic, UBC Vancouver Faculty of Forestry	This proposal builds upon the extremely successful HGI semesters program, a joint venture with the community of Haida Gwaii and Faculty Forestry that began in 2010. In collaboration with the Council of the Haida Nation (CHN) and community partners, HGI is requesting support and funding from ISI to assist in the development of a UBC accredited undergraduate post-secondary certificate in natural resource conservation and land stewardship. This program will give students key foundational skills needed to find employment in this field with their local Indigenous, federal, provincial, and municipal governments as well as industry and non-government organizations. The curriculum of the certificate, and associated courses, will be co-developed by a committee that will include Haida and local experts, Indigenous knowledge holders, and practitioners from community partners along with the Project Team. The certificate will use a multi-access approach in their teaching and



		<p>Scott Hinch, Professor, Forest and Conservation Sciences, UBC Vancouver Faculty of Forestry; Director, Natural Resources Program, UBC Vancouver Faculty of Forestry; Associate Dean, Students, UBC Vancouver Faculty of Forestry</p> <p>Teresa (Sm'heytsk) Ryan, Lecturer, Forest and Conservation Science, UBC Vancouver Faculty of Forestry</p> <p>Danielle Ignace, Assistant Professor, Indigenous Natural Sciences, UBC Vancouver Faculty of Forestry</p> <p>Sue Grayston, Professor, Soil Microbial Ecology, UBC Vancouver Faculty of Forestry</p> <p>Andrea Reid (Nisga'a Nation), Assistant Professor, Institute for the Oceans and Fisheries; Principal Investigator, Centre for Indigenous Fisheries, UBC Vancouver Faculty of Science</p> <p>Michelle Zeng, Senior Manager, Educational Strategies, Teaching and Learning Support, UBC Vancouver Faculty of Forestry</p>	learning, allowing students to participate in person or online.
<u>An Environmental DNA Outreach Program for Indigenous Youth to explore Indigenous and Western Views of Science</u> Funding granted: \$ 31,504.00	David Ng Professor of Teaching, Michael Smith Laboratories; Associate Director, Michael Smith Laboratories	<p>Kasey M. Stirling, Graduate Student, Centre for Indigenous Fisheries, UBC Vancouver, Faculty of Science</p> <p>Victoria Jacko Reynolds, Graduate Student, Botany, UBC Vancouver Faculty of Science</p> <p>Patrick Keeling, Professor, Botany, UBC Vancouver Faculty of Science</p>	AMBL is a science education facility, which has built infrastructure to provide exemplary and cutting-edge laboratory experiences for a variety of audiences (see bioteach.ubc.ca). Currently, the lab has been working to extend these STEM outreach opportunities to Indigenous communities. Specifically, this proposal focuses on a program aimed at providing a multi-day molecular laboratory experience for Indigenous youth in upper high school grades (10 to 12). This program will have an emphasis on biodiversity pedagogy as viewed



Campus: Vancouver			through lenses of both Western science and Indigenous knowledge systems. Here, students will be guided through an environmental DNA (eDNA) experiment that will involve obtaining field samples, DNA preparation, next generation DNA sequencing, and bioinformatics analysis. The end product is a rewarding educational opportunity where students will generate data that provides insight on the microbial diversity and possible ecological "health" of the samples in question.
<u>School of Nursing Community Unlearning and Engagement Series (CUES)</u> Funding granted \$ 94,620.00 Campus: Vancouver	Leanne Currie, Associate Professor, School of Nursing, Vancouver Faculty of Applied Science	Elisabeth Bailey , Assistant Professor of Teaching, School of Nursing, UBC Vancouver Faculty of Applied Science Helen Brown , Associate Professor, School of Nursing; Co-Chair, Indigenous Cultural Safety Committee, School of Nursing, UBC Vancouver Faculty of Applied Science Tania Dick , Inaugural Indigenous Nurse Lead, School of Nursing; Indigenous Advisory Circle member, School of Nursing, UBC Vancouver Faculty of Applied Science Gino Kim , Manager, Student Services Office, School of Nursing; Indigenous Advisory Circle member, School of Nursing, UBC Vancouver Faculty of Applied Science Frances Affleck , Lecturer, School of Nursing; Indigenous Cultural Safety Committee member, School of Nursing, UBC Vancouver Faculty of Applied Science	The In Plain Sight Report and British Columbia College of Nurses and Midwives' new mandatory practice standard (Feb 2022), "Indigenous Cultural Safety, Cultural Humility, and Anti-racism," give nursing educators and programs the imperative to role model and effectively teach about Indigenous cultural safety and to support students in developing their own culturally safe, anti-racist nursing practice. In order to meet this mandate, the project team must first build the capacity of all staff and faculty. Their goal is to build capacity by offering an "onboarding" program they are calling Community Unlearning and Engagement Series (CUES) to all new staff and faculty members in the School of Nursing (SON) within their first year of employment. However, through the pilot, the project team learned that their staff and faculty are at a variety of levels of learning and understanding about the history and ongoing impacts of colonization. Relatedly, depending on their roles, staff and faculty take up concepts like



		<p>Elsie Tan, Associate Director, Undergraduate Program, School of Nursing, UBC Vancouver Faculty of Applied Science</p> <p>Sheryl Staub-French, Associate Dean of Equity, Diversity and Inclusion, Professor, Civil Engineering, Faculty of Applied Science</p> <p>Dana-Lyn Mackenzie, Senior Manager, Equity, Diversity, Inclusion and Indigeneity, Faculty of Applied Science</p>	"decolonization" and "Indigenization" in their work in different ways.
<p><u>Arts Indigenous Student Advising Indigenous Coaching Program</u></p> <p>Funding granted: \$ 93,651.00</p> <p>Campus: Vancouver</p>	<p>Amanda Engen Arts Academic Advisory, Indigenous Students, UBC Vancouver Faculty of Arts</p>	<p>Ryan Holliday, Associate Director, Arts Academic Advising, UBC Vancouver Faculty of Arts</p> <p>Magdalena Moore, Academic Advisor, Indigenous Student Advising, UBC Vancouver Faculty of Arts</p> <p>Dawn Cassell, Academic Advisor, Indigenous Student Advising, UBC Vancouver Faculty of Arts</p> <p>Veronica Surette, Indigenous Peer Advisor, Indigenous Student Advising, UBC Vancouver Faculty of Arts</p> <p>Amy Perreault, Senior Strategist, Indigenous Initiatives, Centre for Teaching, Learning and Technology</p> <p>Hannah Coderre, Educational Consultant, Curriculum and Student Development, Indigenous Initiatives, Centre for Teaching, Learning and Technology</p> <p>Bernard Perley, Director, Institute for Critical Indigenous Studies, UBC Vancouver Faculty of Arts; Professor, Institute for Critical Indigenous Studies, UBC Vancouver Faculty of Arts</p>	Many Indigenous students are relocating to UBC from their small remote/reserve communities or urban centers, and have mentioned the transition to be a culture shock causing them to feel overwhelmed, isolated and lonely. For this reason, it is important to have a culturally safe, aware, and trauma informed Indigenous coaching program for Indigenous students to ensure there is a non-judgmental, warm and inviting program and physical space. The purpose of this program is to provide Indigenous students with learning coaches that are culturally safe, aware, and trauma informed. This project will: create a holistic academic writing and literacy Indigenous coaching program, invite departments to participate in an advisory committee, support a holistic training program for learning coaches and staff, and create an administrative structure to support learning coaching services. In doing so, it will: offer coaching support to assist Indigenous students with academic assignments, develop culturally safe training, prioritize first and second year students



		Tanya Bob, Associate Director, Institute for Critical Indigenous Studies; Practicum Coordinator, Institute for Critical Indigenous Studies	based on need, and focus on FNIS and FNEL program courses.
<p><u>"Elements of Indigenous Style": Advancing Indigenous Principles of Writing and Editing in English</u></p> <p>Funding granted: \$ 79,144.00</p> <p>Campus: Vancouver</p>	Patty Kelly Program Manager, Centre for Writing and Scholarly Communication, Library	Sarah Dupont, Head Librarian, Xwi7xwa Library Karleen Delaurier-Lyle, Information Services Librarian, Xwi7xwa Library	The project brings together partners from the Centre for Writing and Scholarly Communication (CWSC), Xwi7xwa Library, the Indigenous Teacher Education Program (NITEP), and CTLT Indigenous Initiatives. The project team proposes using Gregory Younging's (2014) Elements of Indigenous Style: A Guide for Writing By and About Indigenous Peoples to develop a series of writing and editing workshops for students (undergraduate and graduate) and instructors (faculty and teaching assistants) that advance the understanding and uptake of Indigenous principles of writing in English. In short, the guide's style principles address culturally appropriate writing and editing practices in English for Indigenous writers and, importantly, for non-Indigenous folks writing and editing works about Indigenous Peoples.
<p><u>Yeendoo Diinehdoo Ji'heezrit Nits'oos Ts'o' Nan He'aa (In the future, after we are gone, how will the world be?)</u></p> <p>Funding granted: \$ 95,000.00</p>	Ga'gala-Áìñetko (Nadia Joe) Co-Senior Project Manager, UBC Climate Emergency, UBC Sustainability Hub	Linda Nowlan, Senior Director, UBC Sustainability Hub Lerato Chondoma, Associate Director, Indigenous Research Support Initiative Pablo Akira Beimler, Co-Senior Project Manager, UBC Climate Emergency, UBC Sustainability Hub Danielle Ignace (Coeur d'Alene Tribe), Assistant Professor, Forest and Conservation Sciences, UBC Vancouver Faculty of Forestry	The Vuntut Gwitchin (the People of the Lakes) have long been witnessing rapid change across their traditional territory in north Yukon. Warming climate trends are reported by local residents and resulting in permafrost thaw, impacting wildlife behavior, and destabilizing land and infrastructure. These changes threaten lives and livelihoods of the Vuntut Gwitchin First Nation (VGFN) prompting their leadership to become Canada's first Indigenous government to declare a climate



Campus: Vancouver		<p>Shandin Pete, Assistant Professor of Teaching, Department of Earth, Ocean, and Atmospheric Sciences, Faculty of Science</p> <p>Stepan Wood, Professor, Peter A. Allard School of Law; Canada Research Chair in Law, Society and Sustainability; Director, Centre for Law and the Environment, Peter A. Allard School of Law</p>	<p>emergency. VGFN is working to identify and develop innovative approaches to meet net-zero emissions targets by 2030. Residents and leadership are developing new and innovative renewable energy infrastructure to reduce the community's reliance on fossil fuels. This project will support the coordination and mobilization of VGG to meet ambitious climate emission targets, identify and enhance VGG nation-building efforts, learn with and from VGFN about respectful and reciprocal partnerships pertaining to Indigenous-led climate action, and engage students in multi-disciplinary and collaborative research initiatives.</p>
<p><u>Traditional Knowledge and Indigenous Wellness in Graduate Nursing Education in BC: The Time for Transformation and Reconciliation</u></p> <p>Funding granted: \$ 99,927.00</p> <p>Campus: Okanagan</p>	<p>Donna Kurtz Associate Professor, School of Nursing, UBC Okanagan Faculty of Health and Social Development; Dean Pro Tem, UBC Okanagan Faculty of Health and Social Development</p> <p>Kathy Rush, Professor, School of Nursing, UBC Okanagan Faculty of Health and Social Development; Graduate Program Coordinator, School of Nursing, UBC Okanagan Faculty of Health and Social Development</p> <p>Brad Wuetherick, Associate Provost, Teaching and Learning, Office of the Provost and Vice-President Academic, UBC Okanagan</p> <p>Lisa Bourque Bearskin, Associate Professor, Thompson Rivers University School of Nursing; Canadian Institutes of Health Research Chairholder in Indigenous Health Research for Nursing</p>	<p>Marie Tarrant, Professor, School of Nursing, UBC Okanagan Faculty of Health and Social Development; Dean Pro Tem, UBC Okanagan Faculty of Health and Social Development</p> <p>Kathy Rush, Professor, School of Nursing, UBC Okanagan Faculty of Health and Social Development; Graduate Program Coordinator, School of Nursing, UBC Okanagan Faculty of Health and Social Development</p> <p>Brad Wuetherick, Associate Provost, Teaching and Learning, Office of the Provost and Vice-President Academic, UBC Okanagan</p> <p>Lisa Bourque Bearskin, Associate Professor, Thompson Rivers University School of Nursing; Canadian Institutes of Health Research Chairholder in Indigenous Health Research for Nursing</p>	<p>Canada's universal healthcare system is one of the best worldwide, yet Indigenous Peoples continue to experience poor health outcomes due to colonialism and racism. Nurses are central to health program development, implementation, improvement and maintenance and pivotal in the care of Indigenous communities dealing with increased rates of mental health issues, injury, chronic illness, opioid use and the COVID-19 pandemic. There is currently no other collaboration or program like this taking place at UBC or Schools of Nursing across Canada. Nursing education programs continue to be dominated with Eurocentric knowledge and neo-liberal professionalization practices which create barriers to decolonizing nursing education programs. This project will identify and prioritize nursing education curricula needs through mapping and feedback, inform cross-university partnership agreements,</p>



		<p>Jacqueline Denison, Acting Director, School of Nursing, UBC Okanagan Faculty of Health and Social Development</p> <p>Adrienne Vedan, Director, Indigenous Programs and Services, UBC Okanagan; Senior Advisory on Indigenous Affairs, UBC Okanagan</p> <p>Stephanie Trenholm, Indigenous Graduate Student Advisor, UBC Okanagan Student Services</p>	<p>and participate in knowledge sharing of processes, resources, protocols and curricula with community and university partners.</p>
<p><u>Moving Beyond a Statement of Accountability and Commitment: Actions towards Indigenous Resurgence in the School of Social Work</u></p> <p>Funding granted (conditional): \$ 91,200.00</p> <p>Campus: Vancouver</p>	<p>Marie Nightbird Assistant Professor of Teaching, School of Social Work; Indigenous Student Advisor, School of Social Work</p>	<p>Kelly Allison, Assistant Professor of Teaching, School of Social Work; Chair of Field Education, School of Social Work</p> <p>Donna Baines, Professor, School of Social Work</p> <p>Christiana Bratiotis, Associate Professor, School of Social Work; Program Chair, Master of Social Work, School of Social Work</p> <p>Lea Caragata, Associate Professor, School of Social Work; Program Chair, PhD Social Work, School of Social Work</p> <p>Grant Charles, Associate Professor, School of Social Work</p> <p>Antoine Coulombe, Assistant Professor of Teaching, School of Social Work</p> <p>Hannah Kia, Assistant Professor, School of Social Work</p> <p>Barbara Lee, Assistant Professor, School of Social Work</p> <p>Sheila Marshall, Professor, School of Social Work; Program Chair, Bachelor of Social Work, School of Social Work</p> <p>Harpell Montgomery, Associate Professor, School of Social Work</p>	<p>Historically, the social work profession has perpetrated multiple harms against Indigenous peoples, particularly against children and families as part of residential schools and the Sixties scoop. Oppressive social work practices in child welfare, the criminal justice systems, health services and other practice contexts continue today with dominant approaches to help excluding Indigenous worldviews. Social work education and practice are identified as sites for change in the Truth and Reconciliation Commission's Calls to Action (1.3 and 1.4). This project has two overlapping streams aimed at the objective of decolonizing and Indigenizing social work education, namely: 1) the undergraduate curriculum (BSW) and 2) field education. This project will: compile educational resources related to Indigenizing and decolonizing social work education, develop and implement a model for integrating curriculum content, pilot the implementation of Nightbird and Clark's decolonizing framework (presented in 2021), and share resources and processes.</p>



