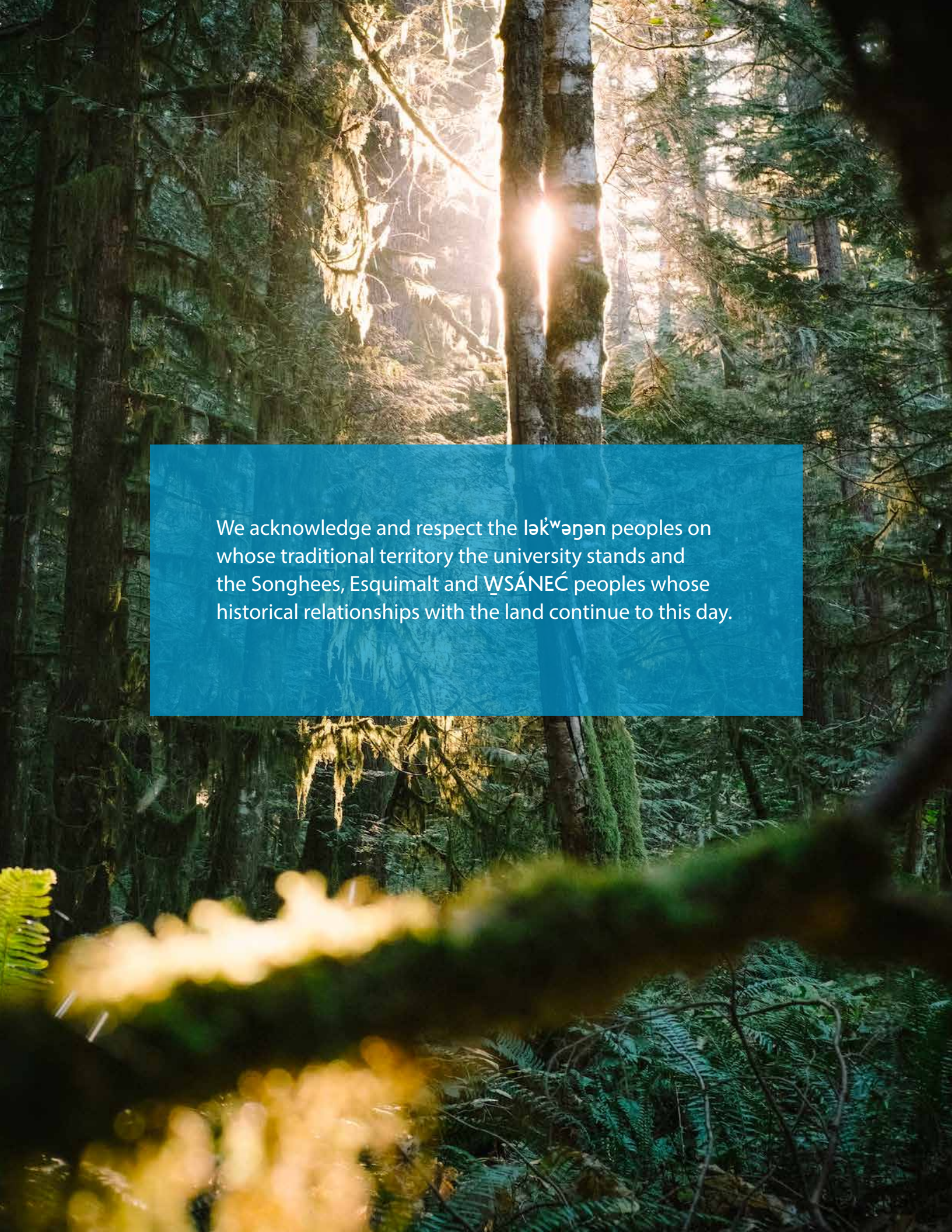




FACULTY OF EDUCATION
2022/23 Annual Report



University
of Victoria



We acknowledge and respect the lək̓ʷəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day.

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'Flow of Energy II'

Artist: Rande Cook

"Like all things in life we are connected by the flow of energy. This beautiful thing which gives us life is as simple as the river flows. We in life have the choice to make it simple or hard. Birds don't ask to fly, they just fly. Fish don't ask to swim, they just swim. So, we as humans need to find what it is and flow with it. This design is a depiction of salmon coming together and departing as we do in everyday life. We come and We go..."

Rande Cook is a multimedia artist of Kwakwaka'wakw heritage and a member of the 'Namgis First Nation. His grandfather, Gus Matilpi, taught him the essential elements of art and impressed upon him how art both reflects and connects culture. Rande Cook's work is held in public and private galleries all over the world.

A message from the Acting Dean
Catherine McGregor





Beginnings and endings are often accompanied by reflection and sense making - coming to an end of an academic year creates a similar dynamic.

In this year's annual report, we describe the work and accomplishments of our faculty community but also navigate trends and directions that come from being a part of an annual cycle of activity. The metaphor of bridging comes to mind, given the shift in leadership at the university and faculty level. As Acting Dean, I've had the opportunity to help build and maintain this bridge, enabling a transition from today into the transformation and renewal of tomorrow.

Our 2022-23 year began under the new leadership of Provost and Vice President, Elizabeth Croft. An energetic and enthusiastic leader, she has focused on building a team focused on inclusivity and innovation, designed to take UVic into the future as a leader in post-secondary education. Our faculty has taken up this challenge in important ways: by advancing research that builds on expertise and reputation, by supporting student leadership in social justice and career activities, and by re-visioning programs to fit changing professional needs. Education enables productive and vital futures, and our faculty is a critical player bridging into that future.

In this year's report we also highlight our highly accomplished alumni and students who have been recognized for their leadership. The pride we feel knowing our faculty has been a part of these incredible stories of courage, success, and achievement, are significant exemplars of the impacts our faculty has in communities across Canada and around the world. We also honour a long-time friend to the faculty, Myer Horowitz.

Finally, we welcome new staff, faculty members and a new Dean, Vanessa Andreotti. The bridge to a productive and engaged faculty culture and community will be her work in the months and years to come. I've enjoyed serving as Dean during this bridging period, and I look forward to returning to the Associate Dean position in the fall.

