



Head
&
Heart

Indigenous
Research Fellowship
2022



Indigenous
Initiatives

Western
UNIVERSITY · CANADA





Executive Summary

Western's Head and Heart Indigenous Research Fellowship continued for its fifth year in 2022. This program grows the next generation of Indigenous scholars, facilitates relationship building across diverse disciplines, and nurtures an intergenerational network of researchers committed to Indigenous research interests, priorities and needs.

This year's cohort comprised 33 Indigenous Fellows (22 undergraduate, nine graduate and two medical students) who were supported by 31 mentors. The original number of 15 was expanded significantly thanks to the collaborative efforts from several deans, faculty members and the Provost.

Over 10 weeks, from June to August, Fellows engaged in research activities that were determined collaboratively by each Fellow and their mentor. Some Fellows joined existing projects while others designed their own independent project. Research outputs from this year's cohort can be viewed online via the Scholarship@Western portal.

At weekly Learning Circles, Fellows engaged in a culturally responsive environment that privileged Indigenous scholarship. For many, participation in Head and Heart was the first time they experienced aspects of Indigenization and decolonization at the University. Both Fellows and mentors learned about and improved their knowledge of Indigenous research and pedagogies, and undergrads received preparation for future graduate studies.

The Head and Heart Indigenous Research Fellowship advances Western's Indigenous Strategic Plan and *Towards Western at 150*. For even greater impact, sustainable funding is essential, as is an institutional commitment to engage critically with the 6Rs approach, as illustrated in the Indigenous Learning Bundles framework (Brunette-Debassige, 2021).

05

PROGRAM OVERVIEW

The Head and Heart (H&H) program, now in its fifth year, endeavours to nurture the next generation of Indigenous scholars.

HISTORY OF HEAD AND HEART.....	5
FELLOWSHIP TIMELINE.....	5
PROGRAM GOALS.....	6
PROGRAM PILLARS.....	6

07

SUPPORTS

This year's program was originally funded for 10 undergraduates and five graduates, with individual stipends of \$8,400 and \$10,000, respectively. Through additional funding it was expanded to 33 students.

FUNDING.....	7
PROGRAM ADVISORY COMMITTEE.....	7
COORDINATORS.....	8
PARTICIPANTS.....	8



09

MENTORS

This year's program was supported by 31 mentors. Historically, mentors have been a combination of Indigenous and allied faculty members.

OVERVIEW OF PROGRAM'S TIMELINE10

FELLOWS' RESEARCH ACTIVITIES.....10

11

CO-CURRICULAR LEARNING CIRCLES

The Learning Circles were conceived as a “non-hierarchical community-setting guided by experts towards specific learning activities and objectives.”

12

PROGRAM EVALUATION

The program was evaluated as per the program's goals and pillars.

METHODOLOGY12

UPHOLDING PROGRAM PILLARS.....14

16

ADVANCING THE INDIGENOUS STRATEGIC PLAN

The Head and Heart Program advances three specific areas of Western's Indigenous Strategic Plan.

18

RECOMMENDATIONS FOR GREATER IMPACT

While the Head and Heart program successfully fulfills currently articulated program goals and pillars, there are avenues for achieving even greater impact and alignment with the guiding principles of Indigenous Research, as articulated in the Indigenous Learning Bundles Framework.

TOWARDS WESTERN AT 15018

20

APPENDICES

APPENDIX A: RESEARCH SUBMISSIONS20

APPENDIX B: SYLLABUS21

APPENDIX C: INFOGRAPHICS22

HEAD & HEART

Indigenous Research Fellowship

The Head & Heart (H&H) Indigenous Research Fellowship offers Indigenous undergraduate and graduate students of various disciplinary backgrounds hands-on, 10-week, culturally-relevant research experience guided by a designated faculty supervisor. Grounded in Indigenous pedagogical approaches, the fellowship is explicitly designed to nurture and inspire Indigenous scholars through weekly co-curricular learning sessions focused on topics and skills development relevant to Indigenous scholars, including promising practices, innovations in research, and professional development.

H&H operates in close partnership and collaboration with Indigenous and allied faculty members from Social Sciences, Education, Arts & Humanities, Information & Media Studies, Music, Law, Science, Health Sciences, Engineering, Ivey Business School, and the Schulich School of Medicine & Dentistry.



Program Overview

The Head and Heart program, now in its fifth year, endeavours to nurture the next generation of Indigenous scholars. The program offers Fellows of various disciplinary backgrounds 10 weeks of research experience, mentorship, and community-based learning activities that elevate research topics and methodologies relevant to Indigenous peoples and initiatives. This year's program was delivered virtually from May 30th to August 5th, 2022.

H&H operates in close partnership with Indigenous and allied faculty members from Social Sciences, Education, Arts & Humanities, Information & Media Studies, Music, Law, Science, Health Sciences, Engineering, Ivey Business School, and the Schulich School of Medicine & Dentistry.

HISTORY OF HEAD AND HEART

Established in 2018, the fellowship responds directly to the Truth and Reconciliation Commission of Canada's Calls to Action 62 to 65, which concern "Education for Reconciliation," by using Indigenous knowledge and epistemologies to drive learning and research. Further, the program has helped significantly to advance Western's Indigenous Strategic Plan and its institutional strategic plan, *Towards Western at 150*.