<p><u>Community Engaged Development of an Indigenous Health Certificate at UBC Okanagan</u></p> <p>Funding granted: \$ 65,385.00</p> <p>Campus: Okanagan</p>	<p>Tanya Forneris Acting Director, School of Health and Exercise Sciences, UBC Okanagan Faculty of Health and Social Development</p> <p>Braden Te Hiwi Assistant Professor, Indigenous Studies, Community, Culture and Global Studies, UBC Okanagan Irving K. Barber Faculty of Arts and Social Sciences</p>	<p>Mary Jung, Associate Professor, School of Health and Exercise Sciences, UBC Okanagan Faculty of Health and Social Development</p> <p>Meaghan MacNutt, Assistant Professor of Teaching, School of Health and Exercise Sciences, UBC Okanagan Faculty of Health and Social Development</p>	<p>The objective of this project is to create a UBC Senate approved Indigenous Health Certificate that students can complete alongside their degree. The School of Health and Exercise Sciences (HES) within the Faculty of Health and Social Development is committed to developing and offering this formal UBC certificate for its students. However, a secondary objective of this project is to work with curriculum leads in all other Faculties at UBC Okanagan to be able to provide students from units across the campus the opportunity to complete the certificate. The certificate will involve the completion of a minimum of 150 hours of learning activities, as per UBC requirements for a certificate under Policy O-129, with a focus on Indigenous Health.</p>
<p><u>Indigenizing UBC Okanagan's Master's of Social Work (MSW) Curriculum to Enhance Culturally Respectful Clinical Social Work Practice with First Nations, Métis and Inuit Peoples</u></p>	<p>Judy Gillespie Associate Professor, School of Social Work, UBC Okanagan Faculty of Health and Social Development</p>	<p>Jeff More, Assistant Professor of Teaching, School of Social Work, UBC Okanagan Faculty of Health and Social Development</p> <p>Jennifer Lewis, PhD student, Interdisciplinary Graduate Studies, UBC Okanagan Irving K. Barber Faculty of Arts and Sciences</p>	<p>The harmful role of social work practices to the well-being of Canada's First Nations, Métis, and Inuit peoples is widely documented in Canada's TRC and MMIWG reports. These reports explicitly implicate social work education. The more recent (2020) BC Report In Plain Sight: Addressing Indigenous-specific racism and discrimination in B.C. Health Care also identifies a lack of capacity for health and allied health professionals, including social workers (such as hospital social workers and those working in the fields of mental health and addictions) to work in culturally safe and respectful</p>



Funding granted: \$ 73,942.00 Campus: Okanagan			ways with First Nations, Métis, and Inuit clients and colleagues. This project will: identify relevant curricular changes, enhance respectful and reciprocal relationships, and develop a cultural expert program.
<u>Gathering for Indigenous Reconciliation in Engineering Education</u> Funding granted: \$ 38,000.00 Campus: Okanagan	Jannik Haruo Eikenaar Associate Professor of Teaching, School of Engineering, UBC Okanagan Faculty of Applied Science	Ian Foulds , Associate Professor, Electrical Engineering, School of Engineering, UBC Okanagan Faculty of Applied Science Pamela Wolf , Assistant Professor of Teaching, Engineering Communication, Civil Engineering, School of Engineering, UBC Okanagan Faculty of Applied Science Wanda Rockthunder , PhD student, School of Engineering, UBC Okanagan Faculty of Applied Science	Applicants plan to develop and support a community of practice in the specific area of Indigenous reconciliation of engineering education by hosting an annual gathering for faculty members teaching engineering students in BC colleges and universities. While some institutions have begun the work of decolonizing and Indigenizing engineering curriculum, there is no coherent or consistent approach across programs and schools. By hosting a gathering, applicants will build community and model best practices for Indigenous reconciliation of this field of study and practice. Crucially, applicants will draw on existing and aspirational relationships with Indigenous communities to co-develop the gatherings. The gatherings will support UBC Okanagan and Vancouver implementation of the ISP through learning opportunities for staff and faculty in engineering programs, sharing of best practices, and engagement and inclusion of Indigenous peoples. Beyond UBC, the gatherings will similarly support Indigenous reconciliation of engineering studies at certificate- and degree-granting engineering institutions in BC.
Transforming Health Professions	Rose Hatala	Ian Scott , Director, Centre for Health Education Scholarship, UBC Faculty of Medicine; Associate	Applicants will dedicate a CHES educator fellowship position to an Indigenous health professional.



<p><u>Education through Indigenous Health Professions</u> <u>Education Leadership</u></p> <p>Funding granted: \$ 100,000.00</p> <p>Campus: Vancouver</p>	<p>Professor, General Internal Medicine, UBC Faculty of Medicine</p>	<p>Professor, Department of Family Practice, UBC Faculty of Medicine Cassandra Felske-Durksen, Co-Director, Indigenous Family Practice Site, Postgraduate Education, FoMD, UBC Faculty of Medicine</p>	<p>Currently, the fellowship is a two year full-time, or four year part-time, training program for health professionals at the end of training, or out in practice, who desire a career as a health professions' educator. The current training program includes completing an advanced education degree (MHPE), engaging in health professional teaching, participating in a graduate seminar series and engaging in educational leadership. Fellows are mentored by the faculty, scholars and broader CHES Community. To date the fellowship has not attracted Indigenous applicants, and applicants wish to develop a specific fellowship that will support an Indigenous Health Professional to develop their career as an educator. While the current proposal supports one applicant, the intent of the project is to seek funding from UBC FoM for an additional position and to dedicate current funding to only Indigenous applicants for 1-2 cycles. With this approach, applicants endeavor to develop a cohort of Indigenous health professions educators and leaders.</p>
<p><u>Supporting the Next Generation of Dene Language Speakers: Online Access and Archiving</u></p> <p>Funding granted: \$ 89,200.00</p>	<p>Patrick Moore Associate Professor, Department of Anthropology, UBC Vancouver Faculty of Arts</p>	<p>Allan Bell, Associate University Librarian, Digital Programs and Services, UBC Library Daisy Rosenblum, Assistant Professor, Department of Anthropology, UBC Vancouver Faculty of Arts Rose-Marie Déchaine, Professor, Department of Linguistics, UBC Vancouver Faculty of Arts; Chair, African Studies Minor</p>	<p>Applicants propose to collaborate across units at UBC to support Indigenous communities' language programs through appropriate archiving for language resources, and by creating online resources to support Indigenous language teaching. They propose a pilot project with three B.C./Yukon communities and languages with which applicants have established relations and extensive language resources: Liard First Nation in B.C. and Yukon</p>



Campus: Vancouver			(Dene Zāgé' [Kaska] language, Fort Nelson First Nation in B.C. (Dene K'éh [Slavey] language) and Doig River First Nation (Dane-zaa Záágé? [Beaver] language). The collaborations and lessons learned from the pilot project will serve other B.C. and Canadian Indigenous communities as examples of innovative approaches and best practices.
<u>Indigenizing and Decolonizing the Master of Physical Therapy Curriculum</u> Funding granted: \$ 76,400.00 Campus: Vancouver	Shannon Field Indigenous Initiatives Manager, UBC Faculty of Medicine	Alex Scott, Head, Department of Physical Therapy, UBC Faculty of Medicine; Professor, Department of Physical Therapy, UBC Faculty of Medicine Alison Greig, Associate Head, Masters of Physical Therapy Program, Department of Physical Therapy, UBC Faculty of Medicine	All entry-to-practice physiotherapy programs in Canada complete an accreditation review that allows graduates to challenge the national exam and apply for licensure. Curriculum standards are part of accreditation review, and have recently expanded to include criteria focused on social justice, human rights, equity, diversity, and inclusion, including a commitment to relational accountability with Indigenous peoples. Curriculum must maintain a majority of its structure based on these and other standards. The goal of this project is to create spaces where Indigenous knowledges, histories, experiences, and pedagogies can be included within the MPT program curriculum. This will be through the guidance of an Indigenous "Steering Committee" made up of Indigenous physiotherapists; UBC MPT alumni, students, staff, and faculty; and Elders and community members, and other external consultants. MPT educators will begin by learning about Indigenous peoples, histories, and knowledges, how it relates to physical therapy, and their role as educators in incorporating this content into their courses.



<p><u>Indigenous Foodways Sovereignty and Stewardship - support for Indigenous growers, cultivators, harveresters, knowledge holders and land stewards</u></p> <p>Funding granted: \$ 98,651.00</p> <p>Campus: Vancouver</p>	<p>Clare Cullen Operations Director, UBC Farm, UBC Vancouver Faculty of Land and Food Systems</p>	<p>Sean Smukler, Associate Professor, Applied Biology & Soil Science and Director of the Centre for Sustainable Food Systems, UBC Farm Dana-Lyn Mackenzie, Senior Manager, EDI and Indigeneity, UBC Vancouver Applied Science and UBC Vancouver Faculty of Land and Food Systems Camil Dumont, Education Manager, Centre for Sustainable Food Systems, UBC Farm, UBC Vancouver Faculty of Land and Food Systems Will Valley, Associate Dean, Equity, Decolonization and Inclusion, UBC Vancouver Faculty of Land and Food Systems; Associate Professor of Teaching, UBC Vancouver Faculty of Land and Food Systems</p>	<p>The Centre for Sustainable Food Systems (CSFS) at UBC Farm is a research centre and local-to-global food hub working towards a more sustainable, food-secure future. Their work centres sustainable, climate-friendly practices on farmland and foodlands, including traditional Indigenous foodlands with an aim to food sovereignty for Indigenous communities. The Indigenous Foodways Sovereignty and Stewardship project aims to support Indigenous people who are cultivating, harvesting and supplying food in their communities. Whether in an urban, peri-urban or rural context, Indigenous ways of knowing about food, both cultivated and foraged, are key to feeding communities and securing a sustainable food future, as well as stewarding land and strengthening cultural practices, mitigating and adapting to climate change, and taking steps towards decolonization.</p>
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Stream 2: Transformative Projects			
Project Title	Project Title	Project Title	Project Title
<u>Consultation and Plan Development: Indigenous Procurement Strategy</u>	Shelly Morrison Senior Director, Financial Services and	Carri Lawrence, Director, UBC Okanagan Finance Operations	Understanding the community-voiced needs and aspirations related to implementing an Indigenous Procurement Strategy which prioritizes the provision of goods and services from Indigenous



Funding granted: \$ 200,000.00 <i>Cross-Campus</i>	Strategic Procurement		businesses and individual suppliers is key to ensure UBC develops processes and practices that: Remove barriers to Indigenous businesses and individual suppliers securing contracts and work; Aid in the form of education/ training to Indigenous businesses and individual suppliers on how to provide bids/proposals for UBC work, if desired, and; Develop meaningful approaches and procurement strategies that facilitates Indigenous business inclusion.
<u>Transforming the "UBC IOF Aboriginal Fisheries Research Unit Strategic Plan 2017" into Indigenous Fisheries Action at UBC</u> Funding granted: \$ 109,650.00 <i>Campus: Vancouver</i>	Dianne Newell, Professor Emerita, Institute for the Oceans and Fisheries, UBC Vancouver Faculty of Science	Andrea Reid (Nisga'a Nation) Assistant Professor, Institute for the Oceans and Fisheries; Principal Investigator, Centre for Indigenous Fisheries, UBC Vancouver Faculty of Science Elizabeth Nyboer , Post-doctoral Fellow, Centre for Indigenous Fisheries, Institute for the Oceans and Fisheries, UBC Vancouver Faculty of Science Alexander Duncan (Chippewas of Nawash Unceded First Nation) , Ph.D. Student, Centre for Indigenous Fisheries, Institute for the Oceans and Fisheries, UBC Vancouver Faculty of Science Kate Mussett , M.Sc. Student, Centre for Indigenous Fisheries, Institute for the Oceans and Fisheries, UBC Vancouver Faculty of Science Kasey M. Stirling (Nlaka'pamux, Mi'kmaq) , M.Sc. Student, Centre for Indigenous Fisheries, Institute for the Oceans and Fisheries, UBC Vancouver Faculty of Science Nicole Jung , Research Assistant, Centre for Indigenous Fisheries, Institute for the Oceans and Fisheries, UBC Vancouver Faculty of Science	The UBC IOF Aboriginal Fisheries Research Unit Strategic Plan 2017 specifically named the need for an Advisory Committee, a Resident Community Expert, and various community-building activities. It also put forward four core goals, with strong strategic alignment with UBC's 2020 Indigenous Strategic Plan (ISP; albeit with a focus on fisheries). These goals were to: develop an engagement plan for Aboriginal students, expand educational opportunities, increase research undertaken in collaboration with Aboriginal communities, and increase engagement with Aboriginal fishing communities. With the team (Dianne Newell, Andrea Reid, and others), projects, and partnerships in place, the project team is now poised to transform this plan into Indigenous fisheries action that challenges the norm of how university-community relationships have traditionally been navigated at UBC. This project would build an Indigenous Advisory Council, create a Members-in-



