The mandate of the Indigenization strategy research working group is to make recommendations to broaden and deepen research practices at Waterloo – to familiarize faculty with Indigenous paradigms and practices which might differ from those normally pursued across the University. The working group is conscious that Indigenous Ways of Knowing have been rendered largely invisible by an emphasis on what might be called a Western research model. Its recommendations will suggest methods to provide shape and direction to Indigenous research theories, methodologies and practices, not to supplant Western-based research practices, but to add to them. This initiative will be directed by the Office of Research through close consultation with all Faculties.

Consultation with the Indigenous community should be at the centre of this process as the University moves forward to more accurately reflect its values and culture. Broadening and deepening research practices means becoming more respectful of Indigenous Ways of Knowing and cultural protocols and how they must, in certain cases, inform research practices at Waterloo. It also means encouraging more robust collaboration with Indigenous communities with respect to research, based on mutually beneficial exchange, as well as enhanced concentration, where appropriate, on areas that are priorities for Indigenous communities.

Clearly, the working group’s recommendations will be ambitious in terms of charting a way forward with respect to placing Indigenous research strategies in the mainstream of those promoted at the University. It is anticipated that this will be a longer-term program, necessitating a shift in cultural attitudes at the University more broadly to be more receptive to Indigenous research methodologies. Indeed, the working group’s recommendations are merely the first step in an on-going program designed to place the University in the forefront of similar efforts at other institutions so that Waterloo is enabled to become an important centre for Indigenous research.

**Recommendation 1:**

**Indigenous research values inform University of Waterloo research values**

The University of Waterloo commits to a three-year dialogue series that engages representatives from each of its faculties in a discussion about Indigenous research values and the ways in which they connect to the research values of our respective disciplines. This process must include representation of Indigenous scholars (from within UW or outside of UW if an Indigenous scholar is not available in each faculty) to gain a fulsome understanding of Indigenous research values and how they are utilized within specific disciplines. In the third year of the dialogue process, UWaterloo develops, in collaboration with Indigenous scholars and Indigenous community representatives who have been the subjects of research in the past, (for example, Six Nations of the Grand River), Faculty-specific frameworks outlining Indigenous research perspectives and the ways in which the respective Faculties can better understand and support students who wish to include Indigenous research values in their work. This would include how to respectfully foster relationship building with Indigenous communities. As was pointed out on the CBC program *Unreserved*, “some university administrators believe that Indigenization is simply hiring more Indigenous faculty members into the same structures and the same buildings without much thought
about what universities can learn from Indigenous scholars or Indigenous communities, or what universities need to do to make good relationships with Indigenous communities.”

Explanation:
Indigenous research methodologies foreground relationships and traditional knowledge in ways that are unique and sometimes divergent with other research traditions or ontologies. Recognizing how these have resulted in dominance and misunderstandings between research traditions is key to understanding how research conducted ‘on’ Indigenous communities has tended to reinforce the extraction of knowledge with little or no benefit to the community. That is, Indigenous communities have been objects of study rather than full participants in making decisions about research in their communities. Even rarer still is the extent to which Indigenous peoples have been properly acknowledged for their contributions to research or invited to become co-authors of that research. The purpose of the dialogue series is to identify the ways in which research values in the different disciplines and Faculties at the University of Waterloo may be synergistic as well as divergent with Indigenous values and protocols, and to identify ways in which faculties might better understand and engage with Indigenous perspectives and approaches in their respective areas.

A useful methodology to engage both Indigenous and Western methodologies is a Two-Eyed Seeing” approach for learning to see from one eye with the strengths of Indigenous knowledges and ways of knowing, and from the other eye with the strengths of Western knowledges and ways of knowing … and learning to use both these eyes together, for the benefit of all, developed by Elder Albert Marshall of Eskasoni. The Two-Eyed Seeing approach has informed the Canadian Institutes of Health Research – Institute of Aboriginal Peoples Health. The below diagram depicts a Two-Eyed Seeing: model for co-advancement
Beyond the faculty wide commitments, the university must institute careful campus wide guidelines to support the tenure and promotion of Indigenous faculty members. These will include an appreciation for the unique research challenges that Indigenous researchers face, especially with respect to the commitments to their communities.

