setting new directions

to support Indigenous research
and research training in Canada

Strengthening Indigenous Research Capacity
Renforcement des capacités en recherche autochtone

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Bentwood Box carved by Coast Salish artist Luke Marston (credit National Centre for Truth and Reconciliation)

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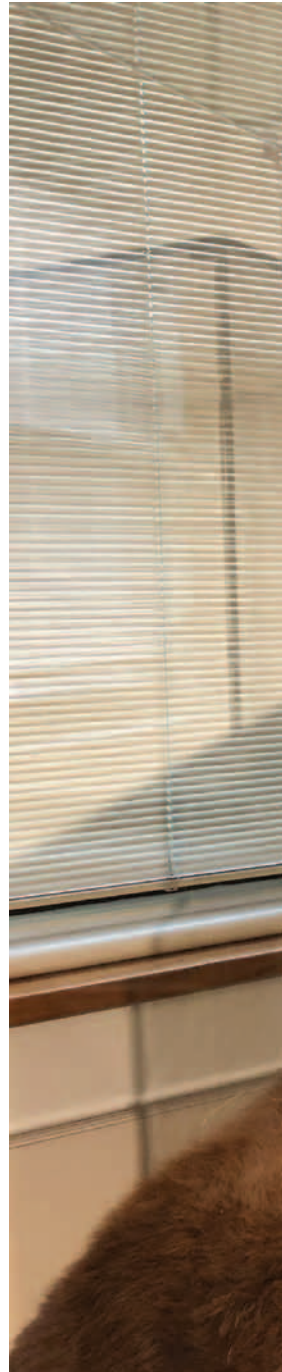
Starting the journey

In 2015, the Truth and Reconciliation Commission of Canada (TRC) released its report Honouring the Truth, Reconciling for the Future, which identified 94 Calls to Action, and highlighted the important role of research to advance the understanding of reconciliation. Ten principles of reconciliation were provided, notably that reconciliation requires constructive action on addressing the ongoing legacies of colonialism (no. 4), and that reconciliation requires political will, joint leadership, trust building, accountability, and transparency, as well as a substantial investment of resources (no. 9).[1]

In 2017, the Canada Research Coordinating Committee (CRCC) was created. The CRCC brings together the presidents of Canada's research granting agencies, namely the Canadian Institutes of Health Research (CIHR), the Natural Sciences and Engineering Research Council (NSERC) and the Social Sciences and Humanities Research Council (SSHRC); the National Research Council (NRC); the Canada Foundation for Innovation (CFI); the chief science advisor; and the deputy ministers of Innovation, Science and Economic Development and of Health Canada. As one of its key priorities, the CRCC reaffirmed the federal granting agencies' commitment to the Calls to Action of the TRC with the creation of a national dialogue with Indigenous communities to co-develop an interdisciplinary Indigenous research and research training model that contributes to reconciliation.

In Budget 2018, the federal government committed $3.8 million to SSHRC to support this priority by developing a strategic plan that identifies new ways of doing research by and with Indigenous communities. This includes strategies to grow the capacity of First Nations, Métis and Inuit communities to lead their own research and partner with the broader research community.

In support of these objectives, SSHRC, in collaboration with the other federal granting agencies, CIHR and NSERC, as well as the CFI, has been leading the implementation of the Strengthening Indigenous Research Capacity initiative. This document summarizes that process and highlights the issues and concerns raised by First Nations, Inuit and Métis peoples in the context of Indigenous research and research training, as well as reflecting their experiences with the broader research community in the past and the present.

Four strategic directions are presented to guide the ways forward in building new models to support Indigenous research and training. The proposed mechanisms within each direction reflect areas that are within the scope of the granting agencies' mandates. In some areas, they build upon initiatives that have been and continue to be developed in collaboration with Indigenous communities in recent years. These have included the creation of new Indigenous research programs, the introduction of guidelines for the merit review of Indigenous research, the extension of funding eligibility to Indigenous organizations; and the revised Tri-Agency Policy Statement 2 on ethical conduct for research with a chapter on research involving First Nations, Inuit and Métis peoples.

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1 See Appendix 1 for the 10 Principles of Reconciliation of the Truth and Reconciliation Commission.

Engaging with First Nations, Inuit and Métis peoples
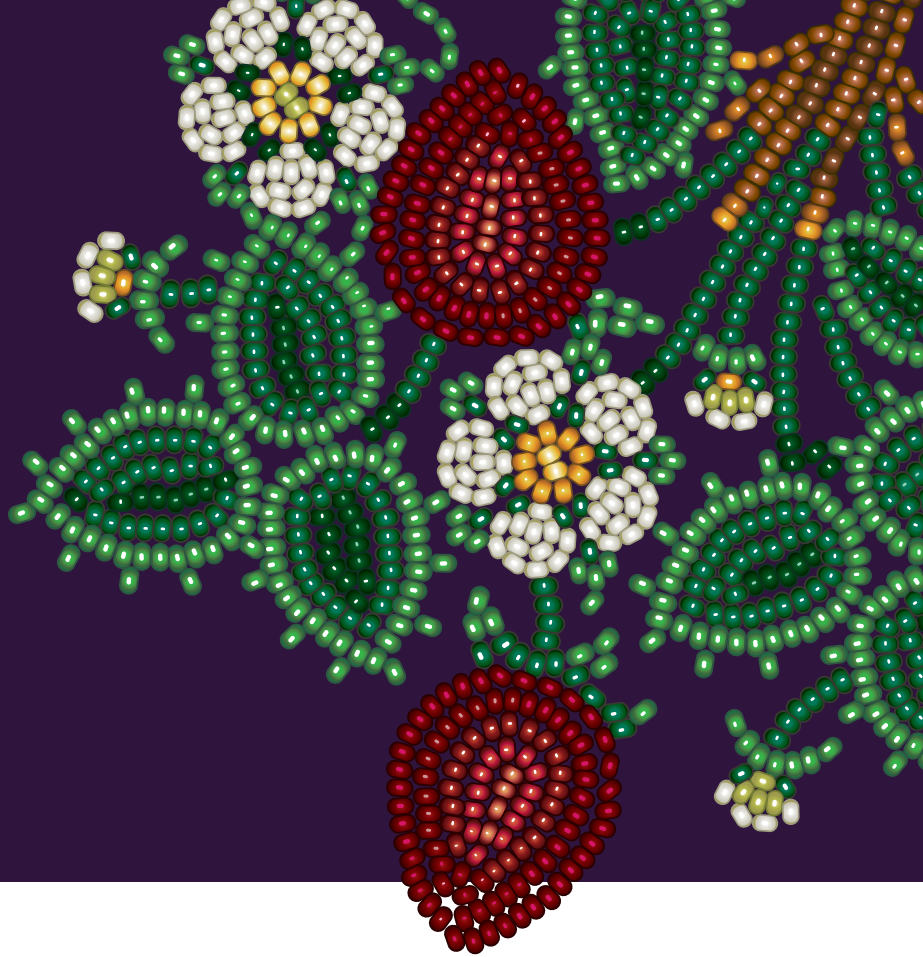
Three main objectives have guided a process of respectful and reciprocal engagement activities with Indigenous partners:

1. **Building of new relationships with First Nations, Inuit and Métis peoples**
   Engagement activities are setting a course for fostering and sustaining mutually respectful relationships with Indigenous Peoples and have generated ongoing opportunities for meetings and gatherings.

2. **Co-development**
   New directions to support new models for Indigenous research and research training are being co-developed with Indigenous communities, collectives and organisations, and researchers. Dedicated outreach was undertaken with national and regional Indigenous organizations, Indigenous women's organizations, the National Centre for Truth and Reconciliation, post-secondary institutions, academics, Elders, Indigenous knowledge keepers, women, youth, community leaders and representatives, and rights-holders.

3. **Coordinated approach**
   A coordinated approach with granting agencies is being maintained in support of the CRCC's mandate to achieve greater harmonization, integration and coordination of research and research-related programs and policies.

Engagement is not envisioned as a consultation, but rather as an opportunity to develop and strengthen long-term relationships with Indigenous Peoples in a peer-to-peer context. This has included, but was not limited to, co-developing research questions and agendas, taking time to establish mutually respectful relations, respecting Indigenous ethics and protocols, and reflecting regularly with Indigenous partners on the priorities of First Nations, Métis and Inuit communities to shape strategic directions. Opportunities for engagement were presented along two main streams, as follows.

STREAM
A

**Regional
engagement events**

A series of 14 regional engagement events, including roundtables and workshops, were organized in collaboration with Indigenous partners between July 2018 and March 2019. These events were held with Indigenous organizations and communities across Canada, reflecting a diversity of voices that included Elders and knowledge keepers, youth and students, researchers, business leaders, women's groups, and community research organizations. A full list of the engagement events is provided in Appendix 2.

A National Dialogue was held in Ottawa in March 2019 that convened Indigenous Research Capacity and Reconciliation Connection Grant holders (see below), Indigenous community members as well as Interagency and CRCC representatives. Three hundred participants gathered at the National Dialogue to discuss emerging themes identified during the engagement events and in the position papers submitted by the Connection Grants holders.

These events emphasized collaboration and leveraged on-going engagement with Indigenous organizations and partners. An online platform (via GCCollab) was also developed to provide further opportunities for engagement and discussion among individuals at post-secondary institutions, government, businesses, associations and communities.

STREAM
B

**Indigenous Research Capacity
and Reconciliation Grants**

A dedicated funding opportunity for multi-disciplinary Indigenous Research Capacity and Reconciliation Grants was also launched through SSHRC's Connection program on June 21, 2018, National Indigenous Peoples Day. These grants supported community gatherings, workshops, and events that mobilized and exchanged knowledge on Indigenous research and reconciliation. A total of 116 Connection Grants, funded by CIHR, NSERC and SSHRC, were awarded across Canada with a value of up to $50,000 each.

For the first time, Connection Grants were also extended to Indigenous not-for-profit organizations with a research mandate. Proposals submitted by Indigenous not-for-profit organizations had an 85 percent success rate, and comprised the majority of the Connection Grants awarded. A full list of Connection Grant award holders is available in Appendix 3.

Gathering Voices

During the course of the engagement process, First Nations, Inuit and Métis peoples shared their stories and perspectives and expressed their needs, concerns and aspirations for Indigenous research. The role of research to address the priorities of communities was acknowledged, citing many positive examples of current community-led research in areas such as language revitalization, economic development, and health.

Summary reports of the regional engagement events, reviewed by participants, were shared with the granting agencies and the CFI by the event organizers. In addition, Connection Grant holders also provided, as part of the grant, some 94 position papers on the respective topic of their project. A summary of discussions at the National Dialogue is provided in Appendix 4.