ABOUT

the Faculty of Education

The Faculty of Education serves diverse communities by advancing knowledge, research and exemplary practice.

We are a caring community of people who mentor and are mentored by others. We are committed to creating and accepting a fully inclusive learning environment with deep respect for all forms of diversity. We are committed to social justice and ethical practices as a way to promote professional integrity and nurture our educational community.

We embody engagement through our commitment and involvement in diverse local and global communities of educational practice and research. We value opportunities for high quality, transformational learning and inquiry as we strive for excellence.



Our areas of study

Our faculty is comprised of four departments, each with several areas of study and research. We are partnered with College of the Rockies to deliver our Teacher Education programs to students in the Kootenays.

INDIGENOUS EDUCATION	EDUCATIONAL CURRICULUM & INSTRUCTION	EDUCATIONAL PSYCHOLOGY & LEADERSHIP STUDIES	SCHOOL OF EXERCISE SCIENCE, PHYSICAL & HEALTH EDUCATION
13 Regular faculty and staff	39 Regular faculty and staff	24 Regular faculty and staff	25 Regular faculty and staff
68 Undergraduate students	378 Undergraduate students	151 Graduate students	330 Undergraduate students
28 Graduate students	159 Graduate students	21 LATHE Graduate Certificate students	93 Graduate students
26 New alumni	201 New alumni	85 New alumni	98 New alumni

LEADERSHIP TRANSITION

Change at the helm in the Faculty of Education

Catherine McGregor

Catherine McGregor is an Associate Professor in the Department of Educational Psychology and Leadership Studies and the current Associate Dean, Graduate Programs and Research in the Faculty of Education. Catherine accepted the appointment to serve as Acting Dean, Faculty of Education from July 1, 2022 to June 30, 2023. She was ratified for this appointment with an 84.8% vote of acceptance.

We would like to express deep gratitude to Catherine McGregor for serving as Acting Dean during a challenging and unpredictable year. Catherine, you led us with integrity and transparency. Thanks for all you did for the Faculty of Education and for our departments. Your advocacy will impact us for years to come.



Vanessa Andreotti

Vanessa Andreotti is the new incoming Dean of the Faculty of Education, with a five-year term beginning on July 1, 2023. To begin her engagement with UVic, Vanessa was appointed as a Special Advisor effective January 1, 2023, to work in concert with our Acting Dean.

Vanessa is a Latinx researcher and educator who has worked extensively in areas related to global citizenship, global justice and climate education, and to community and Indigenous engagement. At the University of British Columbia, Vanessa has held the Canada Research Chair in Race, Inequalities and Global Change and the David Lam Chair in Multicultural Education. She has also held the Chair of Global Education at the University of Oulu, in Finland. Vanessa is one of the co-founders of the Gesturing Towards Decolonial Futures Arts/Research Collective. We are excited to welcome Vanessa to the Faculty of Education at UVic!



A CONVERSATION WITH THE DEANS

We spoke with Vanessa and Catherine to learn about their experience with the leadership transition, their reflections on the past year and their hopes for the future.

Catherine, what made you decide to come forward for the position of Acting Dean? What were some of the challenges and highlights you faced in the position?

CATHERINE: It felt like a natural step from my position as an Associate Dean. I was motivated to create a strong transition that would leave the faculty in a good place from which to embrace and work with a new incoming Dean. We had two rounds of unexpected budget cuts in the faculty and across campus. My biggest challenge was trying to figure out how the budget worked and at the same time making decisions about how to reduce it. A highlight was continuing our trajectory of engaging students as leaders in our faculty. We can learn as much from our student leaders as they can learn from us.

Vanessa, what have you learned about the faculty so far?

VANESSA: I have come to appreciate the remarkable work taking place within each unit of the faculty. I have witnessed the passion and dedication that individuals bring to their respective roles. It has become evident that there is a collective need to establish a shared vision and direction for the future. UVic holds a distinct profile in the region, with a profound commitment to Indigenous engagement and addressing the pressing challenges of climate change. As a smaller university, this commitment can be more substantial, and it is our responsibility as a faculty to actively support and breathe life into this vision within the realm of education.

What do you each see as the purpose of the Dean's position?

CATHERINE: I have been reflecting on this as I head back into an Associate Dean role. It's a very multifaceted role. I believe that leadership is an act of navigation and a process of engagement with others. It's primarily about how we do this work together; how we navigate a path forward that enables us to realize our goals and dreams and find alternative pathways when barriers come up. We have been a faculty that's been comfortable in its past and current operations. So, a leader like Vanessa will help us break away

from the status quo by examining moments of the past and thinking intergenerationally. There will be obstacles along that path, but having the vision to think that way would be a way of shifting the faculty substantively.

VANESSA: As Catherine mentioned, the position of the Dean encompasses multiple layers of accountability and requires aligning the interests of various parties. It involves fostering a shared understanding among the entire faculty, cultivating a supportive culture, and instilling a sense of intergenerational accountability, where we consistently consider those who will succeed us and ensure that our vision encompasses their ownership and stake in the future.

What hopes do you have for the faculty in terms of a change in vision for the upcoming years?

VANESSA: The upcoming years will be about approaching teaching, learning, and service as collaborative inquiry. By learning from both our failures and successes and nurturing a collective appetite for relevance, health and well-being, we can address injustices and explore new ways of creating community and approaching our work.

CATHERINE: I like to think that we have the energy, creativity and passion to make a difference in the lives of the students, communities, and regions that we serve. My hope is that we can grasp those opportunities, look past the budget challenges and think about how we can do our work differently.

How do you think your diverse identities have informed your leadership approach?

CATHERINE: I can think of many times in my career where I was treated differently because of my gender. The work we must do as leaders is to understand the diverse identities within our community, so there are spaces for all folks to lead when the time is right and be a partner in leadership at other times. I think gender subjectivities and orientations are important markers of how one understands themselves but also how one enacts leadership in order to find pathways as allies and accomplices.