This program was first envisioned by an allied staff member who saw an opportunity to create change within the University by employing funds available in their department. Since 2018 the program has shifted in a few ways, adding co-curriculars and a research symposium, and expanding to include graduate students.

FELLOWSHIP TIMELINE

- 2018** The Head and Heart Fellowship launches, supporting 17 undergraduate Fellows
- 2019** 17 undergraduate Fellows supported
Co-curricular learning circle launched
- 2020** 16 Fellows supported
The Fellowship opens admission to graduate students
The Fellowship moves to virtual delivery due to the global COVID-19 pandemic
- 2021** The Fellowship moves from Western Research to the Office of Indigenous Initiatives'
18 Fellows supported virtually
- 2022** 33 Fellows supported virtually
The Fellowship welcomes community partners as mentors



PROGRAM GOALS

The core goals of the Head and Heart Indigenous Research Fellowship are to:

1. Grow the next generation of Indigenous scholars by increasing the number of Indigenous undergraduate and graduate students engaged in research at Western.
2. Facilitate relationship-building and mentorship between both Indigenous undergraduate and graduate students and allied faculty members across all disciplines.
3. Nurture an intergenerational and interdisciplinary network of researchers committed to engaging in Indigenous research interests, priorities and needs.



PROGRAM PILLARS

For Fellows, the Head and Heart program endeavours to foster and provide:

- space and opportunity to learn about Indigenous research methodologies and pedagogies;
- a learning community and research experience that explores topics relevant to their interests;
- guidance from trusted and allied mentors;
- professional skills development for school, life, and work.

For mentors, the Head and Heart program endeavours to foster and provide:

- meaningful and culturally relevant opportunities for mentoring;
- personal and professional growth in the areas of Indigenous research, pedagogies, cultural responsiveness, and diverse understandings of the world;
- support to advance new or pre-existing research activities during the summer months.





Supports

FUNDING

This year's program was originally funded to welcome 15 students (10 undergraduates and 5 graduates) into the Fellowship, with undergraduates being offered a \$8,400 stipend, and graduates a \$10,000 stipend. With a goal to advance the implementation and impact of Western's Indigenous Strategic Plan and *Towards Western at 150*, the VP/AVP (Indigenous Initiatives) collaborated with several deans and the Provost to increase funding and grow the program strategically.

Additional funding sources came from:

- Provost's Office
- Faculty of Science
- Faculty of Education
- Faculty of Social Science
- Schulich School of Medicine & Dentistry
- Ivey Business School

PROGRAM ADVISORY COMMITTEE

An Advisory Committee met in advance of the H&H session to help inform program planning to: assist with the orientation of the program coordinator; suggest possible mentors; and assess applications.

Members included:

Christy Bressette (*Office of Indigenous Initiatives*), Candace Brunette-Debassige (*Faculty of Education*), Mariam Hayward (*Western Research*), Erin Huner (*Ivey Business School*), Amanda Meyer (*Indigenous Student Centre*) and Terri King (*Head and Heart Alumni*)



COORDINATORS

Tammy Johnson and Danica Pawlick-Potts were the coordinators for this year's program.

The role of program coordinator evolved as the cohort grew. The role was designed for April to mid-August and originally intended to be 15 hours per week. Administratively, this was not sufficient, and an additional coordinator was hired.

PARTICIPANTS

Head and Heart benefits from the diversity of its participants and from the expertise and guidance offered by mentors.

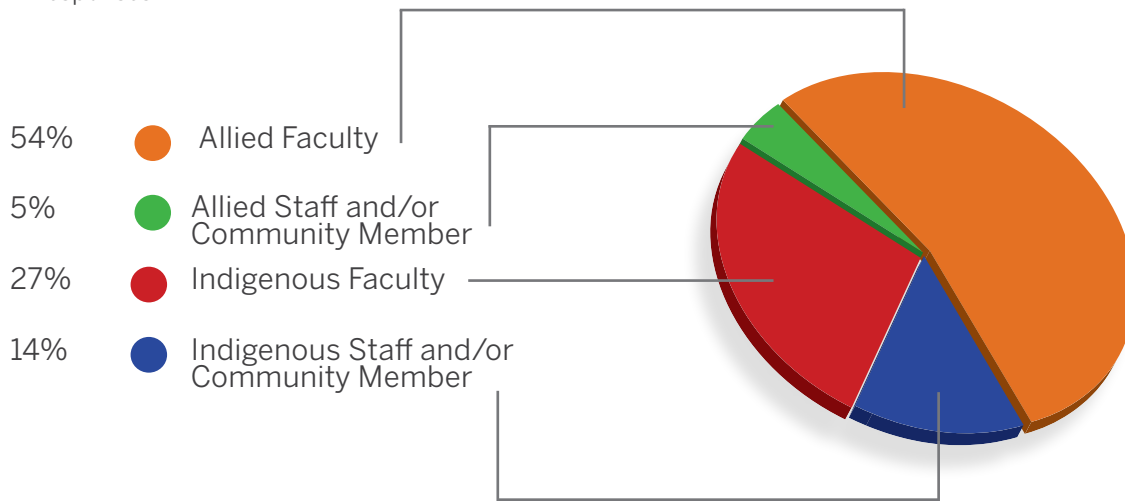




Mentors

This year's program was supported by 31 mentors. Historically, mentors have been a combination of Indigenous and allied faculty members, but with an increase in the number of Fellows, the program expanded to include an Indigenous community-based mentor, and four Indigenous staff members.