		<p>Colton Van Der Minne (Tla-o-qui-aht First Nation), Honours Student, Centre for Indigenous Fisheries, Institute for the Oceans and Fisheries, UBC Vancouver Faculty of Science</p> <p>Peggy Homan, Administrative Coordinator, Centre for Indigenous Fisheries, Institute for the Oceans and Fisheries, UBC Vancouver Faculty of Science</p>	Residence program, and host an Annual Partners' Gathering.
<p><u>Geering Up Indigenous Pathways Program</u></p> <p>Funding granted: \$ 100,000.00</p> <p>Campus: Vancouver</p>	<p>Andrew Jamison Senior Manager, Geering Up & Outreach, Faculty of Applied Science</p>	<p>Sara Reimanis, Indigenous Outreach Coordinator, Geering Up, Faculty of Applied Science</p> <p>Sheryl Staub-French, Associate Dean of Equity, Diversity and Inclusion, Professor, Civil Engineering, Faculty of Applied Science</p> <p>Dana-Lyn Mackenzie, Senior Manager, Equity, Diversity, Inclusion and Indigeneity, Faculty of Applied Science</p> <p>Danilo Caron, Indigenous Student Engagement Coordinator, Civil Engineering, Faculty of Applied Science</p> <p>Madjid Mohseni, Professor, Chemical and Biological Engineering, Faculty of Applied Science; Co-Director, Environmental Engineering, Faculty of Applied Science; Scientific Director of RESEAU Centre for Mobilizing Innovation, Faculty of Applied Science</p> <p>Pranav Chintalapati, Assistant Professor of Teaching, Chemical and Biological Engineering, Faculty of Applied Science</p> <p>Leanne Currie, Associate Professor, School of Nursing, UBC Vancouver Faculty of Applied Science</p> <p>Elisabeth Bailey, Assistant Professor of Teaching, School of Nursing, UBC Vancouver Faculty of Applied Science</p> <p>Sara Buse, Director, Experiential Learning and Academic Services, Engineering Academic Services, Faculty of Applied Science</p>	<p>Geering Up Engineering Outreach's mission is to teach engineering knowledge, advance social mobility, and create a broader, diverse, and inclusive talent pipeline of future leaders in engineering. This is done by partnering with 24 communities and 200 classrooms across the province and delivering in-school workshops, in-class for credit programs, teacher professional development, and summer camps using the engineering design cycle and land-based programming. Geering Up's programs bridge the gap between high school and post-secondary education, especially for those groups traditionally underrepresented. Geering Up's Indigenous Pathways Program represents a twofold evolution in the way Geering Up engages with Indigenous community partners and youth. The Indigenous Internship program intends to provide high school and first-year university students a paid professional experience. Geering Up youth interns will receive training, create curriculum, gain facilitation and planning experience, engage with near-peer and professional mentorship and develop skills during their internship. Geering Up will use the ISI funding to hire 4 youth for curriculum creation and week-</p>



			long outreach trips in Indigenous communities (for summer interns).
<u>Indigenous Design & Engagement in Applied Science and Land and Food Systems (IDEAL)</u> Funding granted: \$ 160,400.00 Campus: Vancouver	Dana-Lyn Mackenzie Senior Manager, Equity, Diversity, Inclusion and Indigeneity, Faculty of Applied Science	Sheryl Staub-French, Associate Dean of Equity, Diversity and Inclusion, Professor, Civil Engineering, Faculty of Applied Science Will Valley , Associate Dean, Equity, Diversity and Inclusion; Associate Professor of Teaching, Faculty of Land and Food Systems Pamela Wolf, Assistant Professor of Teaching, Civil Engineering, Faculty of Applied Science Clare Cullen, Operations Director, Centre for Sustainable Food Systems, Faculty of Land and Food Systems John Bass, Associate Professor, School of Architecture and Landscape Architecture Margaret Low, Assistant Professor, School of Community and Regional Planning, Faculty of Applied Science; Chair, Indigenous Community Planning Program, Indigenous Partnership Group, Faculty of Applied Science Leanne Currie, Associate Professor, School of Nursing, UBC Vancouver Faculty of Applied Science Elisabeth Bailey, Assistant Professor of Teaching, School of Nursing, UBC Vancouver Faculty of Applied Science Danilo Caron, Indigenous Student Engagement Coordinator, Civil Engineering, Faculty of Applied Science	The Indigenous Design & Engagement in Applied Science (APSC) and Land and Food Systems (LFS) (IDEAL) program proposes three initiatives through the Indigenous Strategic Initiatives funding: <ul style="list-style-type: none">• Create an educational Certificate program on Indigenous history and issues for faculty and staff;• Resource and run corresponding Communities of Practice and Experience (CoP/E); and• Provide resources and support for Indigenous content modules to be embedded into core curricula. This Certificate will have three components:<ol style="list-style-type: none">1. A self-directed, six-hour course on Indigenous history and issues;2. An experiential learning and reflective cohort for those who have completed the course; and3. A land-based learning cohort at UBC Farm and the xʷc' ic' əsəm Garden where deeper engagement with Indigenous ways of doing and knowing can inform classroom, research and community endeavors.
<u>Decolonizing Mental Health Services on Campus</u>	Freeman Woolnough Associate Director,	Kirby Huminiuk, Director, Counselling Services Levonne Abshire, Director, Health Equity, Promotion & Education	This project stems from a recognition that the predominant UBC student health and wellbeing structures, policies, and procedures have roots in colonial systems. This project intends to build a foundation for systemic change – beginning with



Funding granted: \$ 68,202.00 Campus: Vancouver	Counsellors in Residence		increasing awareness and knowledge of how colonization impacts campus counselling systems.
<u>Decolonization and Indigenization Strategist in Faculty of Pharmaceutical Sciences</u> Funding granted: \$ 150,000.00 Campus: Vancouver	Clara Ng Assistant Dean, Operations and Strategic Initiatives, UBC Vancouver Faculty of Pharmaceutical Sciences	Sandra Jarvis-Selinger, Professor, UBC Vancouver Faculty of Pharmaceutical Science; Associated Dean, Academic, UBC Vancouver Faculty of Pharmaceutical Sciences Thomas Chang, Professor, UBC Vancouver Faculty of Pharmaceutical Sciences; Associate Dean, Graduate and Postdoctoral Studies, UBC Vancouver Faculty of Pharmaceutical Sciences	In order to continue the ISP work that was started over the summer of 2021 and to implemented the recommendations from Faculty's ISP Working Group, the project team are respectfully requesting funding to support a dedicated staff (Indigenous Initiatives Manager) who will provide oversight to advancing of the ISP goals as well as acting in the capacity of Indigenous Student Advisor dedicated to supporting Indigenous students. The staff member will provide recommendations, make policy changes and work directly with the Dean's Office, Student Services and UBC's Office of Indigenous Strategic Initiatives to develop admission and recruiting best practice to support Indigenous students in both Pharmacy and BSc. programs. The new role will also provide the practical implementation of ISP goals and action identified for the Academic and Graduate/Postdoctoral portfolios.
<u>Laying the Foundation: Establishing fundamental knowledge for Faculty and partners for implementation of</u>	Namaste Marsden Director, Indigenous Engagement, Faculty of Medicine	Michael Allard, Vice Dean, Health Engagement, Faculty of Medicine; Professor, Pathology & Laboratory Medicine, Faculty of Medicine Chris Lovato, Vice Dean, Academic, Faculty of Medicine; Professor, School of Population and Public Health Cindi Valensky, Special Advisor to the Dean, Government Relations, Faculty of Medicine Shanda Jordan Gaetz, Managing Director, Faculty of	This project will be an important contribution to the sustainable and evolving implementation of the Faculty of Medicine's Response to the TRC Calls to Action and of its strategic plan, Building the Future 2021-2026, to take place within the framework provided by BC's Declaration on the Rights of Indigenous Peoples Act and the UBC Indigenous Strategic Plan (ISP). The project will engage, scope



<p><u>Faculty of Medicine Commitments to TRC</u></p> <p>Funding granted: \$ 166,592.15.00</p> <p>Cross-Campus</p>	<p>Medicine</p> <p>Daniel Tham, Writer and Grant Team Facilitator, Pathology, Faculty of Medicine</p> <p>Johanne Lemaire, Executive Coordinator to the Vice Dean, Faculty of Medicine</p> <p>Derek Thompson, Indigenous Initiatives Advisor, Office for Respectful Environments, Equity, Diversity & Inclusion (REDI), Faculty of Medicine</p> <p>Roslyn Goldner, Executive Director, Office for Respectful Environments, Equity, Diversity & Inclusion (REDI), Faculty of Medicine</p> <p>Rebecca Howse, Curriculum Lead, Undergrad Medical Education Indigenous Health, Faculty of Medicine</p> <p>James Andrew, Indigenous Student Initiatives Manager, Faculty of Medicine</p> <p>Nadine Caron, Special Advisor on Indigenous Health to VP Health, and Dean, Faculty of Medicine; Co-Director, Centre for Excellence in Indigenous Health, Faculty of Medicine; Professor, Northern Medical Program, Surgery, Faculty of Medicine; First Nations Health Authority Chair, Cancer and Wellness; Senior Scientist, Michael Smith Genome Sciences Centre, BC Cancer Agency</p> <p>Courtney Smith, Curriculum Manager, Centre for Excellence in Indigenous Health, Faculty of Medicine</p> <p>Gary Rosborough, Senior Manager, Educational Technology, Faculty of Medicine</p> <p>Zach Rothman, Senior Video Producer, Educational Technology, Faculty of Medicine</p> <p>Kyle Shaughnessy, Educational Consultant, Staff Training, Centre for Teaching and Learning Technology</p> <p>Brenna Lynn, Associate Dean, Continuing Professional</p>	<p>and plan for the development and implementation of an e-learning resource that relays foundational knowledge on the aims and impact of colonization on First Nations and Indigenous peoples to all staff, faculty, and students in the UBC Faculty of Medicine and its within its distributed learning network across BC. The Faculty's TRC response is part of an integrated approach, informed by engagement with Indigenous peoples to redress the harms of colonization and racism in health care and research spaces, and to look at ways the Faculty can begin to facilitate the implementation of Indigenous rights across all four pillars of the Faculty's Strategic Plan. The formation of the Indigenous Steering and Curriculum Development Committee will bring together expertise of Indigenous health professionals, associations and organizations, young Indigenous scholars and health care providers, First Nations and Indigenous leadership, experts in anti-racism and Indigenous rights, Indigenous faculty and students, Elders, knowledge holders/traditional healers, Indigenous patients and host nations representatives.</p>
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<p><u>Reframing the Power of Art in Place: A Digital Walking Tour of Indigenous Art at UBC Vancouver</u></p> <p>Funding granted: \$ 183,353.00</p> <p>Campus: Vancouver</p>	<p>Jill Baird Curator of Education, Museum of Anthropology, Faculty of Arts</p>	<p>Shannon Leddy, Assistant Professor of Teaching, of Curriculum and Pedagogy, UBC Vancouver Faculty of Education Naomi Sawada, Manager of Public Programs, Morris and Helen Belkin Art Gallery</p>	<p>UBC's collection of outdoor art by Indigenous artists provokes and encourages thinking about place and the relationship and responsibilities to this place. On the UBC Vancouver campus, there are numerous outdoor public artworks by Indigenous artists with limited interpretation, thereby hindering their transformative power. The project team wants to change this by adding context from the artists and knowledge holders, with an emphasis on hən̍ q'əmin'əm̍ language and xʷməθkʷəy̓əm culture, to situate these works in place - the unceded territories of xʷməθkʷəy̓əm. Working in partnership with xʷməθkʷəy̓əm Language and Culture Department, this project proposes to create a digital walking tour of the artworks. It will bring together existing documentary and contextual information and newly created interviews with artists and knowledge holders, complimented by hən̍ q'əmin'əm̍ language or place-based knowledges. All will be delivered on a free,</p>



			accessible multimedia mobile experience hosted on the existing MOA Multimedia Guide. The project team has two major objectives. The first is to design a digital tour of the outdoor Indigenous art that privileges xʷməθkʷəy'əm language and culture and Indigenous artists' voices, for use by the UBC community of faculty, staff, students, and residents. The second is to develop "curriculum provocations" that build off of the tour for the pre-service teachers (teachers-in-training) at UBC.
<u>Culturally-Relevant Chemistry: Exploring the Intersection of Indigenous Knowledge and Chemistry</u> Funding granted: \$ 88,500.00 Campus: Vancouver	Christopher Addison Associate Professor of Teaching, Chemistry, UBC Vancouver Faculty of Science	Emma Davy, Science Education Specialist, Chemistry, UBC Vancouver Faculty of Science Anka Lekhi, Associate Professor of Teaching, Chemistry, UBC Vancouver Faculty of Science	This project seeks to explore the intersection of Indigenous histories and ways of knowing with the chemical sciences. This work takes a three-year approach to reach two primary goals: first, the generation of a robust professional development program for faculty and instructional staff in Indigenous matters. Second, in concert with professional development in their department, the project team seeks to hire a curriculum developer to co-create lecture and laboratory modules on the intersection of Indigenous knowledge and ways of knowing with chemistry. The project team proposes that these modules will find use in existing chemistry courses, including large first- and second-year classes, and potentially in the creation of an upper-level special topics course.
<u>Piloting a New UBC-Haida Co-created Graduate</u>	Margot Hessing-Lewis Adjunct Professor, UBC	Andrea Reid (Nisga'a Nation) Assistant Professor, Institute for the Oceans and Fisheries; Principal Investigator, Centre for Indigenous Fisheries, UBC Vancouver Faculty of Science	This project involves piloting a new graduate-level course that has been co-created through a partnership between a UBC team and members of the Haida Nation. The co-created course is poised



<p><u>Course in Oceans and Fisheries</u></p> <p>Funding granted: \$138,690.00</p> <p>Campus: Vancouver</p>	Institute for the Oceans and Fisheries	<p>K'iinuwaas Carrie Anne Vanderhoop (Haida Nation), Community Initiatives Manager, Haida Gwaii Institute</p> <p>Skil Jaada Vanessa Zahner (Haida Nation), Marine Biologist/Planner, Council of the Haida Nation</p> <p>Sarah Harper, Postdoctoral Research Fellow, Wildlife Conservation Society, University of Victoria; Instructor, Haida Gwaii Institute</p> <p>Colette Wabnitz, Research Scientist, Institute for the Oceans and Fisheries; Lead Scientist, Stanford Center for Ocean Solutions, Stanford University</p> <p>Alexander Duncan (Chippewas of Nawash Unceded First Nation), Ph.D. Student, Centre for Indigenous Fisheries, Institute for the Oceans and Fisheries, UBC Vancouver Faculty of Science</p> <p>Graham Brownlee, MSc Student, Zoology, Faculty of Science</p> <p>Katy Davis, Ph.D Student, Zoology, Faculty of Science</p> <p>Sarah Cannon, Ph.D Student, Institute for the Oceans and Fisheries</p> <p>Lerato Chondoma, Associate Director, Indigenous Research Support Initiative</p> <p>Ashley Welsh, Faculty Liaison, Centre for Teaching, Learning, and Technology; SKYLIGHT: Science Centre for Learning and Teaching</p>	<p>to train and empower the next generation of researchers seeking to co-create science for the betterment of aquatic systems, including rivers, lakes, oceans, fisheries, and associated communities. With two years of support from the TLEF, the project team has conducted community and university consultations, dialogue sessions, and knowledge exchanges to better understand the gaps, needs, priorities and interests for both groups. Through these collaborative processes, involving a listening series, speaker series, community-university workshops, and a campus-wide survey, the project team has engaged community partners as well as faculty, staff, and students involved in many of the Indigenous-focused initiatives at UBC. The pilot course will be offered starting in January 2023 as a special topics course (FISH 5061), allowing us to test out best practices and pedagogical approaches before ushering a syllabus through the Senate (in approximately two years' time, depending on project evolution). The course will be virtual and low barrier, allowing students of various degree types (graduate, undergraduate, diploma) to participate from wherever they may be situated - from Haida Gwaii to Hawai'i to Haíłzaqv.</p>
<p><u>Indigenous Pathways to Graduate School</u></p> <p>Funding granted: \$171,000.00</p>	Rebecca Jules Specialist, Indigenous Graduate Initiatives, Faculty of	<p>Margaret Kovach, Professor, Educational Studies, UBC Vancouver Faculty of Education; Associate Dean, Indigenous Education, UBC Vancouver Faculty of Education</p> <p>Stephanie Trenholm, Indigenous Graduate Student Advisor, UBC Okanagan Student Services</p>	UBC has many distinct Indigenous-focused programs and services to support Indigenous graduate students. Given Graduate & Postdoctoral Studies' role in promoting and coordinating best practices in graduate education, the goal is to weave these initiatives together towards a common set of