**Financial Support Required:**
An exact figure to support the dialogue process is not known although given its three-year term, it will be not insubstantial. This is a critical part of the process of Indigenization in the research space as face-to-face meetings and long-term commitment are valued by Waterloo’s putative partners. Costs would include food at meetings, stipends or contract appointments for supporting the participation of Indigenous elders and community members, some funding for Faculties to support the development of the Faculty-specific guidelines.

**Recommendation 2:**

**Develop and design the infrastructure needed to support Indigenous research at the University of Waterloo**

In order to better support Indigenous research at the University of Waterloo, the University needs to allocate space and to develop the larger environment needed for Indigenous research to be successful. This could include incorporating elements similar to those found informing the University of British Columbia’s Indigenous Research Support Initiative, or McMaster University’s McMaster Indigenous Research Institute. The proposed UWatwaterloo body would constitute a point of first contact between UWatwaterloo and First Nations/external groups. The following five items could be components of that supportive culture:

1) Vice President Academic, Indigenous Affairs – create the position and hire an experienced Indigenous scholar and/or administrator at a senior level in the university’s academic structures to lead the agenda.
2) Appoint Indigenous faculty to positions in all of the facilities at the university. A Tier 2 Canada Research Chair in Indigenous Research has been green-lighted by the University and a search will be undertaken in the near future.
3) Provide adequate financial support for start-up research, and adequate funding for research assistantships to support Indigenous faculty. The University of Manitoba, for example, has created an Indigenous Initiatives Fund and a University Indigenous Research Fund to privilege Indigenous research. In doing so, it is also necessary to recognize the longer periods required when researchers apply Indigenous research methodologies and attend to community needs.
4) Build a new physical space – a building – (with Indigenous consultation) on campus that features Haudenosaunee, Anishanabeg and Neutral knowledge, supports Indigenous researchers, includes space for Indigenous ceremonies and events, and allows for meaningful engagement with and hosting opportunities for Indigenous communities. This will help to make Indigenous researchers feel more comfortable at the University and provide a valuable meeting space.

**Explanation:**
UWaterloo currently has a number of faculty members who engage in research projects in partnership with First Nations, Metis and other Indigenous communities. There are, however few Indigenous faculty members who lead the research, or Waterloo faculty participate in programs of Indigenous
research led by Indigenous scholars at other institutions. One or two faculty members and researchers operating in isolation from the academic community often struggle. The move to hire a cohort of Indigenous faculty at Canadian universities to help create a supportive network so that new Indigenous hires are set up for success within the fabric of the University community. Further, Indigenous faculty will often undertake research that does not speak to institutional benchmarks of performance and academic, tenure or peer review expectations. This fails to acknowledge the collaborative nature of Indigenous research as well as the longer time-lines required for participatory and relationally rooted work that often animates Indigenous research. Supporting Indigenous research involves appointing a number of Indigenous faculty and staff, as well creating spaces, both figuratively and through the construction of a new building that are conducive to and supportive of Indigenous value systems.

It is, therefore, recommended that UWaterloo consult with community partners and Indigenous Elders/Knowledge Keepers to embark on a significant capital campaign to build a new multipurpose Indigenous Centre on campus that supports research as well as ceremonial activities, classes, and community engagement.

UWaterloo should also consider the creation of significant research funds for Indigenous faculty and/or faculty doing Indigenous research, not dissimilar to the University of Manitoba initiative that has contributed $1.4 million over two years in support of the hiring of six Indigenous scholars and 22 research projects.

Financial support required:
Salaries (5-6, with amount ranging based on position; on-going once appointed.)
Funds support to a new and ongoing program of tenure-track hires across all faculties.
Capital campaign for a new building on campus.

