British Columbia Network Environment for Indigenous Health Research

BC NEIHR

A **Supportive** Environment
for Indigenous-Led Health Research

BC NEIHR Annual Evaluation Report

April 2021 - March 2022

First Nations Health Authority
Health through wellness

MÉTISBC NATION

BCAAFC | BC Association of Aboriginal Friendship Centres

The Network is generously supported by Canadian Institutes of Health Research (CIHR) and is led by our three key partners: First Nations Health Authority (FNHA), Métis Nation BC (MNBC) and BC Association of Aboriginal Friendship Centres (BCAAFC)

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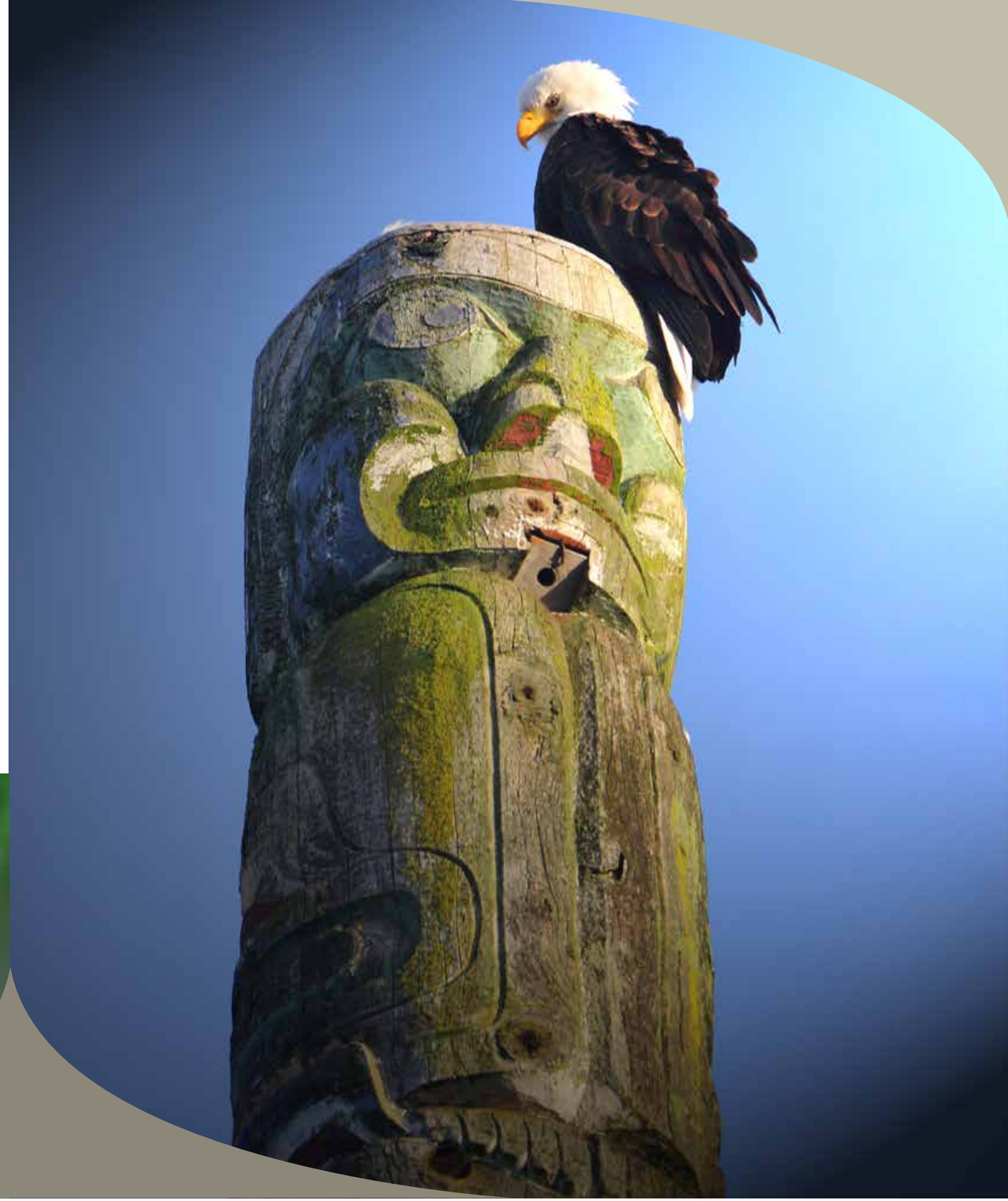


Our Environmental Evaluation Approach

The BC NEIHR is guided by Indigenous values emerging from many culturally and geographically diverse communities in BC; these values are the foundation of our work. Consequently, the research activities undertaken by ICCOs (***Indigenous communities, collectives and organizations***) and students in our Network, which are supported by funding and other resources, are critical to revitalizing Indigenous research and wellness. We also assert that evaluation must be wholistic, strength-based, community-led, relational, story-based, visual, cyclical/circular, inclusive and balanced.

Through an environmental framework, we focus on root, core and stem environments, emerging from decolonized soil. Our metaphor begins with the nourishing power of the sun and water, which represent external resources that enrich the decolonizing and anti-racist environment (soil), into which we have chosen to embed the BC NEIHR. Yet, we are mindful of colonial political, social, and economic environments that can introduce contaminants and so, we must regularly "till and clear the soil"; spreading nutrients and removing harms (i.e., ensuring Indigenous cultural safety).

Our roots emerge from Indigenous values, principles, knowledge systems and ways of being. From these roots, our infrastructure forms a strong core (trunk) of Indigenous Elders and leaders, who guide resources to the stem environment- to capacity bridging initiatives, collaborative partnerships, community engagement, as well as Indigenous-led research and knowledge mobilization (outputs).

Future generations (seedlings) will be nurtured by the BC NEIHR roots, core and stems as well as the enriched environment in which our influence will spread (outcomes). In this way, we see the promise of transformation in research environments; of growth over time and sustainability of Indigenous-led research.

ROOT ENVIRONMENTS: Values & Principles

Self Determination in Research

The principle of self-determination in research is foundational to the BC NEIHR. Self-determination is reflected in the right of First Nations, Métis and Inuit Peoples to set their own research priorities as well as facilitating and promoting equitable access to funding and support for ICCOs, Indigenous students and researchers. This principle also strengthens accountability and respect for Indigenous ethics and protocols in research, which promotes equitable benefits and impacts of research. Self-determination in research is premised on three fundamental practices: 1) ICCOs lead the research, 2) it bears tangible benefits for ICCOs, and 3) it is guided by locally/contextually relevant teachings, traditions and protocols (Tuhiwai Smith, 1999/2004).

Indigenous Knowledge

In directing funds and control to ICCOs, the BC NEIHR entrenches culturally appropriate Indigenous ways of knowing, being and doing in all network endeavors. This principle is also enacted through our structure, with Elders and Knowledge Holders guiding the Governing Council, and with traditional teachings that not only ground us in core values but also plant seeds for future innovations. As well, local and culturally appropriate knowledge continues to guide the development of BC NEIHR funding and capacity bridging programs.

Wholistic Health & Wellness

We promote wholistic frameworks, which provide a foundation for understanding how the wellness of Indigenous individuals, communities and nations is shaped by dynamic interactions at interpersonal, organizational, cultural, spiritual, community, and socio- political levels. Building on the health indicators established in the Transformative Change Accord: First Nations Health Plan, the BC NEIHR supports the inclusion of the 15 new indicators: social, cultural, and economic environments; health systems, land, family, nations, and community; mental, physical, spiritual and emotional wellness; as well as health and wellness outcomes (First Nations Health Authority, BC Ministry of Health, & Indigenous Services Canada, 2019).

Indigenous and/or Decolonizing Methodologies

Indigenous and decolonizing (ID) research approaches not only emphasize Indigenous knowledge systems, they construct research plans that are responsive to Indigenous contexts. Indigenous approaches to research "can be defined as research by and for Indigenous Peoples, using techniques and methods drawn from the traditions and knowledges of those people" (Evan, Hole, Berg, Hutchinson, & Sookraj, 2009, p. 894). The BC NEIHR models and promotes the use of ID methodologies, which are grounded in local contexts, enhance Indigenous research leadership, and generate findings that benefit Indigenous Peoples.

Ethics, Equity, Transparency & Indigenous Cultural Safety

Ethical codes of conduct for research involving Indigenous communities are clearly stated in chapter nine of the 2014 Tri-Council Policy Statement 2: Ethical Conduct for Research Involving Humans and the 2007 CIHR Guidelines for Research Involving Aboriginal People. Indigenous concepts of research ethics are also outlined in the Principles of OCAP®, which are promoted, protected and advanced by the First Nations Information Governance Centre (FNIGC, 2019) as well as the Principles of Ethical Métis Research (n.d.). The BC NEIHR strives to ensure that research involving Indigenous Peoples in BC is ethical by both Indigenous and western standards. Furthermore, the principles of equity, transparency and Indigenous cultural safety are paramount to the work of the BC NEIHR, to ensure that investments in Indigenous health leadership and capacity bridging are accountably managed, that resources are equitably distributed, and that decision-making processes are transparent.

CORE ENVIRONMENT: Infrastructure of Indigenous Systems

Role of Elders

Elders are individuals who are respected and honoured by their communities for their wisdom, traditional knowledge, healing, spirituality, life experience and leadership. In privileging Indigenous voices and lived experience, as well as centering cultural knowledge, Council Elders are actively involved in decision making regarding all BC NEIHR policies, programs and activities. Acting as teachers and role models, Elders guide the conveyance of core Indigenous values and principles into the programs and supports within our stem environment. They generously nurture and protect the growth and development of the entire BC NEIHR structure.

Roberta Price
Coast Salish,
Snuneymuxw &
Cowichan, Nation

Gerry Oleman
St'at'imc Nation
from Tsal'alh

Barb Hulme
Metis

ELDERS

The Governing Council

The Governing Council (GC) includes a gender balanced representation of First Nations, Métis and, when possible, Inuit, including community, organizational, academic and geographic representation. The GC also includes representation from each of the three leading partners (First Nations Health Authority, BC Association of Aboriginal Friendship Centres, and Métis Nation BC), as well as Elders, community members and Indigenous graduate students. Through a consensus based decision-making process, the GC is tasked with advising the BC NEIHR and its team on key research priorities and strategic policies related primarily to a) network membership, b) funding programs, c) capacity bridging/strengthening programs, d) partnerships and e) future funding.

Not only does the Governing Council ensure that the BC NEIHR is led by Indigenous values and practices, but that Indigenous health research leaders are represented at the national NEIHR table, where they have a voice in influencing national and international Indigenous health research policies and programs.

Our current GC members include: Elder Roberta Price, Elder Barb Hulme, Elder Gerry Oleman, Stephen Thomson- Métis Nation BC (MNBC), Leslie Varley - BC Association of Aboriginal Friendship Centres (BCAAFC), Shannon McDonald – First Nations Health Authority (FNHA), Roberta Stout – National Collaborating Centre for Indigenous Health (NCCIH), Jonathan Boron – Graduate Student at Simon Fraser University (SFU), Jasmine Feather Dionne – Graduate Student at University of Victoria, Evan Adams - Indigenous Services Canada (ISC), and Janene Erickson (FNHA).

Process: The GC formally meets three times a year (both online and in-person when permitted). From April 2021-March 2022, the GC engaged in three online meetings (360 minutes total) for Network decision-making and strategic planning. In addition to meeting hours, GC members regularly review key documents and communicate with the operations team via email.

Impact: The guiding values and principles of the BC NEIHR are enacted through our governance structure, with Elders and Knowledge Holders guiding the Governing Council. In doing so, we celebrate Indigenous knowledge systems and approaches. It is our practice to have all potential partners meet with the GC, to convey their intentions and receive approval to engage in relationship and collaboration with our Network.

Indicators: In June 2021, the Governing Council (GC) participated in an anonymous online self-reflection and feedback questionnaire about the BC NEIHR governance and their role. Of those that were able to participate:

- 80% felt the adequacy and timeliness of communication (e.g., updates and announcements) was Very Good to Extremely Good.
- 80% felt the frequency and length of meetings was Very Good to Extremely Good.
- 100% felt the equity of the GC decision-making process was Very Good to Extremely Good.
- 100% felt the meaningful engagement was Very Good to Extremely Good.
- 100% felt the support provided to them as a GC member was Very Good to Extremely Good.
- 75% felt, in this role, the utilization of their skills and knowledge was Very Good to Extremely Good.

Some comments included:

- Good attendance - effective agendas.
- The organizing team has been extremely efficient.
- The creation of a great working team, respect and care given to each of us was great, many thanks!
- The balance of students, gender, sexual identity, community members, and organizational partners - I love that Charlotte is always looking for diversity to include.