An analysis of the summary of discussions and the position papers identified the following key issues and concerns, as well as opportunities for action:

Decolonizing research
Many participants in the engagement events viewed current research and research funding models as reinforcing power imbalances that negatively impact Indigenous spiritual, mental, physical and emotional well-being. Indigenous People expressed a greater need to set their own research priorities and to lead their own research. They called for research that directly addresses issues and concerns tied to community well-being and healing, and that contributes to sustainable socio-economic development. *Nothing about us without us* was often repeated in engagement sessions. Stronger mechanisms to ensure the ethical conduct of research with Indigenous communities and on Indigenous lands, and stronger commitments to Indigenous leadership in federal research

institutions and funding agencies, are discussed further below.

At the same time, it was also widely recognized that decolonization is a highly complex topic with no single definition or interpretation. Research was acknowledged as playing a critical role to furthering a better understanding of decolonization in ways that reflect the distinct experiences among different Indigenous communities. The federal granting agencies' engagement with Indigenous communities is seen as an important step for ensuring a sustained commitment towards decolonizing historical structures and processes of research funding.

Data governance and intellectual property rights
Indigenous Peoples have made repeated calls for greater ownership and control over Indigenous data. Participants in the engagement events spoke emphatically about the harms that have been caused to their communities through the mismanagement of data, and explained how misinterpretation of data has contributed to the continued misunderstanding and marginalization of Indigenous Peoples, their cultures and their knowledge systems. In an era where personal data is easily bought and sold, issues about how Indigenous data is used, stored and shared by external researchers was seen as a top priority. Ownership, control, and access were often highlighted as key principles for Indigenous data governance, and caution was expressed that the current model did not respond to the distinct needs and interests of all First Nations, Inuit and Métis regions and communities.

Research ethics and protocols
Stronger mechanisms to more effectively regulate the ethical conduct of research by and/ or with Indigenous Peoples, in

their communities and on their lands were requested. Participants in the engagement events shared experiences with non-Indigenous researchers who failed to provide communities with adequate information on their research or to obtain consent from the community. Participants spoke of research findings as misrepresenting or discrediting Indigenous communities and knowledge holders. Indigenous community leaders have challenged skepticism about the legitimacy of Indigenous knowledge, despite the many scientific advances that are directly attributable to First Nations, Inuit and Métis peoples. Concerns were expressed that increasing interest in research involving Indigenous Peoples is putting undue pressure on many members of their community, notably Elders. Specific challenges were further identified for regulating the ethical conduct of international researchers, who may not be bound by the same regulatory codes as Canadian researchers. In the Arctic, Indigenous People expressed increasing alarm about noise, pollution and other harmful impacts of international research on people, wildlife and the land.

Funding eligibility and accessibility

The exclusion of Indigenous organizations from funding given current requirements for institution affiliation as a condition of funding, is seen as a consistent barrier to growing their capacity. Current funding models were seen as enabling institutions to control the research agenda and further enabling the extraction of data from Indigenous communities with inadequate attention to potential negative impacts. Indigenous organizations with a research mandate seek eligibility criteria that recognize Indigenous ways of knowing, and called for more transparency and accountability in the adjudication of funding proposals, including appropriate mechanisms for verifying Indigenous identity. Better accessibility to information on funding opportunities, including the step-by-step processes of applying for grants, will also enable greater understanding, accessibility and participation

in research by First Nations, Inuit, and Métis peoples.

Research partnerships and community-led research

Indigenous People expressed an urgent need for long-term research relationships built on trust, respect and mutual interests. They stressed that mutually beneficial relationships take time and cannot be accomplished without involving the entire community. Dedicated funds for community outreach and relationship building to lay the groundwork before the research can start were seen as an important step towards improving research partnerships. Participants at the engagement events also pointed to the need for funding to support core administration costs that would enable Indigenous organizations to lead their own research. Furthermore, they highlighted that research conducted in remote communities in Canada, and notably in the Canadian North, generates substantial additional costs and time commitments, which require special consideration for funding and supports.

Supporting Indigenous students

Indigenous People pointed to the need for greater targeted support for Indigenous students. Many students shared the challenges and barriers they experience in pursuing successful education pathways, and called for more funding flexibility. They also noted that the current academic advancement model often competes with their ancestral values. Indigenous students and young researchers often find themselves torn between conforming to the expectations of their post-secondary institutions and staying true to their knowledge systems and responding to the needs of their communities.

Indigenous leadership and representation

Importantly, First Nations, Inuit and Métis peoples called for more representation in leadership and decision-making roles—from peer review and policy development, to merit review practices and adjudication of research proposals.

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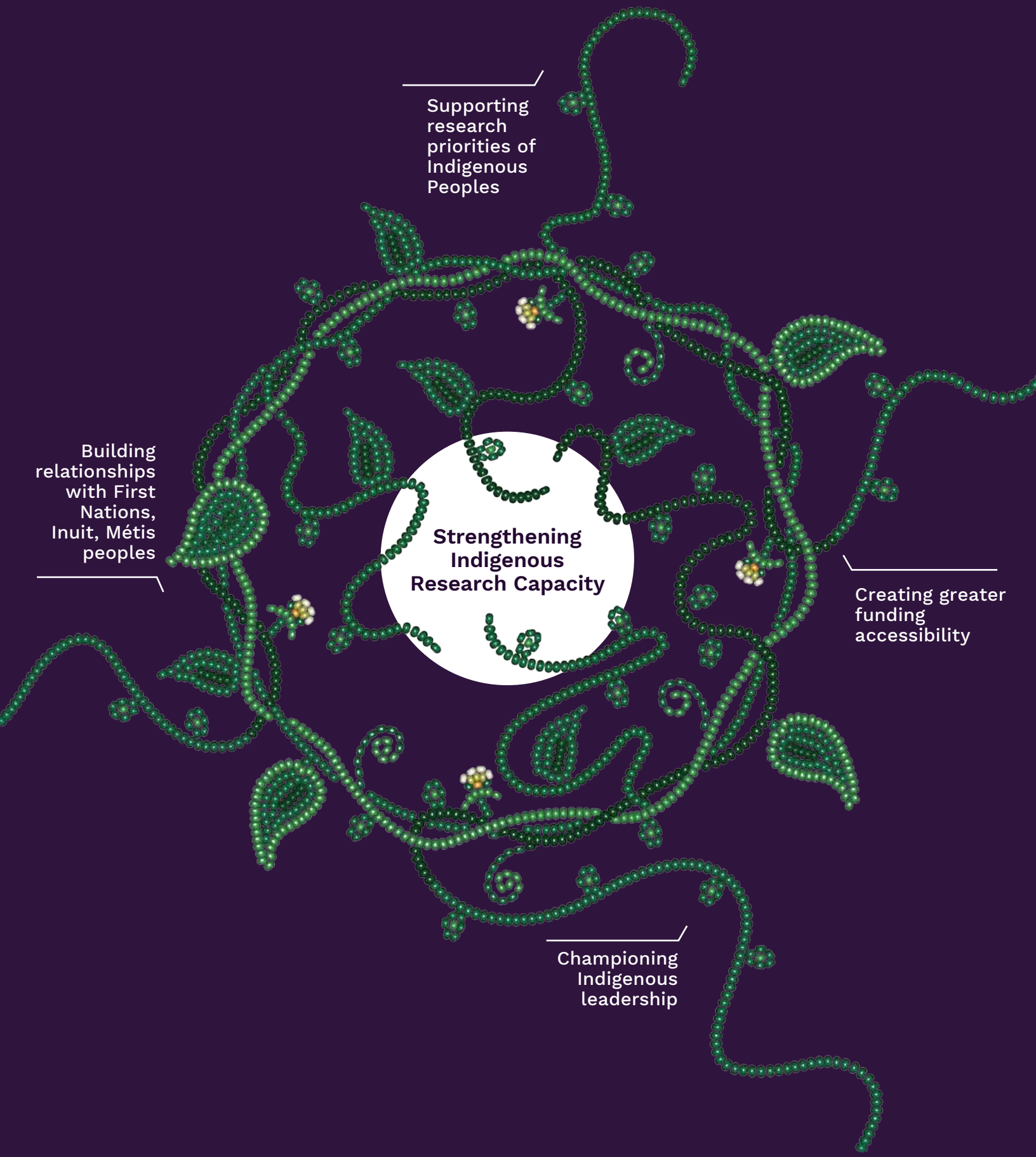
Supporting
research
priorities of
Indigenous
Peoples

Building
relationships
with First
Nations,
Inuit, Métis
peoples

**Strengthening
Indigenous
Research Capacity**

Creating greater
funding
accessibility

Championing
Indigenous
leadership

Setting new directions

Through the engagement events, position papers and the National Dialogue, concerns were shared about experiences with past and present research, and numerous ideas, solutions and possibilities for the future were offered. The analysis of all these reports, papers and discussions has led to four proposed key strategic directions that reflect new models for Indigenous research and research training. The goals identified in the National Inuit Strategy on Research, produced by Inuit Tapiriit Kanatami (ITK), have also helped guide development of the strategic directions and their objectives, as outlined below.[2]

These four strategic directions also reflect key commitments by the federal research funding agencies to build new models for Indigenous research and research training. The agencies recognize that implementation of the mechanisms identified across the four directions will be undertaken in collaboration with Indigenous partners. It is understood that gender-based analysis+ (GBA+) will also be applied at the implementation stage to ensure that mechanisms and outcomes take into account intersectionality within the Indigenous population. The four strategic directions are inextricably linked, where the success of each direction depends on the success of the others.

The commitments recognize that each of the federal granting agencies are at different stages of development with respect to previously established Indigenous research priorities. They are intended to build on the progress of advancing Indigenous research, and provide a basis for strengthened ongoing collaboration. These strategic directions were further guided by the following key principles:

↘ **Self-determination**
fostering the right for First Nations, Inuit and Métis peoples to set their own research priorities

↘ **Decolonization of research**
respecting Indigenous ways of knowing and supporting community-led research

↘ **Accountability**
strengthening accountability in respecting Indigenous ethics and protocols in research and identifying the benefits and impacts of research in Indigenous communities

↘ **Equitable access**
facilitating and promoting equitable access and support for Indigenous students and researchers

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Inuit Tapiriit Kanatami (ITK). 2019 National Inuit Strategy on Research and Implementation Plan. Ottawa: ITK. Available at https://www.itk.ca/wp-content/uploads/2018/03/National-Inuit-Strategy-on-Research.pdf.

Building relationships with First Nations, Inuit and Métis peoples

9

OBJECTIVE

A commitment to sustained engagement with Indigenous Peoples

Indigenous Peoples highlighted the importance of time and support to develop meaningful, respectful and sustaining relationships and to build trust with partners in the pursuit of Indigenous research. These relationships need to be mutually beneficial and contribute to meeting Indigenous research needs.

The granting agencies have pursued stronger engagement with First Nations, Inuit and Métis peoples in the development of their respective Indigenous research guidelines, policies and programs over the years, notably through research dialogues and gatherings with Indigenous communities, the establishment of Indigenous advisory circles, and, most recently through CIHR's Network Environments for Indigenous Health Research. Further background on the federal granting agencies' (CIHR, NSERC, SSHRC) Indigenous research initiatives is provided in Appendix 5.