Cross-Campus	Graduate and Postdoctoral Studies		goals - increasing accessibility to and preparation for graduate education, increased services and resources, and enhanced graduate student success. This project will engage campus and Indigenous partners in shared leadership, and in the resourcing, design, and delivery of four interconnected activities: Indigenous Graduate Summer Institute (1-week immersive introduction), 2-3 day intensive for prospective Indigenous graduate students, graduate-student focused events, and capacity-building for faculty and staff.
<u>Life Promotion as Suicide Prevention Programming for Indigenous Students</u> Funding granted: \$ 50,000.00 Campus: Vancouver	Renee Avitan Associate Director, Indigenous Mental Health and Wellbeing, UBC Vancouver VP Students	Kirby Huminuik, Director, Counselling Services, UBC Vancouver VP Students	UBC has recently launched a newly designed, evidence-based training program on the subject of suicide awareness and intervention to address the needs of the general student population. In the development of this program, it became clear that the needs of Indigenous students would be more sensitively met by developing a complementary program specifically for them. In an effort to recognize the complexities that Indigenous students may be experiencing when attending a post-secondary institution, the project team will create programming for Indigenous students on suicide prevention as life promotion training that includes opportunities for reflection and is presented in a culturally sensitive, engaging and thoughtful way. The project team will complete an environmental scan and research, create an advisory committee of students and conduct community consultations, hire Indigenous artists and designers and develop programming, and launch.



<p><u>Bridging the gap to UBC: transforming an online mentoring program to meet the needs of rural Indigenous youth</u></p> <p>Funding granted: \$ 249,350.00</p> <p>Campus: Vancouver</p>	<p>Juliet Oshiro e-Mentoring BC Project Manager, UBC Vancouver Faculty of Pharmaceutical Sciences</p> <p>Sandra Jarvis-Sellinger, Associate Dean, Academic, UBC Vancouver Faculty of Pharmaceutical Sciences; Professor, UBC Vancouver Faculty of Pharmaceutical Sciences</p> <p>Angela Nash, e-Mentoring BC Co-Investigator, UBC Vancouver Faculty of Applied Science</p> <p>Katherine Wisener, Associate Director, Faculty Development, UBC Faculty of Medicine</p>	<p>This project aims to increase the likelihood of rural Indigenous youth successfully transitioning to post-secondary education at UBC (Action 39) by facilitating culturally-safe mentoring relationships with UBC student mentors. Therefore, this work aims to transform the online mentoring program for rural youth, Rural eMentoring BC (ReMBC), to better meet the needs of rural Indigenous youth. ReMBC aims to address rural healthcare practitioner shortages by helping youth overcome barriers to post-secondary education; though the program supports students' exploration of any career path, it provides many healthcare/STEM specific resources. ISI funding would support and develop collaborations with rural communities, rework and create educational materials, and fund an Indigenous Projects Manager staff position.</p>
<p><u>Land-based Indigenous Art and Expression: Interdisciplinary Approaches</u></p> <p>Funding granted: \$ 250,000.00</p> <p>Campus: Okanagan</p>	<p>Tania Willard Assistant Professor, Creative Studies and Visual Arts, UBC Okanagan Faculty of Creative and Critical Studies</p> <p>Dylan Robinson, Associate Professor, UBC School of Music</p>	<p>This project, a new low residency graduate studies program with an interdisciplinary Indigenous land-based theme, will support a new MFA program that includes period(s) of studio-based course intensive(s) with visiting Indigenous artists and scholars, visits to Dechinta and Vancouver campus, followed by online courses. This program design will enable an approach centering the unique knowledge of the land while supporting Indigenous students to access innovative and cutting-edge MFA programming. This design requires strong relationships with local communities and offers unique opportunities to support an ecosystem of learning that is both transformative of student</p>



			learning experiences and invests in local Indigenous communities. This program design reduces the barriers that many Indigenous students face when accessing post-secondary programming, including moving away from their homes and families. The development of this program will not only reduce these barriers, but offer an innovative and community engaged approach to learning that reflects the broader commitments to Indigenous led research and education.
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Stream 3: Student-led Projects			
Project Title	Principal Applicant	Co-Applicants	Short Project Description
<u>Building capacity in community outreach, professional development for Indigenous students in Science, Engineering, Technology and Mathematics Programs on the Okanagan Campus</u> Funding granted:	Chris Paul Undergraduate student, Mechanical Engineering, School of Engineering	Joel Liman, Indigenous Student Advisor, Indigenous Programs and Services	This project aims to strengthen the voice and connection amongst Indigenous students in STEM fields. The project team was encouraged by faculty and staff to pursue funding for this project and began to engage in collaboration with other project groups. The UBC Okanagan AISES chapter hopes to remedy some of the isolation Indigenous students experience in STEM fields by bringing students together in a common space to elevate their voices, support their ambitions, and encourage prospective students. Ultimately, the project team hopes that the UBC Okanagan AISES chapter will be a part of increasing the number of Indigenous people learning and practicing in the STEM fields. Led by students and operated for students, this project derives



\$ 34,435.00 <i>Campus: Okanagan</i>			support from the Indigenous Programs and Services Centre and provides the opportunity for the project team to advocate for a typically underrepresented community on campus. Together, they will provide non-western scientific learning opportunities, conference experiences across the continent, and a place for students to feel welcome.
<u>Re-storying our Journeys – Mentorship, Relationship-Building, and Skills Development through Writing Retreats</u> Funding granted: \$ 33,711.60 <i>Campus: Vancouver</i>	Lisa Winsome White Graduate student, Educational Studies, Faculty of Education	Jan Hare, Professor, Language and Literacy Education, Faculty of Education Margaret Kovach, Professor, Educational Studies, Faculty of Education H. Monty Montgomery, Associate Professor, School of Social Work	The project team proposes a pilot-project that offers a series of 3 culturally-centred, experiential, and immersive 4-day in-person writing retreats involving ceremony, guest speakers, Elders, alumni, and food/refreshments. These writing retreats would be offered to UBC Indigenous graduate students and faculty once per semester starting in Winter term 1, 2022 (Winter term 2, Summer 2023). The 4-day in-person writing retreats would be held at a place of accommodation (for example, Loon Lake Lodge & Retreat Centre in Maple Ridge, B.C.). Focused on Indigenous worldviews, principles, and practices, the pilot project provides a direct opportunity for Indigenous graduate students and faculty to engage with and realize what it will mean to be a global leader in their field through culturally supportive mentorship and guidance. In “hands back, hands forward” tradition, then, the teachings and mentorship might be passed on to those coming after us in the graduate school and academic journey. This has the potential to directly and indirectly contribute to retention and success of Indigenous students and Indigenous faculty members.



<p><u>Indigenous Collaborative Education, Development, Advocacy and Research (ICEDAR): An online hub for students, researchers, and the larger UBC community to enact reconciliation, on Indigenous terms.</u></p> <p>Funding granted: \$ 50,000.00</p> <p>Campus: Vancouver</p>	<p>Aurea Maria Vericat Rocha Graduate student, Cross-Faculty Inquiry Program, Faculty of Education</p>	<p>Cash Ahenakew, Canada Research Chair in Indigenous People's Wellbeing; Associate Professor, Educational Studies, Faculty of Education</p>	<p>ICEDAR will offer an online hub where students, researchers, institutions, and community members interested in enacting reconciliation will be invited to introduce themselves and that which they are willing to gift to Indigenous communities. Its purpose is to support the development of one-on-one relationships and Indigenous-led research, and to facilitate the provision of services and resources to serve Indigenous interests and priorities. Indigenous CEDAR is distinct in that it offers an open space for the development of collaborative, ethical and respectful relationships with members of Indigenous communities. It will support those interested in joining the ICEDAR community to make visible their commitments toward reconciliation and Indigenous autonomy.</p>
<p><u>Masters of Physical Therapy Indigenous Student Collective (MPT ISC)</u></p> <p>Funding granted: \$ 50,000.00</p> <p>Campus: Vancouver</p>	<p>Kailey Lund Graduate student, Physical Therapy, Faculty of Medicine</p>	<p>Simone Gruenig, Lecturer, Physical Therapy, Faculty of Medicine</p>	<p>The project's aim is to create a collaborative space within the Masters of Physical Therapy (MPT) program for Indigenous students to be able to meet and share their stories. The MPT program is a distributed program with campuses in Vancouver, and Prince George, with an additional expansion to Surrey in 2022. The student collective will host events in which the Indigenous students will meet, collaborate and discuss various aspects of the program, life, clinical placements, Indigenous health, and other topics identified by the participants. The</p>



			project team will create a culturally safe space to be able to celebrate one another, collaborate with one another across campuses, and strive to support one another throughout the MPT program.
<u>Indigenous Food Security in Syilx Territory – Community Engaged Review of Challenges, Priorities, and Opportunities</u> Funding granted: \$ 40,875.00 Campus: Okanagan	Sarah Blair Martin Graduate student, Interdisciplinary Graduate Studies Program, Faculty of Health and Social Development Rachelle Hole, Professor, School of Social Work, Faculty of Health and Social Development Leyton Schnellert, Associate Professor, Curriculum and Pedagogy, Faculty of Education		This project will determine a collective understanding and opportunities for action through a workshop series focusing on food security in the Okanagan Valley. The project will contribute to a growing body of research through community-led engagements that assert the value of traditional food knowledge to modern contexts. Food security and sovereignty have changed for Indigenous communities in an unconscionably short period. The project team is acting in recognition that now is the time to stop to ask why things are how they are, what can be done to change them for the better, and support action from the grassroots up.
<u>Homegrown Climate Justice: Building Climate Resilience Through Community</u> Funding granted: \$ 31,400.00 Campus: Vancouver	Alexandra Thomas Undergraduate student, Forest Resources Management, Faculty of Science Pablo Akira Beimler, Co-Senior Project Manager, Climate Emergency, UBC Sustainability Hub		As summers on the Downtown Eastside get hotter, residents - many of whom are unhoused - spend a great deal of time outdoors with few trees and limited access to greenspace. The urgency of this need increases alongside temperature. By collaborating with external partners and knowledge holders, this project will foster community ties and provide space for community members to root themselves in Indigenous practices, culture, and connection to the land.
<u>Indigenous Student Collegium for the</u>	Lindsay Ellefson Undergraduate student, Entry-to-	Larry Leung, Assistant Professor of Teaching, Faculty of Pharmaceutical Sciences	This project aims to create a network of self-identified Indigenous students within the Entry to Practice PharmD program to foster an environment



<p><u>Entry-to-Practice PharmD Program</u></p> <p>Funding granted: \$ 43,350.00</p> <p>Campus: Vancouver</p>	<p>Practice PharmD Program, Faculty of Pharmaceutical Sciences</p>		<p>that increases Indigenous engagement within the Faculty of Pharmaceutical Sciences. Currently, there is no opportunity for Indigenous students within the program to connect and learn who their fellow Indigenous peers are. The project aims for Indigenous students to gain confidence and openness with their indigeneity. The creation of a platform for Indigenous students to connect also creates a safe space where racism, discrimination and complex topics can be discussed and students will have leading members (i.e. the collegium co-chairs) whom they can confide in. The proposed Indigenous student collegium is closely tied to efforts already in action within the Faculty of Pharmacy.</p>
<p><u>The smallest lifeforms of Nuna <i>qa</i></u></p> <p>Funding granted: \$ 8,076.00</p> <p>Campus: Vancouver</p>	<p>Victoria Jacko-Reynolds Graduate student (PhD), Department of Botany, UBC Vancouver Faculty of Science</p>	<p>David Ng, Associate Director, Michael Smith Laboratories, UBC Vancouver Faculty of Science; Professor of Teaching, UBC Vancouver Faculty of Science</p> <p>Patrick Keeling, Professor, Department of Botany, UBC Vancouver Faculty of Science</p>	<p>"The smallest lifeforms of Nuna <i>qa</i> (the land)" is a workshop series highlighting the importance of microbes in everyday Inuit life from the plankton and parasites in complex marine food webs to the blue fungi present in traditional Inuit dishes, such as the fermented walrus meat Igunaq ΔJa^{ab}. Over the course of a week, Inuit high school students and educators will be invited to the Pinnguaq Makerspace in Iqaluit, Nunavut, where they will develop first-hand experience in collecting, viewing, and analyzing microbes through a series of workshops. During the principal applicant's guided microscopy workshop, students will have the chance to view the environmental samples they collected using a research-level microscope and</p>



			create their own replica of the first microscope ever made (the Leeuwenhoek microscope). After surveying the diversity in their samples, students will participate in an environmental DNA workshop.
<u>Indigenizing clinical exercise prescription in the school of Kinesiology and CHANGE BC: Designing and implementing community-centred, land-based physical activity interventions in primary care</u> Funding granted: \$ 49,965.00 Campus: Vancouver	Olivia Yung Undergraduate student, UBC Vancouver School of Kinesiology	Jack Robert Busch, Indigenous Academic Advisor, UBC Vancouver School of Kinesiology Truman Chiu, Undergraduate student, UBC Vancouver School of Kinesiology	This project aims to support kinesiology students in their desire to collaborate with Nisga'a Valley in the design and implementation of Indigenous-led, community-centred, land-based physical activity interventions in primary care to treat and prevent metabolic syndrome through CHANGE BC. In addition to collaborating with community members and enhancing clinical care provided by students, this project intends to create educational resources that can be used to teach an Indigenous perspective on physical activity to future healthcare professionals in the Nisga'a Valley. As exercise continues to gain prevalence as a form of treatment in primary care along with the development of the kinesiology profession, this project hopes to further shape the UBC curriculum by encouraging future practitioners to use a two-eyed seeing approach when creating effective exercise prescriptions. In the long term, this work can positively impact patient health goals and contribute to the strength and wellness of Indigenous nations.
<u>Effects of fire and salvage logging on black huckleberry, a key Indigenous food plant in BC</u>	Rebekah Ferguson Graduate student, UBC Okanagan Irving K. Barber Faculty of Science	Mathieu Bourbonnais, Assistant Professor, Earth, Environmental and Geographic Sciences, UBC Okanagan Irving K. Barber Faculty of Science	Black huckleberry is an important food and cultural plant for many Indigenous nations in North America. Low severity fire can increase huckleberry growth and productivity. However, moderate and high severity fire may inhibit the huckleberry's