Recommendation 3:

Collaboratively develop a Community-based Participatory Research Innovation Centre
Over a period of two to four years, work in partnership with Elders/Knowledge Keepers, Indigenous community members and representatives of higher education institutions in Indigenous communities (e.g. Six Nations Polytechnic) to build a community-based participatory research centre for the next decade. This centre development a collaborative effort guided by Indigenous values and ethical research approaches, as well as a community based participatory research commitment as set out by the Tri-Council policy on Indigenous Research.

The strategy would aim to build foundational connections to the university and Indigenous resources to identify and respond to community such as, for example, problems surrounding the quality of drinking water on the Six Nations of the Grand River Reserve and Mississauga of the New Credit Reserve near Brantford, Ontario. Further, it would be guided by OCAP principles to ensure that faculty at Waterloo work ‘with’ Indigenous people, and not ‘on’ them.¹ Such a development would begin to eradicate

¹ Standing for ownership, control, access and possession, OCAP asserts that First Nations have control over data collection processes in their communities, and that they own and control how this information can be used. See First Nations Information Governance Centre, ‘OCAP.’ OCAP® is a registered trademark of the First Nations Information Governance Centre (FNIGC) and a description of the concept can be found at www.FNIGC.ca/OCAP
exploitative research relationships. Anyone interested in conducting research with a First Nation should acquaint themselves with OCAP before they begin. A good place to start would be The Fundamentals of OCAP course, an online course developed by FNIGC in conjunction with Algonquin College that provides a comprehensive overview of the history of OCAP and its applications in research and information governance. This would help to build collaborative research relationships between communities as well as researchers.

Explanation:
Community-based, participatory research has roots in Indigenous research approaches. The approach is collaborative and based on a commitment to prioritizing Indigenous community research questions from the design to the collection and analysis of data, to its presentation to the community and community-generated responses to research findings. The methodologies are flexible and applied, and designed to help bridge academic disciplines and communities in practical ways that align closely with Indigenous research ethical principles and philosophies. For example, Dr. Bonnie Freeman further developed the Two Row Wampum Research paradigm while working for Indigenous communities with non-Indigenous colleagues, which results in both researchers acknowledging their respective position, yet merging into a joint space of critical consciousness through reflective communication and expression (Freeman and Van Katkyk, 2016). In using the Two Row Wampum Research Paradigm, researchers honour how they ‘come to being again of one mind’ (see Sunseri 2011) in the context of research that is framed by respecting Haudenosaunee foundational principles of alliance building by upholding peace, friendship and respect for one another (Freeman 2015). While the original intent of the Two Row Wampum is a treaty agreement between nations to co-exist in peace, friendship and respect for one another as they travel down the river of life together, this same intent can be applied to any relationship, in particular among researchers (Indigenous and non-Indigenous) who are working together to find solutions to problems identified by the Indigenous community. Conducting research using an Indigenous paradigm is of benefit to community due to the promotion of cultural protocols and recentering of marginalized knowledge in respectful ways, as well as relating according to Indigenous ethical codes (Getty 2010). This starting point has strong cultural agency and reconfigures approaches to research that privileges the agency of all things relational (Martín 2017).

Financial Implications:
Some funding and staff time for consultation processes in years 2-4 of the strategy.
Funding for Indigenous Research Innovation Centre staff
Research funds to support participatory research processes (years 4-5 of strategy and forward)

Recommendation 4:

Support the preservation of local Indigenous ways of knowing
Create meaningful research Partnerships with Indigenous Knowledge Keepers, scholars and community representatives. This will take the commitment of the university to an on-going process of relationship building. Gaining an understanding of what relationship building entails for Indigenous participation is fundamental to this process. The desired outcome would include but would not be limited to finding
ways to bridge two distinct worldviews. The University of Waterloo, working together with the local Indigenous communities, will need to develop guidelines for the implementation of a meaningful strategy.