The Strengthening Indigenous Research Capacity initiative has aimed to set a new course for fostering and sustaining mutually respectful relationships with Indigenous Peoples, and the granting agencies are committed to sustaining these relationships. Opportunities to continue to build new relationships are noted as follows:
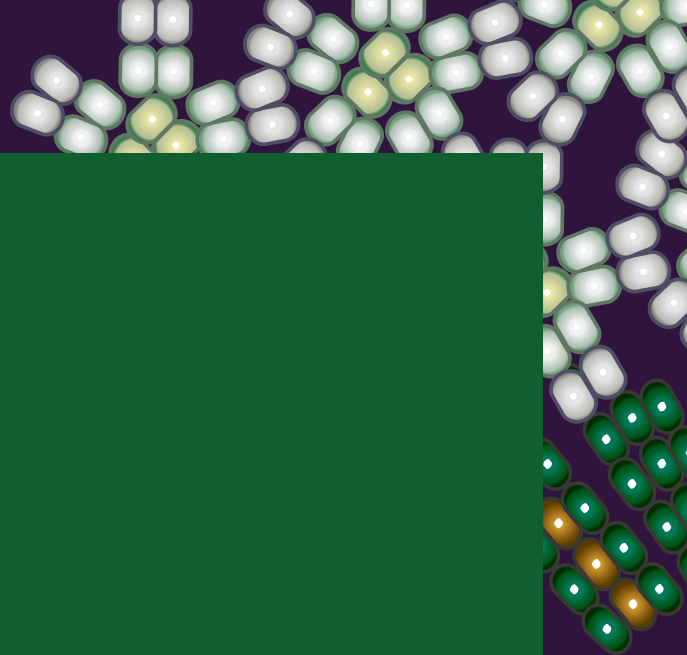
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INDIGENOUS PEOPLES

highlighted the importance of time and support to develop meaningful, respectful and sustaining relationships and to build trust with partners in the pursuit of Indigenous research.

Intended Outcomes

- Researchers enabled to develop mutually respectful research relationships with Indigenous Peoples

- Environments created to promote capacity-building and development of research communication networks with First Nations, Métis and Inuit communities

- Research partnerships created between Indigenous communities, the granting agencies, and the broader research community

- Indigenous students have greater access to the work of Indigenous scientists and scholars

MECHANISMS

a. Offer funding opportunities

to support relationship building between Indigenous communities, organizations, researchers and students in developing, undertaking, and reporting on research projects; and for Indigenous partners to promote learning and sharing of research and research practices.

b. Create effective tools and resources

to facilitate access for Indigenous communities, collectives and organizations to connect with researchers and students involved in Indigenous research, as well as to help identify potential researchers with whom they may wish to collaborate.

Supporting research priorities of Indigenous Peoples

11

OBJECTIVE

A commitment to the revision and development of the federal granting agencies' guidelines for Indigenous research

The development and improvement of Indigenous research policy guidelines has progressed in recent years. Notably, the Tri-Agency Policy Statement 2 included a revised chapter on ethical conduct for research involving First Nations, Inuit and Métis peoples. CIHR and SSHRC have recently released new Merit Review guidelines, funding eligibility criteria, and definitions of Indigenous research to more effectively support Indigenous researchers and organizations.

Concerns were expressed, however, that these guidelines are not consistently enforced and should be further improved. In particular, Indigenous communities have expressed a strong need to reinforce and strengthen guidelines for merit review, data management, and the ethical conduct of research with First Nations, Inuit and Métis communities and on their lands. They also highlighted the crucial role of Elders and knowledge keepers in the decision-making process.

To address concerns about respectful engagement with Indigenous communities, collectives and organizations, as well as ensuring that research addresses community priorities, new or revised research guidelines will further require researchers to engage significantly with First Nations, Inuit and Métis community members.

"

have expressed a strong need to reinforce and strengthen guidelines for merit review, data management, and the ethical conduct of research with First Nations, Métis and Inuit communities and on their lands.

MECHANISMS

a. **Revise and introduce new merit review criteria**

to ensure that researchers are accountable to Indigenous communities, and that First Nations, Métis and Inuit knowledge systems (including ontologies, epistemologies and methodologies) are recognized and contribute to scientific/scholarly excellence.

b. **Champion and support Indigenous data management protocols**

to ensure community consent, access and ownership of Indigenous data and protection of Indigenous intellectual property rights.

c. **Strengthen adherence to Indigenous ethics and protocols**

to recognize the role of Elders in guiding and mentoring Indigenous research projects, and recognize the importance of regional engagement and consent.

Intended Outcomes

- Increased leadership of Indigenous Peoples in research

- Recognition of Indigenous ways of knowing as an integral part of valid and authoritative research

- Support for Indigenous-led strategies and structures that address respectful and mutually beneficial data management and intellectual property rights in Indigenous research

- Establishment of clear guidelines for engaging respectfully with Indigenous communities, Elders and knowledge keepers

- Increased accountability of researchers to Indigenous communities

12

Creating greater funding accessibility to granting agency programs

A commitment to greater accessibility to funding

First Nations, Inuit and Métis people have expressed the need to set their own research priorities and to lead research projects that directly benefit their communities. At the same time, insights shared by Indigenous students have highlighted consistent barriers and challenges in their student experience and pathways to education, which may be addressed through new models to support Indigenous research and student training.

Noteworthy is the recent 2019 Federal Budget which presented a significant funding commitment of $824 million over 10 years to support a distinctions-based approach to Indigenous post-secondary education. These funds will be administered in part by Indigenous Services Canada's Post-Secondary Student Support Program, as well as by other government and non-government bodies. Though not targeted for Indigenous students directly, Budget 2019 also announced increased funding to the Canada Graduate Scholarships Program. This includes an additional 500 master's level scholarships and awards annually, as well as 167 more three-year doctoral scholarships and fellowships annually to be administered across CIHR, NSERC and SSHRC.

> **"**
>
> **FIRST NATIONS, INUIT AND MÉTIS PEOPLE**
> have expressed the need to set their own research priorities and to lead research projects that directly benefit their communities.

Intended Outcomes

- First Nations, Inuit and Métis peoples lead research projects for the benefit of their communities

- Successful education and career pathways enable Indigenous student success

- Specific tools in place that meet the needs of Indigenous Peoples

- Increased awareness, understanding and leadership of Indigenous researchers, students and community in research

MECHANISMS

a. **Revise eligibility guidelines**

   to ensure equitable access to research funding and infrastructure support for Indigenous organizations with a clear research mandate.

b. **Offer funding opportunities for Indigenous students**

   providing increased and flexible support through scholarships and fellowships, including undergraduate research skills training and mentoring opportunities.

c. **Create effective tools and resources**

   to build and strengthen understanding and user-friendliness of granting agency programs, including simplifying language, administration and application processes.

Championing Indigenous leadership, self-determination and capacity building in research

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OBJECTIVE

A commitment to reconciliation and the decolonization of Indigenous Research

First Nations, Inuit and Métis peoples seek stronger leadership roles in decision-making of research funding policies among the granting agencies, with greater respect and recognition for Indigenous ways of knowing in research and scientific inquiry. Notably, Indigenous scholars emphasized that reconciliation in research also means reconciling western scientific traditions with Indigenous worldviews and cultural practices, as well as recognizing and understanding the vast diversity that exists among Indigenous groups in Canada.

Intended Outcomes

- Decolonization of Indigenous research through the development of clear structures and resources for First Nations, Inuit and Métis peoples to build research capacity

- Indigenous leadership in decision-making and guidance to the granting agencies on Indigenous research issues

- Establishment of a sustainable and culturally safe space for Indigenous employees, ensuring employees have the necessary sensitivity, knowledge, and skills for more effective Indigenous relationship building

- Successfully addressing gaps in Indigenous representation at all levels through the establishment of sustainable hiring, retention and career progression strategies

MECHANISMS

a. Offer funding opportunities

to strengthen capacity among Indigenous communities.

b. Promote leadership of First Nations, Inuit and Métis peoples

in guiding and determining Indigenous research and research training.

c. Require Indigenous cultural safety training at the federal granting agencies

to strengthen understanding and respect of Indigenous perspectives, histories and worldviews within these agencies.

d. Establish greater Indigenous representation at the federal granting agencies

to include Indigenous voices in decision-making, notably at management levels.

e. Create an Indigenous Leadership Circle

to guide the implementation of the strategic directions outlined in this document.

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Looking forward

This document outlines key commitments made by the federal research granting agencies to support new models for Indigenous research and research training. These commitments aim to respond to the Truth and Reconciliation Commission's Calls to Action and to grow the capacity of First Nations, Inuit and Métis communities to lead their own research and partner with the broader research community.

The implementation of the mechanisms proposed across the four strategic directions will take time and sustained efforts and collaboration to realize over the coming years. Building respectful relationships between First Nations, Inuit and Métis peoples and the research community through ongoing engagement and in regular collaboration among the federal funding agencies will continue to guide our path forward.

APPENDIX

1

The Truth and Reconciliation Commission of Canada believes that in order for Canada to flourish in the twenty-first century, reconciliation between Aboriginal and non-Aboriginal Canada must be based on the following principles:

1. *The United Nations Declaration on the Rights of Indigenous Peoples* is the framework for reconciliation at all levels and across all sectors of Canadian society.
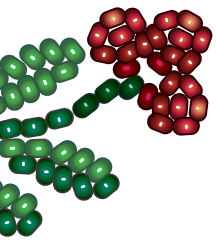
2. First Nations, Inuit, and Métis peoples, as the original peoples of this country and as self-determining peoples, have Treaty, constitutional, and human rights that must be recognized and respected.

3. Reconciliation is a process of healing of relationships that requires public truth sharing, apology, and commemoration that acknowledge and redress past harms.

4. Reconciliation requires constructive action on addressing the ongoing legacies of colonialism that have had destructive impacts on Aboriginal peoples' education, cultures and languages, health, child welfare, the administration of justice, and economic opportunities and prosperity.

5. Reconciliation must create a more equitable and inclusive society by closing the gaps in social, health, and economic outcomes that exist between Aboriginal and non-Aboriginal Canadians.

6. All Canadians, as Treaty peoples, share responsibility for establishing and maintaining mutually respectful relationships.

7. The perspectives and understandings of Aboriginal Elders and Traditional Knowledge Keepers of the ethics, concepts, and practices of reconciliation are vital to long-term reconciliation.

8. Supporting Aboriginal peoples' cultural revitalization and integrating Indigenous knowledge systems, oral histories, laws, protocols, and connections to the land into the reconciliation process are essential.

9. Reconciliation requires political will, joint leadership, trust building, accountability, and transparency, as well as a substantial investment of resources.

10. Reconciliation requires sustained public education and dialogue, including youth engagement, about the history and legacy of residential schools, Treaties, and Aboriginal rights, as well as the historical and contemporary contributions of Aboriginal peoples to Canadian society.