Funding granted: \$37,000.00 Campus: Okanagan			ability to regenerate, especially when combined with post-fire silvicultural treatments such as salvage logging. Climate change, land-use and fire suppression are increasing the size and severity of wildfires, and this poses a threat to black huckleberry and other Indigenous food plants. In partnership with Westbank First Nation, applicants propose to explore the relationship between wildfire, salvage logging, and black huckleberry. Applicants will continue their ongoing engagement with community members to map culturally important areas of huckleberry harvest and use satellite imagery to determine the burn severity of wildfires that occurred from 2002-2021 in the Okanagan Valley. This project has been built upon a meaningful and reciprocal relationship with Westbank First Nation. Project focuses and outcomes have been informed by community interests to serve the needs of Westbank First Nation and Ntityix Resources.
<u>Centering Indigenous Values and Stewardship in Managing Cumulative Stressors in the Salish Sea</u> Funding granted: \$50,000.00	Sofie McComb Graduate student (PhD), UBC Vancouver Faculty of Forestry	Tara Martin, Professor, Department of Forest and Conservation Sciences, UBC Vancouver Faculty of Forestry Emily Clark, Graduate student (PhD), UBC Vancouver Faculty of Forestry Madeline Woodley, Undergraduate student, UBC Vancouver Faculty of Forestry Nava Sachs, Undergraduate student, UBC Vancouver Faculty of Forestry	The Salish Sea region of coastal British Columbia is home to rich eco-cultural landscapes. These dynamic ecosystems have been shaped over millennia by active human stewardship. Traditionally, the region was stewarded by multiple Coast Salish First Nations who cared for the land through regular, low intensity cultural burns to enhance root and berry harvest, hunting of deer, and propagation of culturally important plants. However, colonization resulted in the exclusion of Indigenous people from their traditional lands and practices, as



Campus: Vancouver			<p>well as the accumulation of multiple cumulative and interactive stressors. The reintroduction of Indigenous and community-based stewardship is needed to recover these highly biodiverse, eco-cultural landscapes in the face of numerous stressors. The goal of this project is to host a multi-day workshop to facilitate collaborative threat management action in the Salish Sea driven by Indigenous and local community values and knowledge as part of a larger NSERC-funded project on addressing regional cumulative effects. Applicants will invite Indigenous knowledge holders, conservation scientists, and local land stewards to collaboratively identify ecosystems and species of eco-cultural concern in the region, develop indicators of ecological integrity, and outline a range of threat and stewardship alternatives to be considered.</p>
<p><u>UBC AISES: Indigenous Youth Outreach and Undergraduate and Graduate Indigenous Knowledge Systems Research Opportunities Project</u></p> <p>Funding granted: \$ 22,855.00</p>	Jade Baanstra Undergraduate student, UBC Vancouver Faculty of Science	Dana-Lyn Mackenzie, Senior Manager, Equity, Diversity, Inclusion and Indigeneity, UBC Vancouver Faculty of Applied Science	This project contains two components that will benefit the members of the UBC chapter of the American Indian Science and Engineering Society (AISES), UBC and their community partners. UBC AISES is composed of Indigenous undergraduate and graduate students from the Faculties of Science, Computer Science, Land and Food System, Medicine, Applied Science, the School of Kinesiology, and the Department of Mathematics. The mission of AISES is to substantially increase the representation of Indigenous people in STEM. The first component of this project is to support UBC Indigenous student access to conferences that



Campus: Vancouver			involve Indigenous knowledge and/or conferences that bring Indigenous STEM scholars and professionals together for the purposes of learning, sharing, networking and ceremony. The second component of this project involves the further development of Indigenous K-12 outreach by UBC AISES students. UBC AISES has been conducting outreach with Indigenous youth since 2018 when the chapter was restarted. UBC AISES has an existing and growing relationship with the high school students of the Tsleil-Waututh Nation si?ámlθət School and has begun engagement to scope outreach interests for the 2023-24 academic year.
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One-time-only (2022) Special Fund for Graduate Research			
Project Title	Principal Applicant	Co-Applicants	Short Project Description
<u>Lighting the Fire: Land-based 2Spirit Identities & Cultural Resurgence</u> Funding granted: \$ 30,000.00 Campus: Vancouver	Corrina Sparrow Doctoral Student, Faculty of Arts	Daniel Justice, Professor, Critical Indigenous Studies; English	This collaborative Indigenous research will utilize a land-based, Coast Salish-specific (Musqueam/Pentlatch) research methodology to explore 2Spirit/Indigequeer (Indigenous 2SLGBTQQIA+) identities, resurgence, and community building on ancestral Coast Salish lands and waters. The qualitative community research is regional, provincial, and transnational, in that it focuses on members of Coast Salish Nations (relationally connected by land, water, language, and culture), and urban 2Spirit/Indigequeer



			communities in the Greater Vancouver area, Vancouver Island, and along the Washington coast of the United States.
<p><u>Predicting the distribution of skwenkwíinem (Western spring beauty, Claytonia lanceolata) in Secwépemculw</u></p> <p>Funding granted: \$ 22,356.00</p> <p>Campus: Okanagan</p>	<p>Hannah Pilat Master's Student, Biology, Faculty of Science</p>	<p>Jason Pither, Associate Professor, Biology, Faculty of Science</p>	<p>Applicant's research investigates the ecological factors influencing the spatial distribution of skwenkwíinem, a traditional food source of the Secwépemc, in Skeetchestn territory in the past, present, and future. They will produce maps of the distribution of skwenkwíinem and a geospatial model that predicts shifts in its distribution with projected climate change effects. During the first field season, applicants gathered spatial data on the current locations of skwenkwíinem near study sites. In the winter season they will be interviewing community Elders and knowledge keepers to get an idea of where skwenkwíinem grew prior to extensive ecosystem modification by settlers and where they know skwenkwíinem grows today. The applicant will document their perspectives on what currently threatens skwenkwíinem in their territory, and how they can remedy their concerns. Next field season, the project team will locate the places the Elders and knowledge keepers have indicated skwenkwíinem should be growing today and note whether it is present or not. This information will inform the predictive model the applicant creates.</p>
<p><u>Tee Cha Chitl - Getting Well Again, Whole Community Engagement for Diabetes</u></p>	<p>Rachel Dickens Doctoral Student, Faculty of Education</p>	<p>Tabitha Martens, Assistant Professor, Land and Food Systems</p>	<p>The CIHR LOI Team Grant for Diabetes Resiliency Community Engagement (RD NPA, May 2022) engaged NCN in conversations around diabetes prevention, this proposal's guiding narrative. Elders shared that focusing on youth and holding up Knowledge Holders who live their traditional values</p>

<u>Prevention and Wellness Through Nuu-chah-nulth (NCN) Food Systems</u> Funding granted: \$ 30,000.00 <i>Campus: Vancouver</i>		<p>is vital to the success of any diabetes prevention approach. This research proposes to create space for knowledge translation through land-based learning and interacting with traditional food systems for diabetes prevention and support. Through intergenerational food-based cultural workshops led by Knowledge Holders, the project will work towards restoring traditional food practices and systems, with a specific focus on youth - future generations, followed by youth-directed knowledge translation in their community. This is not a new concept for Indigenous Peoples. Their cultural pedagogy dictates knowledge transfer through storytelling, multi-generational households, the sacred relationships between Elders and youth, and the cultural responsibility they have to pass on knowledge. This research will be undertaken through the collaboration and support of NCN. Semi-structured interviews with Knowledge Holders and Elders on their experiences around traditional foods/food systems will be conducted. Sharing circles with the youth to gather knowledge on their experiences after the workshops, followed by their choice of knowledge translation activity.</p>
<u>Learning from Lax Kwil T'Siit: pairing Indigenous and Western ways of knowing to explore human-environment interactions on the</u>	Maxwell Reese Miner Master's Student, Oceans and Fisheries, Faculty of Science	Camilla Speller, Associate Professor, Anthropology, Faculty of Arts <p>This research project is divided in to two distinct, though closely related, sections: (1) the eco-cultural restoration of a millennia-old Gitga'at clam fishery at Lax Kwil T'siit, and (2) the implementation of a place-based field school in which Gitga'at knowledge holders, community members, research scientists, and BC students can participate in collaborative sharing of knowledge about the</p>



<p><u>Northwest Coast</u></p> <p>Funding granted: \$ 29,980.00</p> <p>Campus: Vancouver</p>			<p>interconnected human and natural systems of the Northwest Coast. Lax Kwil T'siit, "the Place that Squirts", known in English as Clamstown, is an ancestral village site on Fin Island in the traditional, unceded territory of the Gitga'at First Nation. This project involves bringing together research experts in various disciplines, knowledge holders from the Gitga'at community, and students to collect field data and share knowledge relevant to the goals outlined above. Community-partnered research in remote coastal territories poses unique logistical and financial challenges, though this research to-date with Gitga'at Nation has emphasized community participation and the creation of work opportunities for Gitga'at members. At the time of writing, the field school will be funded solely through student fees, limiting Gitga'at presence at the site to in-kind work exchanges.</p>
<p><u>Lnuskwawq Mawita'jik: Wabanaki Women's Grassroots Networks, Organizing, and Support in the Late 20th Century</u></p> <p>Funding granted: \$ 17,000.00</p> <p>Campus: Vancouver</p>	<p>Mercedes Peters Doctoral Student, History, Faculty of Arts</p>	<p>Paige Raibmon, Professor, History, Faculty of Arts</p>	<p>This project explores Wabanaki women's grassroots activism in Northeast North American from the late 1960s to the 1980s. It also explores how Wabanaki women created networks to care for each other in arenas where they were denied support from community or government. The scholarly focus on Indigenous activism in this period focuses on Indigenous men, however, in this region, Wabanaki women played central roles. This dissertation research will rely on archival and oral history records. In terms of oral histories, the applicant plans to interview Mi'kmaw and Wolastoqiyik women who participated in these networks, or their descendants. This study is designed to illuminate</p>



			<p>multiple conceptual shortcomings of existing historical work on Indigenous activism and activism movements more broadly. The applicant's research methods are two-fold: archival research and oral history research, both of which are informed by Mi'kmaw concepts of reciprocal relationality and the responsibilities that come with this. This means that the applicant will be following Mi'kmaw gift-giving and relationship-building protocol when they speak with those willing to share their experiences. In order to build a proper relationship with participants, they will need to travel to visit with them, sometimes multiple times, and ensure that they have a great deal of power within this research relationship.</p>
<p><u>Healing our Nation through Queer Movements</u></p> <p>Funding granted: \$ 8,539.00</p> <p>Campus: Vancouver</p>	<p>Shawnelle Blackbird-Riley Master's Student, Kinesiology, Faculty of Graduate Studies</p>	<p>Moss Norman, Associate Professor, Kinesiology, Faculty of Education</p>	<p>This research is centered in the applicant's home community of Munsee-Delaware Nation. The overarching objectives of this project are to 1) have conversations with 2 spirit, LGBTQIA, and self-identifying women & girls in the community who have experience in sport and recreation to discuss how it has shaped their identity narrative; 2) gain a better understanding and appreciation for the leadership that these Indigenous identities have demonstrated through sport; 3) highlight the strengths of intergenerational learning through sport. The applicant will be following an Indigenous research methodology informed by an Indigenous feminisms theoretical framework. From the community, 6 participants (3 youth (16+) and 3 Elders) will be asked to join sharing circles which will promote strong relations between participants.</p>



			<p>and connecting people to past and future through story. Sharing circle discussions will be based on themes (e.g., sport leadership, sport history) and will conclude with a group physical activity (powwow dancing) to engage the whole-body experience. The use of movement aims to encourage body sovereignty amongst participants to help disrupt colonial frameworks, such as sex-gender norms, that have invaded communities.</p>
<p><u>Health and Wellness for Metis Youth in Foster Care: Exploring Cultural Connection through Metis Beadwork Using Photovoice</u></p> <p>Funding granted: \$ 28,803.00</p> <p>Campus: Vancouver</p>	<p>Cheryl Inkster Doctoral Student, Counselling Psychology, Faculty of Education</p>	<p>Ishu Ishiyama, Associate Professor, Educational and Counselling Psychology, and Special Education, Faculty of Education</p>	<p>When Indigenous youth enter government care, their cultural needs are often neglected (Tsuruda et al., 2012). Engaging in Indigenous cultural activities has been found to impact one's cultural identity and mental health. To address the gap in the studies on Métis wellbeing, health, and cultural connection for Métis youth in care, a participatory research project has been initiated. The following three questions guide this study: 1) What is the experience of participating in traditional Métis beadwork for Indigenous youth? 2) How do learners make meaning of the experience in relation to their Métis identity? 3) How do Métis youth describe their cultural connection after participating? This community-based study utilizes photovoice methodology to explore the meaning of culture for Métis youth in care. This study will specifically explore the experiences of Indigenous youth and Knowledge Holders engaging in Métis culture through beadwork.</p>
<p><u>Indigenous Nurses Sharing Knowledge of MSN/MN</u></p>	<p>Helen Hamel Master's Student, Nursing Education,</p>	<p>Donna Kurtz, Assistant Professor, Associate Professor, School of Nursing, Faculty of Health and Social Development</p>	<p>This research project is intended to explore the educational experiences of graduate level Indigenous nurses who attended MSN or MN</p>