VANESSA: Regarding BIPOC leadership, the unfortunate reality is that not many leaders survive the pressures of the position. Burnout is widespread, and I have personally experienced it as well. However, I consider myself fortunate to have found supportive communities across multiple institutions that encouraged me to persevere. My focus lies in cultivating resilience and recognizing that I don't have to solve everything overnight. I understand that the process of change is non-linear and that relationship building is key. Encouraging individuals to embrace a post-conventional mindset is not solely a professional responsibility, but an existential imperative. The approaches that were effective in the past are no longer adequate or sustainable. We must challenge ourselves to think collectively beyond conventional boundaries and explore new possibilities.

Any messages for each other?

CATHERINE: Vanessa, it will be very important to look after yourself and not only fixate on the work that lies ahead. Instead, consider the ways you can create community around you. I can think of nothing more important than having a safe sounding board to engage, think and take the time you need to advance an approach.

VANESSA: Catherine, I express my gratitude for the work you have done this past year. Having someone like you to accompany me on this journey has been invaluable, and I believe you were the best person for the task. I am immensely grateful for the lessons you have already taught me, and I am thrilled that we are colleagues within the same faculty. Thank you.



Listen to the expanded
interview on SoundCloud



NEW FACULTY AND STAFF

NEW FACULTY



Lyndze Harvey
Limited Term Appointment,
EDCI



Lauren Jerke
Assistant Teaching Professor, IED



David Kennedy
Assistant Professor, EPHE



Breanna Lawrence
Associate Professor, EPLS



Doug Magnuson
Professor, EPLS

NEW STAFF



Colleen Juricic
Program Assistant/Graduate
Secretary, IED



Alik Marinakis
Indigenous Programs Manager, IED
(back from maternity leave)



Jasdeep Randhawa
Community Relations
Coordinator



Carole Richter
Administrative Assistant

Grace-Ann Wynter
EPHE Program Assistant

AWARDS AND HONOURS

Order of Canada for Budd Hall

Budd Hall, Professor Emeritus and former Faculty of Education Dean has been honoured as an Officer of the Order of Canada. Budd is a globally engaged scholar, activist and adult educator who has worked with organizations around the world to advance the work of communities through participatory and community engaged research. He was appointed as the Co-Chair (along with Rajesh Tandon) as the UNESCO Chair in Community Based Research and Social Responsibility in Higher Education. He has worked tirelessly on the goal of building research capacity in the global south and excluded North in the field of community based research. A lifelong advocate for advancing social justice, Budd has been an advocate with governments, organizations, universities and agencies to advance research as a tool for ensuring universal human rights and community agency.

The Order of Canada is how our country honours people who make extraordinary contributions to the nation. Many describe the individuals who receive this honour as trailblazers, as Budd Hall certainly fits that descriptor. He exemplifies the Order's motto: *DESIDERANTES MELIOREM PATRIAM* ("They desire a better country").



Darlene Clover inducted into Adult Education Hall of Fame

On September 28, 2022, Darlene Clover was inducted into the International Adult Education Hall of Fame. She was inaugurated alongside a group of 24 others from across the world at a ceremony held at Cork University in Ireland, and became the sixth Canadian to be so honoured. This membership recognizes Darlene's distinguished 35-year career with the International Council for Adult Education, the University of Toronto and UVic.

Darlene was nominated for this honour by her lifelong friends and colleagues, Rajesh Tandon and Shirley Walters. Her research over the past three decades has focussed on nonformal adult education and art as a tool for critical adult education and learning, research and community development. As a critical adult educator, Darlene works within the context of global social issues. Darlene has been focusing on art galleries and museums in Canada and the United Kingdom as important sites of critical pedagogy and social activism. Museums, art galleries and libraries are of special interest because they are "areas of contact" where adults can engage with real, socially-relevant content and critically reflect.



Faculty of Education Research
Excellence Award
Darlene Clover and Ryan Rhodes

Faculty of Education
Undergraduate Student Service
Award
Linnea Leist

Faculty of Education Diversity in
Education Award
UVic Education Student Equity
Advocates (ED SEA)

Faculty of Education Outstanding
Graduate Research Award
Richard Wainwright

Faculty of Education Staff
Excellence Award
Brad Temple

University of Waterloo Faculty of
Arts Alumni Achievement Award
Jillian Roberts

American Educational Research
Association (AERA) Graduate
Student Research Award
Muqing Nie

Celebrating 25 years at UVic
Lucinda Brown

Maxwell A. Cameron Memorial
Award
Caytlyn Luke
Abby Koning

Student Employment Award
Marissa Donaldson

Queen Elizabeth II Platinum Jubilee
Medal
Charlotte Ross

Tsi'tsu'wu'tul Award
Dana Roberts



Linnea Leist (left) and Leslee Francis-Pelton (right)



GLASSES YOU PUT ON

By Serap Asar Brown

it is all about those glasses
you put on
to see the world
and notice
the one sitting quietly
in the same room
right beside you

you would assume
she just arrived
not knowing
it is all about those glasses
you put on

try this out:
take those glasses off
wear a different set
maybe green, maybe blue
you will then start to see
not just one, maybe two
sitting quietly
or, three, four, five, ten
a full room of people
who all look at you
to speak
to raise a voice
to be heard
it is all about those glasses
you put on

how you see
why you see
what you see
and don't see
is all about those glasses
that provide you frame,
color, name, shame!
and you'll never ever
see it the same

with your glasses on
you move and open space
to that room of people
for them to raise their voice
and when you hear
that deep voice
speaking out their truth
then you know
you've always been
in the same room
sitting side by side

now you are shoulder to shoulder
with those glasses on
you structure the world
for how you believe
why you believe
what you believe in
and what you don't

it is all about those glasses
you put on

A note from the author: This poetic inquiry was presented during Poetry for Change in the IdeaFest at UVic as part of the Social Movement Poets Collective in March 2020. To reference this poem: Brown, S. A. (2022). Glasses You Put On. *Qualitative Inquiry*, 28(8–9), 977–978.

About the author: Serap Asar Brown (DMD, BA, MSc) is doing her Ph.D. in Adult Education and Leadership Studies with Dr. Darlene Clover. She wears a relational lens shaped by decolonial, arts-based, critical ecofeminist and Indigenous worldviews to explore how to (re)member, (re)imagine and (re)story our relationship to Water. Serap is a Water lover, an adult educator, poet, filmmaker, and a long-distance bicyclist along rivers from source to sea.