APPENDIX

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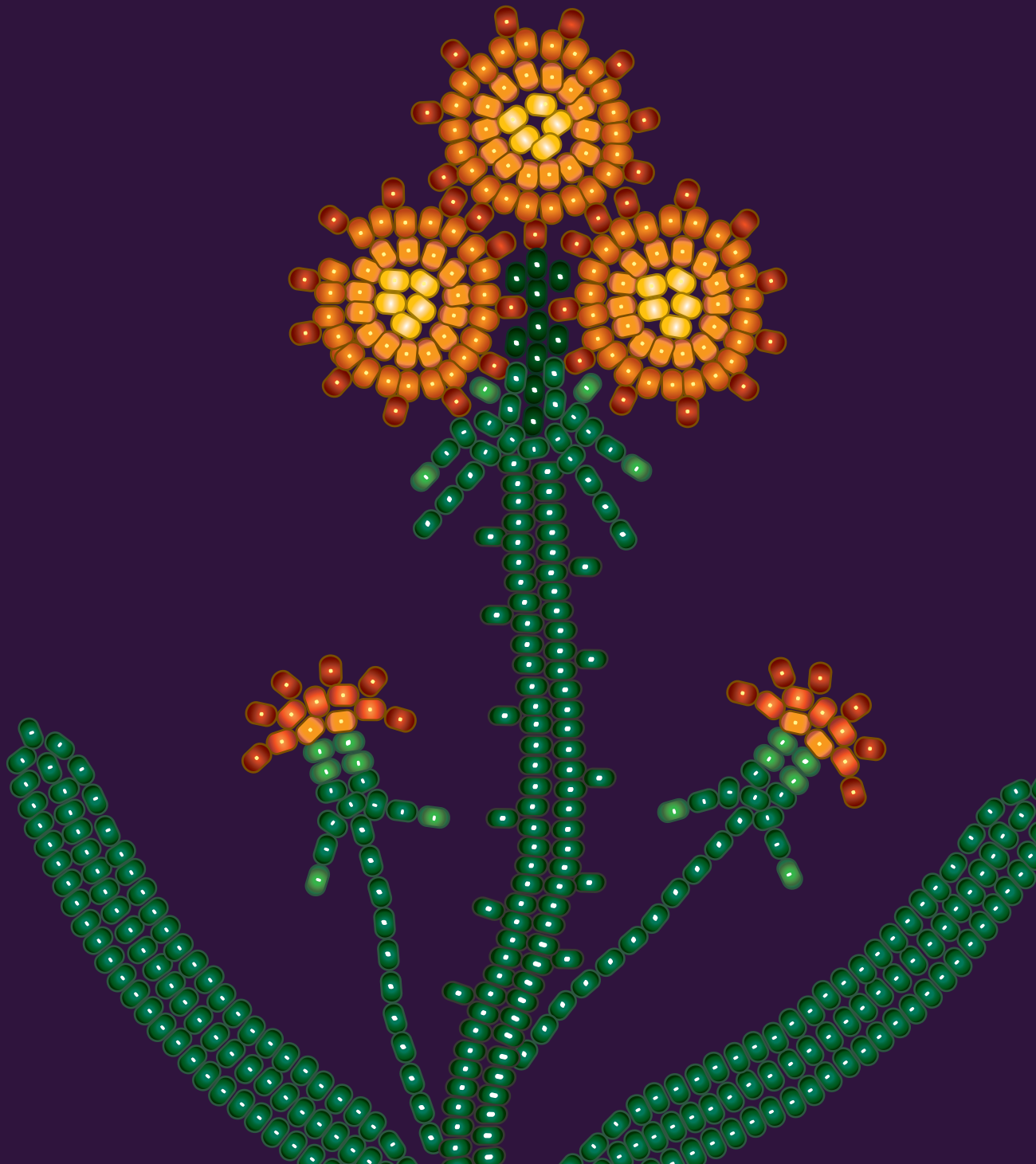
Regional Event	Date	Location	Collaboration
Zuguswediwin Gathering – National Gathering of Elders and Knowledge Keepers	JULY 21, 2018	Turtle Lodge, Winnipeg, MB	National Centre for Truth and Reconciliation;
Indigenous Business Leaders Roundtable	SEPT. 26, 2018	Vancouver, BC	Canadian Council for Aboriginal Business
Roundtable with Indigenous Education Leaders: Colleges, Indigenous Institutes	OCT. 14, 2018	Wendake, QC	Colleges and Institutes Canada (Indigenous Education Symposium, October 14-17, 2018)
Gathering with Students/Young Leaders	OCT. 18, 2018	Halifax Friendship Centre, NS	Indspire
Roundtable with Indigenous Women Leaders	OCT. 27, 2018	Ottawa, ON	Native Women's Association of Canada
Indigenous Community Members	OCT. 30, 2018	UNBC Welcoming Centre, Prince George, BC	University of Northern BC
La Classe des Sages	NOV. 2-4, 2018	Wendake, QC	INRS - Réseau - DIALOG
Indigenous Leaders, Communities in Northwest Territories	NOV. 18-21, 2018	Yellowknife Inuvik, NWT	Regional Indigenous Organizations, facilitated by the Government of Northwest Territories
Montreal Urban Indigenous Community Members	NOV. 23, 2018	Montreal, QC	Montreal Urban Aboriginal Community Strategy Network
Indigenous Colleges and Institutes	JAN. 29, 2019	Edmonton, AB Yellowhead Tribal College	Blue Quills University
Roundtable Discussion: Indigenous Academic, Community, Business Sector Leaders	FEB. 4, 2019	Songhees Wellness Centre, Victoria, BC	University of Victoria
National Inuit Strategy on Research Roundtable	FEB. 20, 2019	Ottawa, ON Westin Hotel	Inuit Tapiirit Kanatami
Mi'kmaq Community	MAR. 5, 2019	Halifax, NS	Union of Nova Scotia Indians
National Dialogue	MAR 12-13, 2019	Ottawa, ON	Canadian Institutes of Health Research, Natural Sciences and Engineering Reserach Council, Social Sciences Humanities Research Council, and Canada Foundation for Innovation

APPENDIX

3

No.	Applicant	Administering Organization	Application Title
1	Andrew, Leon	Sahtu Renewable Resources Board	Sahtu Ne K'e Dene Ts'ili (Living on the Land) Forum Research Strategy Development and Community Review Workshop
2	Arcand, Melissa	University of Saskatchewan	Forum on Indigenous agriculture in Saskatchewan: sowing a way towards revitalizing Indigenous agriculture in Treaty 4 and 6 Territories
3	Auger, Andrea	First Nations Child and Family Caring Society of Canada	Indigenous Youth Voices: A way forward in conducting research with and for Indigenous youth
4	Auger, Reginald	Université Laval	Nunamit past, present, and future: a multidisciplinary consultative conference to build research capacity and reconciliation in Inuit studies among the Inuit of the Quebec lower north shore
5	Augustine, Stephen J.	Cape Breton University	Building Research Capacity and Facilitating Reconciliation through Indigenous Ethics Processes
6	Beatty, Ruth A.	Lakehead University	Connecting Indigenous and western mathematical ways of knowing: building capacity
7	Big Canoe, Rebecca	EnviroNative Training Initiatives Inc.	Capturing the Symphony of Indigenous Research: The Strength in the Voices of FNMI Women
8	Bredin, Shannon D.	The University of British Columbia	Engaging Indigenous Ways of Knowing Within Higher Education
9	Carlson, Keith T.	University of Saskatchewan	Envisioning reconciliation within lower Fraser River Indigenous communities
10	Carter, Jill L.	University of Toronto	Research as restitution and redress: the Great Lakes Canoe Journey and the transmission of Anishinaabewin through deep time
11	Cho, Danbi	Teach For Canada	Non-profit impact reporting: a First Nations impact assessment framework
12	Cidro, Jaime	The University of Winnipeg	Strengthening foundations for health and self-determination: piloting a local Indigenous food sovereignty assessment bundle
13	Clark, Natalie G.	Thompson Rivers University	Cu7 me7 q'wele'wu-kt. Come on, let's go berry-picking: intergenerational land-based healing through Indigenous girls groups
14	Claxton, Nicholas L.	University of Victoria	Supporting Culturally Appropriate Coming of Age Resources for Urban Indigenous Youth in Care on Vancouver Island: (Re)Connecting with Self-Determined Health and Wellness

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No.	Applicant	Administering Organization	Application Title
15	Cockcroft, Robert	Western University	Reconciliation through Indigenous skies: Indigenous astronomical sky lore workshop to share document and disseminate local national and international knowledge and best practices in research teaching and outreach
16	Coulthard, Glen S.	Dechinta Centre for Research and Learning	Land as Relationship: Cultivating Cross-Struggle Solidarity through Land-Based Practice
17	Dawson, Peter C.	University of Calgary	Developing a strategy for commemorating and preserving former residential schools in Alberta
18	Dion, Susan D.	York University	Pwenatameneyo: looking back, looking forward, looking with intention
19	Dowsley, Martha G.M.	Lakehead University	When the snow blankets the earth, it is time to tell stories: using digital technology and Indigenous storytelling to communicate research on Lac Seul First Nation's history
20	Edge, Lois E.	Aurora College	Deh Gah Gotine (I am) - A celebration of Northern Indigenous Heritage
21	Fellner, Karlee	University of Calgary	Engaging Niitsitapiisinni: centring Blackfoot knowledges in community-driven research
22	Finestone, Elana	Native Women's Association of Canada	Re-imagining serving time in Indigenous communities: Indigenous women and community leaders' perspectives
23	Foley, Tyler	Joint Economic Development Initiative Inc.	Exploring opportunities and partnerships for Indigenous development in New Brunswick
24	Fox, Shari L.	Ilisaqsivik	Linking Inuit knowledge and drones: Increasing community capacity for research and monitoring using aerial technology
25	Fukuzawa, Sherry L.	University of Toronto	Symposium on the importance of the Indigenous Curriculum in Ontario Classrooms
26	Gagnon, John A.	University of Waterloo	Blending traditions and technologies: Indigenous broadcasting, performance and music and community-centred language revitalization initiatives
27	Gaudry, Adam J.P.	University of Alberta	Land-based learning partnerships and reconciliation: supporting Indigenous research capacity in on-the-land knowledge transmission
28	Graben, Sari	Ryerson University	Indigenous administrative law: mobilizing Anishnaabeg law for reconciliation