What is your role?
22 responses



Faculty, Unit, and Community Organization Representation of Mentors:

- 1 Atlohsa Family Healing Services
- 1 Brescia University College
- 1 Brain Mind Institute
- 5 Faculty of Education
- 3 Faculty of Health Sciences
- 2 Faculty of Information and Media Studies
- 1 Faculty of Law
- 3 Faculty of Science
- 4 Faculty of Social Science
- 1 Indigenous Student Center
- 2 Ivey Business School
- 3 Office of Indigenous Initiatives
- 4 Schulich School of Medicine & Dentistry

Fellows

** (see Appendix for program that provides a bio of Fellows)*

The program supported 33 fellows this year.

Level of study

- 22 Undergraduate Students
- 9 Graduate Students
- 2 Medical School Students

Faculty

- 1 Faculty of Art and Humanities
- 5 Faculty of Education
- 1 Faculty of Information & Media Studies
- 2 Faculty of Health Science
- 1 Faculty of Music
- 4 Faculty of Science
- 11 Faculty of Social Science
- 3 King's University College
- 5 Schulich School of Medicine & Dentistry



OVERVIEW OF PROGRAM'S TIMELINE

- Recruitment of mentors
- Offers extended to Fellows
- Mentors and Fellows connect virtually
- Individual research activities plan created, with mentors
- Learning Circles begin on Thursdays, from 12:30-4:30
- Participation in the Research Symposium
- Submission of a research output, for inclusion on Scholarship@Western

FELLOWS' RESEARCH ACTIVITIES

The research activities for the Head and Heart program are determined collaboratively by the Fellow and mentor at the start of the fellowship. Some fellows joined existing projects while others designed their own independent project.

As a part of their research activities, Fellows were expected to create and disseminate a research output of their own choice, such as a slideshow, oral/digital storytelling, cultural artifacts, visual art, text-based articles/documents (of any kind), or artifacts related to outreach activity. Research outputs are uploaded to Western's Institutional Repository, which will facilitate open access. Present and past projects may be viewed at Scholarship@Western.

Research activities included, but were not limited to:

- review and/or synthesis of relevant literature (e.g., literature review);
- data collection, review, and/or analysis; and
- preparation of research outputs, such as reports, presentations and briefs.

Mentors guided the Fellows' research activities throughout the program to ensure that project expectations were attainable, clearly defined, executed, and communicated effectively.

Mentors and Fellows collaborated to create a Research Activity Plan (RAP) to identify and provide all guiding parameters of the project,

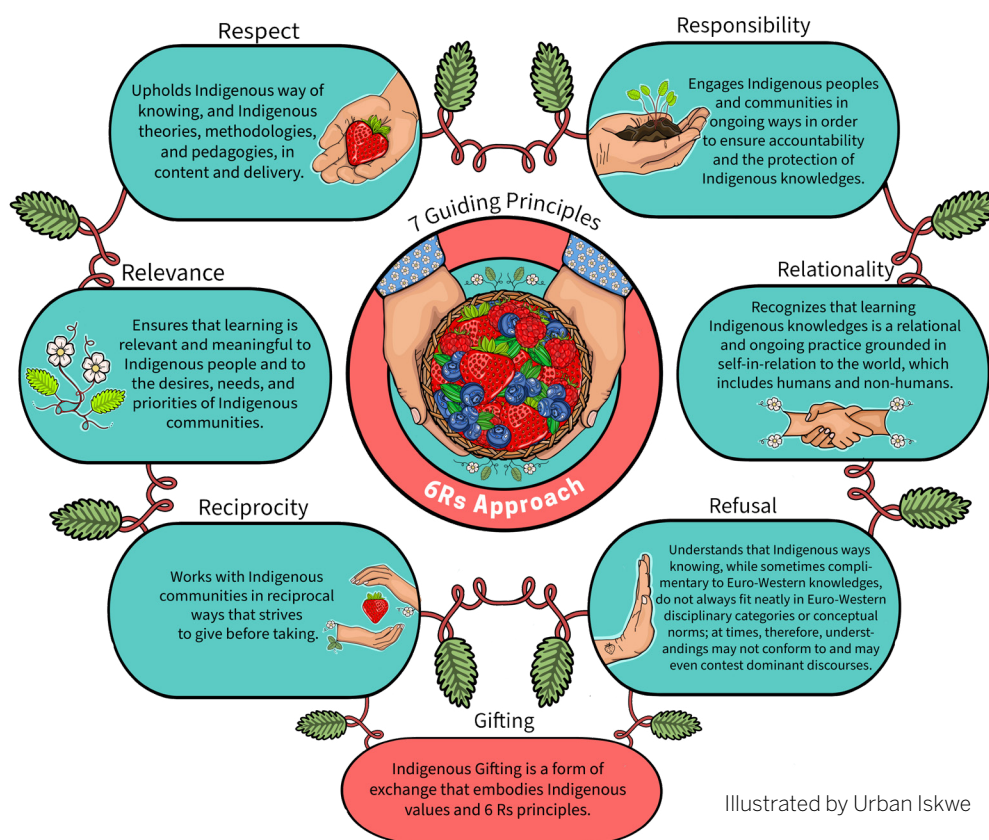
such as an outline of the research activities, list of expectations, and timelines. The RAP aligned, where possible, the respective Fellow's current research skillset and areas of interest – and took into consideration the mentor's areas of expertise and relevant research and initiatives, where possible.