Challenges, learnings and next steps: One challenge for the BC NEIHR Governing Council is the voluntary nature of the role and the many other commitments of each of its members. We are aware that

calendars book up very early for most our members (weeks-months ahead). To that end, we have learned that strong communication and advance notice are needed to maintain good working relationships and governance of the BC NEIHR. The GC takes a consensus approach to all decision making, and this approach has helped us to be equitable and inclusive (a main objective of the BC NEIHR). One goal for 2022-2023 will be to find ways to better maximize the utilization of GC members skills and knowledge.

Operations Team (OT)

With guidance from the Governing Council, the Operations Team (OT) is responsible for implementation of BC NEIHR policies, programs and activities. The OT includes Charlotte Loppie (NPI-UVic), Jeff Reading (SFU), Evan Adams (Indigenous Services Canada), Shannon McDonald (FNHA), Margo Greenwood (UNBC, NCCIH) and Nadine Caron (UNBC, UBC), as well as Tara Erb (Network Coordinator). With support from Indigenous Health Research Facilitators (IHRFs) and partners, the OT collaborates to fulfill the responsibilities of policy implementation, program development and implementation, partnership and funding development.

The OT meets every 6-8 weeks via teleconference as well as during the annual GC in-person meeting. Between April 2021 and March 2022, the OT engaged in 6 meetings (540 minutes total). In addition to meeting hours, there is frequent and ongoing work and communication via email. Operations team meetings and hours (outside of PI & Governing Council meetings): 166 meetings totaling 314.5 hours total

Collaborative Partnerships

Through dynamic collaborations, our diverse team of researchers, communities, collectives, organizations, and students contribute to an effective response to the most relevant health issues facing Indigenous Peoples in BC. Through close links and meaningful engagement with diverse partners, we offer myriad opportunities for ethical and impactful partnerships between Indigenous communities and health researchers, scholars, research administrators, policy and decision makers, and other parties with an interest in respectful Indigenous health research.

Total amount of funding leveraged from external partners in 2021-2022: $275,619

Indicators: ***Michael Smith Health Research BC (MSHRBC):***

- Memorandum of Understanding (MOU) in place from 2020-2021 (ongoing).
- Operational Contribution: Funding for the 2021-2022 *Indigenous Health Research Facilitator (IHRF)* positions **($101,957.24)**. The BC NEIHR has funds for half-time positions only; this contribution makes it possible for us to offer these positions at full time.
- Scholarship Program Funding: **$133,900+ per year** to top-up Master's, Doctoral and Postdoctoral funding to CIHR levels. Total contribution over five years: $669,500.
- Collaboration: BC NEIHR representation and participation on the MSHRBC SPOR Phase II Planning Retreat (2 months).
- At the request of MSHRBC, Dr. Jeff Reading and Dr. Charlotte Loppie facilitated a formal discussion with leadership on how to bring the iterative process into a funding review process. The iterative review process is considered by many to be an integral part of ensuring cultural safety and equity within funding organizations.
- Collaboration: on resources for students. YouTube learning module (https://youtu.be/U9S3l_RxwLc): Navigating Graduate and Postdoctoral Funding Applications- An Insider Look into a Funding Agency. 154 views (ongoing).

- 2020-2021: Facilitated relationship between MSHRBC and *Indigenous Cultural Safety* (ICS) Consultant Harley Eagle. Relationship with Harley and the ICS work within the organization was continued throughout 2021-2022 (ongoing).

University of Victoria (UVic):

- Scholarship Program Funding: **Total 2021-2022 contribution $40,000**. The University of Victoria has committed $200,000 over five years to BC NEIHR Master's and Doctoral scholarships (students must be attending UVic): $20K per year x 5 years from the Dean of the Faculty of Human and Social Development, with matching funds from the Office of the Vice President of Research.
- The UVic **Centre for Indigenous Research and Community-Led Engagement** (CIRCLE) provides the BC NEIHR with an office, desks, chairs, filing cabinets, access to a printer, scanner, kitchen and large meeting space (ongoing), as well as phone, internet, email, video-conferencing services, accounting support, and technical support (ongoing).
- Practicum Training:
  - **LE,NONET** Research Apprenticeship for Indigenous trainee Brittany Skov. Included 120 hours of practicum training with the BC NEIHR. Student was provided an opportunity to apply Indigenous ethics and protocols, and encouraged to reflect on their own ethics and self-location during their placement. Student conducted the literature review and interviews for the BC NEIHR YouTube leaning module: Indigenous Knowledge Gathering Tools.
  - **School of Public Health and Social Policy Practicum** for student Sanjida Hridi. Student assisted in the development of BC NEIHR YouTube learning module: Indigenous Cultural Safety and Peer Review.

Other Partnerships/Collaborations (including ICCO collaborations):

- **IMN PN:** We have collaborated with the CIHR-funded *Indigenous Mentorship Network of the Pacific Northwest* (IMN PN) on supports for Indigenous trainees, such as monthly Zoom Talks and Indigenous Graduate Student Research Showcase (***described below***). We have also facilitated IMN PN Research Experience Award funding (total $6,000) for Indigenous trainees Eyvette Elliot and Sarah Littlechild.
- **Health Authorities (x5):** The operations team and IHRFs work with all BC Health Authorities on various collaborations and relationship building. For example, the Network Coordinator has regular one-on-one meetings with health authority teams and has met with the Research Directors.
- **BC Support Units:** The operations team and IHRFs work with the BC Support Units on various collaborations and relationship building. For example, Zoe and Atlanta (IHRFs for Vancouver and Fraser regions) have been working closely with the Fraser region on bringing Indigenous cultural safety into their ethics protocols and practices (policy change).
- **Universities (x5):** University of Victoria (partner), University of British Columbia (partner), University of Northern British Columbia (partner), Simon Fraser University (partner) and Vancouver Island University (Network Coordinator member of the Indigenous and Spiritual Care Advisory Group for Institute Application and facilitated IMN PN Research Experience Award for VIU student).
- **Research Ethics BC (REBC):** In partnership with REBC, the BC NEIHR conducted an *Environmental Scan* of all BC Research Ethics Boards. The Environmental Scan focused on the current practice of reviewing Indigenous research in existing ethics applications. For this knowledge gathering, Indigenous trainee Sarah Littlechild reviewed ethics applications from all 25 BC REBs as well as spoke to members from all the REBs. The Environmental Scan report (82 pages) and Summary Report of the Environmental Scan (8 pages) will be finalized and made available in 2022-2023. Led by the

Network Coordinator Tara Erb, the BC NEIHR also conducted *Ethics Sharing Circles* (in-person and online participation) at the University of Victoria, University of Northern British Columbia and University of British Columbia. The Ethics Sharing Circles were Indigenous-led (i.e., protocol, Elder, opening prayer, etc.) and gathered information from Indigenous researchers, Indigenous graduates and community members about their experiences of ethics review. The Summary Report for the Ethics Sharing Circles will be finalized and available in 2022-2023.

Impact: Both the Environmental Scan and Ethics Sharing Circles are significant components of the cultural safety work that is being conducted by the BC NEIHR. In partnership with other stakeholders, this work will help to inform next steps in knowledge gathering, intervention strategies, and organizational/policy change.

- **UBC IRSI** *(Indigenous Research Support Initiative)*: The BC NEIHR UBC Research Ethics Sharing Circle was planned in partnership and under the guidance of Lerato Chondoma, Associate Director of IRSI. As well, Lerato is a member of the BC NEIHR Indigenous Cultural Safety in Research Working Group.

- **Indigenous Peoples' Health Research Centre (IPHRC):** Through the BC NEIHR, two Indigenous trainees from BC, Corrina Sparrow and Robbi Davey, were funded to modify the IPHRC's Indigenous cultural safety training called Building Research Relationships with Indigenous Communities (BRRIC). This original training is Saskatchewan based and included the maps, languages and history of SK communities as well as general protocols when working with Indigenous communities (e.g., OCAP® principles, the 4 R's, self-determination, relational accountability, etc.). IIPHRC was asked by FNHA (a key partner of the BC NEIHR) to modify their BRRIC training for **BC context** (add information about BC Indigenous communities, collectives and organizations), which could then be hosted and delivered by BC organizations (FHNA, BC NEIHR, etc.). The Network Coordinator then worked with FNHA Knowledge and Research Exchange Team to recruit participants for the pilot training session with different partners and post-secondary institutions.

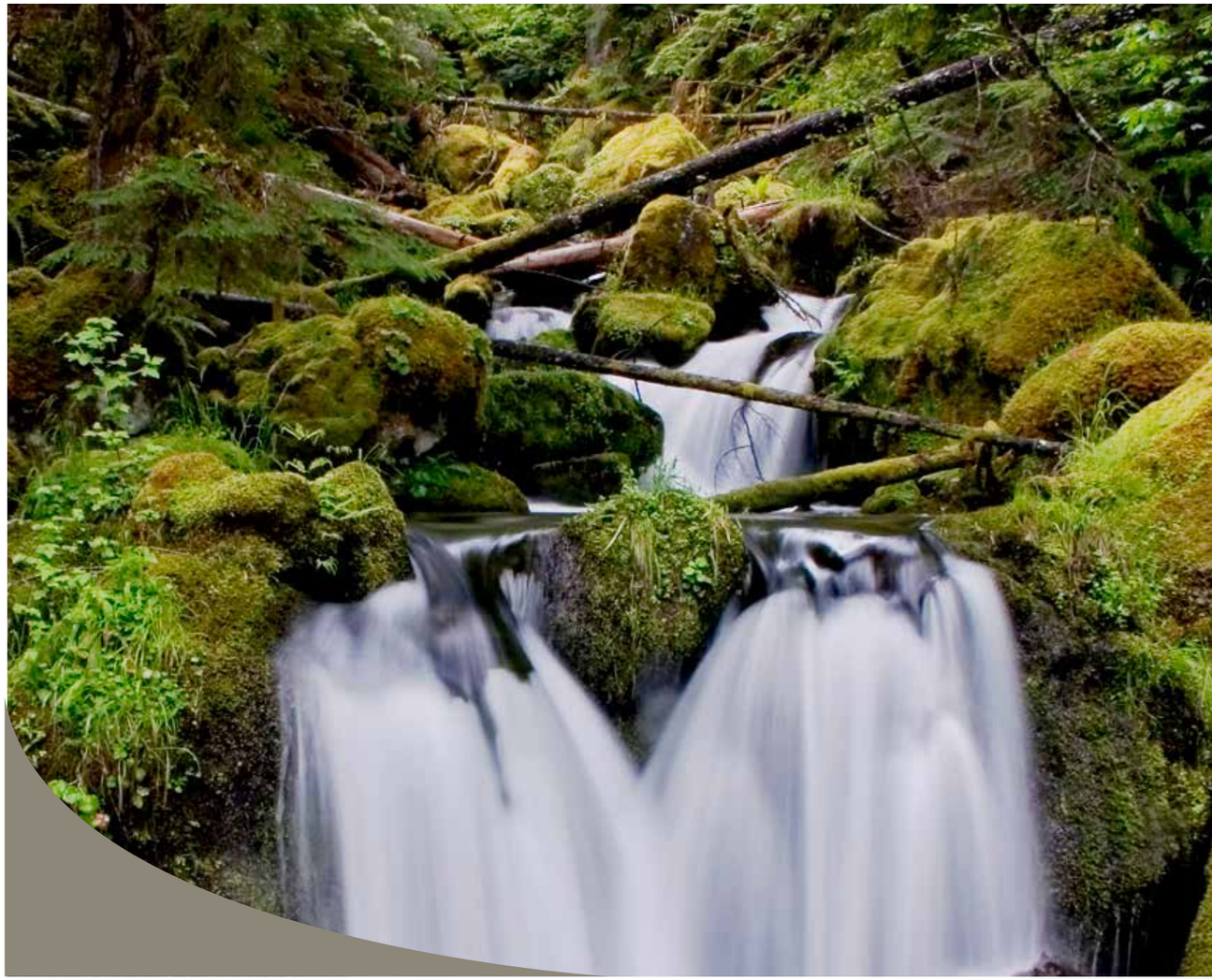
- **AlterNative and Journal of Indigenous HIV Research:** In partnership with the editors, we created the learning resource: Indigenous Cultural Safety and the Peer Review Process (29 views) You Tube

- **BC NEIHR National Collaboration Centre:** Representation and participation on the National Gathering for Graduate Students (NGGS) planning subcommittee (3 months).

- Number of opportunities shared and communicated between BC NEIHR and partners: Twitter: 77 shares; Facebook/Instagram: 100 shares; Newsletter: 66 shares

Challenges, learnings and next steps: We believe that the key to our Network's success is based on the respectful, collaborative, trusting, and reciprocal relationships we have established with various partners and organizations. Each partnership and collaboration provides various opportunities, such as additional

funding, training for ICCOs and Indigenous trainees, new research-related resources, increased awareness of the NEIHR program, and an increased focus on Indigenous cultural safety and ethical practices. Some of the challenges have been around learning to work together as well as pursuing systems change. We have learned that respectful and trusting working relationships are supported by strong communication (ongoing opportunities to share and listen), a demonstrated commitment to prioritizing shared objectives, participating in each other's various events (e.g., gatherings, retreats, etc.), and, when appropriate, developing relationship agreements/MOUs. We anticipate that the outcome of these many partnerships and collaborations will be a safer and more inclusive research environment for everyone. Our focus for the next year will be on continuing to strengthen our existing partnerships and collaborations and find ways to develop new ones.