No.	Applicant	Administering Organization	Application Title
29	Hardwick, Jennifer	Kwantlen Polytechnic University	Medicine in our very bones: gender, sexuality and embodied resistance in Indigenous burlesque
30	Harris, Julie	Indigenous Heritage Circle	Closer to Home: Locating and Retrieving Indigenous Heritage from Archives Outside Canada
31	Hartney, Elizabeth	Royal Roads University	Promoting Reconciliation through Research Collaboration between Xaaynangaa Naay and Northern Health Authority
32	Henderson, Christopher	Indigenous Clean Energy	Indigenous Energy Futures: Collaborative Research to Identify Strategies and Modalities to Engage Indigenous Peoples and Communities in the Process of Clean Energy Evolution, Specifically New Energy Innovations and Advanced Energy Systems
33	Hill, Callie J.	Queen's University	Ratiwennokwas: gathering models for Kanien'kéha language revitalization
34	Hofmann, Verena	Northern Lights College	An assault on our collective memory and voice: understanding the present state of Indigenous relationships with research across disciplines and is there space for reconciliation moving forward?
35	Hudson, Amy M.	NunatuKavut Community Council	The Naalak gathering: a regional dialogue on Indigenous research governance
36	Hyland-Russell, Tara D.	St. Mary's University - Calgary	Grief, Loss and Conciliation: Are We Ready Yet for (Re)conciliation? Seeking Healing Medicine through the Arts for Traumatized Indigenous Youth and Learners
37	Igloliorte, Heather L.	Concordia University	Supporting Inuit Research, Academic, and Professional Capacities in the Arts: Pathways for Best Practices
38	Judge, Andrew B.	Conestoga College Institute of Technology and Advanced Learning	Indigenous land-based research: recovering earth wisdom
39	Kaine, Elisabeth	Université du Québec à Chicoutimi	Co-conception d'une structure de gouvernance d'une Chaire de recherche institutionnelle intégrant les savoirs philosophiques, épistémologiques et méthodologiques autochtones PAR et AVEC les Premiers Peuples
40	Kennedy, John	National Association of Friendship Centres	Advancing our Indigenous People in Tomorrow's Labour Market by Examining Present-Day Success
41	Kirmayer, Laurence J.	McGill University	Implementation Research in Indigenous contexts: Recommendations for creating a culturally safe space to enhance collective strengths

No.	Applicant	Administering Organization	Application Title
42	Kisikaw Piyesis, Margaret	All Nations Hope Network	Kiskinowâpamew (s/he imitates her/him in order to learn): An Indigenous-led organization's research journey
43	Klein, Peter	The University of British Columbia	Turning points: an empowerment connection project for Indigenous People with alcohol dependence
44	Koster, Rhonda L.P.	Lakehead University	Methods of Indigenous Consultation for Resource-based Research: Moving from tokenism to relationship building in the "duty to consult" for resource-based developments, a case study of tourism in Northern Ontario
45	Kucerova, Ivona	McMaster University	Identifying the rigor of Indigenous pedagogy in language revitalization and possible pathways for collaboration with university-based research
46	Larcombe, Linda A.	University of Manitoba	Sayisi Dene First Nation intergenerational engagement in land and resources use knowledge sharing for environmental repossession
47	Lendsay, Kelly J.	Indigenous Works	Research Strategies for Corporate/Indigenous Engagements
48	Lévesque, Lucie	Queen's University	Indigenous science; gathering a community of practice
49	Lindley, Juanita	Scw'exmx Child & Family Services Society	Envisioning A HUB Centre for Healing
50	Longboat, Jerry P.	Indigenous Performing Arts Alliance	Decolonization Within the Performing Arts: Mobilizing Knowledge of Indigenous Practices in Creation and Performance and Equitable Collaborations between Indigenous and Settler-led Organizations and Artists
51	MacDougall, James C.	McGill University	A Workshop to Increase Indigenous Research and Training Capacity: Including deaf Nunavummiut and their families who use Inuit Sign Language (ISL)
52	Machin, Deana	BC First Nations Fisheries Council	Communicating Indigenous fisheries values and forging a path to economic reconciliation in pacific fisheries
53	Maillhot Couture, Hugo	Nation Waban Aki Grand Council	Mobilisation des savoirs w8banakiak dans les activités du Bureau du Ndakinna : une initiative de réappropriation de la recherche
54	Manatch, Monique	Indigenous Culture Media Innovations	Indigital cultures

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No.	Applicant	Administering Organization	Application Title
55	Martin, Georgina R.	Vancouver Island University	We will survive if the salmon survive
56	McCartney, Shelagh C.	Ryerson University	Designing the future: co-creating a methodology for community-based housing design in Nishnawbe Aski Nation Territory
57	McElhinny, Bonnie S.	University of Toronto	Thirteen moon journey and gathering
58	McGregor, Deborah A.	York University	Indigenous knowledge systems, reconciliation and environmental governance
59	McGregor, Lorrilee	Noojmowin Teg Health Centre	First Nation Community Research Conference on Manitoulin Island
60	McIvor, Onowa	University of Victoria	Engaging, connecting, and mobilizing Indigenous language learning leaders, supporters, and researchers through an online sharing space project - NILLA (Netolnew Indigenous Language Learning Atlas)
61	McMaster, Gerald	OCAD University	The entangled gaze: a knowledge-exchange workshop
62	Metallic, Janine E.	McGill University	Building capacity in Indigenous research: Exploring relational research strategies in a Canadian university
63	Montesanti, Stephanie	University of Alberta	Together in a good way: fostering reconciliation through institutional excellence
64	Monture, Richard D.	McMaster University	Dwadewayehsta Gayogohno - "we are all learning Cayuga": Maintaining and Preserving the Cayuga Language at Six Nations of the Grand River
65	Moore, Patrick	The University of British Columbia	Taking action on First Nations language priorities: reconciling research with attaining fluency in Na-Dene languages
66	Myre, Nadia	Concordia University	Dish with one spoon: the country where the beavers, deer, elk and such beasts keep
67	Napoleon, Valerie R.	University of Victoria	Secwépemc-kt ell k'weselktnéws-kt: A Gathering ("we are all Secwépemc and we are all interrelated")
68	Needham, Ted D.	University of New Brunswick	Building Respectful Relationships in the Forestry Community Through Indigenous Knowledge
69	Nelson, Harry W.	The University of British Columbia	Participatory action to support economic reconciliation: Clayoqout sound

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No.	Applicant	Administering Organization	Application Title
70	Ochalski, Heather	Inuit Tapiriit Kanatami	Inuit graduate student winter institute: ensuring Inuit participation and success in research training
71	O'Connell, Cheryl	North Island College	North Island College and Nanwakolas Council collaboration on engagements honoring and documenting Indigenous knowledge for research and advanced science-based aquaculture technical education
72	O'Hara, Shannon	Inuvialuit Regional Corporation	Inuvialuit Self Determination Workshop
73	Patrick, Robert J.	University of Saskatchewan	Building Indigenous research capacity and reconciliation through source water protection planning
74	Pearse, Doreen E Linda	Mount Allison University	How do we listen: interdisciplinary and intercultural collaboration in performance and film
75	Peters, Stephen K.H.	McGill University	Gathering community knowledge, practices, traditions and values for future generations: the symposium on research for Indigenous curriculum design
76	Phare, Merrell-Ann	Centre for Indigenous Environmental Resources	Consent-based Governance Approaches: Extending and Mobilizing Knowledge to Support Policy Action-Research and Advance Reconciliation
77	Pine, Lila C.	Ryerson University	Creative native: a youth mentorship in the arts initiative
78	Pinsonneault, Audrey	Regroupement des centres d'amitié autochtones du Québec	Autochtonie urbaine et recherche. Les bases d'une production de savoirs par et pour les Autochtones des villes au Québec
79	Poole, Nancy	Centre of Excellence for Women's Health	Advancing collaborative action of FASD prevention in Indigenous communities
80	Quinlan, Leah	Native Women's Association of Canada	Rematriation: a decolonized pathway to healing
81	Radmanovich, Roseanna	First Nations (Alberta) Technical Services Advisory Group	Community-led source water protection planning
82	Reading, Jeffrey L.	Simon Fraser University	A concept paper for Indigenous community and institutional research reconciliation
83	Reimer, Mavis	The University of Winnipeg	Nanatawi Kiskihtamowin: Remembering the Knowledge that Nurtures Us

No.	Applicant	Administering Organization	Application Title
84	Ryan, Chaneesa	Native Women's Association of Canada	A community-informed response to understanding aging in Indigenous populations
85	Sanderson, Darlene	Thompson Rivers University	Building research capacity through the sharing of St'kemlupsemc te Secwepemc Nation Elders' traditional teachings about water: inspiring Indigenous youth, community members, educators, and water policy development toward reconciliation
86	Satterfield, Theresa A.	The University of British Columbia	Nunuts'xlhuusnm: Mobilizing Nuxalk Knowledges and Laws from the Ground-Up
87	Sawchuck, Diane	Vancouver Island Health Authority	Building health care facilities and primary care networks guided by local Indigenous communities: A new path in the Cowichan Valley regional district using a nations based approach
88	Schaepe, David	Sto:lo Nation	A knowledge creation plan for advancing Sto:lo collaborative resource stewardship and shared land-use decision-making in southwest British Columbia
89	Sevestre, Mark	Canadian Council for Aboriginal Business	Understanding the Socio-Economic Impacts of Trusts on Indigenous Economic Development in Canada
90	Shapiro, Marci	Native Women's Shelter of Montreal	Indigenous research capacity and reconciliation position paper
91	Shaw, Pamela J.	Vancouver Island University	Coast Salish traditional place names: reconciling a colonial past in the UNESCO-designated Mount Arrowsmith biosphere region
92	Simpson, Leanne	Dechinta Centre for Research and Learning	Land as pedagogy: immersive education for Dene life
93	Skudra, Max L.W.	Canadian Council for Aboriginal Business	Direction in disruption: an exploratory workshop in Aboriginal business and the future of work
94	Slowey, Gabrielle A.	York University	Spirit and intent: the Yukon umbrella final agreement today and tomorrow: supporting the transfer of knowledge and promoting an understanding of what the agreements mean to improve future governance opportunities and relationships
95	Smolewski, Magdalena	Ontario Federation of Indigenous Friendship Centres	Relationships take time: exploring the meaning of mutually respectful relationships and the engagement of Indigenous knowledge in research practices
96	Snook, Jamie L.	Torngat Wildlife Plants and Fisheries Secretariat	Inuit self-determination through equitable, sustainable and economically viable access to commercial fisheries in the Eastern Arctic

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No.	Applicant	Administering Organization	Application Title
97	Solomon, Eric	Ocean Wise Conservation Association	ScIQ Summit: Inuit Youth Bridging Traditions and Arctic Research
98	Southwick, Tosh	Yukon College	What about the land and the water? Indigenous worldviews and the research ethics process
99	Starblanket, Gina N.	University of Calgary	Indigenous Women's Gathering on Gender and Resurgence
100	Stark, Heidi K.	University of Victoria	Indigenous Resurgence and the Reconciliation of Community-Engaged Research Ethics
101	Steinhauer, Vincent N.	Mannawanis Native Friendship Centre	miyo wahkotowin
102	Sutherland, Ian D.	Memorial University of Newfoundland	Indigenous Voices: Decolonizing the Music School Curriculum
103	Thériault, Marie A.	Université de Montréal	Vers un référentiel des compétences exprimant la vision holistique et autochtone de l'enseignement et de l'apprentissage en éducation des adultes des Premières Nations
104	Tremblay, Warren	Three Nations Education Group Inc.	Reconciling Indigenous and grassroots interests in unceded Wabanaki territory: The Wolastoq Grand Council's Unification Gathering
105	Tucker, Brian	Métis Nation of Ontario	Ways of knowing: conceptualizing a Métis research and research training model
106	Turpel-Lafond, Mary Ellen	The University of British Columbia	Engagement Dialogues for Indigenous Data, Information and Records
107	Viscogliosi, Chantal	Université de Sherbrooke	Favoriser le mieux-être et la santé des communautés autochtones par la transmission des connaissances: vers une recherche partenariale mobilisant la participation sociale des aînés et les solidarités intergénérationnelles
108	Wesche, Sonia D.	University of Ottawa	Kluane First Nation research summit: fostering reconciliation, relationships and two-way knowledge mobilization
109	White, Mason C.	University of Toronto	Envisioning an Arctic Indigenous wellness centre: workshops to support visioning and co-design of Indigenous wellness centre for Indigenous Elders and youth in Yellowknife, NT
110	Williams, Keith J.	First Nations Technical Institute	Decolonizing food systems as the root of Indigenous cultural resurgence

The **STRENGHTHENING INDIGENOUS RESEARCH CAPACITY** initiative has aimed to set a new course for fostering and sustaining mutually respectful relationships with Indigenous Peoples.