Research project engagements included regular meetings and discussions over Zoom or in-person, and integration into research groups and labs where appropriate. Additional collaborative activities reported by mentors and Fellows included visiting archives and exhibits, sharing stories, providing feedback, engaging in ethics training, participating in a research retreat, and visiting research facilities.

The resources and supports mentors offered Fellows included sharing readings; providing space and connections to engage with the Indigenous community inside and outside of Western—including Elders and Knowledge Keepers; providing space to think and reflect; integrating Fellows into labs and research networks; furnishing access to archives, research equipment, lab space, and training such as ethics and OCAP training; and delivering guidance for future endeavors.

Co-Curricular Learning Circles

The Co-Curricular Learning Circles were conceived as a “non-hierarchical community-setting guided by experts towards specific learning activities and objectives.” The Circles occurred weekly for the entirety of the fellowship for four-hour virtual sessions on Thursdays. This year’s Circles were structured around the Indigenous Learning Bundles framework (see illustration below) developed by Dr. Candace Brunette-Debassige, with each week focusing on one of the “Rs” of Indigenous research: Respect, Responsibility, Relevance, Relationality, Reciprocity and Refusal. Readings and speakers were selected that spoke to and explored each week’s “R”; although, it must be noted that the “Rs” are very much inter-connected and other “Rs” and connections would arise regularly, as is expected when engaging with a wholistic learning framework.



Indigenous Learning Bundles Framework

Developed by Candace Brunette-Debassige, 2021.

This model is inspired by Verna Kirkness and Ray Barnhardt’s *4Rs to First Nations Education*, and Rochelle Johnston, Deborah McGregor and Jean Paul Restoule’s *The Other Rs of Indigenous Research*.

A typical Learning Circle would begin with a 30-minute check-in and housekeeping, followed by a guest speaker for 60-90 minutes, a reading discussion, and activity or workshop where Fellows would engage with each other in smaller break-out groups. The guiding text for the Circles was Shawn Wilson’s *Research is Ceremony*. Each week Fellows were asked to read a chapter from Wilson’s book, in addition to readings on the topic of the week, as selected by the coordinators and the guest speaker.



Program Evaluation

METHODOLOGY

The program was evaluated as per its goals and pillars. Data sources used included outgoing surveys completed by both mentors and Fellows, participant reflections, participant symposium panels and the resulting graphic recordings, participant observation, research outputs and media coverage.

Fulfillment of program goals

1. *Grow the next generation of Indigenous scholars by increasing the number of Indigenous undergraduate and graduate students engaged in research at Western.*

- The program supported 33 Indigenous undergraduate and graduate students in a 10-week research fellowship.
- 95% of mentors consider their fellow's research project a success.
- 100% of Fellows felt that overall, their expectations for the fellowship were fulfilled. Significant experiences included being a part of an Indigenous research community; connecting and forming meaningful relationships with mentors, peers, coordinators, community members, and Indigenous scholars; learning about Indigenous methodologies; listening to the stories and experiences of Indigenous scholars. For some the program offerings exceeded expectations.

"I have become so much more in tune with my Indigenous culture and community. Before this experience, I was always very hesitant to reach out to the community and meet fellow [Indigenous] people at Western. Now, I feel that it has completely flipped. I have loved every second of meeting and chatting with everyone over this fellowship. I've felt so welcomed and accepted throughout this whole process."





2. *Facilitate relationship-building and mentorship between Indigenous undergraduate and graduate students as well as faculty members across all disciplines.*

- With mentors: 26% of Fellows had a relationship with their mentor before beginning the fellowship. At the conclusion of the fellowship, 60% of Fellows reported that they had plans to continue working with their mentor, and 30% were not sure, but open to it. Similarly, all but one mentor reported either plans to continue their relationship with their Fellow or were at least open to continuing.
- With research partners: Fellows signaled a growth their networks in response to the fellowship. There were three projects where Fellows worked collaboratively and developed relationships.

“As a new researcher, I was lucky to come onto a project alongside someone who I could relate to and lean on for support.”

- With peers: For the majority of Fellows, relationships were furthered as a result of engagement within the Learning Circles. The online format of the program, in response to COVID-19, proved a challenge to building meaningful relationships, but some Fellows were still able to connect and form bonds that went beyond the weekly meetings.

“They have been a sounding board for me when I worried that I was not doing enough, and they have also offered to help me develop my output. I didn’t expect to develop a relationship online with another fellow this summer, but I’ve been pleasantly surprised by the connection formed.”

“... I now have the knowledge to educate others on Indigenous research methods and have a responsibility to advocate for Indigenous Peoples in research.”

3. *Nurture an intergenerational network of researchers committed to engaging in Indigenous research interests, priorities and needs.*

- In their reflections, many Fellows reported on feeling that they had grown as an Indigenous scholar and many experienced personal growth through grappling with issues of identity and working to decolonize themselves.
- 63% of fellows are committed to pursuing Indigenous research in the future, with the remaining 37% remaining open to it.

“One thing that I think is important to acknowledge for myself as I begin this learning journey is to have gratitude for the Indigenous scholars before me, for without them, I wouldn’t have had this opportunity or experience to be where I am at. They put in the hard work of breaking barriers for Indigenous students like me to be able to experience research in this amazing environment.”