Committees, Communications and Network Engagements

BC NEIHR Evaluation Committee

The Evaluation Committee was formed in 2020 to create the BC NEIHR Evaluation Framework. Membership includes: Rob Hancock (UVic), Robline Davey (SFU), Pat Camp (UBC) and Bev Pomeroy (Fraser Health), as well as Tara Erb and Charlotte Loppie from the Operations Team. Through intensive collaboration, we have developed a useful and culturally relevant framework, which allows us to appropriately measure and illustrate the processes, outputs and outcomes of BC NEIHR values, relationships, resources, programs and activities. This Evaluation Framework (including model/approach, data gathering tools, outcomes and indicators) is now available on the BC NEIHR website: https://onlineacademiccommunity.uvic.ca/bcneihr/wp-content/uploads/sites/4766/2022/01/Evaluation-Framework_Final.pdf.

Indigenous Cultural Safety in Research (ICSR) Committee

The ICSR Committee was formed in late 2020 and is tasked with designing and piloting ICS initiatives and resources specifically for research settings (***e.g., Research funders, Research Ethics Boards, peer reviewers, etc.***). Membership includes: Billie Allan (UVic), Jessica Humchitt (FNHA), and Lerato Chondoma (UBC, IRSI), as well as Charlotte Loppie and Tara Erb from the Operations Team.

Context: During the development of the BC NEIHR proposal to CIHR, Dr. Loppie and colleagues hosted a series of events that brought together approximately 100 community members, Elders/Knowledge Holders, students, researchers and institutional partners from across BC for day-long discussions about Indigenous research. Participants strongly recommended that University Research Ethics Boards (REBs) become more committed, responsive and trained to assess: (a) the nature and strength of Indigenous community-academic research partnerships, (b) strategies to mitigate power imbalances, (c) measures to ensure community ownership and control, and (d) researchers' cultural safety, competency and accountability. They also recommended that academic researchers receive training to better prepare them to engage in ethical research with Indigenous communities, which is supported in the literature (Moore et al., 2017; Morton Ninomiya & Pollock, 2017). The ICSR Committee is building on these recommendations.

Process: We are in the process of finalizing a framework for developing and implementing ICS initiatives within research system and structures. In October 2021-2022, the ICSR Committee engaged in one in-person full day meeting to finalize the framework. The final draft is with the graphic designer and will be public in 2022-2023.

Indigenous Sex & Gender (ISG)

The BC NEIHR is committed to promoting and integrating Indigenous Sex and Gender (ISG) considerations throughout the life of the Network. Some of these considerations include: training modules/resources on ISG theories and methods for our members; advice on filling out CIHR and other organizations application sections on Sex and Gender; ISG in research design, methodology and analysis, including how ISG can be interpreted and understood; and gender and inclusion advocacy.

Indicators:

- 21 ISG resources (written, video) on the BC NEIHR website
- 2021-2022 Graduate Student Scholarships with ISG focus
- 2021-2022 ICCO Grants with ISG focus (2)
- ISG champion on Indigenous Cultural Safety in Research Working Group (Dr. Billie Allan)
- Two-Spirit representation on the Governing Council (2 members)

Network Membership

As of March 2022, there were **202 registered members of the BC NEIHR**. To become a member, interested participants are asked to complete a *Registration Survey* (available online or by request): (https://onlineacademiccommunity.uvic.ca/bcneihr/wp-content/uploads/sites/4766/2021/01/fillable_BC-NEIHR_-Registration-Survey-3.pdf).

The information collected on the Registration Survey assists us in not only reporting on membership, but also in facilitating relationships as well as finding expertise for peer review and developing resources and supports.

Our membership includes Indigenous academics/professionals, ICCO (***Indigenous communities, collectives and organizations***) members, Indigenous students and trainees as well as allied academics and professionals. Members' network activities vary and include: 1) applying for BC NEIHR funding (*graduate, postdoctoral, early career researcher, or ICCO*); 2) reviewing graduate or post-doc funding applications; 3) reviewing ICCO funding applications; 4) developing resources; 5) facilitating and/or participating in training initiatives; 6) partnering on BC NEIHR initiatives, 7) membership on committees; and 8) international community engagement.

To date, our membership consists of:

41% 83 Indigenous trainees (graduate/postdoctoral).

23% 47 Indigenous academics and professionals.

19% 38 ICCO (Indigenous community, collective or organization) members.

17% 34 Allies.

We are always looking for ways to increase awareness of our Network. One of our goals last year was to double our Network. We came very close to meeting our goal, with 110 registered members in 2020-2021 and now 202 registered members in 2021-2022. Another one of our goals was to increase our ICCO engagement and representation, which has increased from 15% (17 registered ICCOs) in 2020-2021 to 19% (38 registered ICCOs) in 2021-2022.

Impact: Our fast growing interdisciplinary, inter-sectoral membership of individuals and organizations are engaged and dedicated to research that is culturally grounded.

Learning Resources and Supports

- Number of views and likes of YouTube training modules: views: 633; likes: 25
- Number of views of monthly newsletters: 2055
- Number and variety of platforms of learning resources and support (written, webinars, workshops, in person, interactive, etc.): YouTube videos (17); webinars (3); website resource list (118). **138**
- Presentations/publications by Graduate and early career researchers facilitated by BC NEIHR (e.g., Zoom Talks): Putting Patience First Conference (4); Better Together UNBC (1). **5**

Communications

- Website content (quantity of tabs, pages, etc.): 7 tabs, 37 pages
- Number of newsletter views: 2055
- Twitter tweet activity April 2021: 2.7K impressions
- Facebook (FB) and Instagram (IG) followers, page reach, page visits and new likes/follow:
  - o Followers: FB: 177/IG: 142;
  - o FB page reach: 13,578; FB page visits: 4,693; FB page new likes: 62;
  - o IG reach: 841; IG profile visits: 319; IG new followers: 60
- Twitter profile visits, mentions and new followers: profile visits: 9,060; mentions: 43; new followers: 15
- Twitter posts engagement: link clicks; retweets; likes: Link clicks: 519; retweets: 472; likes: 591

Social Media Engagement

To broaden our reach, BC NEIHR Facebook (@BC.NEIHR), Twitter (@BCNEIHR), Instagram (@BCNEIHR) and YouTube Channel (@BC NEIHR) have been developed and a monthly e-newsletter (via Adobe Spark) is circulated to the Network as well as posted and archived on the web pages/social media accounts.

Process: In terms of appraising the success of our communication strategy, we track online use through a variety of approaches (***e.g., Google, Twitter, and Facebook tracking, etc.***). Using document review framework and analytics, we review: network updates/news-blasts, email strings, Twitter feeds, Facebook postings, and other communication materials.

Impact: Social media engagement broadens our reach and raises awareness of our Network and its opportunities as well as other opportunities that would benefit ICCOs and Indigenous trainees.

Indicators: Social media analytics can be found at the end of this document.

STEM ENVIRONMENT: Capacity bridging, community engagement, resources and learning supports, Indigenous-led research and knowledge mobilization (outputs)

Operations/BC NEIHR Team Opportunities

- Number of job positions created or funded by the NEIHR: 1 Network Coordinator (F/T); 1 Administrative Assistant (P/T); 5 Indigenous Health Research Facilitators (F/T) = **7 total**
- Number of Indigenous graduates and postdoctoral representatives on Governing Council, committees, operations staff, etc. (i.e., graduate and postdoctoral representation and engagement): 2 Governing Council members; 1 Indigenous Cultural Safety in Research Committee; 2 Evaluation Committee; 1 Operational Team member; 5 Indigenous Health Research Facilitators (IHRFs) = **11 total**
- Number of volunteers associated with the BC NEIHR (including secondment or anything not paid directly by the BC NEIHR): Evaluation Committee Working Group (6); Indigenous Cultural Safety in Research Committee (5); Governing Council (11); Scholarship & Fellowship Reviewers (25) = **47 total**
- Number of environmentally-conscious activities completed or facilitated by the BC NEIHR: **1** (LC Gunn Trail nature hike with IHRF Laura McNab-Coombs)

Indigenous Graduate and Postdoctoral Funding

Our scholarship and fellowship programs are generously supported by CIHR. However, in order to address the BC NEIHR's sustainability, so that it does not rely exclusively on CIHR funding, we have secured additional financial support to increase funding for our scholarship and fellowship programs. This includes funding from two of our affiliated institutions; the University of Victoria (UVic) and Michael Smith Health Research BC (MSHRBC).

Primary community or geographic regions listed as relevant to student research 2021-2022 BC NEIHR scholarship applications

Submissions (2021-2022):

- 12 Master's; 28 Doctoral; 1 Postdoctoral (submissions totalling $1.2M)
- 13 - University of Victoria (UVic)
- 16 - University of British Columbia (UBC)
- 8 - Simon Fraser University (SFU)
- 2 - Royal Roads University (RRU)
- 1 - Thompson River University (TRU)
- 1 - Trinity Western

Total Graduate Funding Allocated (2021-2022): $315,000

Doctoral Scholarship recipients (one-year, $35,000/each):

- Amanda Bedard (SFU)
- Danielle Francine Alphonse (UVic)
- Jilleun Tenning (UVic)
- Kimberly Fairman (UVic)
- McKenzie Braley (SFU)

Master's Scholarships recipients (one-year, $17,500/each):

- Cameron Chevrier (UVic)
- Chelsey Perry-Ens (SFU)
- Elizabeth Danis (SFU)
- Nikki Hunter (TRU)
- Rylan McCallum (UBC)
- Sarah Littlechild (UVic)
- Valerie Johnson (UBC)
- Willow Paul (UVic)

Process: Eligibility to apply for a BC NEIHR scholarship or fellowship includes: identify as Indigenous (*First Nations, Métis or Inuit*), be studying at a British Columbia institution, and be conducting research either with an ICCO (Indigenous community, collective or organization) or on the topic of Indigenous health and wellness (broadly defined in wholistic terms). All application materials, including detailed overview and instruction documents, as well as answers to Frequently Asked Questions (FAQs), are available on our website (www.uvic.ca/bcneihr) or by request. The Call for Applications (November 1st, 2021) was announced and widely distributed by e-blasts, newsletter, social media pages, connecting with mentors and other networks, and reaching out to departments and centres of institutions. The deadline to apply was February 1st, 2022.

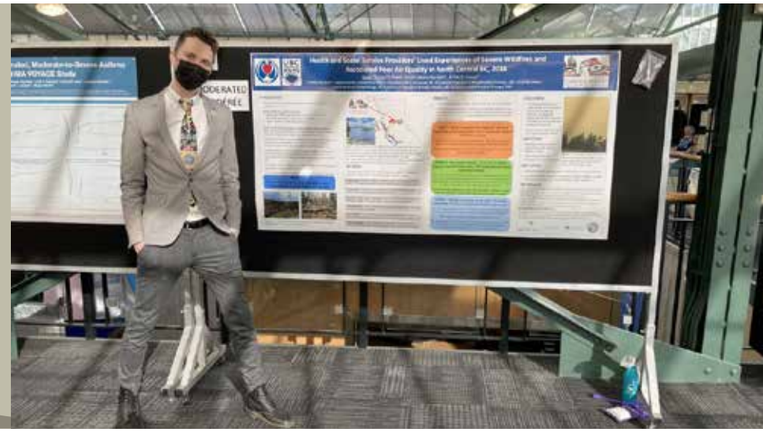
We ensured that applicants had appropriate mentorship in the preparation of their submissions by offering an on-line Zoom seminar (November 2021) on how to apply for BC NEIHR scholarships and fellowships. This seminar provided an overview and instructions, as well was an opportunity for students to ask questions. Additionally, short online video-based resources, such as learning modules on proposal writing and navigating funding agencies, were created and made available through the BC NEIHR YouTube Channel: @ BC NEIHR. Applicants were also linked to our Network Coordinator and to the Indigenous Mentorship Network of the Pacific Northwest (IMN PN) for further support.

Each submission was reviewed by the Operations Team for eligibility and completeness before moving forward to the review committee. The review committee consisted of 25 Indigenous and allied academics/ professionals and ICCO members. Each submission was reviewed and scored by two reviewers. Additionally, we followed an iterative, developmental review process whereby applicants submitted their proposal for initial review and received recommendations for improvement, revision and immediate resubmission, or approval for full review.

Impact: Indigenous students and post-doctoral fellows across BC face additional burdens related to financial, family, community and cultural responsibilities. Support, in the form of scholarships and fellowships, can ease some of these burdens and ensure that students and trainees experience a more equitable foundation upon which to complete their studies and research.

The BC NEIHR scholarship and fellowship program represents a strategic investment in high quality, culturally and contextually-relevant, Indigenous-led health research and capacity strengthening that will contribute to new knowledge and draw more Indigenous students into the research process.