No.	Applicant	Administering Organization	Application Title
111	Williams, Kienan	Maskwacis Health Services	Radon ReconciliACTION with Samson Cree Nation and Alberta Health Service
112	Wilson, Alexandria M.	University of Saskatchewan	Wachusko weesti (Muskrat Hut) project: collaborative research to support sustainable community design and address water, wastewater and housing issues in First Nations
113	Wright Cardinal, Sarah R.	University of Victoria	Language, land, and healing: stories of preparing for canoe journeys restoring Coast Salish men's roles through youth mentorship
114	Wrightson, Kelsey R.	Dechinta Centre for Research and Learning	Dreaming new worlds: Indigenous land based artistic practice and creative pursuit
115	Young, Tuma W.	Cape Breton University	L'nuwey Tplutaqan Mawio'min: traditional gatherings to discuss the development of a research agenda to explore Mi'kma'ki legal principles and to establish an L'nuwey legal institute in Atlantic Canada
116	Zachariah, Allan	Debwe Society	Feasting the language: Indigenizing university language instruction

APPENDIX

4

Strengthening Indigenous Research Capacity
Renforcement des capacités en recherche autochtone

National Dialogue | Ottawa, March 12–13, 2019

The National Dialogue was a gathering of 300 Indigenous Research Capacity and Reconciliation Connection Grant holders, Indigenous community members and tri-agency representatives. The aim of the Dialogue was to further explore emerging themes in Indigenous research identified through engagement sessions with Indigenous communities and organizations across Canada and position papers submitted by Connection Grant holders.

   The following is a summary of key messages from National Dialogue participants.

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Research Ethics, Governance and Protocols

Indigenous communities need capacity building, infrastructure investments and financial support to address data governance and intellectual property rights issues. Data sovereignty is an important principle and Indigenous Peoples call for the direct control of the research data that is gathered on Indigenous Peoples, their cultures, their histories, their languages, their knowledge systems and their traditional and sacred lands.

   Data ownership must be included in copyright and intellectual property laws. Indigenous communities are concerned about the accessibility of existing data in the academic sphere and question how this data is collected, stored and shared by researchers.

   Indigenous research ethics are different than the ethics guidelines set out by the tri-agency and postsecondary institutions. They are informed by the traditional knowledge and cultural foundations of each Indigenous nation. Indigenous Peoples see research ethics as intimately tied to the institutions that control the research funds, which helps to foster a problematic relationship with Indigenous communities. Community consent is an inherent part of the process for conducting respectful and mutually beneficial research with Indigenous Peoples.

   Elders are highly respected experts in Indigenous knowledge, including Indigenous ethics. Indigenous Peoples believe that researchers must be mentored by Elders to ensure that their research remains respectful of Indigenous protocols and continues to enjoy community collaboration. Elders must also be included in merit review of research proposals and funding agencies need to engage with and support elders in this role.

   Indigenous Peoples are concerned that international researchers are not bound by the same standard of ethical conduct as

Canadian researchers. International researchers working in Canada are impacting Indigenous communities and they should be expected to respect Indigenous ethics and protocols. Indigenous Peoples call for the creation of official mechanisms to monitor and enforce ethical guidelines as well as a reporting structure for breaches in ethical conduct. Indigenous Peoples also call on the establishment of rules and guidelines for international students and researchers as well as a support system for students who conduct research for the first time with Indigenous Peoples.

OCAP® is a useful model that can be adapted to individual community needs. OCAP® cannot be a single standard for all Indigenous Peoples, but the principles can be adapted and used by Indigenous communities. Indigenous Peoples want to see mandatory training on OCAP® in postsecondary institutions for researchers and students who intend to conduct research with Indigenous Peoples. Indigenous communities need financial investment to create and implement their own OCAP-like systems.

Building Effective Community Relations and Research Partnerships

Communities and community organizations need access to core funding for operations, as well as equal opportunity for on-going research funding. By controlling research funding, communities can engage in a mutually beneficial relationship with researchers. They can set the research agenda and identify the appropriate experts. Addressing this issue will require examining existing funding structures.

Researchers, research institutions, and funding agencies need to recognize that a researcher's relationship with the community is deep and embedded. It goes beyond a transactional relation. It is a deep engagement with the physical, emotional, intellectual and spiritual life of the com-

munity. How the researcher engages with and contributes to improving the community is fundamental to the success of the research project and the openness of the community for the researcher to return in the future. Therefore, researchers need to be sensitive to the on-going effects of colonialism, intergenerational trauma and historical violence against Indigenous communities in order not to perpetuate these legacies.

Supporting community-led research begins with recognizing that Indigenous communities have knowledge, they have their own methodologies and epistemologies, and they have their own scholars. However, there is also a need to provide funding and capacity building for Indigenous communities to advance their own community-led research. This includes revising eligibility criteria to include non-academic Indigenous organizations as grant holders, and recognizing Indigenous knowledge keepers as Principal Investigators.

Building respectful research partnerships means being responsive to community needs. This includes reorienting the objectives of conventional academic research towards community benefit as the primary goal. How research is evaluated must also be re-examined. Definitions of research success are too rigid. They should include more recognition of process, such as relationship building, training, and capacity building. Doing research in a good way, building respectful partnerships and supporting community-led research all require more flexibility in funding timelines and requirements.

Supporting Indigenous Research Talent, Opportunities and Infrastructure

Indigenous community organizations should be directly eligible for research funding. Many Indigenous organizations

have solid research capacity and should be eligible for tri-agency research funding.

Indigenous research priorities are often multi-disciplinary in nature and do not always fit well within the discipline-specific funding agencies to allow for more holistic Indigenous approaches to research. A new Indigenous research model will need to take this into consideration.

Application for funding also needs to be made more accessible to Indigenous applicants. Funding agencies need to streamline the language of application and improve their online application platforms. Indigenous communities, organizations and graduate students also need support in grant proposal writing. Indigenous Peoples would like to see funding agencies offer workshops and on-line learning modules on proposal writing, as well as provide financial support for the process of grant writing.

Research funding agencies also need to recognize that relationship-building is a crucial step in Indigenous research, one that takes time and that can seriously impact the success of the research project. As such, Indigenous Peoples call on the dedication of funds for relationship-building either as part of the main research grant or as a separate grant. They also call on multi-year funding for community-based research that is not tied to a mandatory partnership with a post-secondary institution. Finally, relationship-building also includes Indigenous representation in the review and adjudication of research proposals. Adjudicating research proposals would allow Indigenous communities more control over research.

Supporting Indigenous students starts with increasing the number of scholarships available to them. There is a need for supplemental funding for students with family responsibilities and/or students who live in remote and isolated communities. Indigenous Peoples want to see graduate funding extended to include part-time students since

these students often receive no other form of financial support from their band councils and education authorities.

Supporting Indigenous talent also involves mentorship for Indigenous students in order to help them navigate academia. It includes giving more recognition to alternative forms of research dissemination beyond the standard written thesis. There is a need to decolonize the educational environment to make it more culturally friendly to Indigenous students.

Reconciliation in research involves the re-evaluation of research infrastructure as university affiliated institutes and laboratories. It needs to take into consideration that Indigenous infrastructure includes knowledge systems, cultures, languages and land. There is also a need to invest in core funding to operate research infrastructure.

Recognizing and Respecting Indigenous Knowledges and Traditions

Elders guide and mentor research. They help make sure that everything is done in a respectful and sensitive way. Elders are the keepers of the process. They maintain the integrity of research projects, beyond and above research ethics. It is therefore important to involve Elders right from the beginning of any research project or community engagement.

It is important for researchers to demonstrate respect for Elders, in accordance with the protocols of each community. This means researchers need to be informed and culturally competent before starting a research project. The first task of researchers must be to seek out the community's Elders. Researchers must also beware of false Elders. They need to ensure that the Elder is legitimate and supported by the community.

Elders need to be adequately remunerated for their knowledge and levels of expertise.

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Recognizing the important role of Elders also reinforces the importance of Indigenous languages as the vehicles of Indigenous knowledge. Indigenous language revitalization needs to be financially supported.

Research involving Elders and other vulnerable members of the community must also be subject to community scrutiny to ensure that boundaries concerning sacred knowledge are respected and that Elders who are frail are not overburdened.

Decolonizing research is a complex issue. It involves institutional awareness and desire for change as well as the recognition of the need for Indigenous empowerment. Decolonizing research also includes the need to recognize that Indigenous Peoples need safe spaces to find and reclaim their own Indigenous knowledge systems. The transmission of Indigenous knowledge to younger generations is a pressing issue that requires financial support and should be viewed as a research activity.

Decolonizing research also involves serious reflection on the topic of Indigenous identity. Funding agencies and postsecondary institutions rely on self-identification as sufficient proof of indigeneity. Yet, many self-identified Indigenous researchers and students do not have lived experience or a connection with an Indigenous community. Indigenous People are concerned that these researchers are put in positions of influence within their institutions that can bring further harm to Indigenous Peoples. This situation further highlights the need to engage with Indigenous Peoples directly in research.

Keynote Address by Senator Murray Sinclair

Senator Murray Sinclair delivered the keynote address for the National Dialogue, which was also webcast and is available online.

In his address, Senator Sinclair emphasized that research is important to reconciliation because it contributes to the creation of a national memory. He noted how the challenges of reconciliation are deeply embedded in the history of Canada, reflecting the damages done to relations with Indigenous People. He spoke about the need to understand that history and find ways forward from it, and highlighted the many roles of research in this process:

↘ Helping to reveal, recognize and better understand that history;

↘ Providing concepts and methods to understand, measure and solve the problems that persist from that history;

↘ Helping to understand how institutions, policies and practices perpetuate those problems; and

↘ Ultimately, helping us to answer fundamental questions about where we came from, where we are going, and how do we get there.