Explanation:
Canada’s Truth and Reconciliation Commission developed Calls to Action to provide guidance for any Canadian to enact the reconciliation process needed in every fabric of our society. The Calls to Action are categorized into sectors. Under subheading education, # 7 states that ‘We call upon the federal government to develop with Aboriginal groups a joint strategy to eliminate educational and employment gaps between Aboriginal and non-Aboriginal Canadians.’

In order to address this critical issue, it is essential to form a foundation of understanding perspectives, realities and impacts that affect our educational institutions. The history of colonization and colonial practices have created deep divisions and dysfunction and have profoundly limited any appreciation for and understandings about Indigenous ways of being. Colonial tactics have devalued Indigenous people, attempted to abolish Indigenous cultures while establishing biased systems and institutions that demonize and devalue a holistic way of life. By working with all invested parties and partnering with local communities, the university will endeavor to promote an Indigenization process that addresses the elimination of the educational gap.

Recommendation 5:

Establish financial opportunities that support Indigenous students and their research
Identify opportunities to establish Indigenous scholarships, awards and bursaries to support Indigenous students and their research. There are several aspects to consider. Applying Indigenous research methodologies involves relationship building that have implications for the amount of time a researcher may need to complete their research. Moreover, Indigenous researchers are often also tasked with providing support to their communities that may or may not be directly related to their academic project (e.g. working with Elders, writing grants for local projects, committee work, etc.). The recommendation would aim to accommodate the research needs of Indigenous students, for example, if Elders are required after interviews on sensitive topics for study participants, funds would need to be made available for this additional cost to support participants and students. Providing opportunities to support their own wellbeing in all aspects of themselves – physically, emotionally, spiritually and intellectually while working on sensitive topics. UWaterloo should set aside a significant pool of research funds for Indigenous scholars (students, postdocs and faculty) as well as for faculty applying Indigenous research methodologies.

Explanation:
Within the University of Waterloo’s commitment to promoting an Indigenous community on campus, the Calls to Action set out by the Truth and Reconciliation Commission carries the responsibility to understand, accept and allow traditional Indigenous ways of knowing, doing and being to be acknowledged, appreciated and implemented into research strategies.

Recommendation 6:
Establish a staff position in the Office of Research partially dedicated to assisting Indigenous scholars to apply for Tri Council grants and a similar position in the Office of Research Ethics to support that research.

SSHRC has implemented a number of pilot measures intended to support research by Aboriginal Peoples. Most recently, that has resulted in a $3.8 million commitment by the Government of Canada, funneled through SSHRC, ‘to develop a strategic plan that identifies new ways of doing research with Indigenous communities, including strategies to grow the capacity of Indigenous communities to conduct research and partner with the broader research community.’ One of the key future challenge areas selected by SSHRC through the Imagining Canada’s Future initiative (SSHRC, 2018) which aims to answer the question is: ‘How are the experiences and aspirations of Indigenous peoples in Canada essential to building a successful shared future?’ This points to the centrality of Indigenous research within its six themes. The University should be mindful of appearances of bias in such areas as the refereeing of scholarly output, and how such activity must not only conform to Western values as to what is appropriate, but also to Indigenous worldviews.

Explanation:
Indigenous research requirements often vary from those of non-Indigenous research, something that SSHRC, for example, recognizes in its program structure. The agency document, ‘Guidelines for the Review of Aboriginal Research,’ speaks to this, as do the pilot measures implemented. An OR staff member specifically assigned to advise on Indigenous research proposals would require additional training and expertise. The ORE has taken proactive steps to assign an ethics advisor to take additional training with respect to Indigenous ethics applications through Carleton University’s Institute on the Ethics of Research with Indigenous Peoples. Further, the Tri Council’s TCPS-2 Indigenous, Chapter 9, speaks to this issue and serves as ‘a framework for the ethical conduct of research involving Aboriginal peoples.’