Justin Turner (Metis, UBC), BC NEIHR funded doctoral student Presenting at the 2022 Canadian Respiratory Conference



Indicators:

- Number of subsequent degrees pursued by trainees (e.g., funded MA → pursues PhD): **1** (Brandi Berry, SFU)
- **3-minute open-ended questionnaire by email - BC Graduate Student Voices:**

2020-2021 BC NEIHR funded students (follow up questionnaire)

"With the BC NEIHR scholarship funding, I have been able to devote myself fully to my doctoral studies without worrying about taking on a part-time job to survive. With this dedicated research time, I have improved my skills in writing, presenting, study design, data analysis, and research coordination. These aspects of skill development can be seen in my CV, which has increased in numbers of peer reviewed publications, conference presentations, and research grant applications. Additionally, my doctoral research originally included only one project, but now has three separate studies. I truly believe the BC NEIHR scholarship is setting me up for a long and successful career in research. Finally, because my doctoral research (and career aspirations more generally) are geared towards improving health services for Indigenous Peoples in BC, I also believe NEIHR and its funders are investing in positive social change. The funding allowed me to visit my family more often than I would have otherwise been able to do because I live a plane ride away from them. Beyond the scholarship itself, I am also grateful to BC NEIHR for all the support it provides Indigenous graduate students through educational sessions, webinars, and opportunities to connect with peers and mentors." BC NEIHR funded Doctoral student

"My BC NEIHR scholarship paid for my tuition fees and helped support study-work-life balance. Without the fees, I would have to put in days at work, which would likely mean my degree would take me longer to complete. I look forward to completing my degree soon!" BC NEIHR funded Master's student

"The NEIHR has played a massive role in my academic success in 2021/2022 as it has supported me throughout my Master's journey. It helped to relieve the financial burden that post-secondary education can create and allowed me to focus on completing my studies and on meaningful work. Through the BC NEIHR, I had the opportunity to connect to a network of other Master's level students who are seeking to contribute to the health and wellbeing of Indigenous Peoples. I am thrilled for the opportunity to meet the cohort in June when we come together at UBC. Overall, I am extremely grateful for this scholarship." BC NEIHR funded Master's student

2021-2022 BC NEIHR funded students (questionnaire)

"The process was apparent in terms of expectations of the application, and if I had any questions, Tara answered promptly. The whole project and process on my educational pathway at UVIC is healing, transformative and necessary. Hopefully, I believe the resurgence of Indigenous knowledge, specifically in early childhood education, will shift from a decolonial way of being and be inclusive of spiritual development in early childhood programs and post-secondary curricula regarding child development. This work builds on policy: the twelve calls to action (TRC) and UN Indigenous rights. I have a lot of gratitude for being supported by the scholarship. Also, I am excited to work in my community with my Nation and with Elders! Again, I realize the time it takes to review and go through the applications, so I want to thank the review committee and Tara for your ability to support all the students applying. My supervisor commented to me, stating that my ancestors are very proud of my work, and this is a blessing. I fully agree this project is to heal the past, inform the present and change the future to validate Indigenous worldviews in early childhood education." BC NEIHR funded Doctoral student

"The process was straightforward and allowed me to reflect on my goals as an Indigenous student and future researcher. I felt, if I needed support, I could reach out to team members at BC NEIHR and I would

feel comfortable that they would support me in the application process. I am so excited to work in my home community on my thesis project. I really wanted my research to make a contribution to Indigenous communities and wellbeing. I am sure I can do this with the support and guidance I have received from the BC NEIHR. I love that the NEIHR network gives me access to many different supports and mentors. I can find the right fit for me and my goals at the right time." BC NEIHR funded Doctoral student

"The process to apply for BC NEIHR funding is very straight forward. The checklist helped and I really appreciated being directed to the NEIHR YouTube videos. The videos helped guide the direction of my proposal and inspired me to really shape the focus of my studies. What most excites me about my receiving funding for my project is that I will have the ability to work in community as opposed to over Zoom. My project is one that hasn't been done within my community. It is exciting to think about determining ways to "put ourselves forward", especially using culture, language and knowledge of history. For new applicants, I would recommend chatting with your supervisor to ensure you have a solid sense of direction for your studies. I had a meeting with both my supervisor and a committee member of my intended studies. I gave myself about a month to write and revise my proposal and utilized the checklist provided. I also watched several NEIHR YouTube to better prepare me. Please watch this video https://youtu.be/Zbzwf9jEo-Q. To the NEIHR Committee, I sincerely thank you for creating this wonderful opportunity. The funds provided by NEIHR will increase the quality of my life and many other scholars to come. I am beyond grateful and look forward to developing curriculum that will help my community and surrounding communities." BC NEIHR funded Master's student

"The application was undoubtedly a lot simpler than many other scholarships. The instructions were clear and there was no unnecessarily complicated forms to fill out, which I really appreciated. I did ask a few questions to the contact person for UVic for this scholarship and received prompt and helpful responses. It's really great to see that others see value in a project that I'm really passionate about. Having this funding not only helps me fund my travel costs but will also allow me to compensate participants in a competitive manner. This is something that I wanted to do from the start, but that is only possible with the help of additional funding sources, therefore thank you so much! With this project, I hope to produce results that can bring forward the intersectional experiences of non-cisgender Indigenous folks of the Delta region, as the trans+ community there is not currently very visible. I just want to say thank you for believing in my project. This is one of many scholarships I have applied for and by far the one I received the most support from (since the beginning of the application). It's really helpful to have received feedback on my application when I received the acceptance email. This was surprising to me, as I have not received such feedback from other scholarships, but so very helpful. Another element that is worth mentioning that I find really great and exciting is the GIHR conference! I'm so excited to meet with others involved in this field and learn from them as well as Elders and Knowledge keepers. I will also be part of the student panel and I am thrilled to have this presentation opportunity as this is a first for me. Therefore, thank you for the award, but also with creating these opportunities to continue to be involved with the broader research community." BC NEIHR funded Master's student

Challenges, Learnings and Next Steps: The next Call for Applications will be November 1st, 2022 (deadline February 1st, 2023). Although our student applications increase each year, there continues to be a relative lack of applications from the North, specifically from the University of Northern British Columbia (UNBC). To date, the BC NEIHR has only received one UNBC submission in 2020-2021. Our goal for 2022-2023 is to address this issue by:

- Creating a summer position of UNBC Indigenous Graduate Peer Mentor (currently Laura McNab Coombs) to work closely with UNBC Indigenous mentors and other stakeholders involved in UNBC Indigenous student outreach (e.g., SAGE, First Nations Centre, UNBC Indigenous Initiatives, Offices of Research, Graduate Studies, and Student Recruitment). As well, Laura has been conducting outreach and relationship building with the Funding/Education Managers of Northern bands/nations.

- Putting together a concise memorandum listing all of the current and upcoming student opportunities offered by the BC NEIHR to present at a UNBC SAGE meetings.

- Developing an Entrance Award for Indigenous graduates who are studying Indigenous health and wellness and entering a UNBC program that has a significant research component.

- Dedicating one BC NEIHR scholarship or postdoctoral funding to a UNBC applicant if they score within the Excellent-Outstanding range.

- Reserved and funded Northern Indigenous mentors and mentees to attend our upcoming in-person BC NEIHR Gathering for Indigenous Health Research (GIHR June 2022) held at UBC/Musqueam.

Other Graduate and Postdoctoral BC NEIHR Opportunities:

- Number of graduates and post-docs connected with ICCOs: 82

- BC NEIHR Information Session (online webinar with Q & A) November 2021 for Indigenous students interested in applying to the BC NEIHR Scholarship & Fellowship program.

- WriteSMART online workshop on Proposal Writing with Leslie Prpich (Beyond Words Editing) January 2022 for Indigenous Doctoral students
  - Some Impacts and Outcomes (as reported by participants via survey):
    - Student objectives for taking the workshop:
      - "To get in a proposal headspace";
      - "Synthesize the various threads of my research into a more coherent narrative":
      - "To get into the writing headspace and learning tips from a professional".
    - The workshop provided opportunities to:
      - Receive relevant training specific to academic writing;
      - Strengthen proposal ideas/draft;
      - Receive training on proposal writing tailored for Indigenous students, and;
      - Network and engage with other students.
    - Liked best about the workshop:
      - "Dialogue between participants and facilitators";
      - "Writing exercises and discussion with facilitators (who was really engaging and lovely to work with!)";
      - "The way the facilitator engaged the group and how writing was made to seem accessible".
    - How other students would benefit from the workshop:
      - "Great and supportive atmosphere; great to get help not just from the facilitators but also fellow students";

      - "Nice opportunity to reflect on my research. I came away with some tangible ideas and techniques I will apply to my writing".

- NWT/BC/AB NEIHR Networking Event (online) March 2022 for Indigenous NEIHR funded graduate students. Elders and graduate students from each NEIHR gathered to have lunch, introduce themselves and their research, network and have fun. Since the NEIHR is a national program, these types of cross-network opportunities are important for creating relationships and collaborations between the NEIHRs.

Pilot Project Grants (PPG)

The BC NEIHR provides Pilot Project Grants (rolling deadline) to Indigenous (***First Nations, Métis or Inuit***) early career researchers to improve their competitiveness in CIHR and other research competitions.

These grants are a one-year term and valued at $7,000. Funds can be used to cover costs associated with the following types of activities:

- planning and executing pilot projects or feasibility studies to generate proof of concept and/or preliminary data; or

- development and/or validation of Indigenous tools, methodologies, protocols, theoretical models or frameworks.

Total amount and number of PPG: $21,000 (3)

In 2021-2022, we had three (3) successful Pilot Project Grants (PPGs); two (2) from UBC and one (1) from UNBC. The research topics for funded PPGs included:

- Indigenous youth device use and online experiences (cyber-aggression and social and emotional development)

- Community members living with difference and the role of culture in ensuring a nation of inclusivity and belonging (disability and Indigenous perspectives), and

- Development of a traditional foods consumption, preference and availability survey to guide a community's research as it relates to food systems (diabetes prevention).

ICCO Community Health or Research Needs Assessment Fund (CHRNA) 2020-2021

Funding – Assessment of Impact and Indicators (Follow up)

At the request of BC ICCOs and in response to restrictions on research resulting from the COVID-19 pandemic, in 2020-2021, the BC NEIHR launched the *Community Health or Research Needs Assessment Fund (CHRNA)*. The objective of the CHRNA was to support BC ICCOs to undertake a rapid needs assessment of their current health priorities or research capacities.

Total CHRNA Funding Awarded (2020-2021): $67,860

Process: CHRNA applications were reviewed and scored internally by the Operations Team.

Indicators (Examples from Use of Funds Reports - identifying information removed):

- Hosted an honouring ceremony for ICCO members (led by Elders) to strengthen research relationships and begin the project in a culturally safe way.

- Supported qualitative data gathering activities that led to consensus building around ICCO vision and goals related to research projects.

- Consensus around data themes that will inform data governance and methodologies for future research projects.

- Hired an Intern Researcher to assist with the development of the five-year health and wellness plan for our community. The intern has carried and continues to carry out any research required for the plan, such as cultural and land background, ICCO language words, phrases, concepts, and historical data on the community's past health activities.

- Hired someone who could gather member names between a certain age range, connect with them, and bridge them to all ICCO services including membership for updating information, and Education for funding supports. This is work is still ongoing.

- Gathered feedback directly from Youth, both on and off reserve, regarding what would make programming more accessible and useful to them. Youth feedback is allowing us to gain insight as to how we can create more structure and support for Youth Centre Staff, which will contribute to the updated policies and procedures. We have also been able to connect our youth to external Youth programming allowing more opportunities for Youth to connect to the greater community. Thanks to BC NEIHR we are now establishing a structure that partners our Health, Education, and Social Development Departments allowing us to create wrap around services and create a better sense of support among our young members.

- Learn more about ways that the ICCO can support the prevention, recovery and care of COVID-19, and promote traditional land and relationship-based approaches to wellness through community conversational learning. The project team coordinated, collaborated and facilitated: 1) Conversational learning with individuals and learning circles in families/extended families and the community at large; 2) Developed discussion questions and community protocols to inform our understanding of how land and relationship based approaches can support community Covid-19 care, and; 3) Discuss and identify common themes, patterns and cultural concepts regarding community health and wellness, as well as the needs and solutions identified by participants. Additionally, the project team developed a discussion guide to support conversational learning in the ICCO with a guide that includes a brief description of the project purpose, ethics, and methods of conversational learning.

Impact: Communities are calling for ICCO leadership in research – so that knowledge about Indigenous health will not continue to be possessed exclusively by mainstream institutions, creating the potential for further marginalization and stigmatization of Indigenous peoples. Our focus on local Indigenous knowledge systems, cultures and contexts, provides an excellent foundation for balanced health research that supports ICCO self-determination.