UPHOLDING PROGRAM PILLARS

For Fellows, the Head and Heart program strives to:

1. *Foster and provide space and opportunity to learn about Indigenous research and pedagogies.*

- 100% of Fellows learned about and improved their knowledge of Indigenous research and pedagogies. Some students report still being at the beginning of their learning journey, while others feel knowledgeable and confident in using the methodology for future research. Notably, two students reported that their fellowship experience allowed them to understand and apply their own Indigenous knowledge and experiences in the context of research.
- 80% of Fellows discussed what they learned in the Learning Circles with their mentors, and it influenced 65% of the Fellows' research. This indicates that the Learning Circle content and delivery, which focused entirely on Indigenous research methodologies and pedagogies, significantly impacted the Fellows.

"I have a greater understanding of what it means to be Indigenous, the issues that Indigenous peoples face, and the solutions that Indigenous scholars are calling for. I have learned so much more about Indigenous knowledge and values than I would have if I hadn't done this program."

2. *A learning community and research experience that explores topics relevant to their interests.*

- 100% of Fellows believed felt that they explored topics relevant to their interests during the Fellowship. All Fellows reported that their research interests were engaged during their research activities. 52% had their interests drive and shape their project, while 28% reported their interests being incorporated into an existing project.

"Our Learning Circles perfectly displayed how we can Indigenize education - never once did I feel out of place, I felt heard and I finally felt as though I was amongst people who understood me and why I may think the way I do."

3. *Guidance from trusted mentors.*

- All but one Fellow (96%) felt that they received guidance from a trusted mentor. Most Fellows reported that their mentor(s) were generous with their expertise and knowledgeable of Indigenous research methodologies, as well as responsive and caring in response to any of their personal challenges, and all respondents reported that the mentors were open and respectful to their opinions and questions. The mentors' self-reflections corroborated these findings.
- Most Fellows (85%) would recommend their mentor continue to support with the H&H program. In addition to their mentors, many Fellows identified the Program Coordinators as trusted supporters.

"I decided to bead moccasins for my research output and reflection because I found myself constantly using storytelling as a way to explain my thinking and my journey to my mentor."



4. Professional skill development for school, life, and work.

- 100% of Fellows reported in the survey that they developed professional skills for school and work. In their reflections, they reported to have acquired skills that will help advance them in their studies, research, workplaces, communities, and life.
- Some students felt that the H&H fellowship helps to prepare undergraduates for future graduate studies:

“This [experience] has provided me a path as I apply for graduate school and has given me the strength, tools, and knowledge from an Indigenous perspective that I will continue to use as I begin my next journey.”

For mentors, the Head and Heart program strives to foster and provide:

1. Meaningful opportunities for mentoring.

- 95% of mentors reported that the program provided meaningful opportunities for mentorship and that they would mentor again. The one mentor who responded negatively remains supportive of the H&H program, but felt more like a cheerleader than a mentor.

2. Personal and professional growth in the areas of Indigenous research, pedagogies, cultural responsiveness, and diverse understandings of the world.

- 76% of mentors experienced personal and professional growth in the areas of Indigenous research, pedagogies, cultural responsiveness, and/or diverse understandings of the world.

3. Support to advance research activities over the summer.

- 64% of Mentors reported that their Fellow provided support to advance their research activities during the program.



Advancing the Indigenous Strategic Plan

Below is chart that outlines how the Head and Heart Program advances specific areas of Western’s Indigenous Strategic Plan.

Strategic Direction	Goal	Contribution
Achieving Excellence in Indigenous Research and Scholarship	Advance Indigenous research and scholarship at Western with local, regional and global relevance.	We understand relevance to be responsive to the desires, needs and priorities of Indigenous communities. <ul style="list-style-type: none"> •11 projects had local relevance •15 projects had regional relevance •11 projects had global relevance *some projects had multiple geographic impact
	Ensure that research with Indigenous communities and Peoples is conducted in an ethical and responsible manner.	23% of mentors reported that their Fellow’s projects were altered due to ethics constraints and considerations. Specifically, Fellows were taught about the dangers of extractive research during the Learning Circles; one Fellow reported that in response they shifted their research approach. A key recommendation for future iterations is having all Fellows undergo the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS 2) training.
	Celebrate and reward research in Indigenous areas	Stipends were allotted to 33 Indigenous students. One research project was featured in Western News and regional media outlets *see Appendix for links to news articles A panel discussion that focused on the research experience celebrated Indigenous learning over the Summer *see Appendix for the graphic recordings from this event
Excelling in Indigenous Teaching and Learning	Increase all students’ knowledge of Indigenous people and cultures through inclusion of Indigenous content, methods and approaches in academic programs and courses.	Many Fellows indicated, through their Incoming Reflections, that Indigenization and decolonization did not appear in their courses or university life prior to this Head and Heart experience. <i>“Unfortunately, up to this point in my studies, I have not encountered opportunities at Western to apply Indigenous research methodologies and frame Indigenous world views.”</i>