Senator Sinclair also noted that several of the Calls to Action in the Truth and Reconciliation Commission (TRC)'s report called for more data collection. In these ways, research can also help to fulfill Senator Sinclair's own wish, which is that society today will pick up the work that he and many others helped to carry forward in the TRC and meet the on-going challenge of reconciliation. His remarks were met with a standing ovation.

> **RESEARCH** is important to reconciliation in the creation of a national memory."

SENATOR MURRAY SINCLAIR,
National Dialogue, March 2019

APPENDIX

5

# Social Sciences and Humanities Research Council of Canada

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Since the early 2000s, SSHRC has pursued a proactive and engaged commitment to Indigenous research. Throughout its dialogue with First Nations, Inuit and Métis peoples, SSHRC has gained a better understanding of, and appreciation for, the unique aspects of Indigenous research, and how they vary and interconnect with other ways of conducting research in the social sciences and humanities."[3]

3 SSHRC Indigenous Research Statement of Principles. [Web page.] Available at: http://www.sshrc-crsh.gc.ca/about-au_sujet/policies-politiques/statements-enonces/indigenous_research-recherche_autochtone-eng.aspx.

Over the past two decades, support for Indigenous research and research training has been growing steadily within the Social Sciences and Humanities Research Council of Canada (SSHRC), notably in the form of new funds, new programs and new partnerships with Indigenous communities. Between 2008 and 2017, SSHRC invested $360 million in funding for research on Indigenous themes and issues through 3,200 grants and scholarships, roughly 10 percent of SSHRC's total funding for research.

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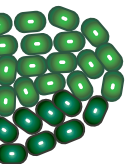
National Dialogue on Research and Aboriginal Peoples (2002-2003)

SSHRC's commitment to support Indigenous research and research training began with the adoption of a resolution by Council in 2002, where the thematic area of "Aboriginal Peoples" was identified as a priority research area.[4] In response, SSHRC launched a national dialogue that included over 50 briefs from a wide cross-section of Indigenous organizations and academics and, on November 29, 2002, SSHRC's first-ever national roundtable on Indigenous research issues. This dialogue brought together 65 Indigenous, academic, government and community representatives from across Canada to discuss humanities and social sciences research in relation to Indigenous Peoples. In addition, over 325 individuals responded to SSHRC's invitation to participate in electronic discussion groups.

The final phase of the dialogue was the preparation of a discussion paper, *Opportunities in Aboriginal Research*[5].

Aboriginal Research Pilot Program (2003-2010)

In 2003, SSHRC approved a recommendation by the Standing Committee for Research Support to develop a pilot program in Aboriginal Research. Shortly thereafter, SSHRC launched its Aboriginal Research Pilot Program, offering competitions in 2004, 2005, 2007 and 2009. The driving principle of the program was to open up and sustain research *by and with* Indigenous Peoples (scholars and communities), as opposed to research *for or on* Indigenous Peoples. In 2008, SSHRC launched a formative evaluation of the Pilot[6], covering 83 projects over three competitions totaling $12.7 million. SSHRC engaged First Nations, Métis and Inuit knowledge keepers in

setting the direction for its evaluation of the pilot program.

The Aboriginal Research Pilot Program held its final competition in 2009-10, but SSHRC committed to continuing review and implementation of several of the program's recommendations, pending available financial and human resources.

Imagining Canada's Future (2013-present)

SSHRC launched the Imagining Canada's Future initiative in 2013. Following a rigorous foresight exercise, six future challenge areas were identified as being most critical for Canada, including a dedicated focus on exploring how the experiences, knowledge systems and aspirations of Indigenous Peoples contribute to a shared future. In 2016, SSHRC launched a Knowledge Synthesis Grants competition to generate insights and promote knowledge sharing. With additional funding from the former Indigenous and Northern Affairs Canada (INAC), 28 projects were awarded grants. These projects covered a range of critical thematic issues through the lens of Indigenous worldviews and approaches. In addition, several of the projects under the other future challenge areas, including natural resources and energy, new ways of learning and teaching, digital technologies and a globalized society, were addressed from Indigenous perspectives. Summary reports of all the Knowledge Synthesis Grants are available on SSHRC's website.

Indigenous Advisory Circle (2014-present)

An Indigenous Advisory Circle was established in 2014 to support SSHRC in developing an integrated strategy for

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However, it is also important to note that prior to the resolution, SSHRC, along with the Department of Indian Affairs and Northern Development (DIAND), had launched an Aboriginal Joint Initiative from 1990 to 1993. This initiative resulted in a total of $1.2 million in grants awarded to support 20 multi-year research projects in the area of Aboriginal self-government and economic development.

5
Opportunities in Aboriginal Research: Results of SSHRC's Dialogue on Research and Aboriginal Peoples. October 2003. SSHRC: Ottawa. Available at: http://www.sshrc-crsh. gc.ca/funding-financement/ apply-demande/background-renseignements/ aboriginal_backgrounder_e.pdf

6
Evaluation of the Aboriginal Research Pilot Program – Final Report, July 21, 2008

Indigenous research, including the *Indigenous Research Statement of Principles* (see below). More elaborate Terms of Reference were developed for the Circle in 2018, whose overall mandate is now to "provide guidance to SSHRC senior management related to measures that support and promote Indigenous research and talent development, especially with the goal of advancing reconciliation."[7] More specifically, the Circle provides advice on:

↘ Any issues affecting Indigenous Peoples and their participation in social science and humanities research and in the work of SSHRC;

↘ Ways of understanding and respecting Indigenous knowledge systems, including ontologies, epistemologies and methodologies, as important contributions to interdisciplinary collaboration;

↘ Integrating Indigenous knowledge systems, histories, cultures, languages, practices and insights in the work of SSHRC;

↘ Optimal accommodation and inclusion of Indigenous faculty, postdocs, and students in SSHRC's granting processes;

↘ Recruitment and retention of Indigenous staff, merit review committee members, and Indigenous members of SSHRC Council; and

↘ Optimal engagement of Indigenous communities, organizations and leadership across the country.

Membership to the Circle is comprised of at least 15 members, including two co-chairs nominated by the Circle. At least one member of the Circle is an Algonquin Elder or knowledge keeper, in recognition of SSHRC's location on Algonquin territory. Other members include First Nations, Inuit and Métis researchers; non-Indigenous researchers with in-depth experience working in partnership with Indigenous communities; and, as ex-officio members, the SSHRC Vice-President Research and a representative of the National Centre for Truth and Reconciliation.

The Circle meets in person up to two times per year, while members may also be called upon to participate by teleconference or email on an as-needed basis.

Indigenous Research Statement of Principles and related initiatives (2015-present)

In May 2015, in the context of ongoing dialogue with First Nations, Inuit and Métis peoples, and in close collaboration with the Indigenous Advisory Circle, SSHRC launched an *Indigenous Research Statement of Principles* and related resources in support of Indigenous research and talent. These resources included a revised definition of Indigenous research and the introduction of guidelines for the merit review of Indigenous research.

These guidelines are intended to supplement existing SSHRC materials, as well as complement Chapter 9 of the TCPS2. They provide interpretive points to assist and to ensure coherence among merit review committees in applying SSHRC's evaluation criteria, as well as introduce key concepts for the review of Indigenous research (e.g., Indigenous or traditional knowledge, community, reciprocity, respect, and relevance).

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7
Indigenous Advisory Circle Mandate and Terms of Reference. March 2018. SSHRC: Ottawa, Canada.

Canadian Institutes of Health Research

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No.	Commitment	Activity Progress	Status
1	Increase CIHR capacity to interact with Indigenous communities in a culturally appropriate manner, through the creation of a dedicated team assigned to work directly with Indigenous Peoples, researchers, and communities.	ONGOING	• CIHR created an IHR team of 3 employees in IMIS, including an Indigenous Project Lead • In addition, HR has developed a targeted recruitment strategy to share CIHR job openings with Indigenous Peoples networks. The outreach strategy has been successful in attracting Indigenous community members to apply to positions at CIHR • Since 2018, cultural competency training opportunities were taken by CIHR's and Institutes' employees (~25). A CIHR staff training strategy, including a mandatory training requirement, will be developed and implemented
2	Ensure that the Federal Government is made aware that the membership of CIHR's Governing Council should reflect the diversity of Canada's Indigenous Peoples.	COMPLETE	• CIHR has informed the Government of Canada's Privy Council Office of the gaps in CIHR GC membership to reflects the diversity of Canada Indigenous Peoples • Dr. Mark Dockstator, President of First Nations University of Canada has been appointed to Governing Council in December 2017 • At its November 2016 meeting, Governing Council appointed Chelsea Gabel, Indigenous Canadian ethics expert, as member of the Standing Committee on Ethics • In addition to IIPH IAB, other Institutes' IABs also increased their Indigenous representation, including the Institute of Gender and Health (IGH) and the Institute of Population and Public Health (IPPH)
3	Accept the definition of "Indigenous health research" as drafted by the Institute of Aboriginal Peoples' Health in consultation with Indigenous stakeholders.	COMPLETE	• As part of its Action Plan, CIHR adopted a new definition of IHR that put emphasis on research *by and with* Indigenous Peoples • To further support IHR, a definition of "Meaningful and Culturally Safe Health Research involvement" was developed with IIPH and has been included within recent Indigenous-focused RFAs
4	Develop, in collaboration with the newly appointed Institute Advisory Board on Indigenous Peoples' Health, performance indicators to validate CIHR investments in Indigenous health research.	COMPLETE	As of 2018-19, the progress toward the 4.6% investment commitment will be included as one of 11 indicators that CIHR will report against annually to Parliament
5	Increase its **investments in Indigenous health research to a minimum of 4.6%** (proportional to Canada's Indigenous population) of CIHR's annual budget.	ANNUALLY	• To ensure alignment with the new definition, CIHR revalidated its estimates in funding for IHR and calculated a new baseline estimate (based on the previous three years) of ~2% • In 2017/18, CIHR increased its investment in Indigenous health research to 3% of its total budget