STUDENT AND COMMUNITY GROUPS

Education Student Equity Advocates (ED SEA)

Contributed by Jasdeep Randhawa, Faculty of Education Community Relations Coordinator

ED SEA is a student-led initiative that began in response to a student survey conducted by a Faculty of Education alumni in 2021. This survey highlighted that many students within the faculty felt that they had experienced discrimination in the classroom, making these spaces feel unsafe and excluding to students of diverse cultural, racial and ethnic backgrounds as well as sexual orientations.

The ED SEA members, Xiaopei Peng, Mariana Jimenez, Hayley Hubbs, Allie Zondervan, and Rylee Zondervan, have had a successful year in achieving their goals for 2022-23. This student group aims to build a more equitable and inclusive environment in the Faculty of Education. Donor funds, including those received from this year's Giving Tuesday campaign, help them offer free and accessible educational opportunities that focus on anti-racism and decolonization.

This year, ED SEA have developed and presented workshops tailored to specific courses at UVic and have been consistently invited back into classrooms. They worked collaboratively with the Teacher Education Program to tailor a workshop about anti-racism practices in education. They also partnered with the Victoria Chinatown Museum Society (VCMS) to connect with the broader Victoria community.

As a follow up to the 100th-anniversary commemorative walk of the Chinese students' school strike at George Jay Elementary on September 5, 2022, ED SEA members Xiaopei and Haley organized a workshop focused on explicit and implicit segregation, building upon our current knowledge and frameworks on EDI-D topics, for VCMS, Victoria Foundation, Business Association and schools in January.

ED SEA's Instagram presence expanded this year, providing an avenue for the development and amplification of posts regarding community initiatives, anti-racism education and more. They've also used this platform and connections to uplift local Indigenous work. For example, a games night was organized with ED SEA to learn more about the "the Truth in Truth and Reconciliation" game created by James Darin Corbiere in an effort to invite more people to learn about decolonization, reconciliation and Indigenous history in a more interactive manner.

This summer we said goodbye to many of the original members as they graduate from their programs this year (with abundant congratulations for all they have achieved) and welcome the new members, Yi Qian and Sofie Klein.

Education Student Equity Advocates | Kerry Robertson (left), Rylee Zondervan (middle), Ali Zondervan (right)



2023 AGES Conference

Written by Annie Wu

At the end of March 2023, the Faculty of Education delivered the annual AGES Conference in the MacLaurin Building. The two-day event brought together graduate students, faculty members and staff, providing an opportunity to share knowledge, exchange ideas and learn from one another.

The conference served as a platform to build a strong and connected community in education, empowering all attendees to contribute to the growth and development of the field. The presentations from graduate students across different departments covered a wide range of research topics including self-reflection, inclusive education,

decolonization in education, physical activity and health, and self-regulated learning among others. All the presenters demonstrated exceptional expertise in delivering their research projects, impressively sharing their dedicated and diligent research with the attentive audience.

The AGES Conference was a beacon of hope for everyone involved! It provided a space to explore new and innovative ways to build community and support one another. AGES will continue working on creating more opportunities for education graduate students to excel in their academic journeys at UVic.

Graduate Student Mentorship Program

Written by Jess Willows

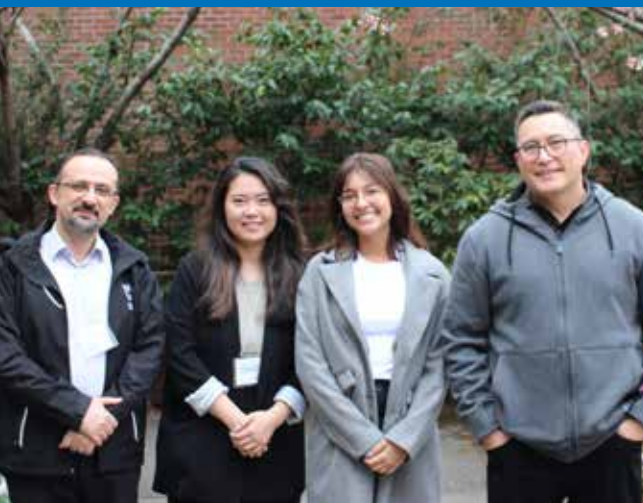
This past academic year, we piloted a new mentorship program for graduate students in the Faculty of Education at UVic. The program was primarily organized by Jess Willows, a Ph.D. candidate in EPLS, with assistance from a small committee: Catherine McGregor, Paul Whitinui, Ruthanne Tobin and Jasdeep Randhawa.

For the purposes of this program, we defined mentorship as partnerships or triads between mentors and mentees who meet regularly to support each other in working towards personal/professional goals and where mentors provide guidance, knowledge, and advice regarding academic issues. Program mentors are graduate students with more experience in their program whereas mentees are students with less program experience. It was expected and communicated the outset that participants meet twice a month with their mentor, mentee, or trio. The pilot program launched in September 2022 with 31 participants.

Monthly community workshops were held each month to provide support to all participants, with workshop topics developed by the participants based on their needs. A primary focus was goal setting, and the topic of goals often guided our community workshops. There was ample time in these sessions devoted to setting, refining and reporting on progress of the participants' goals.

The secondary focus for the workshops was community building; this occurred in a number of different ways such as sharing about progress and experiences in graduate programs as well as other more personal connections. Underlying these foci for the workshops were discussions and clarifications on what mentorship is and discussing and developing skills to ensure that mentorship is successful. Resources on mentorship and skills were shared in workshops in the form of handouts. We gathered for a group session at the end of each term to celebrate our work together.

2023 AGES Conference



Graduate Student Mentorship Program | Spring 2023



MOMENTS TIMELINE

Painting of Belinda kakiyosēw Daniels, part of the 'Being Legendary' exhibit at the ROM.



Teoni Spathelfer | Indigenous Speakers Series



Lorna Wanosts'a7 Williams speaking at the EKÁTEL event.



2022

JULY

- We announced and began recruiting for a new French Teacher Education Pilot Program.