ICCO Funding for Research Development and Knowledge Sharing and Mobilization 2021-2022

Total amount and number of ICCO funding: $130,000 (17)

In 2021-2022, we launched our first annual ICCO funding opportunity and awarded nine (9) Research Development Grants (totalling $90,000) and eight (8) Knowledge Sharing and Mobilization Grants (totalling $40,000). The IHRFs provided various supports (e.g., assisting with proposal writing, as well as creating a budgets and timelines) to ICCOs who responded to this funding call. Some ICCOs required a significant amount of assistance when applying, while others require only minimal support.

The following ICCOs were successful recipients of 2021-2022 BC NEIHR funding:

- Binche Whut'en First Nation
- Aboriginal Coalition to End Homelessness Society
- First Nations Health Programs (Yukon Hospital)
- Sik-E-Dakh First Nations (Glen Vowell Band)
- First Nations Women's Yoga Initiative
- Smokehouse Foundation
- Victoria Native Friendship Centre
- First Nations Health Authority
- Mowachacht-Muchalaht First Nation
- Uut Uustukyuu Society (Ahousaht First Nation)
- Canadian Aboriginal AIDS Network
- Snuneymuxw First Nation
- Carrier Sekani Family Services
- Working Group on Indigenous Food Sovereignty

*Keywords from BC NEIHR ICCO 2021-2022 funding applications

*We created this 'wordle' using the keywords submitted by ICCOs in their 2021-2022 funding applications to the BC NEIHR. While each project was unique, placed-based and autonomous – where research was by the community and for the community- there were common, underlying themes within the keywords and applications that characterized ICCO-led projects as strength-based, culturally grounded and self-determined. These ICCO-led projects and keywords offer us a glimpse into what our journey toward reconciliation looks like and how the principles of OCAP® are enacted. We look forward to continuing to fund and support the ICCOs of BC!

BC NEIHR Funded ICCO - Ekw'i7tl Doula Collective Indigenous midwifery graduation ceremony 2021

ICCO Funding

"I have to say, NEIHR has been the most positive granting experience I've had. We appreciate the ease of applications and support throughout" Funded ICCO applicant.

Challenges, learnings and next steps: We regularly request feedback from applicants about the process of applying for BC NEIHR funding (e.g., we ask, "were the Overview and Instructions easy to understand?"). Many ICCOs feel very comfortable with the process, while others provide us with feedback about how to improve our application materials.

In addition to commenting on the accessibility of instructions, applicants responded favourably to the BC NEIHR support and encouragement of Indigenous ways of thinking and storytelling (i.e., a decolonial process). However, a few ICCOs found the instructions difficult to understand, which reveals continuing barriers around accessible and relevant language for ICCOs when applying for research funding. To address this issue, the IHRFs are currently working on creating a written workbook of very clear examples/templates for each step of the application process. They are also creating video-based nano-tutorials (i.e., videos that are 60-90 seconds long) for each step of the process. These materials will be available for the 2022-2023 BC NEIHR ICCO funding call.

Another barrier is the diversity of partnerships and resources between ICCOs. Some ICCOs have existing partnerships with academics, many of whom are very seasoned grant writers, which greatly strengthens the success of their applications. Other ICCOs do not have these partnerships and some lack essential research resources (e.g., minimal human resources/staff or other team members; limited or no access to necessary software programs). We are discussing how we can address these important equity issues when designing and adjudicating future funding calls.

Introducing the BC NEIHR Indigenous Health Research Facilitators:

Atlanta Grant
Vancouver/Fraser Valley

Huron-Wendat First Nation
Personal Research Focus: Food Sovereignty; Food Security; Indigenous Methodologies

Zoe Verlaan
Vancouver/Fraser Valley

Nlaka'pamux from the Spuzzum First Nation
Personal Research Focus: Political Collectives; Indigenous Feminism & Queer Theory; Solidarity

Laura McNab-Coombs
Northern Region

Métis
Personal Research Focus: Indigenous Health; Decolonizing HealthCare; Indigenous Methodologies

Jimena Garcia
Vancouver Island

Achalchiuitl
Personal Research Focus: Indigenous Medicine; Leadership for Change, Cross-Cultural Communication

Laine Grace
Interior Region

Métis
Personal Research Focus: Indigenous Health and Wellness; Knowledge Sharing; Decolonizing Healthcare

FACILITATORS

Indigenous Health Research Facilitators (IHRFs)

One of the supports most strongly recommended by our ICCO partners is "people on the ground" that can provide hands-on assistance to Indigenous communities who wish to prepare for and/or undertake health research (BC NEIHR Development ICCO Discussions, 2019). To that end, we have employed five Indigenous Health Research Facilitators (IHRFs), one for each health region in BC (i.e., *Vancouver Island, Northern, Interior, Coastal Vancouver, and Fraser Valley*), to provide capacity bridging support to ICCOs in their respective regions. Each of the IHRFs share our values of Indigenous self-determination, knowledges and ethics as well as Indigenous and decolonizing methodologies, cultural safety and equity. They enact these principles and values in their own research, as well as in creating a supportive environment for Indigenous-led health and wellness research.

Capacity Bridging

The IHRFs' facilitative role is integral to developing and promoting Indigenous-led health research within BC and building ICCO success in major funding applications. In addition to assisting ICCOs apply for BC NEIHR funding, the IHRFs also support development of applications to external funding agencies. For example, in December 2020, on behalf of an ICCO, IHRF Atlanta reached out to the United Way and requested an extension on the deadline for a Food Security Grant (value $20,000). United way approved this request and Atlanta worked closely with the ICCO to submit an application.

The wide-ranging capacity bridging activities undertaken by the IHRFs include:

- Creating and maintaining a supportive and culturally appropriate research environment that is welcoming to ICCOs and conducive to relationship-building.

- Identifying and addressing regionally-identified ICCO research priorities.

- Helping to develop positive collaborative research partnerships.

- Creating research-related resources for ICCOs interested in research development and knowledge sharing.

- Helping to support the development of community-based research ethics review processes.

- Providing guidance and support to ICCOs with the following and activities:
  a) determining appropriate funding opportunities,
  b) completing applications for BC NEIHR funding,
  c) completing external health research grant applications,
  d) developing research budgets,
  e) connecting with appropriate academic and other research partners,
  f) communicating research ideas in grant applications, and
  g) developing innovative and integrative Knowledge Sharing and Mobilization (KSM) strategies.

Relationship building with ICCOs

The BC NEIHR strongly adheres to the research principles of OCAP® in the sense that we only support research and research data that are owned, controlled, accessed and possessed by ICCOs. Key to ICCO-led research development and knowledge sharing is relationship building. In order to build healthy relationships with ICCOs, the IHRFs have worked to make connections in various ways and to find the most beneficial and preferred communication styles with each ICCO.

Indicators:

- Conducted myriad outreach activities to over 300 ICCOs in BC (i.e., phone calls, emails, online and in-person meetings).

- Created a database of contact information for ICCOs.

- Visited ICCO websites to review and note their health, wellness, and social programs. This allows IHRFs to familiarize themselves with the ICCOs within their region, understand what the ICCOs have prioritized as needs, see if any of our services fit the ICCO needs, and think of ways to connect the network when there are similar interests. We can also use this information to inform the development of our learning supports and resources as well as improve our overall program delivery. For example, many ICCOs understand that human health is dependent on environmental health and there is an evident interest in land-based healing.

- Created matrices of existing ICCOs health and wellness services to gain a clearer understand of what they have developed or might want to develop.

- Attended community events to engage with ICCOs, display and distribute BC NEIHR promotional materials, and recruit people to join our network, listserv, Facebook and Twitter.

- Worked closely with ICCOs to support the development of BC NEIHR and other grant applications.

- Sent 'Greetings Boxes' (containing a small card and gifts created by a BC Indigenous-owned and operated business) to ICCOs who register with the BC NEIHR. This wellness-themed Greeting Box is a culturally relevant networking and relationship-building tool.

- On behalf of ICCOs, distributed information about research-related funding, employment, events, and other opportunities (e.g., research assistant job posting, practicum posting, etc.) throughout the Network.

Challenges, learnings and next steps: It has been a challenge to engage within cyberspace; that is, initiate and build relationships with ICCOs through email, social media, website message and/or cold calling. This is likely due to multiple factors including: variable ICCO access to technology, geography (e.g., remote/rural communities), emergent flooding, and COVID-19 (i.e., community lock downs, no events, etc.). The IHRFs all agree that, if possible, it works best to take the time to meet an interested ICCO over Zoom rather than by email communication only. Taking the time to meet someone 'face to face', even if virtually, is an important aspect of relationality and building trust. One ICCO representative told us that the relational communication helped with her anxiety, and made her feel supported in the process.

For 2022-2023, we plan to focus on hosting and attending community health events (COVID-19 restrictions permitting) to continue networking with ICCOs and inviting them to join the network. As well, whenever possible and as requested, IHRFs will begin to meet perspective ICCOs in-person rather than online.

Relationship building with partners

IHRFs cannot support all of the ICCO research needs in BC alone. Like-minded partners in this process are essential in not only supporting ICCOs but in pursuing other BC NEIHR research capacity bridging goals. The IHRFs play a critical role in establishing and nurturing relationships with external Indigenous and non-Indigenous organizations.

Indicators:

- Participated in introductory meetings with members from Health Research BC (co-funder of the BC NEIHR IHRF program).

- Met with various Indigenous and allied academic mentors (including mentor recruitment to the network).

- Met with various research or health-based departments, affiliates, groups, and organizations, such as Research Ethics BC, First Nations Health Authority, Métis Nation BC, UNBC Office of Research, UNBC Indigenous Initiatives, The Health Arts Research Centre, College of New Caledonia Indigenous Recruitment, National Collaborating Centre for Indigenous Health Research, ECHO Network, Carrier Sekani Family Services, Canadian Aboriginal AIDS Network, UBC Indigenous Research Support Initiative, Trails BC, Métis Federation, Government of BC, and others.

- Met with the Research Directors and support staff from BC health authorities, as well as BC Support Unit Directors and support staff.

- Organized and participated in Ethics Sharing Circles hosted at UVic, UNBC and UBC, which were led by the BC NEIHR Network Coordinator and in partnership with Research Ethics BC - to support organizational and policy change.

- Participated in ethics protocol discussions hosted by SPOR, Fraser Health and Elders to support organizational and policy change.

- Attended a SPOR Northern Centre meeting with BC Support Unit, Northern Health and other health research contacts.

- Attended by invitation of Trails BC (Sage Kruger – Indigenous Engagement Coordinator) the storytelling and knowledge sharing cultural events that are a part of the TMIXw project, which will connect Indigenous youth with Elders from the region by hosting several events at trails in the Okanagan region (*in progress*).

Challenges, learnings and next steps: The BC SPOR (Health Research BC) and BC NEIHR partnership has been very important to the success of our program. With funds we receive from the BC SPOR, we are able to offer all IHRFs full-time employment (rather than the half-time employment our budget permits), which means significantly more research-related support for ICCOs in each region. To continue to grow and nurture this important partnership and resource, the Network Coordinator, Tara Erb, and some of the IHRFs will attend the in-person BC SPOR planning retreat June 28-29, 2022, to participate in discussions about Indigenous-focused plans for Phase II of the SPOR. As well, Tara Erb has agreed to co-chair the new National SPOR Support Unit Council (SSUC) Indigenous Community of Practice (CoP).

Professional Development, Conferences and Networking

To continue to build relationships with both ICCOs and partners, as well as increase awareness of the BC NEIHR, the IHRFs regularly attend professional development and networking events as part of their work. At these events, they have the chance to learn first-hand from ICCOs, Indigenous academics, Indigenous trainees, allies, and partners about current issues/priorities in Indigenous health and wellness research. When in person, the IHRFs bring with them Network materials (e.g., BC NEIHR brochures), as well as their IHRF business cards, to facilitate networking and relationship building.

Indicators:

- The Rural Health Equity Conference (February 28, 2022). The relevant sessions covered topics such as: Indigenous methodologies in research and research design for health/wellness related projects and interventions; knowledge sharing and mobilization with and through Indigenous communities; approaches to collaborative research with Indigenous communities and community-led research; community action for health equity through rural; and urban Indigenous-led initiatives. At this event, the IHRF identified multiple organizations and researchers to connect with regarding BC NEIHR and our ICCO funding opportunities.

- Weaving Words Celebration "Elders of the Future" Workshop (March 5, 2022). IHRF Laura, through her work at the HARC (Health Arts Research Centre) and the BC NEIHR, co-facilitated this workshop on Indigenous youth health equity with Dr. Katrina Plamondon (UBC Okanagan). During and after this event, Laura had the opportunity to network with some local ICCOs for the first time (i.e., she had either been unaware of the ICCO or did not hear back from them during the original BC NEIHR outreach in the fall of 2021).

- Putting Patients First Conference (March 10, 2022). The relevant sessions covered topics such as: paediatric patient-oriented research design and methodologies; women's health; patient-oriented research design and methodologies; youth and young adult health; partnering with patients on grant reviews; digital storytelling for knowledge translation, working with rural communities; co-developing a brain health community-led pilot program; and patient engagement and program development. This event was an important opportunity for IHRFs to learn more about Patient-Oriented Research (POR), so that they can 'translate' its principles and practices to interested ICCOs, thus opening up opportunities for them to pursue POR funding.