Strategic Direction	Goal	Contribution
		<p>The curriculum for the Learning Circles solely featured Indigenous voices, content, and pedagogies.</p> <p>100% of Fellows report improved knowledge of Indigenous research and pedagogies over the course of the Fellowship.</p>
<p>Enhancing Indigenous students' experience at Western</p>	<p>Expand reciprocally beneficial, community-defined experiential learning opportunities available to all Western students in partnership with local Indigenous communities, including community placements, community-engaged learning opportunities, internships and cooperative education.</p>	<p>This is an area that can be developed with more intention; two research projects that mentors supported were directly engaged with local communities – these were pre-existing projects that Fellows were brought into.</p>
	<p>Support Indigenous students' successful transition, retention, and completion of their degrees.</p>	<p>Fellows reported that the program helped provide them with skills to support them in their current studies, including the transition to graduate school.</p>
	<p>Expand career development opportunities and supports for transitioning to the workforce for Indigenous students.</p>	<p>Fellows reported that the program provided them with skills that were transferable to their work outside of academia. Relationships to potential employers or supervisors (e.g., graduate work) are formed and explored through the Fellow-mentor relationship.</p>
	<p>Create a welcoming and inclusive learning environment for Indigenous students at Western.</p>	<p>Learning Circles develop as spaces where Indigenous students feel comfortable being vulnerable and find support with one another.</p>
	<p>Support the unique needs faced by Indigenous students navigating a university environment (financial, housing, etc.).</p>	<p>The program provided funding for 33 Indigenous students at Western. All but one Fellow identified the monetary value of the award as a motivating factor for applying.</p> <p>The Learning Circle environment was supportive of Fellows with children, welcoming them into the space.</p> <p>Flexibility to attend to other commitments outside of school/work was an important part of this program's design, and a feature that motivated the participation of 23 Fellows</p>



Recommendations for Greater Impact

While the Head and Heart program successfully fulfills currently articulated program goals and pillars, there are avenues for achieving even greater impact and alignment with the guiding principles of Indigenous research, as articulated in the Indigenous Learning Bundles Framework.

These can be guided by the insight and expertise of an ever-expanding number of Indigenous faculty members, graduate students, staff within the Office of Indigenous Initiatives, and the appointment of a dedicated Indigenous Research Officer who will provide support within the forthcoming Indigenous Research Initiative at Western.

It is recommended that the program's Advisory Committee meet to discuss and critically engage with questions prompted by the 6Rs. Examples of the questions to consider include:

- **Respect:** How is this program upholding Indigenous ways of knowing, theories, methodologies and pedagogies in content and delivery (beyond the Learning Circles)?
- **Relevance:** How does a focus on Fellows pursuing their “personal research interests” ensure that learning is relevant and meaningful to the desires, needs and priorities of Indigenous communities?
- **Relationality:** How is H&H supporting learning that is grounded in self-in-relation to the world, including all of the animate and inanimate?
- **Responsibility:** What processes are we creating to help mentors and Fellows engage with Indigenous peoples and communities in ways that ensure accountability?
- **Reciprocity:** How might Head and Heart work with Indigenous faculty and communities to nurture projects and outcomes that benefit all involved?
- **Refusal:** How can Head and Heart encourage critical approaches to unsettling colonial discourses about research at Western?

TOWARDS WESTERN AT 150

Growth of Head and Heart aligns with themes and priorities as outlined in the Western's broader strategic plan, *Towards Western at 150*. The chart below offers recommendations for future iterations.

Direction	Related Goal	Recommendation
Grow strategically	Secure resources and build infrastructure	<p>To maintain high levels of success, Western must increase funding and commit to a sustainable funding model for this innovative program.</p> <p>The funds committed to this program have remained static since its inception in 2017; therefore OII sought additional funds through collaboration with deans and faculty researchers.</p> <p>Head and Heart has the potential to be a year-round program, with an emphasis on knowledge mobilization, research project development, and a network of support for alumni. Dedicated staff are currently employed part-time, for five months, classed and compensated at an administrative level, despite engaging in complex pedagogical work and research oversight. Growth of the program is also required to help grow the number of Indigenous faculty at Western as students graduate and take up academic careers.</p>



Direction	Related Goal	Recommendation
Stimulate our research, scholarship, and creative activity	Pursue models of collaborative interdisciplinary research	With adequate funding and support, Program Coordinators could help identify and develop projects that are collaborative in nature. Fellows report that they would prefer to work in teams, with diverse perspectives and relationality at their core. Indigenous research demands this approach. Building this approach with Indigenous faculty is necessary; offering a release from teaching may be beneficial, as many Indigenous faculty members carry multiple responsibilities.
	Address community-based challenges	The program should help develop, fund and privilege projects that are directly connected to the decolonization and Indigenization of Western and/or have direct relevance to local communities, as articulated by them.
Promote teaching and learning for the future	Communities of practice to foster pedagogical innovation	<p>Create resources that support the understanding of Indigenous research methodologies; 58% of non-Indigenous mentors reported not knowing, or only sometimes knowing, about Indigenous research methodologies.</p> <p><i>“Although I have some knowledge of Indigenous methodologies, I find myself defaulting to the mentee’s opinions and thoughts so as to be careful not to misinterpret or inadvertently offend anyone”</i></p> <p>Create communities of practice for Indigenous students who want to critically engage with Indigenous voices and scholarship throughout the year. This could begin as a creation of a “Head and Heart alumni” group that discusses readings, watches videos and/or attends events together on campus and beyond.</p>
Enrich the student experience	Invest in co-curricular experiences	Although Indigenous students advocated for a virtual offering of the H&H program largely in response to the lingering pandemic, both Fellows and mentors identified that in-person engagement where possible would improve the fellowship experience. There is also a desire for more shared experiences, such as engaging in community and on-campus events, visits to communities, land-based experiences, etc.