[Watch the video](#)



AUGUST

- We launched Phase 1 of our Teacher Education program refresh.
- Dana Bell from Teacher Education launched a pilot project that utilizes a new framework to address the gap between on-campus academic accommodations and off-campus practicum courses.

2023

JANUARY

- Kerry Robertson received an ARI grant. She worked with Moussa Magassa to deliver a series of anti-racism workshops as professional development for field advisors.

FEBRUARY

- Sarah Nutter, Fred Chou and Cindy Brown were reappointed as Assistant Research Professors in EPLS.
- EDSA hosted an in-person career fair, connecting our students with potential employers from over twenty school districts and private schools.

MARCH

- We began recruiting for a new Post-Degree Bachelor of Education–Elementary Program in IED.
- Vivienne Temple published a new brief from the Special Olympics Global Center for Inclusion in Education Research Collaborative that introduces inclusive mindsets as a framework for fostering inclusion.

SEPTEMBER

- In partnership with WSÁNEĆ School Board, IED put forward a proposal in the Fall of 2022 for a new Bachelor of Arts in Indigenous Language Proficiency.
- The EPHE Peer Mentorship Program launched for 2022-23 academic year.
- CORE started up for the academic year offering in-person and online tutoring, book club, and English language learning. This year, CORE also offered mobile tutoring services in the community at Lochside Elementary School, Cordova Bay Elementary School and Songhees Educational Centre.

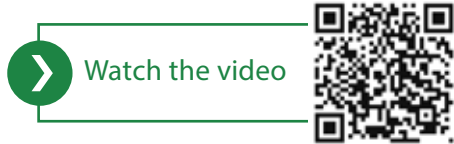
OCTOBER

- Belinda kakiyosēw Daniels traveled to Toronto to attend the new exhibit “Being Legendary” by Cree artist Kent Monkman at the Royal Ontario Museum. Belinda is the subject of a life-sized portrait in the show.

- Jillian Roberts’ book “Calm”, about emotional literacy with infant and toddlers, was featured by the US Department of Health and Human Services.
- Allyson Hadwin was featured during UVic Impact Week for her contributions to the UVSS food bank. Hadwin is passionate about student success and ensuring students have the resources to thrive.

APRIL

- IED hosted the event: EKÁTEL - We are all connected, Global and Local Glimpses of Language Revitalization at UVic and Beyond. The short film “Illuminating Impacts of Indigenous language Revitalization” premiered during the event.



- Jillian Roberts promoted to Full Professor in EPLS.
- Mariel Miller was awarded an LTSI Scholarship of Learning and Teaching Grant.

- Darlene Clover was invited by the European Society of Research in the Education of Adults (ESREA) to deliver a keynote address at their conference at the University of Milano Bicocca.
- The Faculty of Education hosted the Colloquium Panel Series, a series of events for our scholars to present their research findings and discuss the applications of their research to communities and classrooms. Four panel events took place between October 2022 and April 2023.

NOVEMBER

- IED welcomed Heiltsuk author Teoni Spathelfer as guest speaker for the Indigenous Speakers Series, hosted in the Ceremonial Hall of the First Peoples House. Teoni is the author of the Little Wolf trilogy.

- Gina Harrison has been elected to Fellow status in the International Academy of Research in Learning Disabilities.
- Several students in our Teacher Education program completed international practicums in Japan, Sweden and Tanzania.

MAY

- Kirstin Lane and Sandra Hundza from EPHE hosted a BC Physical Education and Kinesiology Articulation meeting to discuss the BC Council on Admissions and Transfers.
- A new minor program in Applications of Psychology and Leadership was approved, and will be offered by EPLS.

JUNE

- Fred Chou acquired a new RCY research grant that involves writing a research brief for BC’s Representative for Children and Youth about addressing developmental trauma.

WORLD FEDERATION OF ASSOCIATIONS OF TEACHER EDUCATION (WFATE) CONFERENCE

JULY 12-14, 2023



Yoga in the MacLaurin Building courtyard during the WFATE conference, July 2023. Photo credit: Narges Mansouri

Contributed by Tim Hopper, Kerry Robertson and Kathy Sanford

From July 11 to 14, 2023 the World Federation of Associations of Teacher Education (WFATE) Biennial Conference was held at the University of Victoria. The WFATE mission is to build a global community of teacher educators and promote transnational collaboration in teacher education. This year's conference theme of "Re-imagining teacher education: From Words to Action," promoted innovative approaches connecting theory with practical implementation, to address the ever-changing demands of our complex global landscape.

Conference organizers Kathy Sanford, Kerry Robertson and Dana Bell were supported by 25 volunteers including staff, undergraduates, graduate students, Faculty and alumni, with financial and executive support from the Canadian Association of Teacher Education (CATE). The team welcomed over 180 delegates from across Canada and around the world including Australia, US, UK, Germany, France, Spain, China, Iran and Ireland. Delegates engaged in 140 sessions spread across three days, in an array of place-based sessions that

promoted exchange of ideas and perspectives, as well as social interactions and a sense of global connection.

Pre-conference events took 60 delegates through outdoor education activities in Mystic Vale, ending with a social event at the local Smugglers Cove Pub. Vanessa Andreotti opened the conference with an inspirational talk on the urgent need to act through education to address the climate and nature emergency, promoting climate resilience as we take up decolonizing perspectives on engaging with each other and the environment. Sessions weaved through local and global concerns around teacher education as delegates presented insights and discussed ways of moving education away from colonizing processes. They promoted critically engaged practices that are complexity-informed, seeking actions to realize the benefits of a genuine education that promotes a livable planet for future generations. In closing, WFATE president, Jenene Burke, echoing delegates feedback, commented that this was a wonderful event, one of the best conferences they had ever experienced.

RESEARCH

Contributed by Tanya Battersby, Faculty of Education Research Grants Facilitator

The UVic Faculty of Education is home to four academic units, eight research labs and 60+ faculty members.

We are at the forefront of research in diverse fields including teaching and learning, health, Indigenous education, counselling psychology, arts-based education, leadership studies, exercise science, Indigenous language revitalization, educational psychology, physical education, gender justice, international education, and curriculum, pedagogy and assessment.