<p><u>Education in BC</u></p> <p>Funding granted: \$ 22,581.00</p> <p>Campus: Okanagan</p>	<p>Faculty of Health and Social Development</p>		<p>programs in BC. The project will implement Indigenous research methodology and methods to explore the students' challenges and successes in their nursing education, along with their views and ideas on how to Indigenize nursing education in BC and on how the schools of nursing in BC can better support Indigenous students to be successful at the BSN and MSN/MN levels. The nurses and students will be provided with questions and will be offered to share their nursing education stories and recommendations through a one-on-one conversation or in a sharing circle. The sharing circle will be held in conjunction with the Indigenous-Wellness MN/MSN CIHR Project team meeting planned for September 26-29, 2022. The meeting and sharing circle discussions will be transcribed and explored for themes using methods based on those described by the Indigenous researcher Margaret Kovach. The findings of the research will be shared with the Indigenous co-researchers through a group meeting and through the Indigenous-Wellness MN/MSN CIHR Project, and with the schools of nursing through targeted presentations. Additionally, the research project will be submitted for publication in a scholarly journal for Indigenous health, research and/or nursing.</p>
<p><u>N̄leʔkepmx Spilahem Stories: Supporting Indigenous Children with Disabilities</u></p>	<p>Suzanne Sterling-Bur Doctoral Student, Indigenous Studies, Irving K. Barber</p>	<p>Rachelle Hole, Professor, School of Social Work, Faculty of Health and Social Development</p>	<p>Utilizing Indigenous Methodologies, including Indigenous narration, Indigenous storytelling, and N̄leʔkepmx Developing Wisdom theory, this dissertation will review and analyze the N̄leʔkepmx Spilahem personal and family stories to identify the laws, ethics, values, and beliefs of children with</p>



<p><u>Through Our Stories</u></p> <p>Funding granted: \$ 20,000.00</p> <p>Campus: Okanagan</p>	<p>Faculty of Arts and Social Sciences</p>	<p>disabilities. This dissertation will identify N̓eʔkepmx Spilahem stories that provide direction and guidance for supporting Indigenous children with disabilities, and it will identify how families and communities support their healthy growth and development. This research will distinguish N̓eʔkepmx laws, ethics, values, and belief systems for Indigenous children with disabilities and highlight the unique need for providing supports for Indigenous children that are based upon Indigenous pedagogies. The research will also include similarities and differences between other respective Indigenous Nations within British Columbia and share their ancestral teachings that identify any laws, ethics, values, and belief systems for children with disabilities. This first component of this research will be conducted through reviewing and analyzing N̓eʔkepmx Spilahem stories and hosting Sharing Circles with Elders and Knowledge Keepers within the N̓eʔkepmx Nation to learn of the ethics, laws, values and belief systems for supporting children with a disability. The second component of this research will include hosting Sharing Circles with Elders and Knowledge Keepers within other Indigenous Nations in British Columbia to learn of the ethics, laws, values and belief systems for supporting children with a disability.</p>	
<p><u>Indigenous 2SLGBTQIA+ peoples' experiences of</u></p>	<p>Holly Reid (they/them) Doctoral Student, Faculty of Medicine</p>	<p>Suzanne Huot, Assistant Professor, Occupational Science and Occupational Therapy, Faculty of Medicine</p>	<p>The aims of this research project are to: 1) co-create research priorities relating to the health and well-being of Indigenous 2SLGBTQIA+ peoples and 2) contribute to the larger doctoral research project</p>



<p><u>occupational opportunities and engagement: determining research priorities</u></p> <p>Funding granted: \$ 6,969.00</p> <p>Campus: Vancouver</p>	<p>undertaken by the primary applicant, which aims to explore the occupational opportunities and barriers experienced by Indigenous 2SLGBTQIA+ peoples. In this work, occupation is explained using a critically reflective definition, whereby occupation refers to all contextually meaningful and relational engagement that holds and creates meaning (Gerlach, 2017), encompassing a “wide-ranging expanse of everyday and extraordinary doings of individuals and groups” (Laliberte Rudman, Aldrich & Kiepek, 2022, p.15). This project will involve facilitating and attending gatherings and discussion circles with the representatives, service providers and members of varied Indigenous community organizations. Research priorities will be established by gathering with community members, allies and representatives from non-profits and relevant programs and services that are available throughout Vancouver and Vancouver Island. These two regions were chosen because of existing partnerships in both places and to obtain perspectives specific to a large, urban city (Vancouver/Lower Mainland) and a smaller, more rural town (Victoria/surrounding areas).</p>
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Implementing the **UBC INDIGENOUS STRATEGIC PLAN**

**Indigenous Strategic Initiatives (ISI) Fund Update
Indigenous Engagement Committee (IEC)**

Adrienne Vedan, Senior Advisor to the Deputy Vice-Chancellor on Indigenous Affairs

Allison Beardsworth, Associate Director, Strategic Indigenous Enrolment Initiatives, Enrolment Services

September 13-14, 2023

**Office of Indigenous
Strategic Initiatives**

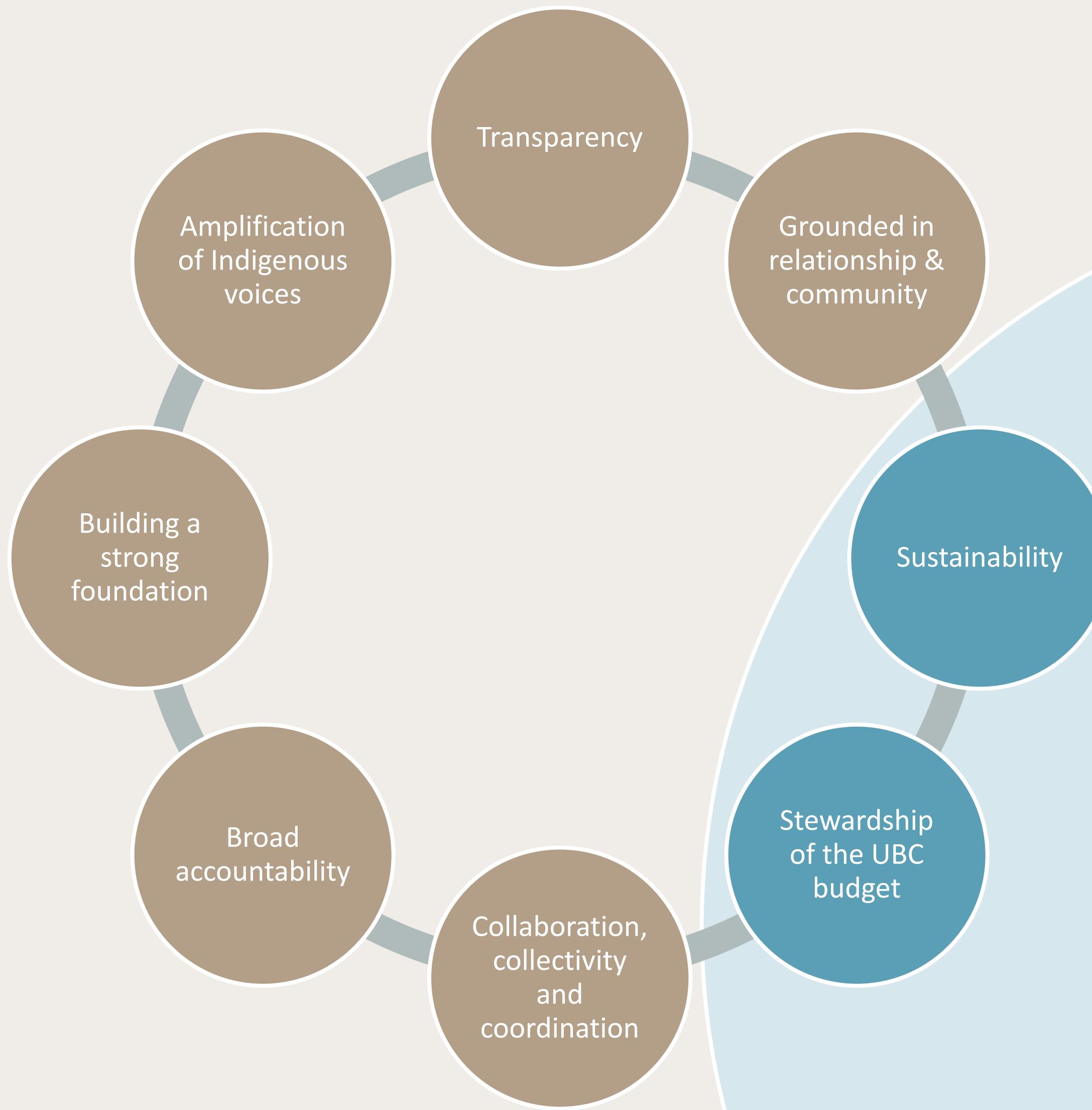




Indigenous Strategic Initiatives (ISI) Fund History

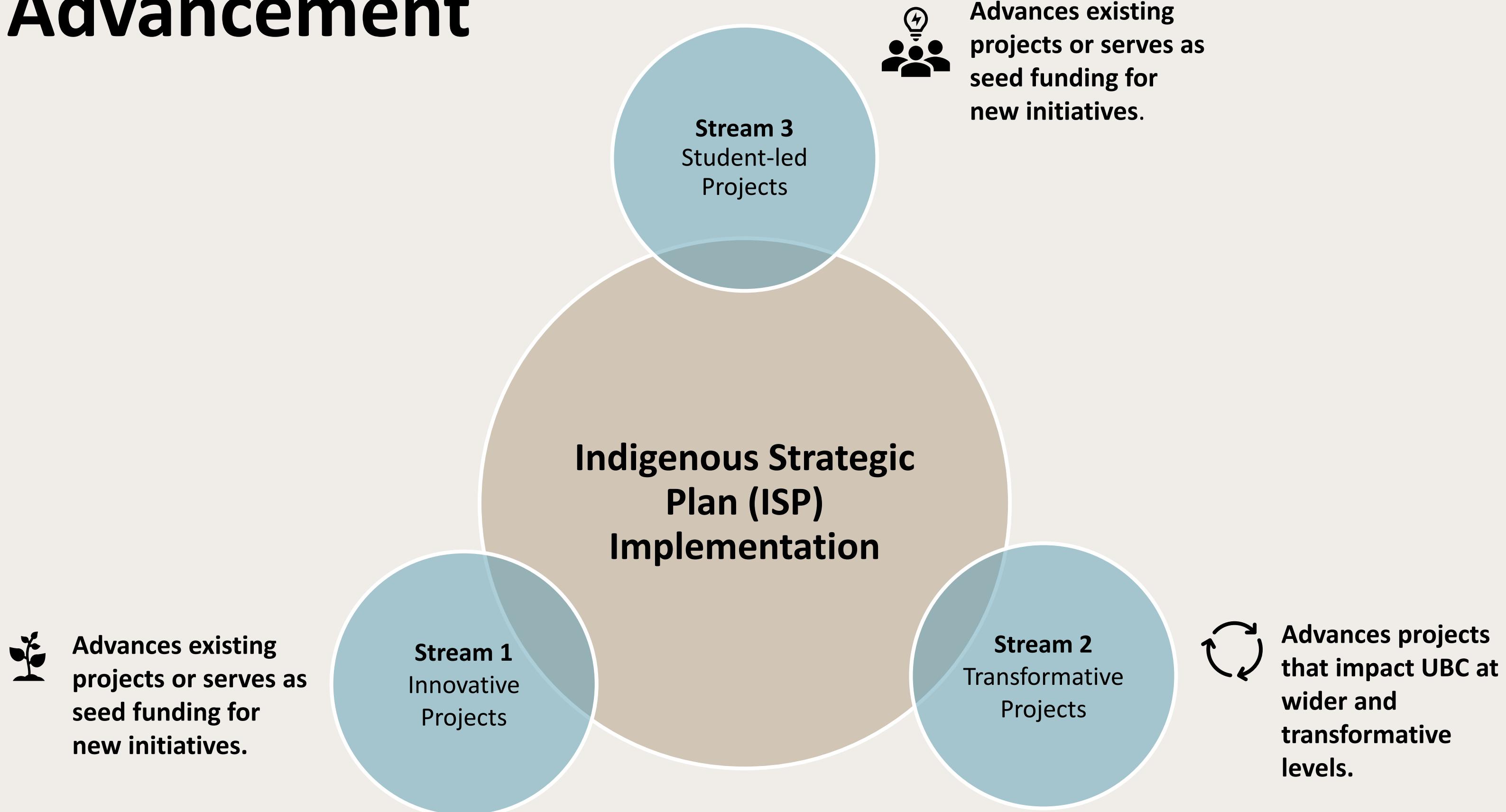
- Development: Indigenous-led across both the Vancouver and Okanagan campuses
- Final guidelines were approved by the cross-campus Indigenous Strategic Plan Executive Advisory Committee (ISPEAC) and the Executive-level Indigenous Strategic Plan Coordinating Committee (ISPCC)
- Launched: September 2021

ISP Guiding Principles



**Additional
ISI Fund
Principles**

ISI Fund & ISP Advancement



ACCOUNTABILITY AT ALL LEVELS

UBC ISP Implementation Roles

Board of Governors

Indigenous Engagement Committee

President's Advisory Committee

- External Indigenous community members who advise the President
- Community perspective on direction, outreach and engagement
- Provides advice on Indigenous initiatives including the ISP

Senates



Indigenous Strategic Plan Coordinating Committee

- Establishes priority goals and actions for implementation
- Makes decisions on funding and sunsetting of projects and programs as required
- Supports and advises the BoG + Committees
- Supports key portfolios in goal setting and implementation

Indigenous Education Council

- Provides advice, recommendations and guidance to improve the participation and success of Indigenous students at UBCO
- Monitors implementation of Indigenous programs and services
- Provides direction on culturally informed educational approaches that reflect the needs and goals of Indigenous peoples



Indigenous Advisory Committee (UBCO)

- Specific to UBC Okanagan
- Provides advice, recommendations and guidance
- Monitors progress, data collection and metrics
- Provides updates to ISPEAC



Indigenous Strategic Plan Executive Advisory Committee

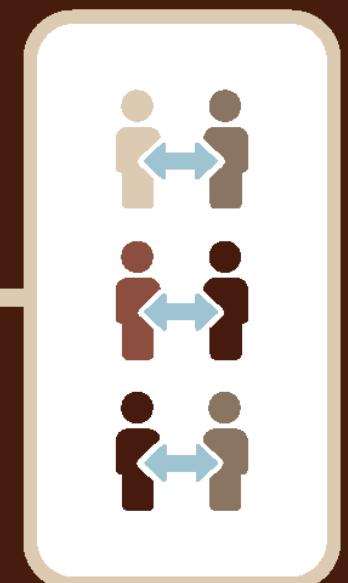
- Serves on a cross-campus basis: both UBC Okanagan and UBC Vancouver
- Advises ISPPCC on ISP priorities
- Reviews implementation and progress reports
- Provides recommendations on funding priorities and projects