Appendices

Appendix A Research Submissions—Head and Heart Fellowship, 2022

- [NINAABINOOTAAN OWE DIBAAJIMOWIN: I'm passing on this story](#), Misko Banaishe Kicknosway
- [A Framework to Support Improvements to First Nation Education](#), Arielle Bressette
- [Teaching Note on Indigenous Peoples and the Land](#), Marek Brooking
- [Exploring Indigenous Health through the Global Equity Hub](#), Will Chukra
- [Reviewing Literature and Personal Reflections on Indigenous Land-Based Education](#), Melanie Cormier
- [Indigenous Sign Languages of North America](#), Aimee Dawe
- [Evaluating the State of Provincial/Territorial Aboriginal Sports Bodies in Answering the Truth & Reconciliation Commissions Call to Action #88](#), Mackenzie Deleary
- [Why it is Important to Indigenize Outdoor Play Curriculum](#), Mattea Deleary
- [The Power of Visual Art in Indigenization Abstract](#), Abby Feather and Tyme Thompson
- [Indigenous people and the Second World War](#), Nola George
- [The Ivey Case Study Writing Process: An Indigenous Decolonial Framework](#), Emma Hedderson
- [Beading a Response to Mining Research](#), Kallista Jacobs
- [Ethnobotany of Select Flora in Ontario](#), Otsistonkie Lazore
- [Indigenous Youth and Sport Participation](#), Kiana Manitowabi
- [Dinosaurs: A Comparative Study of Eurocentric and Indigenous Perspectives](#), Marshall Mannella
- [A Letter to My Great-Great-Grandfather](#), Morgan Mannella
- [Emergence Probabilities of COVID-19 Lineages and Motivations for Further Indigenous COVID-19 Research](#), Taylor Marcus
- [Intergenerational Healing Through Connection: The Need for More Indigenous Patient Services in Ontario Hospitals](#), Taylore Miller
- [The Effect of Chloroform Exposure on Mitochondrial DNA Copy Number](#), Amanda Morin
- [Indigenous Peoples and the Huron Dioceses Archives](#), Courteney Morris
- [Exploring Indigenous People in Canada and Traditional Health Practices](#), Elissa Noah
- [Lake Whitefish Monitoring](#), Olivia Paco
- [Supporting Research with Indigenous Youth](#), Miranda Plain
- [Indigenous Identity in the Canadian University](#), Jamie Powless
- [Supporting an Equity and Youth Focused Approach to Indigenous Youth Homelessness](#), Rachel Radyk
- [The Power of Relationships: Indigenous Survivance at Western University](#), Sherra Robinson
- [The Language of Dreams: A story of reconnecting with my heritage and learning about the traditional Ojibwe flute](#), Shelby Thrower
- [Climate Crisis and Indigenous Youth Resilience](#), Lewis Williams and Chantel Jamieson



Appendix B

Syllabus—Head and Heart Fellowship, 2022

Main Text

Wilson, S. (2008). *Research Is Ceremony: Indigenous research methods*. Fernwood Publishing.

Supplementary Material

Absolon, K. E. (2022). *Kaandossiwin: how we come to know: Indigenous re-search methodologies* (2nd edition). Halifax: Fernwood Publishing.

First Nations Information Governance Centre (FNIGC). (2014, July 22). *Understanding the First Nations Principles of OCAP™: Our Road Map to Information Governance* [Video file]. Retrieved from <https://www.youtube.com/watch?v=y32aUFVfCM0>

Kovach, M. (2021). *Indigenous methodologies: characteristics, conversations, and contexts* (Second edition). Toronto: University of Toronto Press.

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Guest Speakers

Dr. Chantelle Richmond: *Attending to heart work within the academy*

Dr. Renee Bedard: *Aagonwetamowinan: Ways of Refusal*

Cody Groat: *Indigenous Histories and “Refusal”*

Dr. Candace Brunette-Debassige: *My Academic Journey: Relationality in Doctoral Research*

Cortney Awasis Dakin: *Doing Relevant Research*

Danika Pawlick-Potts: *Indigenous Data Sovereignty*

Dr. Eva Jewell: *Research and Responsibility*



Appendix C Infographics—Head and Heart Fellowship, 2022

RECLAIMING INDIGENOUS KNOWLEDGE IN ACADEMIA

COURTENEY MORRIS • SHERRA ROBINSON • RACHEL RADYK • MELANIE CORMIER

QUESTION 1: DID YOU EXPERIENCE IMPOSTER SYNDROME? OVERCOME IT?

WHO AM I? HOW AM I NEEDED HERE?

IMPOSTER SYNDROME

REFUSING OTHERS' IDEAS OF WHAT IT MEANS TO BE INDIGENOUS

RECLAIMING
keep going. you are not alone.