- National Indigenous Identity Forum (March 9-10, 2022). Panels discussed defining Indigenous identity and what it means to be Indigenous and how identity should be determined. During the discussions and breakout rooms with Indigenous leaders from both BC and provinces across Canada, the IHRF participated as well as introduced their role as an IHRF and the BC NEIHR objectives and principles.

- Indigenous Health and Wellness Forum (March 24-25, 2022). Relevant topics covered included: importance of mindfulness in Indigenous communities; ethical space and how to create this space; principles of OCAP®; respecting traditional knowledge and worldviews and how to bring tradition into research; importance of policies that improve the quality of life for Indigenous people; and racism and oppression that Indigenous people continue to face in healthcare.

- Completed the Indigenous Community Research Partnerships (ICRP) open access training (hosted by Queens University).

Learning Resources, Supports and Knowledge Mobilization

To better engage with ICCOs and inform them about grant funding opportunities and research-related resources, the IHRFs have worked individually and collaboratively to develop diverse learning resources and supports for distribution.

Indicators:

- Created mini-videos that explain "Research Development" and "Knowledge Sharing & Mobilization", using language that is both accessible and culturally relevant to ICCOs.

- Hosted an online BC NEIHR Information Session with Q&A for ICCOs interested in applying to the BC NEIHR.

- Collaborated with UNBC Sage, UNBC First Nations Centre, and IMNPN to host a hybrid, online and in-person Funding Information Session for Indigenous trainees, many of whom are working directly with ICCOs. Included guest facilitator Marion Erickson.

- Created document entitled ***ICCO Funding Opportunities across BC*** (pdf) for ICCOs, with detailed information and links to funding for community health, environmental and land-based, arts and culture, food sovereignty and food security, and other relevant topics. This information was also added to our website under tab External Funding Opportunities.

- Created a short video entitled, ***Grant Proposal Writing: Tips and Tricks*** (hosted on YouTube Channel) for ICCOs, which uses accessible and culturally relevant language.

- Created a ***Grant Proposal Writing: Tips and Tricks document*** (PDF is hosted on our website) for ICCOs, which uses accessible and culturally relevant language.

- Presented at UNBC Health Research Institute: Better Together for Health Research in Northern BC March 2, 2022. Panel speaker: Tara Erb (on behalf of the Network and IHRFs).

- Presented at Putting Patience First Conference March 10-11, 2022. ***BC Network Environment for Indigenous Health Research: Building bridges between research and community***. Panel speakers: Tara Erb, Atlanta Grant, Zoe Verlaan and Laura McNab-Coombs (online).

- Disseminated ICCO-led research findings (e.g., final reports) as requested via our social media and newsletter.

- With ICCO and Elder participation, hosted hybrid (in-person and online) Ethics/Ethical Processes Sharing Circles at UVic, UNBC and UBC for Indigenous faculty and trainees to share their experiences, which will inform organizational and policy change. We will be creating a final written Summary Report and visual slide show for distribution (***in progress***).

- Daily social media posts (Facebook, Instagram, and Twitter) that share with our ICCO followers research-related funding, employment, events and other opportunities within the Network, as well as external opportunities (provincial and national).

- Monthly newsletter that shares with our registered ICCOs research-related funding, employment, events and other opportunities within the Network, as well as external opportunities (provincial and national).

- Regularly update (along with the Network Coordinator) links to 100+ research-related (e.g., literature review, data analysis, knowledge sharing, ethics, sex and gender, etc.) resources (e.g., journal articles, YouTube videos, trainings, etc.) hosted on our website.

- Creating a BC NEIHR podcast: Research Decolonized to highlight Indigenous/community-led health and wellness research in BC (***in progress***).

- Creating bi-weekly BC NEIHR Spotlight Blogs to profile ICCO-funded research and general Indigenous health research in-action stories. E.g., Indigenous Health Researcher Spotlight(er) 'Kasey Stirling' who works with the Lower Nicole Indian Band on mental and physical health relations with salmon (***in progress***).

- Creating a nano-tutorial series (60-90 second videos) for ICCOs to use when applying for BC NEIHR funding. There will be a nano-tutorial available for each step in the application process (***in progress***).

- Creating a written workbook with many examples and templates for each component of the BC NEIHR application process, such as listing team members and their roles, identifying objectives and goals, filling out a budget spreadsheet, listing eligible expenses and their justification, determining realistic timelines, etc. (***in progress***).

- Creating a four-part video module series on Decolonization and Resurgence (***in progress***).

- Creating an article/commentary on community-based research and relationship building (***in progress***).

- Creating a video-based series on ally-ship and relationship building between non-Indigenous researchers and ICCOs (***in progress***).

- Creating an annotated bibliography on Indigenous sex and gender materials (***in progress***).

- Creating a FAQ page on the BC NEIHR website to help ICCOs with website navigation. Each answer will include a link directing the user to the page of our website that is most applicable (*in progress*).

- Supporting the development of ICCO Research Ethics Frameworks. Many ICCOs are in the process of creating ethical guidelines for external researchers hoping to work with Indigenous communities. IHRFs are finding current ethical guidelines that some ICCOs have already created and will make a list of them (by region). ICCOs planning to develop their own ethical guidelines can use these resources to inform their own process (***in progress***).

- Support Grants for Capital Costs: Currently, many ICCOs talk explicitly to the IHRFs about the difficulties of finding funding to cover the capital costs of a project (e.g., building expenses, construction, materials, etc.). In response, the IHRFs will create a list of funding sources that are willing to cover these costs (***in progress***).

Challenges, learnings and next steps: The BC NEIHR is committed to creating resources in multiple formats; this is demonstrated in our live webinars (with Q&A), written documents (PDFs, slide shows, etc.), videos (e.g., YouTube videos), audio-based knowledge sharing (e.g., Podcast), and arts-based resources that have been created or are in development. One ICCO representative, who is also completing her PhD, commented that the BC NEIHR YouTube videos were an important support that made her feel more connected, saying it "made her feel less isolated doing her PhD at UBC but located in her community in Tofino". Because the ICCOs have responded well to this variety of formats, we will continue to pursue these activities as well as pursue even more creative ways to develop our resources. This will be a key feature of our Learning Resources, Supports and Knowledge Mobilization in 2022-2023.

Team building, Support and Accountability

"I believe that creating a positive and supportive relationship between my teammates and I is imperative for optimal productivity" IHRF Laura McNab-Coombs.

To offset the work-from-home environment and distance between our team members, we focus on creating a supportive and collaborative working environment.

Indicators:

- All IHRFs attend at least one Governing Council meeting to introduce themselves and meet the BC NEIHR leadership.

- To brainstorm, discuss progress, share strategies, and make goals, IHRFs participate in: 1) monthly group meetings with the Network Coordinator, 2) regular one-on-one meetings with the Network Coordinator, and 3) weekly IHRFs-only meetings (i.e., without the Network Coordinator).

- The IHRFs share a brief weekly update (via email or Zoom) with the Network Coordinator as well as a detailed monthly written report of their activities.

- Senior IHRFs supported the 3-day training of new IHRFs.

- Ongoing collaboration on projects and shared resources.

- Regular use of Google Docs, Dropbox, Miro, Vimeo and Canva to share documents and resources, collaborate on projects and provide updates to each other.

Challenges, learnings and next steps: A substantial challenge of a BC network is the geographic and cultural diversity of ICCOs (i.e., there are over 300 ICCOs spread across this large province) as well as the significant distance between IHRFs. Open and regular communication via Zoom and phone has been key to the success of the IHRFs, as it provides a strong sense of connection. For example, with the exception of Zoe and Atlanta, who share the Vancouver Coastal and Fraser Valley regions, IHRFs work "alone" in their respective regions. However, the IHRFs continued efforts to work together regardless of distance has produced both exceptional resources for ICCOs and a fulfilling work environment for IHRFs. Given that this collaboration is such a crucial element of the BC NEIHR success, in August 2022 the Network Coordinator is planning a two-day, IHRF professional development retreat. For the first time, the IHRFs will meet in-person in Whistler, BC to participate in team building and professional development activities, which will include opportunities for reflection and strategic planning for the future.

Indigenous Graduate Student Research Showcase 2020-2021- Assessment of Indicators and Impacts (as reported by Indigenous Editor Robbi Davey)

On January 1, 2021, the BC NEIHR and IMN PN collaboratively launched this interdisciplinary Indigenous Graduate Student Research Showcase of papers focused on Indigenous wellness. For this special showcase, we invited Indigenous Master's and Doctoral students from British Columbia universities to submit their work.

Submissions

Seven Indigenous graduate students from various institutions submitted articles with varying topics related to Indigenous health and well-being. One submission was pulled out because the student won an award for the paper, so decided to go that route instead of including the paper in the showcase. Each author and corresponding affiliation are listed below:

- Dawn Marsden, M.A. Counselling Psychology, SFU (dawn.marsden@yahoo.com)
- Atlanta Grant, M.A. Institute of Resources, Environment & Sustainability, UBC (atlantagrnt@gmail.com) (pulled out)
- Justin Turner, Ph.D. UBC - Department of Physical Therapy, Faculty of Medicine, UBC (Justin.Turner@hli.ubc.ca)
- Courtney Defriend, Ph.D., RRU (DScSci - Doctoral candidate) (cbdefriend@gmail.com)
- Kate Dunn, Ph.D., RRU (katesemail4now@gmail.com)
- Holly Vivier, M.A. SFU (holly_vivier@sfu.ca)
- Amanda Jaskaarn Bedard, Ph.D. SFU (amanda_bedard@sfu.ca)

Offering training opportunities for Indigenous doctoral students to peer review other Indigenous research was an important aspect of creating a culturally safer research environment for students submitting papers. The peer reviewers include six senior doctoral students from BC as well as members from the Operations Team. A short YouTube learning module was created to guide the peer reviewers through the process; as well, they were provided with a written document on tips for reviewing. Following an iterative process, the role of each reviewer was to provide comments and suggestions on the content as well as offer ways to strengthen written presentation of the work. Each submission was assessed by two reviewers. Both the Editor and peer reviewers received a stipend for their time (funded by the IMN PN).

Resources Shared with Students (a selection)

- Sample Paper: Owl Purdue: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa formatting_and_style_g uide/apa_sample_paper.html
- Headings and Seriation Change to APA 7: https://owl.purdue.edu/owl/research_and_citation/apa style/apa_formatting_and_style_g uide/apa_headings_and_seriation.html
- Changes to APA 7: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and style_g uide/apa_changes_7th_edition.html

Impact: The experience of being a Guest Editor was an important learning experience for Robbi. We were interested in knowing more about how this experience contributed to her academic skills, so we asked her to respond to a few questions.

We asked "How did this experience contribute to your own skillset"?

She responded "I created a tracking sheet using Google sheets to track the many details, easy to miss checklist items. Using the spreadsheet was helpful in keeping track of details, such as correspondence with authors, dates I received submissions and revisions, including reviewer comments. I also wrote notes to myself in the spreadsheet for later. I was able to further hone my copy editing skills, gain confidence with regards to recognizing which author claims required citation support, and note where students had challenges writing about their own positionality. Not all students wanted to connect or required support. I was able to develop my own mentorship skills with a couple of the students who seemed less confident about their writing/submission, or simply the process and preferred to connect using a video conferencing meeting (usually zoom). Developing a process to track submissions and the experience of supporting

students helped me as I begin my own journey, which includes teaching, evaluating student papers, and supporting students to think more deeply or reflect and connect their writing to their own positionality, or practice, but also follow the established norms of the publication process".

We asked "What did you learn"?

She responded "Ensuring all aspects of the checklist were in, finding ways to supportively structure my feedback, and suggesting resources without editing the work myself was good practice for me. I used tracked changes for my grammar and APA suggestions, and the comment feature to make sure the student was aware that I changed something, instead of making the change myself. I learned a lot about mentoring during this project, and the value of clear communication–tracking tasks and correspondence, ensuring timely responses, and reaching out to make sure the authors had support if they wanted it. Some of the students just needed support and encouragement. Others needed to walk through revisions together, and a few needed no support. They just completed the revisions and returned papers without needing to meet".

We asked "What were the successes"?

She responded "Supporting students by video conferencing or phone was a rewarding part of the project. Going through the revisions together, encouraging them to find sources for their claims, working through the reviewer comments, and reading the resulting work was rewarding. Knowing I was making a difference in their project made it valuable and seeing the publications progress, and NEIHR experiencing the relief or excitement of each author and watching the progress was a success in my mind."

We asked "What were the challenges"?

She responded "My process could have been tighter, because I missed a submission. I am not sure how I did that, but it may have gone to junk mail. It made me reflect on a more systematic process in tracking. Tara found the submission, and brought it to my attention, which was great. Working with the NEIHR coordinator was an amazing asset."

We asked "How were challenges overcome"?