Indigenous Strategic Plan Implementation Committee (UBCV)

- Specific to UBC Vancouver
- Supports planning at unit level
- Monitors progress
- Coordinates data collection
- Advises on progress
- Provides updates to ISPEAC

Faculties / Departments / Units



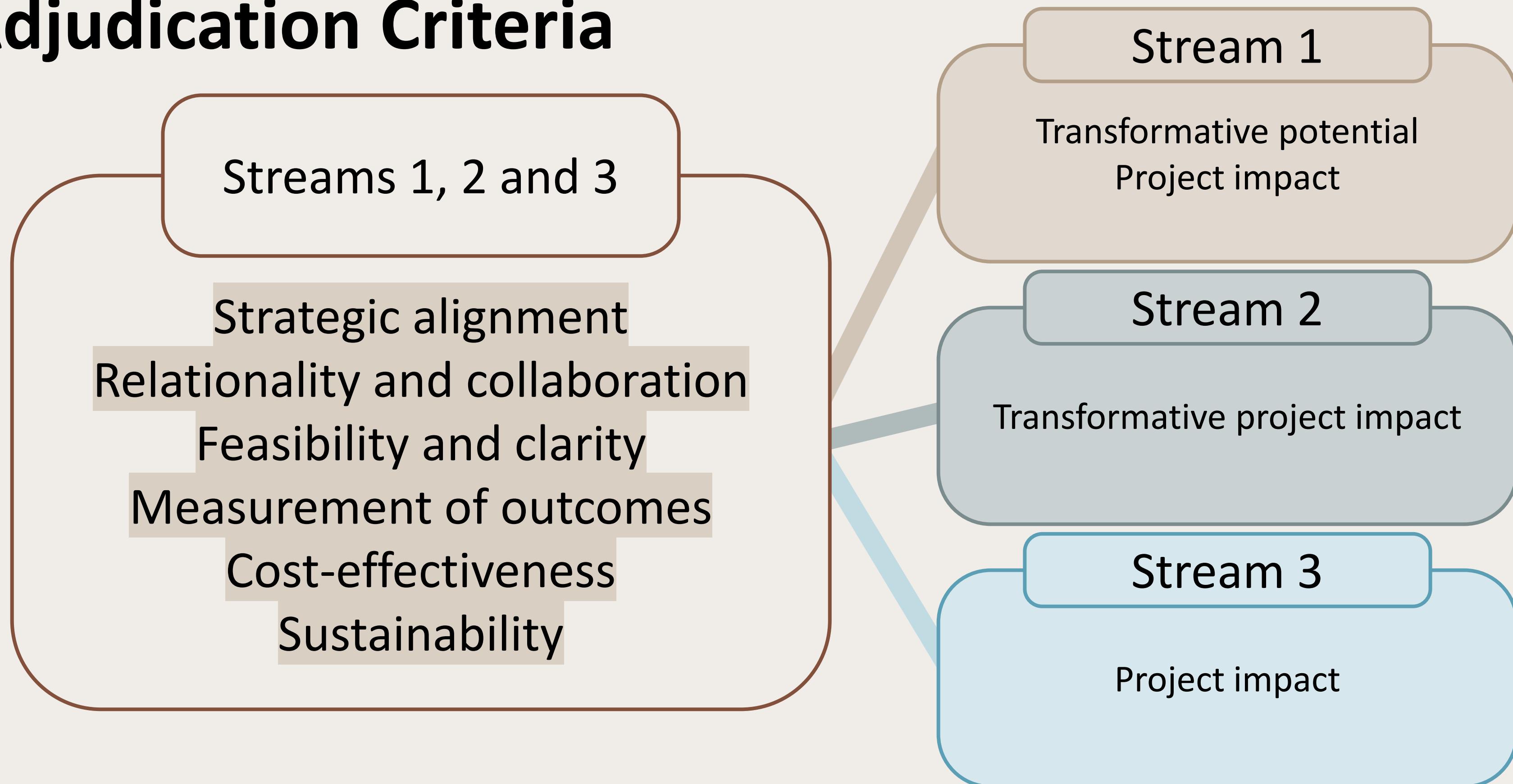


ISI Fund Adjudication Process

- Most adjudicators were recruited through the ISP Guiding Network
- Adjudicators were divided into 3 committees in accordance with the 3 streams
- Adjudicators included administrative, leadership, faculty, research and student service areas of the University to ensure a range of expertise
- Over 80 percent of adjudicators self-identified as Indigenous peoples with strong representation (roughly half) from BC First Nations