Our world-class research teams collaborate with partners in community, government and industry to address the challenges of our world today. Research takes place in leading-edge labs, facilities and spaces on campus.

Students in Faculty of Education research teams are integrated throughout all aspects of the research process. With more than 50 studies in progress at any given time, trainees working on research projects based in the Faculty of Education have opportunities to gain valuable career development experience and receive personalized mentoring in their area of specialization. Our scholarship is far-reaching in its influence and impact: leading, advancing, and reframing debates on complex issues, providing innovative solutions to policymakers, practitioners, and the public, and producing evidence for transformative outcomes across the disciplines of education, health and beyond.

Canada Research Chair in Indigenous Language Revitalization, Reclamation & Maintenance

Awarded to the Department of Indigenous Education

Aspiration Research Cluster Award

Onowa McIvor, Eva Czaykowska-Higgins and Belinda Daniels

UVic Aspiration 2030 Postdoctoral Fellowship

Hector Cordoba Vazquez

SSHRC Canada Doctoral Fellowship

Meg Kapil
Heather Hollman

SSHRC Doctoral Dissemination Award

Meg Kapil

SSHRC Insight Development Grants

Monica Prendergast
Jean Buckler

SSHRC Insight Grant

Ryan Rhodes

SSHRC Connection Grants

Anita Prest
Belinda Daniels
Kathy Sanford

12-month SSHRC Canada Graduate Scholarship

Sage Da Silva

CIRCLE Relational Knowledge Grant

Belinda Daniels

Diabetes Canada - End Diabetes Award

Ryan Rhodes

2022 Clarivate Highly Cited Researcher Award

Ryan Rhodes

THRIVE Awards

Jean Buckler, Sarah Nutter

Michael Smith Scholar Award

Sam Liu

2023 UVic Research and Creative Project Grants

Claudia Diaz-Diaz
Alison Shields

Valerie Kuehne Undergraduate Research Award (VKURA)

Brianne Smith
Tara Mojgani
Kazia Hopp

Jamie Cassels Undergraduate Research Awards (JCURA)

Kiyannah Hughes
Kolton Martin
Emma Wilde
Vanessa Wittstruck
Aidan Wright

56

Total number of funded research projects in progress as of June 22, 2023

RESEARCH STORY

EKÁTEL - We are all connected, Global and Local Glimpses of Language Revitalization (UVic and Beyond)

On April 3 & 4, 2023, the Indigenous Education department and Lorna Wanosts'a7 Williams, Chair of First People's Culture Council, hosted EKÁTEL - We are all connected, Global and Local Glimpses of Language Revitalization (UVic and Beyond). The event provided insights into some of the current and historical Language Revitalization initiatives and programs at UVic and highlighted work across the province and internationally. The name, EKÁTEL means "we are all connected" in the local language of SENCOTEN, and was gifted to conference organizers from WSÁNEC language champions PENÁC and SXEDTELISIYE.

The first day of the program heard from Lorna Wanosts'a7 Williams, a foundational leader in Language Revitalization, Order of Canada recipient and past Director of Indigenous Education, who provided grounding context of the event and the history of the ILR movement, past and present. Suzanne Gessner, of First People's Culture Council, gave a presentation on the status of First Nations languages in BC, Russell Myers Ross, Yunesit'in former Chief and graduate of the Indigenous Governance Master's program, presented the story and history of Tsilhqot'in language revitalization, and Laita Pallares, from Soziolinguistika Klusterra Research Centre presented on the context and methods of Euskara (Basque language) revitalization.

The second day saw an introduction by UVic President Kevin Hall and a presentation on the multi-year ILR adult learning grant, NẀTOLNEW from Onowa McIvor and



Ewa Czaykowska-Higgins. A beautiful story and songs of SENCOTEN revitalization were shared by SXEDTELISIYE & PENAWEN, who are SENCOTEN instructors, teachers, UVic graduates and WSÁNEC community partners. Another highlight of the second day was the launch of the beautiful film, Illuminating Hidden Impacts of Language Revitalization. This cinematically rich and visually beautiful short film created by talented filmmakers Erynne Gilpin and KI Peruzzo looks back through 10 years of Indigenous Language Revitalization at UVic within the Vancouver Island language communities and seeks to explore hidden impacts from the perspectives of participants and former students.



RESEARCH Q&A

What do brain health, lifestyle and sex hormones have in common?

Kurt Smith is a cerebrovascular physiologist in the School of Exercise Science and Physical Health Education (EPHE) at UVic. He oversees the Cerebrovascular Health Exercise and Environmental Research Sciences (CHEERS) Laboratory and specializes as an exercise physiologist, using physical exercise as a way to investigate brain health. In the lab, he looks at ways we can stress the brain to gain insight into potential causes of pathological cerebrovascular aging.

RESEARCH Q&A

Jon Woodend wants you to think about equity and inclusion for newcomers

Jon Woodend's life has been shaped by multiple international moves and career transitions. He was born in Halifax, Nova Scotia, to British parents, and spent his childhood moving between Canada and the UK. He currently works at UVic as a researcher and Assistant Professor in the Department of Educational Psychology and Leadership Studies. Jon's main area of focus is what he calls 'international career transitions', working with people whose move to a new country has influenced or impacted their career. When Jon moved to Japan for work as a young adult, he had a great experience. His employer at the time was very supportive, and his international transition felt smooth and overall successful. Jon became curious about how different skilled immigrants navigate international career transitions.

What are some barriers that newcomers experience in the Canadian work context?

As a society, we tend to focus our attention on newcomers' initial transitions and less on how we can support them after trauma to create long-term success. Particularly, we tend not to think about their long-term career development. It's also important to set a caveat around the term newcomers. When we talk about a highly diverse group of people in a homogenous way, we risk explaining their experiences in a way that doesn't account for the diversity of experiences they are actually having.



How can the community take positive action to support newcomers?

I want us all to consider how the campus community can think about supporting international students in the principles of equity and inclusion. This includes university services all the way through to university policies. If universities like UVic, for example, want to make it a priority to recruit international students, we need to work with international students to think about how the campus not just accommodates, but shifts to be inclusive of international students. Otherwise, what we're doing is we're retrofitting services to try and fit people versus thinking about how services include people on a ground level. That positions international students to assimilate rather than be part of the campus community. So, when it comes to fostering long-term success for newcomers, I think there's an important role that we can all play.