She responded "Two students were anxious about the process, their work, and many aspects of sharing that publicly which I go into in the Student Feedback area. Some of this seemed to me to be early career jitters. One student indicated: "I am very passionate about this work, and therefore, very nervous." In terms of supporting them, I ensured that they knew I was available and flexible in how and when we met. I supported one with a number of resources where she could support some claims that one of her reviewer's had mentioned. This also strengthened her paper, and she was relieved to have the advice and support, and also the encouragement to keep it going. I tried to break down the advice so she could see it as a series of small changes, rather than overwhelming changes that she couldn't manage. In this case, the student had some personal challenges and responsibilities, and she was moving homes and shifting her job. Persistence, patience and kind encouragement combined with each author's patience and persistence supported the success of this project."

Advice for next time?

I suggest that students take a couple short workshops on APA 7, reviewing the rationale for supporting claims, even Indigenous knowledge claims that are anecdotal, and reminders to connect concepts to their own work. This may have been the result of working with a page limit which can cause us to delete what seems to be extraneous. One student had a challenge with understanding where she generalized claims

based on her knowledge of her own community, rather than stating the practices of a variety of cultures, and their experiences with the same topic. One of the reviewer's pointed this out, and offered her solutions, and I worked with her to help her to understand what was required in terms of supporting claims, and also using personal communication citation.

Another valuable workshop could be in developing one's positionality statement, especially for those who are re-connecting to their culture, and who feel uncomfortable in making claims and identifying as Indigenous. The nuances in this case are numerous, and it would be valuable for those of us positioning ourselves to have a space to discuss this, discover examples of this type of writing, and also make linkages to Indigenous Methodologies to their work in terms of using the first person "I" in their writing. I originally had difficulty with this, and making authentic connections back to my own history and community connections, and learning how that is bridged into a scholarly article was valuable.

Three students expressed that a March submission date was challenging in terms of the timing for the submissions, and subsequent time for revisions and final submissions. Even as I state this, I can't think of another time that is better for graduate students. This seems to be a challenge in general for us graduate students. There are numerous deadlines around the seasons and semesters, and our personal and family responsibilities do not wait for a good time to erupt either. So, while I state that three students would have preferred a June submission date because they felt they'd be more free, some of the students had struggled with summer holidays, other deadlines, and after completing Spring courses, it appeared to be the only time that was available for personal activities, gathering time, and spending time with families including travel. One student had comp exams during the revisions, but they were able to incorporate their changes in a timely fashion, but did not prefer to meet. It all depends on student timelines and family and other responsibilities. That said, I believe consensus was that May would be a preferred time for submission or possibly the end of January.

I would make it more explicit that this is a showcase just for student papers, because one paper was clearly the early stages of the student's cultural perspective as it related to methodology, and would not have been shared by the other authors.

Correspondence

I corresponded with each student at least 5-6 times each, and sent out at least 6-7 emails to all in a blind copy, if it was more general information about the peer reviewer process, deadline for the edits, or incorporating reviewer comments. I met with 2 students on 2 occasions each by video conference, and once by phone because bandwidth was an issue over the Summer. I offered each student that I was available to meet with them, and sent them APA 7 links and also links to scholarly material in some cases if they had claims to support.

I believe a couple of the students improved on how to cite claims, APA 7 changes, and learned to connect their claims to the main argument being made in the paper. One student was encouraged to connect the literature she was citing to her own context. I encouraged another student to reference the models they were using, but also to make it explicit that the resulting model was their work weaving two models together. This student also needed support to include connections to the literature with examples in their own practice.

Student Feedback

We also asked students to comment on this experience of submitting a paper for publication.

First person or possessive
One student felt challenges when writing about other cultures, despite using cited sources: "Growing up I never took control of my voice as an Indigenous woman, so writing as one now in my Masters is something I'm still trying to get comfortable with. I want to make sure I don't use 'our' similar to above, and by accident speak on behalf of other communities etc." Some of us are still getting comfortable with our writing, so this could be an opportunity for a workshop or webinar on how Indigenous scholars have navigated this important aspect that differentiates Indigenous scholarship.

Speaking on the behalf of a community we are not a part of
"As I am from Huron-Wendat First Nation, not the other two communities in the paper, I want to ensure I do not mishandle information, share knowledge that should not be shared." This student expressed challenges with this angle. Her intentions were to come from an integritous place and she took care to not imply that she was all knowing around these other communities.

Foreword/oral story
"I've always loved sharing stories, writing poetry. And I've often felt western Institutions hinder this way of Indigenous storytelling, so I wanted to play around with including that in this paper." This student experienced this as a challenge and wanted support with how to add a small story and how to cite her own unpublished work.

Potential Outcomes, Workshops, Example Repositories or Webinars that could support Indigenous Graduate Students

- Workshop or Discussion space about how to write about Indigenous positionality that describes our identity as it relates to our scholarly work. This was common among most authors. Some were not robust enough and did not connect their work to the positionality.
- Workshops on APA 7, readying for publication in general—captions and formatting, specific changes to APA.
- Citing personal communication or ancestral or oral knowledge.
- Suggestions going forward to have the deadline in June because of semester end (March/April is course work and busy periods).
- Workshop on time management in a scholarly context, how to make time to continue publication writing while managing other obligations, family or academic work.

Indicators:

Student Experience Survey (some comments from student authors):

- Participating in the Indigenous Student Showcase as a student author provided them with the opportunity to:
  - Showcase my research activities to mentors, colleagues, peers, etc.;
  - Practice and strengthen my writing skills;
  - Receive training; and
  - Receive mentorship from my supervisor or others in preparing a publication.

- What they liked best about their Indigenous Student Showcase experience:
  - "The feedback from peers on my submission".
  - "ROBBIE! I could not have done it without her. I was in the middle of moving cities and changing to a new job in education. I tried to quit multiple times but she kept me on track and was so incredibly patient. She was so supportive and had wonderful feedback. I could not have done it without her support. Please thank her again for me!"
  - "Very useful feedback from the reviewer, who was also quite responsive to my questions, and conveyed a genuine interest in helping me".
  - "This was a great opportunity to practice writing and sharing".
  - "After realizing that the delays didn't mean my paper was dropped, I liked the slow, flexible pace of the back-and-forth communications".

- What, if any, were the challenges of their Indigenous Student Showcase experience:
  - "I had no challenges, I was pleasantly surprised with the support writing and editing".
  - "Just making the time to do the work. I also had to get over my self imposed limitations on my ability and my right to speak on this subject. I did not grow up in a traditional Indigenous household and it has taken a long time to feel like I can engage in dialogue that centres on Indigenous issues and teachings".
  - "Lack of clarity from the start regarding the fact co-authors were not the preference of BC NEIHR".
  - "The time between submission and response was long so it was hard to get back into the space I was in when I wrote the submission to do the updates and edits".
  - "On several occasions I would send in my revisions or responses, and the staff would then send requests for the things I'd already sent, so I'd have to resend them. On one occasion it was found in spam".

- Would they recommend participating in this activity to others:
  - "I think it is a good opportunity to explore scholarly writing and learn from others as well as practice writing. Also, I broadened my scope into other areas of my interest".
  - "It helps you to develop voice and perspective. I also learned heaps about academic writing and publishing. It was a great experience".
  - "Good practice for writing and integrating editorial feedback".
  - "It's a great opportunity to get out of your comfort zone and jump into the world of sharing what you are doing and get feedback in a good way".
  - "I've written peer reviewed papers before but things are always changing so I learned lots about the newer APA standards; it's good practice".

Peer Reviewer Experience Survey (some comments from doctoral peer reviewers):

- Participating as a peer reviewer provided them with the opportunity to:
  - Practice and strengthen my writing/presentation skills;
  - Provide mentorship to peers; and
  - Receive mentorship on the peer review process.

- What they liked best about their experience as a peer reviewer:
  - "I enjoyed seeing the work of another Indigenous student and supporting their academic goals to achieve publication".
  - "I enjoyed offering comments on how to restructure paragraphs/sentences to alter the flow of the article. I also enjoyed being introduced to a new field/topic and adding what nuance/intersections I felt would elevate the argument".

- What, if any, were the challenges of their experience as a peer reviewer:
  - "It was tough to go back into my office to finish this review after I finished my PhD coursework and passed my PhD Qualifying Exams, but I got it done".
  - "I had a hard time balancing grammatical and structural comments with overall comments on content. I wanted to ensure there was an even balance".

- Would they recommend participating as a peer reviewer to others:
  - "I believe it's valuable to see the work of others and provide supportive guidance on their writing. This is one way to give back some of the knowledge that has been shared with me".
  - "I found it to be useful as it adds to my editing experience and allows me to offer support to another Indigenous student which is truly rewarding".

Profiles of the Authors

Jaskwaan Amanda Bedard

Tsiits Git'anee Clan, Gaw Tlagee, Haida Gwaii Jaskwaan Bedard is a mother, singer, Haida language learner and teacher from Gaw Tlagee (Old Massett) Haida Gwaii. She is in her third year of the Individualized Interdisciplinary PhD program at Simon Fraser University with a focus on Indigenous language revitalization. Jaskwaan is the "Team Lead" for the Xaad Kíl Née, Haida Language office in Gaw Tlagee, and works to strengthen the dialect of Xaad Kil through programming and resource development. She is also the Haida Language and Culture Curriculum Implementation Teacher for School District #50, and is in her final term as Director on the Board of the First Peoples Cultural Council (FPCC). With her M.A. in Indigenous Governance, her B.A in History from the University of Victoria; and her teaching degree from SFU, Jaskwaan considers her greatest education the completion of FPCC's three- year Mentor Apprentice Program, learning Xaad Kil from the late Primrose Adams.

Holly Vivier Holly Vivier

Holly is a District Resource teacher for Social Emotional Learning at the Vancouver school Board. She has been in education for 17 years and has worked extensively with children in behaviour and social-emotional programs throughout the district during her career. In her current role, Holly manages ,provides support and in-service to teachers for the VSB's Social Emotional Learning Centre (SELC). The SELC program provides SEL training and support to primary students in grades 1-3. Holly's masters studies focuses on the intersections of Social Emotional Learning, Indigenous knowledge and child rearing practices. She is a mum to a 19 year old son, avid hiker, and currently resides in Vancouver, BC.

AUTHORS

Profiles of the Authors

Courtney Defriend

Ti'yuqtunat, Coast Salish from Stz'uminus First Nation as well as European from Scotland and Denmark Courtney Defriend is a member of the Stz'uminus (Chemainus) First Nation and is also of Danish and Scottish descent. She shares her traditional name, Ti'yuqtunat, with her Grandmother on her mother's side. The name she carries relates to the meaning of someone who uses the guidance of ancestors to serve the community. Courtney is currently pursuing her Doctoral of Social Sciences at Royal Roads University with a focus on accessibility to health services for First Nations people living off-reserve. Prior to her current studies, Courtney has worked in Indigenous communities with children, youth, and families with a Bachelor of Arts in Child and Youth Care with a First Nations specialization and more recently in community development through her Master of Arts in Leadership. Courtney also holds a certificate in Family Mediation and has a passion for working for the betterment of Indigenous families and communities. Courtney lives on the Snuneymuxw (Nanaimo) territory with her young family and currently works at First Nations Health Authority.