ISI Fund

Adjudication Criteria





UBC ISI Fund Financial Commitment

Cycle 1
2021-2022

\$ 4 million

Cycle 2 2022-
2023

\$ 2 million

Cycle 3 2023-
2024

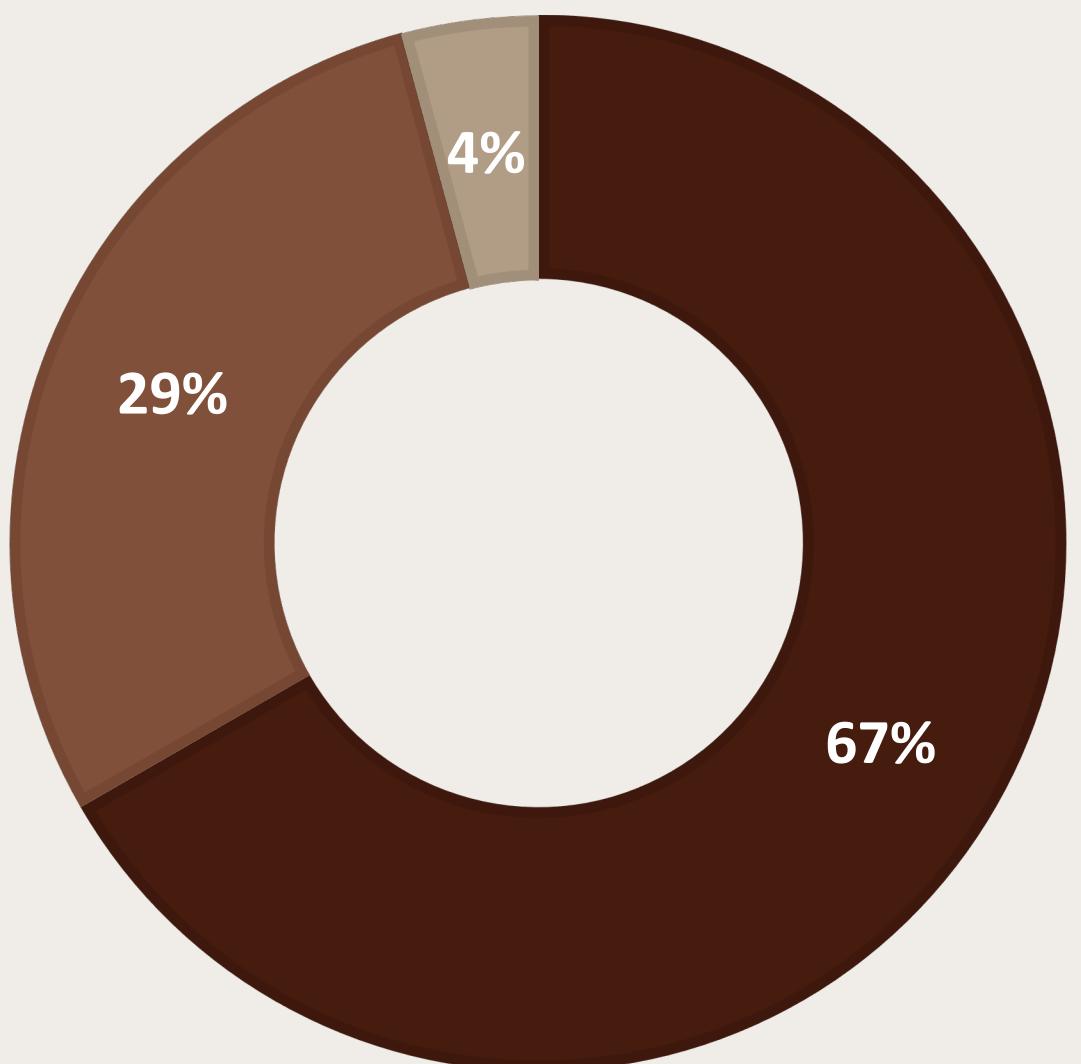
\$ 2 million

Indigenous Strategic Initiatives (ISI) Fund Results



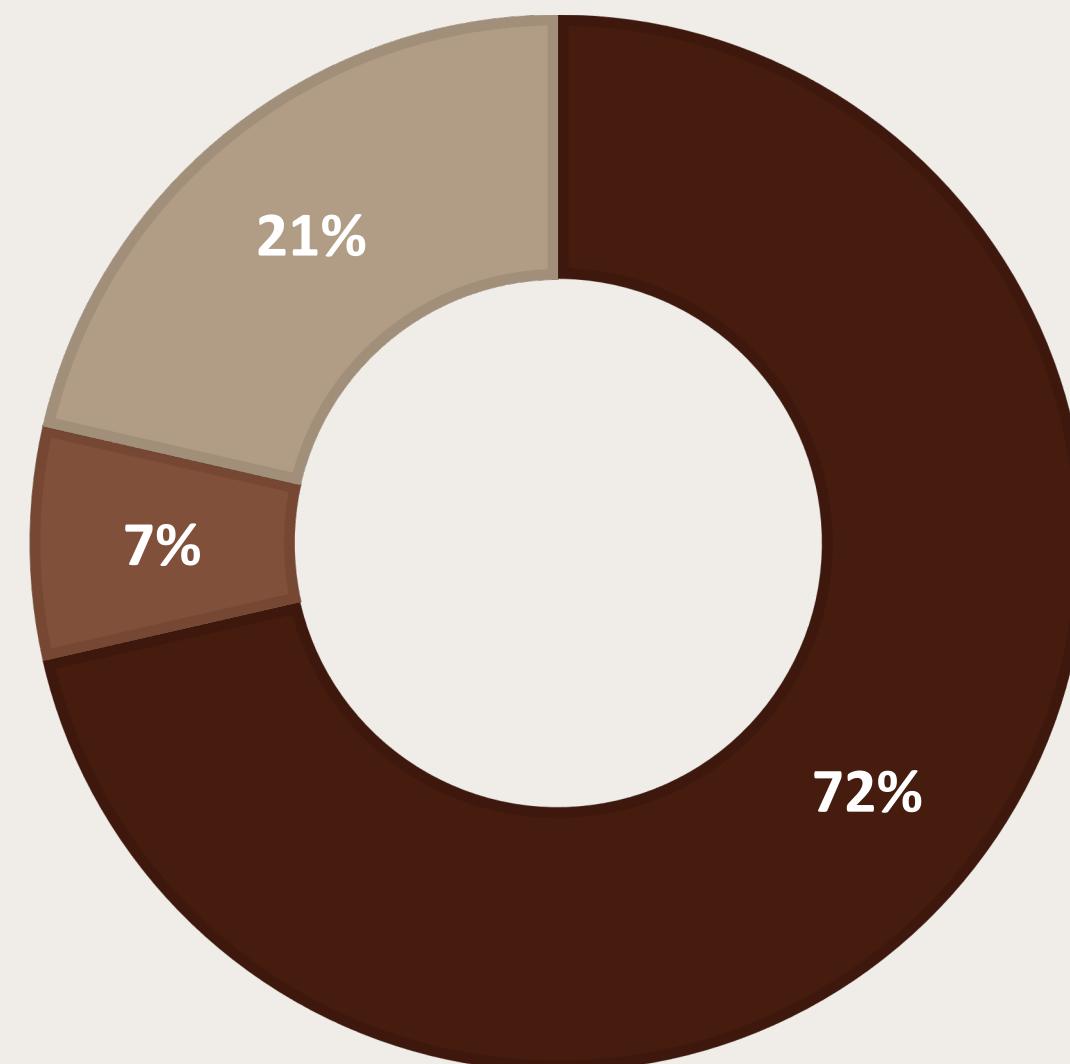
STREAM 1

■ Vancouver ■ Okanagan ■ Cross-Campus



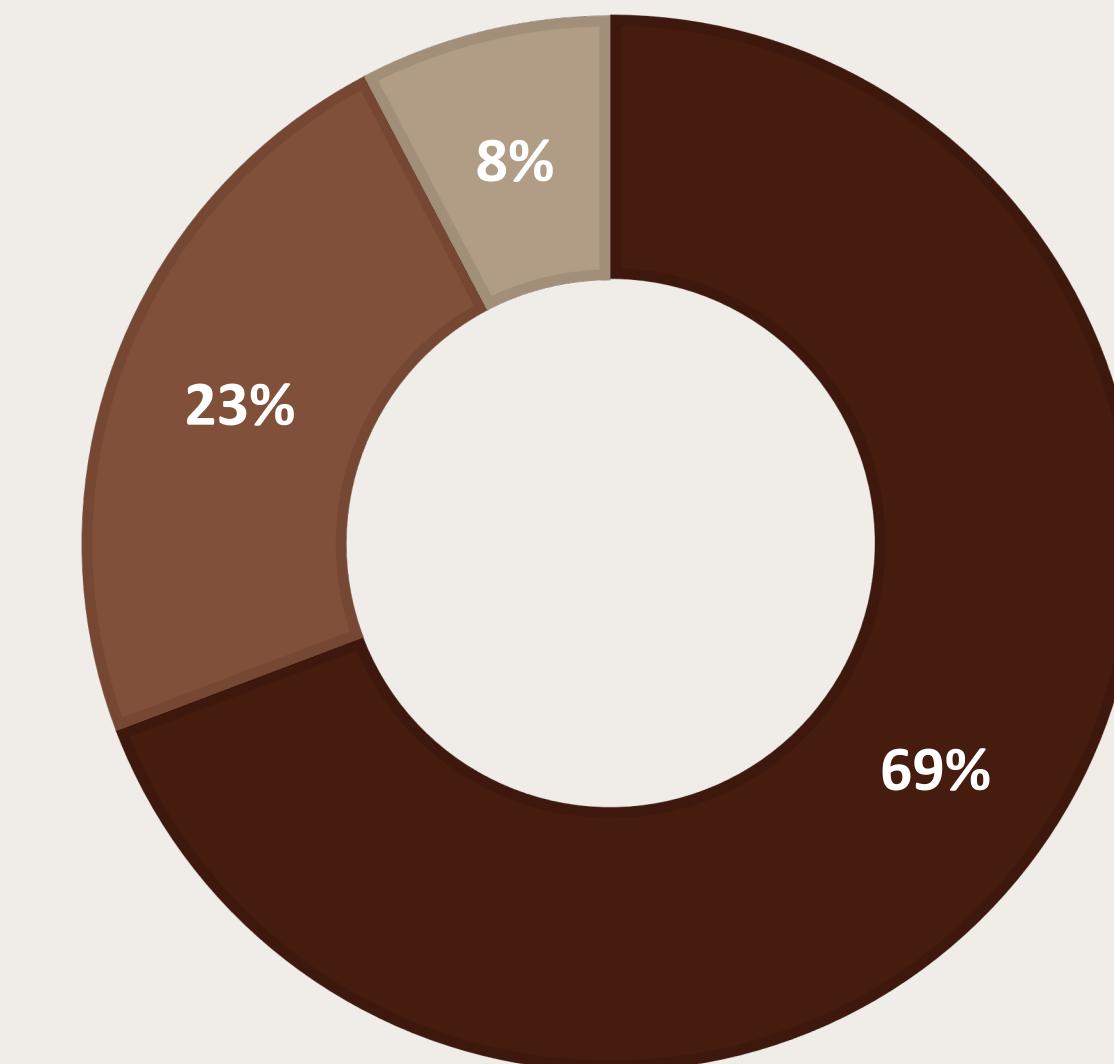
STREAM 2

■ Vancouver ■ Okanagan ■ Cross-Campus



STREAM 3

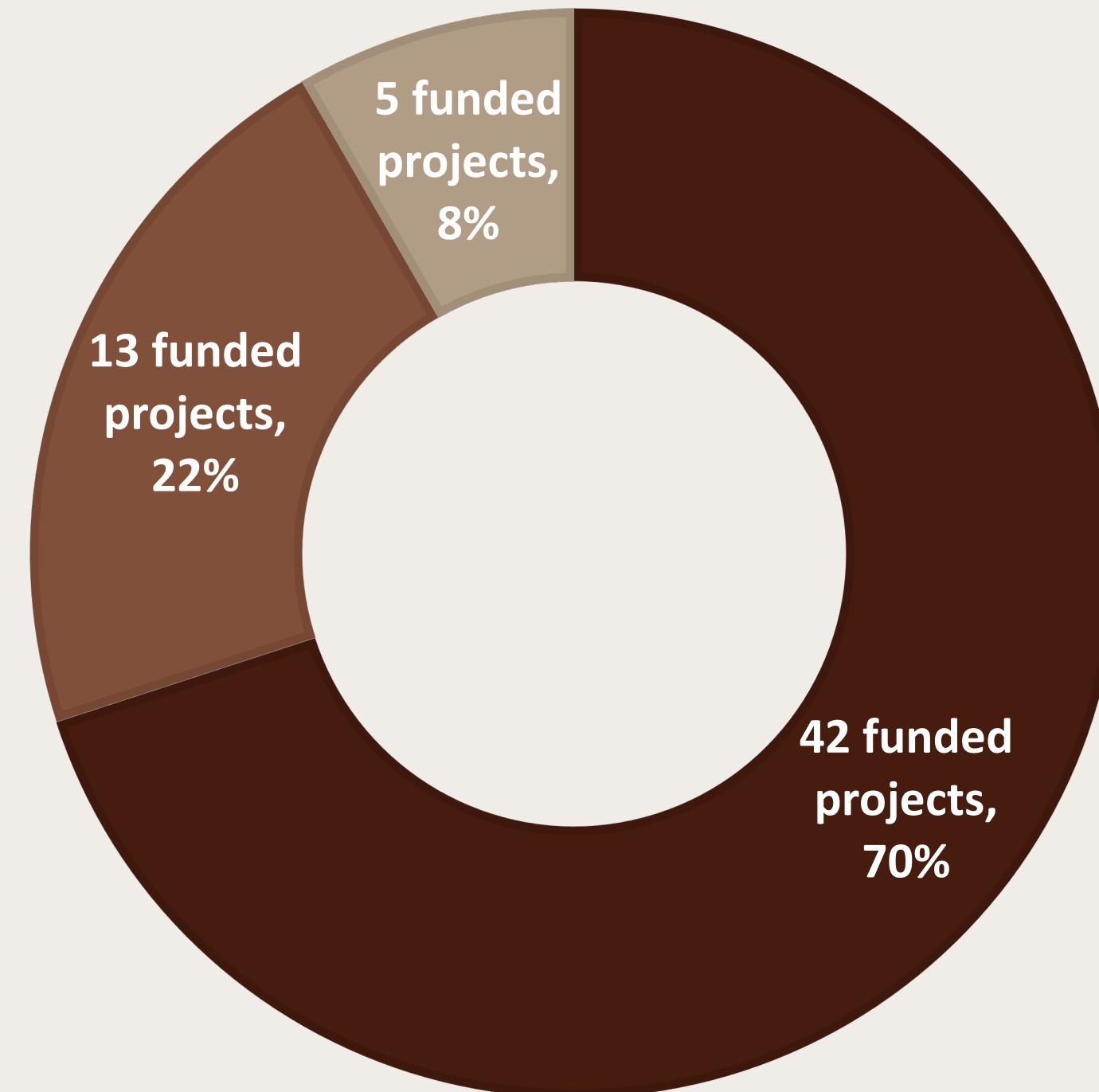
■ Vancouver ■ Okanagan ■ Cross-Campus



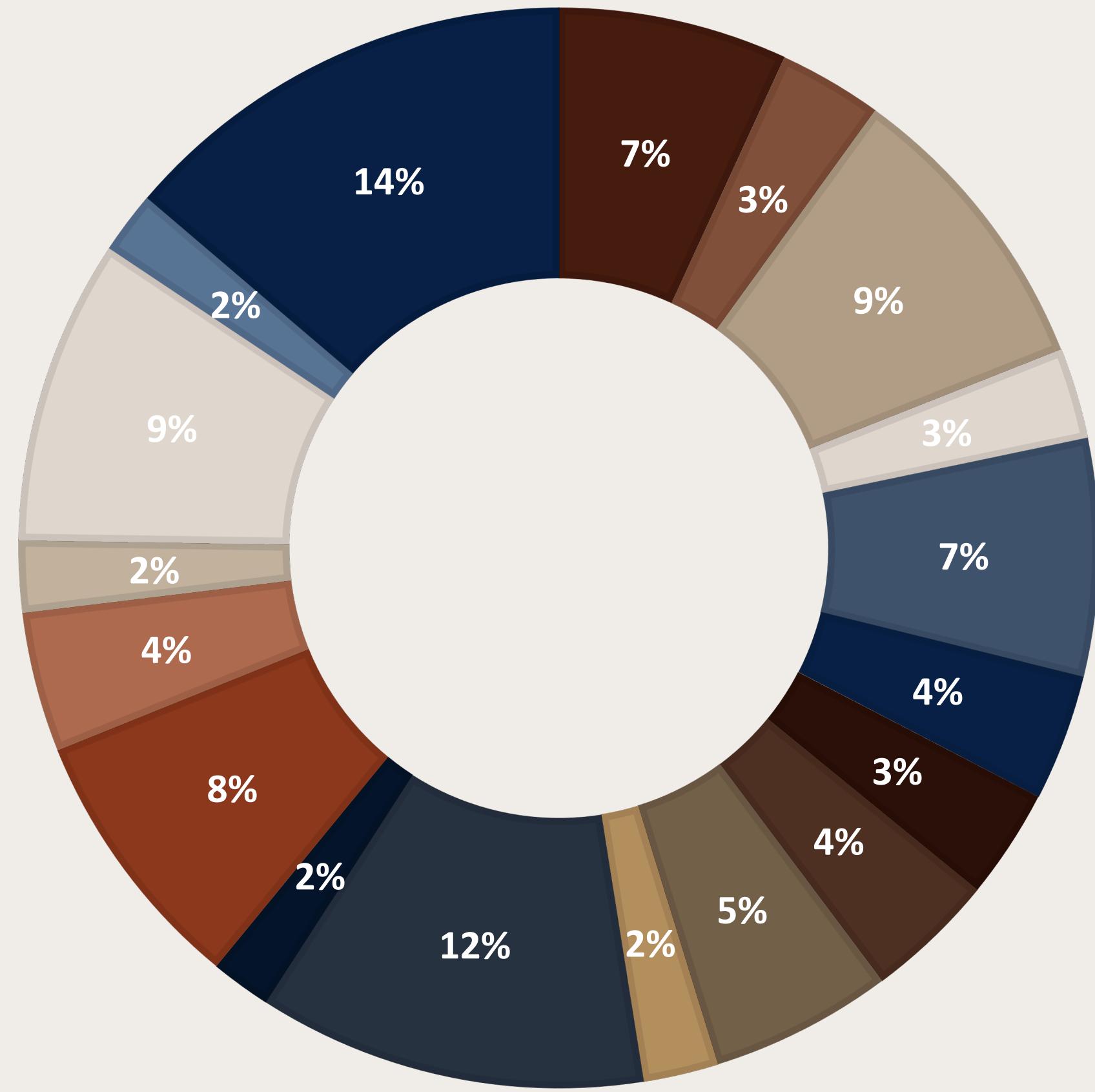


ISI FUND OVERALL CAMPUS DISTRIBUTION

■ Vancouver ■ Okanagan ■ Cross-Campus



TOTAL ISI FUNDING DISTRIBUTION BY UNIT



- Applied Science - Vancouver
- Applied Science - Okanagan
- Arts - Vancouver
- Arts and Social Sciences - Okanagan
- Creative and Critical Studies - Okanagan
- Education - Vancouver
- Forestry - Vancouver
- Graduate Studies - Vancouver
- Health and Social Development - Okanagan
- Land and Food Systems - Vancouver
- Leadership - Vancouver
- Library - Vancouver
- Medicine
- Museum of Anthropology
- Nursing - Vancouver
- Pharmaceutical Sciences - Vancouver
- Science - Okanagan
- Science - Vancouver

Project spotlight:

Consultation and Plan Development: Indigenous Procurement Strategy

Project lead: Shelly Morrison, Senior Director, Finance Services & Strategic Procurement

Stream 2: Transformative Projects

CROSS-CAMPUS

\$200,000.00

PUBLIC SECTOR INITIATIVES IN CANADA

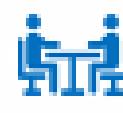
There are many examples of work underway in the public sector, such as:



Province of BC – Indigenous Procurement Initiative

- *Creating culturally appropriate procurement practices, and Indigenous-specific procurement strategy*
- *Province wide engagement occurred in 2019.*

I



Simon Fraser University – Aboriginal Procurement Program

- *Aims to increase the number of Indigenous-owned suppliers to the university.*



University of Manitoba – Indigenous Procurement Program

- *Request for Proposal (RFP) Template includes an Indigenous Well-Being criteria*



University of Saskatchewan – Strategy for Indigenous Business

- *Incorporating Indigenous business community benefit into award criteria for major contracts*
- *Providing education and training to members of the university community*
- *Continually monitor and report procurement activity with Indigenous businesses*
- *Creating a directory of Indigenous businesses and will promote to campus community*



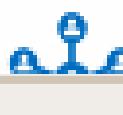
City of Saskatoon – Indigenous Spend Target

- *increased its Indigenous spend target to 5%, which would equate to approximately \$17M*



City of Edmonton – Indigenous Procurement Framework

- *Established an advisory committee to help inform the creation and approval of their Indigenous Procurement Framework*



City of Regina – Indigenous Procurement Policy



Action
20

Establish a cultural expert program that brings Musqueam, Okanagan Nation and other interested nations' cultural experts and Indigenous knowledge holders to the UBC campuses to work, teach and promote their expertise.

Action
23

Implement an Indigenous Procurement Strategy which prioritizes the provision of goods and services from Indigenous businesses and vendors

Project spotlight:

Indigenous Design & Engagement in Applied Science and Land and Food Systems (IDEAL)

Project lead: Dana-Lyn Mackenzie, Senior Manager, EDI & Indigeneity, Faculty of Applied Science

VANCOUVER

Stream 2: Transformative Projects

\$160,400.00



» Home » Weaving Relations

Weaving Relations Course Overview and Enrolment

Weaving Relations is a 6-hour, self-directed course developed jointly by the Faculty of Applied Science and the Faculty of Land and Food Systems.

Weaving Relations explores Indigenous histories, people, and contexts, as well as settler colonialism in Canada, through the lens of Indigenous-Canadian relationships. The course considers how we got to where we are now, and how we can build a better future together.

Action
34

Develop and deliver Indigenous history and issues training for all faculty and staff to be successfully completed within the first year of employment at UBC and to be reviewed on a regular basis.

Action
8

Provide free and publicly accessible educational tools, events and resources that promote the local and global implementation of Indigenous peoples' human rights, the TRC's Calls to Action and the National Inquiry into Missing and Murdered Indigenous Women and Girls' Calls for Justice.

Action
20

Establish a cultural expert program that brings Musqueam, Okanagan Nation and other interested nations' cultural experts and Indigenous knowledge holders to the UBC campuses to work, teach and promote their expertise.

Project spotlight:

UBC Okanagan Indigenous Micro-Forest

Project lead: Alon Eisenstein, Assistant Professor of Teaching, Applied Science
Stream 1: Innovative Projects

OKANAGAN
\$200,000.00



Action

12

Support research opportunities for students to become global leaders in the advancement of Indigenous knowledge systems in health, governance, education, law, business, the sciences, the arts and Indigenous languages.

Action

22

Identify and make visible the generational connections of Indigenous peoples to culturally significant places across UBC campuses.

Action

21

Dedicate spaces for Indigenous students, faculty and staff to practice and celebrate their cultures.

Project spotlight:

Homegrown Climate Justice: Building Climate Resilience Through Community

**Project lead: Alexandra Thomas, undergraduate student, Bachelor of Science
Stream 3: Student-led Projects**

VANCOUVER

\$31,400.00



Action
12

Support research opportunities for students to become global leaders in the advancement of Indigenous knowledge systems in health, governance, education, law, business, the sciences, the arts and Indigenous languages.

Action
14

Provide Indigenous people who are engaged in research with equitable and timely compensation that recognizes the significant value of their participation in the research process and outcomes.

Ongoing ISI Fund Applicant Support

Information Sessions

October 10

11am

November 8

2pm

November 28

1pm

December 6

10am

December 12

1pm

Student-Specific Support Sessions

1:1 Ongoing Consultation

Budget Support

Project Management Support

Evaluation Support

Ongoing ISI Fund Recipient Support

Project
Progress
Meetings
with OISI

Ongoing
Consultant
Network

Budget Support

Ongoing
Support from
CTLT Indigenous
Initiatives

Student Projects:

Staff/Faculty Co-
Applicants

Project
Management
Support

Evaluation
Support

Discussion

Contact: ois.admin@ubc.ca

ISP.UBC.CA