Tabitha Craig is a former varsity swimmer and second-year Ph.D. student in EPHE, working with Kurt in the CHEERS Lab. She completed an undergraduate degree in Kinesiology at UVic before continuing her graduate studies and fast-tracking straight into her Ph.D. program. Tabitha's research is focused on investigating how sex hormone fluctuations over the menstrual cycle impact brain function.

What is your primary research question in the CHEERS lab?

KURT: I am trying to get a better understanding of the effects of sex hormones on the blood vessels in our brain. In the lab, we do this using exercise or environmental manipulations, which stimulate brain blood flow and allow us to measure important markers of brain health. It's only been in the last five years that researchers have begun to include female subjects in their studies. Within that, very few have accounted for how the menstrual cycle may impact hormone levels across a month.

Can you tell us about your current project?

TABITHA: My current project is looking at subjects all across the gender spectrum between the ages of 19 and 40. We use exercise as a way to increase CO₂ and measure responses in the body. For our participants who menstruate, we take the measurements at four different points across their monthly menstrual cycle as hormone levels fluctuate. For participants who don't menstruate, the measurements can be taken over the course of a few days.

How do you see your research findings benefitting society?

KURT: I think we're selling ourselves short on how we understand healthy brain aging. My focus, and what I'm asking my students to pursue, are questions that help us identify individuals who may be facing elevated risk, and then use interventions to introduce positive vascular change.

RESEARCH STORY

Belinda Daniels is reclaiming nationhood through Cree language learning

Belinda kakiyosēw Daniels is a member of Sturgeon Lake First Nation, SK. She is a mother, a grandmother, a language teacher, a second language learner and a reclaimer of her mother tongue. Belinda teaches ILR as an assistant professor in the Faculty of Education and leads the nēhiyawak language experience, a non-profit organization that offers immersive, land-based summer language learning camps on Treaty 6 territory also known as Saskatchewan. Her mission is to reclaim sovereignty and nationhood through the Cree language.

Belinda says she was blessed to be raised by her grandparents. She grew up hearing them speak nēhiyawēwin Cree to each other at home, becoming familiar with the flow, intonation and rhythm of the language, but she was not encouraged to learn or speak it. Her grandparents had been forced to attend residential schools and didn't want her to experience the same type of punishment and ridicule they had for speaking an Indigenous language. Eventually, Belinda was inspired to learn nēhiyawēwin Cree while working as an administrative assistant at a high school where others were speaking the language.



The concept of Belinda's immersive language camps has resonated well with communities across Canada since 2003. That first year, five people attended. In 2017, there were 27 attendees. Now, the numbers of participants are between 30-50, depending on space, and there is a children's camp and online offerings. The core experience is a week-long, immersive summer program with a focus on introducing students to a variety of language learning methods. By the end, most participants can confidently introduce themselves, engage in basic conversation and tell a short story in Cree.

Belinda's commitment to language reclamation and her influence as an activist is felt across the world and especially in Cree communities across Canada.

RESEARCH Q&A

SSHRC-funded researcher Monica Prendergast uses theatre to explore youth mental health

Monica Prendergast is an actor, poet, arts-based researcher and a seasoned professor of Drama and Theatre Education. She is particularly passionate about theatre for young people. Monica has been awarded a two-year SSHRC grant for the amount of \$69,880 CDN to support her research project entitled 'Youth <--> Mental Health <--> Performance: How young people respond to portrayals of mental health, resilience and well-being in and through drama and performance creation.'

The project includes working with four high school drama classes across Canada to study and create original plays based on mental health and real-life experiences.

How would you describe your current work?

The impetus for the work was my concern about what I was reading about young people's mental health, particularly during the pandemic. Research shows that anxiety, depression and suicide are spiking among young people, which is very

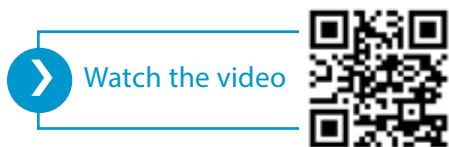
RESEARCH Q&A

playing WITH – playing OUT: A participatory art exhibition and research project at UVic

After participating in the Anti-Violence Project's Understanding Consent Culture Workshop, artistic collaborators Natasha S. Reid and Caroline Boileau developed a series of objects and artistic propositions, presented in a participatory art exhibition at the A. Wilfrid Johns Gallery from November 4-18, 2022. The exhibition was designed to stimulate thinking and dialogue about consent, with the intention of promoting consent culture on campuses and in the wider community. We spoke with Natasha to learn more about this project:

Why do you think the format of contemporary art works so well for addressing social issues?

I think the reason why contemporary art can be particularly effective at dealing with social issues and concerns, and opening up a platform for debate and engagement is because artists who are working with these sorts of issues often do so in a way that asks open-ended questions rather than offering answers.



What are your hopes for the exhibition?

We wanted to open up a conversation about consent in a way that is welcoming for everybody, including young children. When we're talking about consent culture, it's about developing an awareness about consent in all areas of our lives. So, that's the entry point that we are taking, which is rooted in engagement and basic communication. I'm also interested in looking at how participatory practices with art can be integrated into the workings of campus-based museums and galleries. I plan to document how we activate the space, what we observed and our learning outcomes. We'll share these learnings so that others can set up opportunities for engagement in university-based galleries and in other settings, too.

concerning. So, as I usually do, I thought about how drama could open up a space for young people to talk about these things. A lot of people have told me that there hasn't been any discussion in their schools about their mental health.

How do you envision the project taking shape?

With funding from an internal research grant, I completed a pilot project earlier this year in January and February, up at Claremont Secondary School in Saanich. There were 20 students involved. I've now done two case studies and I'm going to Toronto next spring to do a third. The fourth and final one will be in northern Saskatchewan in North Battleford. I felt it was important that I work with a group of

Indigenous young people, and I have a doctoral student who lives in North Battleford. We'll have an opportunity to work with some young Indigenous people there.