WE STAND ON OUR GIFTS

RELATIONSHIP & CONNECTION

- LEARNING LANGUAGE
- UNDERSTANDING WHAT IS COLONIAL

QUESTION 2: WHAT HAVE YOU LEARNED ABOUT YOURSELF?

focus on STRENGTHS & GIFTS

PROFESSION

SELF

OTHERS

CULTURE

REFUSE & USE MY VOICE WHEN NEEDED

ADVOCACY

ELEVATE INDIGENOUS VOICES IN MY WORK

QUESTION 3: HOW DO YOU ENVISION FUTURE WORK TO BE RELEVANT TO INDIGENOUS COMMUNITIES?

it's happening now

DECOLONIZE RESEARCH PROCESSES

ACCESS TO INFORMATION

REMOVE PAYWALLS
GIFT THE WORK BACK

UNDERSTANDING WHAT IS COLONIAL

QUESTION 4: HOW CAN MAKING SPACE FOR STORY IN THE ACADEMY CONTRIBUTE TO RELATIONSHIPS & RELATIONAL ACCOUNTABILITY?

RELATIONALLY

PHYSICALLY

NEW SPACE COMING TO WESTERN THIS FALL!

CREATING SAFE SPACES

Indigenous Initiatives Western
HEAD AND HEART INDIGENOUS RESEARCH FELLOWSHIP: INDIGENOUS RESEARCH SYMPOSIUM
4 AUG 2022
LIVE GRAPHIC RECORDING BY: emma richard

INDIGENOUS CULTURAL EXPRESSION

TYME THOMPSON • ABBY FEATHER • AIMEE DAWE • SHELBY THROWER • OTSISTONKIE LAZORE

QUESTION 1: HOW HAVE YOU BEEN PRACTICING RECIPROCITY?

SPEAKING WITH ARTISTS AND COMMUNITIES

BEADING

VISUAL CULTURE

GIVE RECEIVE

HOW CAN I GIVE OF MYSELF?

TO NOT BE EXTRACTIVE

TO BE A PROTECTOR

QUESTION 2: HAVE YOU ESTABLISHED MEANINGFUL RELATIONSHIPS?

yes!

TRUST

JOY

RETHINKING THE CONCEPT OF PROFESSIONALISM

I CAN BE MYSELF HERE

RESEARCH IS CEREMONY

QUESTION 3: HOW WILL YOU ALTER YOUR APPROACH TO WORK WITH INDIGENOUS COMMUNITIES?

RESPONSIBILITY

COMMUNICATION

CONNECTING INDIGENOUS PEOPLE WITH OTHER COMMUNITY MEMBERS & LEARNING OPPORTUNITIES

CONVERSATIONS & RELATIONSHIPS

IMMERSING IN CULTURE & LANGUAGE

positionality

QUESTION 4: HOW HAS THIS EXPERIENCE SHAPED YOUR UNDERSTANDING & RESPECT FOR INDIGENOUS WAYS OF KNOWING?

my learning can be for me... I DON'T HAVE TO CAPITALIZE ON EVERYTHING

HOW DO I FRAME INFORMATION?

INDIGENOUS SIGN LANGUAGES

I DON'T HAVE TO BE PERFECT IN MY KNOWING

NURTURING MY MENTAL HEALTH

PERFECTION

IMPOSTOR SYNDROME

QUESTION 5: WHAT IN YOUR LIFE WILL YOU BE REFUSING?

LEARNING FROM THINGS NOT GOING TO PLAN

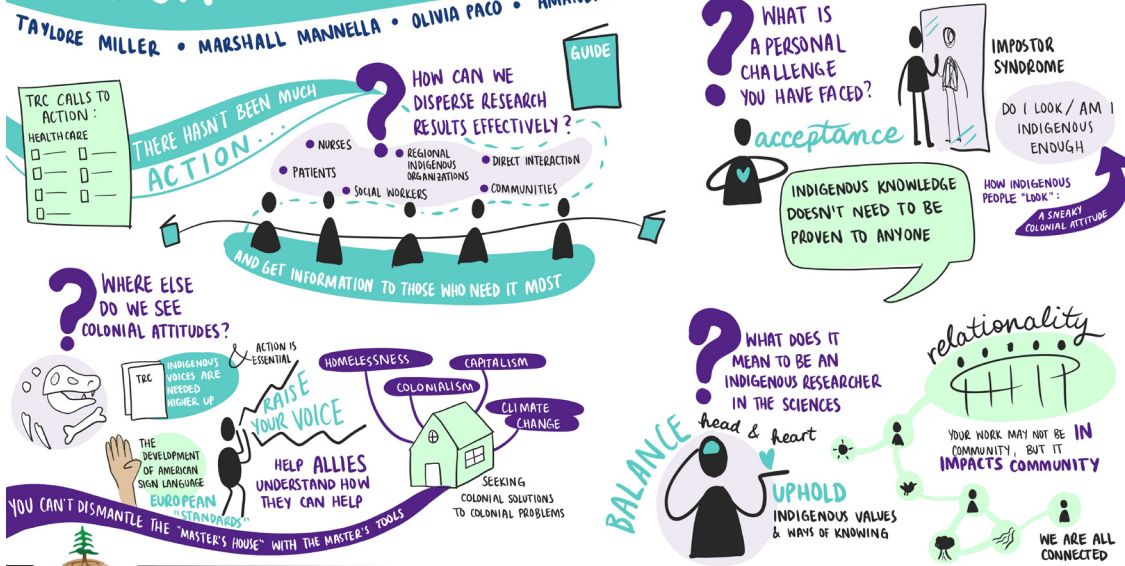
growth

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OUR GROWTH WITH INDIGENOUS IDENTITY & SCIENTIFIC RESEARCH

TAYLORE MILLER • MARSHALL MANNELLA • OLIVIA PACO • AMANDA MORIN



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