No.	Commitment	Activity Progress	Status
6	Seek to grow these investments as research capacity and additional financial resources allow.	ONGOING	CIHR is taking part in numerous multi-department working groups and tables (i.e., Health Portfolio table; Tri-Council WG on IHR; FNIHB-CIHR discussions, CRCC Indigenous Working Group) to grow IHR investments as research capacity and additional financial resources allow
7	Continue working with the Reference Group on Indigenous Health Research to implement iterative peer review processes for applications relevant to Indigenous health, so as to ensure better success rates for Indigenous-focused investigator-initiated grant applications.	IN PROGRESS TARGETED DATE: JUNE 2019	• We are continuing our commitment to iterative peer review for IHR which allows for promising applications to receive feedback from the peer review panel and resubmit in order to strengthen their applications • CIHR is in discussions with SSHRC and NSERC to create a tri-council reference group. The membership and the terms of reference will be formalized following those discussions
8	Create, with the advice of the Institute Advisory Board on Indigenous Peoples' Health, impactful strategic initiatives aimed at improving the health of Indigenous Peoples.	ONGOING	• CIHR has launched the Network Environments for Indigenous Health Research (NEIHR) to address the needs in capacity building and to respond to the community. The NEIHR program is an $100.8M investment over a 16-year period • CIHR has launched the Indigenous Component of the Healthy Life Trajectories Initiative (I-HeLTI) to establish the infrastructure, capacity and partnerships necessary to develop and ultimately conduct an Indigenous-driven I-HeLTI DOHaD Intervention Cohort Research Study. I-HeLTI is an $22M investment over a 9-year period • CIHR has launched the Pathways Implementation Research Teams Component 3 to develop and share recommendations, guidelines and policies for sustainability and enhanced equitable reach and access of interventions that incorporate reciprocal learning between participating Indigenous communities and research teams. Component 3 is an $6M investment over a 5-year period • IIPH has launched the Indigenous Research Chairs in Nursing to advance the development of knowledge and best and wise practices in the area of nursing practice, education, research and administration. It is an $5.9M investment over a 5-year period • Other initiatives include Indigenous components such as Food security and Climate Change in the Canadian North, Transitions in Care, Indigenous Gender and Wellness, and Cannabis Research in Priority Areas • The new IIPH Strategic plan will be released this summer, and identifies research priorities defined with communities for 2019 to 2024 • SPOR is continuing to engage with the Indigenous communities in the north to establish SUPPORT Units that will be responsive to their needs

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No.	Commitment	Activity Progress	Status
9	Hold annual meetings between the President of CIHR and leaders of the Assembly of First Nations, Inuit Tapiriit Kanatami, and the Métis National Council to discuss Indigenous health research priorities.	ANNUALLY	• CIHR continues to reach out to build relationships with the senior leadership of Indigenous organizations • The reconstituted IIPH Institute Advisory Board includes seats for members of the Assembly of First Nations, Inuit Tapiriit Kanatami, and Métis National Council • January 2019, CIHR committed to support ITK in advancing their health research goals and priorities in a meaningful manner
10	Work with other federal research councils to develop strategies to strengthen Indigenous research capacity development through training and mentoring along the entire career continuum from undergraduate to postdoctoral levels.	ONGOING	• Tri-council workshop in partnership with the Alberta First Nations Information Governance Centre to support community engagement in research • Tri-council level discussion are underway to explore options to broaden eligibility for Indigenous organizations to apply for and hold research funds • Harmonized tri-agency instructions for applicants, host/nominating institutions and reviewers for Vanier and Banting Programs

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Natural Sciences and Engineering Research Council of Canada

RESEARCH AND KNOWLEDGE MOBILIZATION NETWORKS

IC-IMPACTS

India-Canada Centre for Innovative Multidisciplinary Partnerships to Accelerate Community Transformation and Sustainability (2012-2021)

IC-IMPACTS and its partners are developing and implementing community-based solutions to meet the most urgent needs faced by some communities in Canada and India: poor water quality, unsafe and unsustainable infrastructure, and poor health from water-borne and infectious diseases. As an example of the impactful work they do, a March 2019 call for proposals is dedicated to the design and construction of low-cost, resilient, energy efficient, and safe housing for First Nations communities, an area of immediate and high priority for IC-IMPACTS and their partner communities.

RESEAU Centre for Mobilizing Innovation (2019-2023 Networks of Centres of Excellence-Knowledge Mobilization Program)

RESEAU's goal is to accelerate the creation of sustainable improvements in drinking water health for Canadian Indigenous and non-urban (I+NU) communities. RESEAU's Community Circle™ model for innovation customizes solutions for communities, with decisions, practices, technologies and services tailored to a community's unique needs. It systematically collects and assesses existing knowledge of potential solutions, while capturing and weighing the perspective of all the stakeholders involved in I+NU water system upgrades.

This NCE-KM grant builds on the tremendous successes of the RES'EAU-WaterNET (NSERC Strategic Network, 2013-2018), which accomplished notable goals such as the lifting of long-standing boil-water advisories in the Lytton First Nation, British Columbia.

Canadian Mountain Network (2019-2024 Networks of Centres of Excellence)

The Canadian Mountain Network (CMN) is Canada's first national research organization dedicated to mountains. CMN's vision is for all Canadians to benefit from state-of-the-art research, tools and training that embody multiple ways of knowing, so that

decision-making and action can enhance the sustainability and well-being of our mountain places and peoples. CMN will pursue this research in the context of four critical challenges:

↘ The decolonization of policy and decision-making in mountain regions;

↘ The management of the impacts of change affecting mountain ecosystems and ways of life;

↘ The certainty that Indigenous ways of knowing and doing inform land use decision-making, policy and practice;

and

↘ The support for mountain communities as they diversify their economies.

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PromoScience

The goal of PromoScience is to increase science literacy among young Canadians and boost the number of students who pursue studies and careers in STEM fields. The program places an emphasis on underrepresented groups such as young women, girls and Indigenous Canadians in the K-12 system.

Actua is one of the largest recipients of PromoScience funding. Actua's programming showcases northern science and incorporates traditional knowledge to make the lessons locally and culturally relevant for youth.

Science Rendezvous is an NSERC-sponsored national science festival with events in northern communities that incorporate traditional knowledge to provide culturally-relevant science activities.

2016 NSERC Award for Science Promotion – Elephant Thoughts

Elephant Thoughts Education Outreach is making outstanding con-

tributions to the promotion of STEM to Indigenous communities. Their programming brings together traditional Indigenous knowledge with Western science. Elephant Thoughts has developed curriculum for students at the Cree School Board in Northern Quebec, and its unique science and math programs have raised graduation rates for students by a factor of almost 10, from 1.7 percent to 15.6 percent over a three-year period.
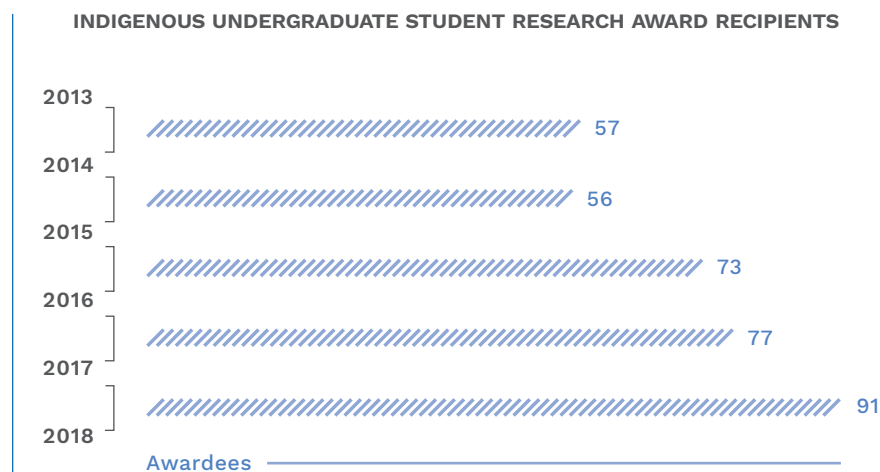
Aboriginal Ambassadors in the Natural Sciences and Engineering

This program aims to engage Indigenous students and fellows in promoting interest and participation in the natural sciences and engineering by visiting Canada's Indigenous communities and schools and sharing their research and education experiences or participating in science promotion events and activities. The requirements of this program have recently been changed to better support Indigenous students in the establishment of their research careers.

Undergraduate Student Research Awards (USRA)

USRAs are meant to develop potential for research careers. NSERC encourages qualified Indigenous students to apply for this award. From 2013-14 to 2017-18, 348 Indigenous undergrads have participated in the program, increasing year-over-year.

INDIGENOUS UNDERGRADUATE STUDENT RESEARCH AWARD RECIPIENTS

Year	Recipients
2013 / 2014	57
2014 / 2015	56
2015 / 2016	73
2016 / 2017	77
2017 / 2018	91

Awardees

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RESEARCH AND TRAINING

NSERC Discovery Grant Researchers integrating Indigenous knowledge into research

Dr. Jesse Popp (Mount Allison University) incorporates Indigenous science approaches and traditional ecological knowledge, which underpins her specialization in wildlife management, conservation biology, terrestrial ecology, and restoration ecology. Dr. Popp was first funded in 2009 and 2013 through subsequent NSERC Alexander Graham Bell Master's and Doctoral Scholarships. She received her first NSERC Discovery Grant in 2018.

    Dr. Susan Kutz (University of Calgary) is working closely with Indigenous communities in Nunavut to understand the decline of muskox, an important resource for many northern communities where climate change is significantly impacting livelihoods. Dr. Kutz's research relies heavily on traditional knowledge, community-based surveillance and scientific approaches. Dr. Kutz holds an NSERC Discovery Grant, Northern Research Supplement and a PromoScience Award.

NSERC Discovery Grant Researchers connecting with Indigenous youth

Dr. Joerg Bohlmann (University of British Columbia) explores conifers' natural defenses against insects, an important resource whose health is increasingly threatened by outbreaks of forest insect pests. Dr. Bohlmann's research program trains and mentors Indigenous high school, undergraduate and graduate students.

Strawberry
(FRAGARIA × ANANASSA)
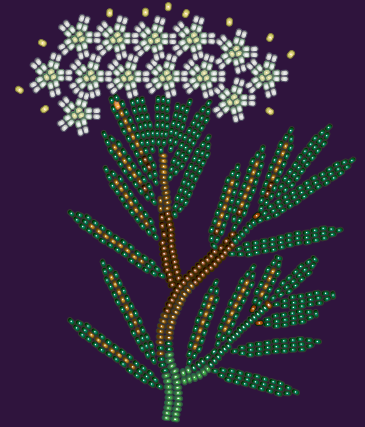
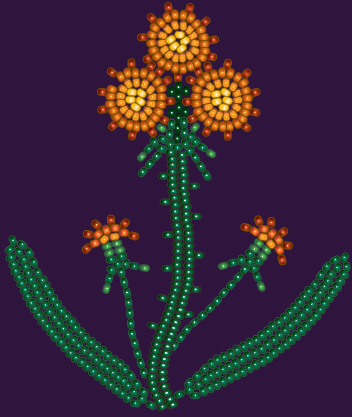**Labrador Tea**
(RHODODENDRON GROENLANDICUM)
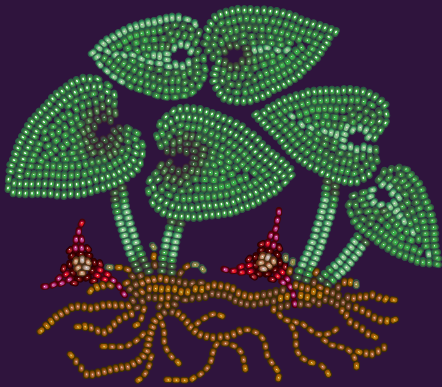
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Dandelion
(TARAXACUM OFFICINALE)

Bearberry
(ARCTOSTAPHYLOS UVA-URSI)

Hawkweed
(HIERACIUM ALBERTINUM)

Trillium
(TRILLIUM GRANDIFLORUM)

Wild Ginger
(ASARUM CANADENSE)

Arctic Willow
(SALIX ARCTICOLA)