Kate Dunn

No profile provided

Justin Turner

Red River Métis and European descent
No profile provided

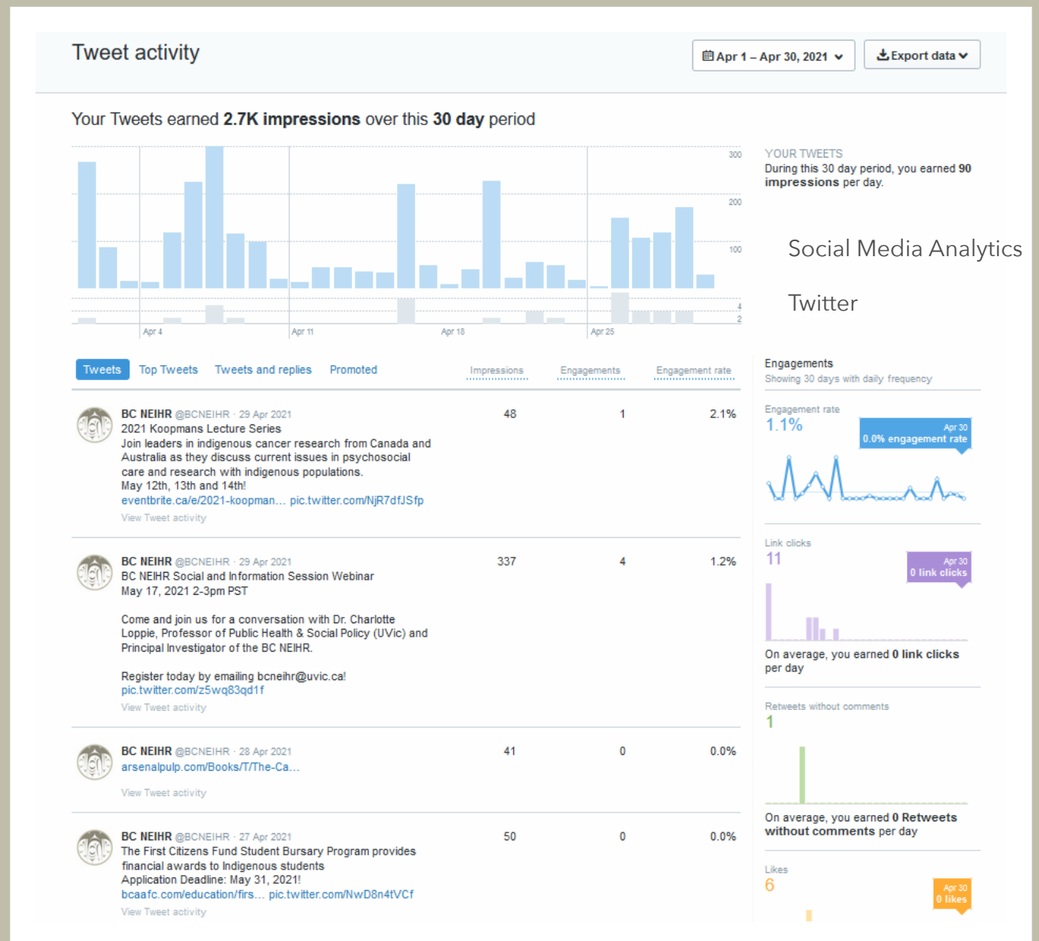
Dawn Marsden

No profile provided

AUTHORS

Social Media Analytics

Twitter



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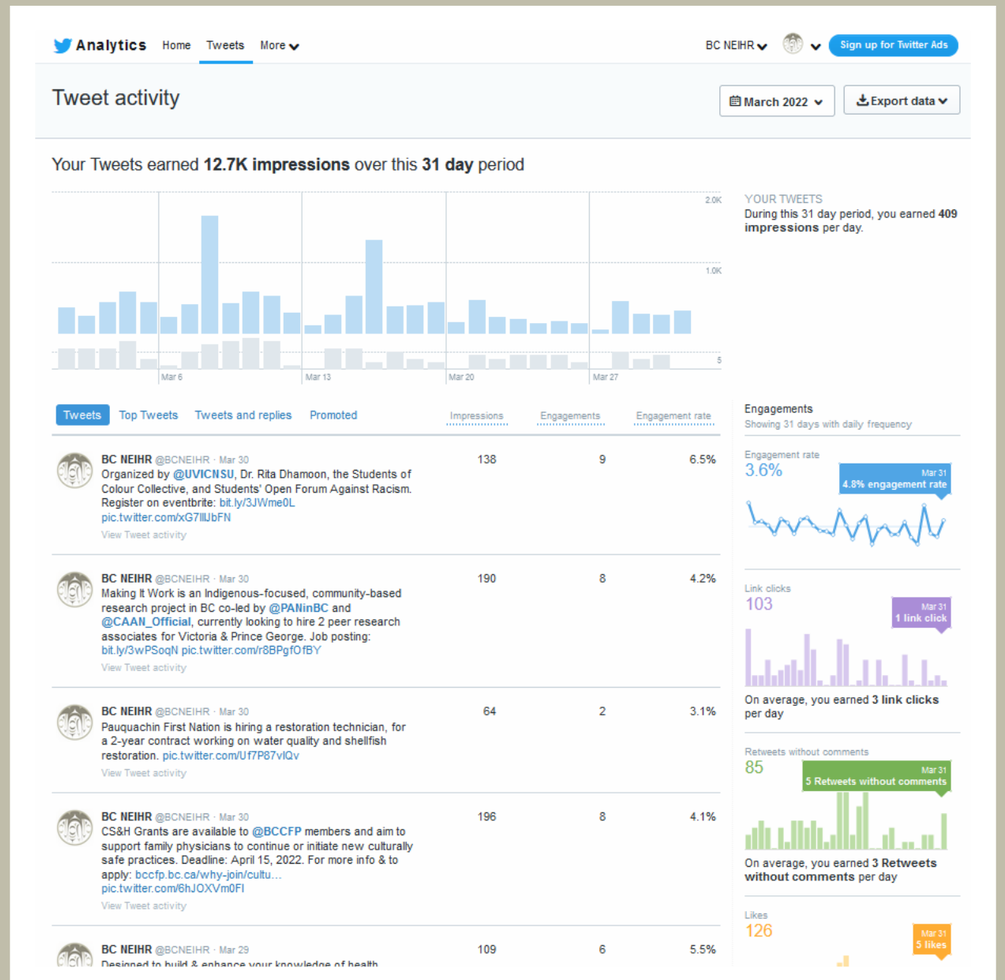
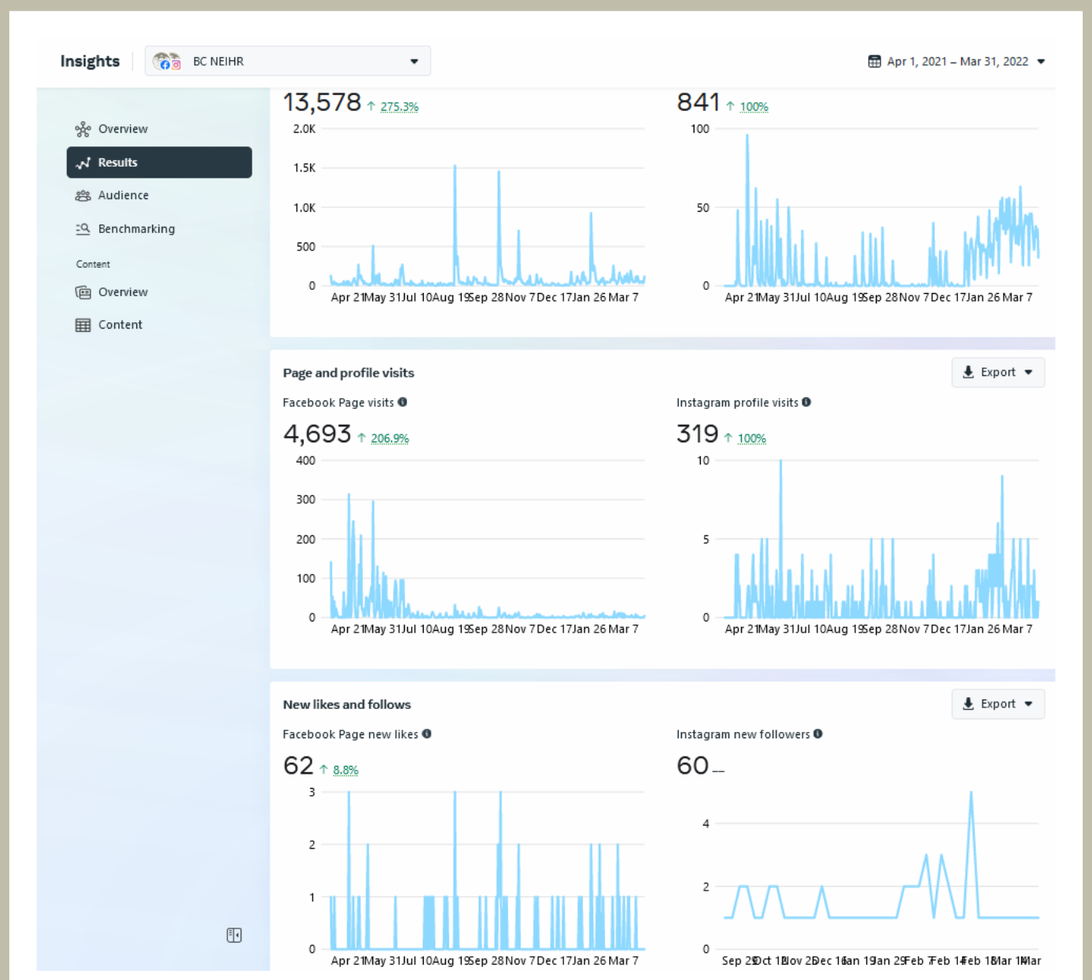


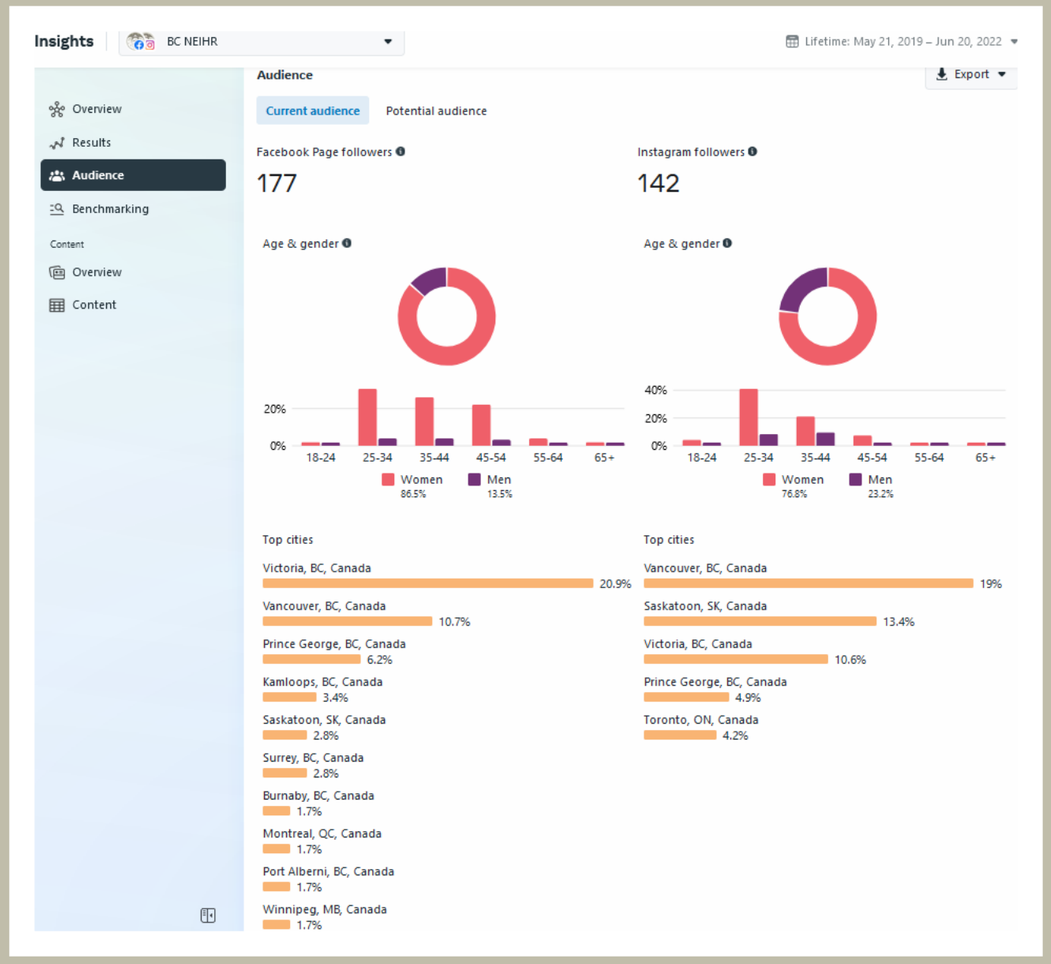
Social Media Analytics

Facebook-Instagram Analytics April 1, 2021-March 31, 2022



Social Media Analytics

Facebook-Instagram followers April 1, 2021- March 31, 2022



2021-2022 Operational Budget

Operational salaries (Network Coordinator, Administrative Assistant, Indigenous Health Research Facilitators x5):	$172,400
Number of culturally appropriate honorariums, gifts and feasts (Reciprocity and accountability with ICCOs, Indigenous trainees, and partner honoraria): 134 gifts totaling 4 honoraria (non-Elder) totaling	 $2,843 $3,800
Elder honorariums:	$2,600
Shipping/postage fees:	$454
Graphic design:	$5,275
Printing fees:	$264
Software fees:	$385
Video production:	$275
Evaluation Consultation:	$3,150
Indigenous Cultural Safety Working Group in-person meeting:	$1,378
Indigenous Health Research Facilitators (travel and business cards):	$1,248
Podcast:	$302
National Gathering for Graduate Students:	$639
Miscellaneous:	$2,656
TOTAL OPERATIONAL COSTS:	**$197,669**

In-kind

To support our Network Coordinator, Administrative Assistant and one of our Indigenous Research Facilitator Trainees, the University of Victoria's ***Centre for Indigenous Research and Community-Led Engagement*** (CIRCLE) committed in-kind support in the form of two offices, three desks and three file cabinets, as well as access to a high-quality printer/scanner, communal kitchen and large meeting space. The University of Victoria also committed in-kind phone, internet and video-conferencing services. CIRCLE is housed in the same building as UVic's state-of-the-art Print Centre and, as a faculty member at UVic, Dr. Loppie had access to in-kind, post-grant research accounting support as well as technical support for BC NEIHR computers, website and internet.

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