How are you collecting data for your research?

Part of the data collection for our research is to record audio and video of the plays that the students have created, and analyze the recordings. What are the students telling us about their mental health in these plays that they've created? That's a big part of the outcome of the project. I'll be writing papers with my research assistants about all of the case studies.

Researcher Sarah Nutter is fighting weight stigma

Assistant Professor Sarah Nutter has been at the forefront of weight-bias research at the University of Victoria since her arrival in 2020. Her research focuses on weight-related issues, including weight stigma, body image and eating disorders. Her primary research is on weight stigma and she is especially interested in 'better understanding sociocultural and ideological influences on weight stigma.'

What are you working on right now?

A lot of the work I've been doing recently is advocating for researchers and healthcare professionals to think about body weight in a different way. Specifically, to consider the relationship between weight and health as a nuanced conversation rather than weight as an indicator of health or risk of mortality. When we look at research that has been done well, it's clear that the relationship between weight and health is far more complex than we have been taught to believe.

How does weight bias show up in the healthcare industry?

Researchers that have looked at weight bias and stigma among healthcare professionals have found that it manifests in a number of ways that contribute to an overall negative and potentially shaming experience for patients. Research shows that healthcare providers spend less time with higher-weight patients, offer them fewer treatment options and ask fewer questions to better understand a patient's presenting concern. All of this translates into a poorer healthcare experience.



How does language use factor into weight stigma?

Language is really important when talking about body weight. The use of the term 'obesity' has been really prevalent over the years and a lot of people think about the word obesity as being a pejorative word for the way that they look. This is because obesity is applied to all people that have higher body weights and is paired with the implication that they are unhealthy simply due to their body weight.

How does weight bias relate to social justice?

When considering equity with regard to power, opportunity and resources in a society, weight stigma is absolutely a social justice issue. People with higher body weights experience weight stigma across their lifespans and across social contexts. For example, across all levels of education, in health care and in the workplace, weight stigma can be a barrier. So absolutely, I think it's a social justice issue that ought to be taken seriously and ought to be incorporated into equity and inclusion policies and anti-discrimination legislation. If you think about the incidence of higher body weights in Canada, there's a massive proportion of the Canadian population that isn't being protected by a form of discrimination that is, in a way, largely socially acceptable.

CONVOCATION PROFILE

Championing inclusivity in youth athletics

By Michelle Butterfield, Faculty of Education Digital Media Officer

Angela Coutts completed her Bachelor of Education in Physical Education at UVic in 2012. Since then, she's worked as a high school educator and coach in the Greater Victoria School District. She is currently the proud basketball coach and a physical education department head at Esquimalt High School. This June, she receives her second degree from UVic: a Master of Education in Coaching Studies.

"I grew up having amazing coaches, mentors and high school teachers. The coach/student relationship is so different than the teacher/student relationship. It allows you to build a deeper connection and a more nuanced understanding of each other."

Ange chose to focus her graduate thesis project on 2SLGBTQI+ youth in athletics. As an "out" queer high school teacher and coach, she says the topic felt personal and relevant. She also says that many educators and coaches aren't up to date on current terminology, pronoun use or other considerations for youth athletes. Some examples include having gender-neutral and accessible changerooms, or selecting teams in a way that doesn't make assumptions about gender. This level of awareness and understanding by coaches, instructors and administrators can make a huge difference in the experience of 2SLGBTQI+ youth athletes, many of whom say they feel the least safe in the gym.

For her research, Ange took a deep dive into a literature review, analyzing existing data about youth athletics programs in BC. She found that some information for educators is out there, but it is mostly self-directed and therefore doesn't offer a chance for dialogue, questioning or working with others. Ange says these resources don't serve educators in a way that creates meaningful change. Instead, she says that people need to hear personal stories of how individuals are affected when addressed by the wrong name or pronoun, or when they are put in the awkward position of having to publicly self-identify because of gendered changerooms or team selection.

In response, Ange developed a 90-minute professional development workshop that is meant to increase awareness around the needs of 2SLGBTQI+ youth athletes. It is based on real-life scenarios that coaches and educators will likely encounter, and was developed with community feedback from youth athletes across BC. Her hope is that this in-person workshop format will provide a more approachable entry point for educators and coaches to have these important, vulnerable and sometimes uncomfortable conversations.



"I often tell friends of mine that I'm not really coaching basketball. I'm coaching on how to be an independent woman or stand up for yourself, how to be a great global citizen, or what it means to be kind to people from different backgrounds than yourself. I happen to do that by teaching lay-ups. Sport is so much more than just running up and down a court. It's a dynamic that a lot of kids might not have at home. So, I'm drawn to being able to lead people that way."



ALUMNI STORY

Trevor MacKenzie centers curiosity for student-led inquiry

Trevor Mackenzie has been a high school teacher for almost twenty years. After graduating from UVic with a BA in 2002 followed by a teaching certification, he worked at Esquimalt High School for a decade and in South Korea for a year. For the past seven years, he has worked as an English teacher at Oak Bay High School and in 2019, he completed his Master of Education under the supervision of Valerie Irvine. His thesis, 'A Framework for Implementing Inquiry-Based Learning in the K-12 Setting', explored the barriers to inquiry implementation, growth and application, and provided structures to remove these identified barriers.

Trevor says that high school classes approach inquiry from a teacher-directed stance; the teacher establishes inquiries for the class and delivers a learning experience designed around them.

His approach is just the opposite: Trevor encourages his students to establish their own guiding inquiries based on their personal interests, then he facilitates learning experiences around them. His classroom is teacher-led, but not 100% of the time. It is, in his words, "a partnership with specific scaffolding that teachers engage in to ensure that the curriculum is explored." Over time, this approach allows for a gradual release of responsibility over learning from the teacher to the student. Trevor has observed that his students willingly demonstrate their developing skills more readily and more often when they have more agency over their learning.



We asked Trevor how he facilitates this practice in his classroom. He points to seating arrangement as an easy place to start. Arranging desks into small pods of three or four generates more discussion and collaboration right away. Students will naturally bring up topics of interest with their peers, and the teacher who is observing can get a better understanding of who these students are and what's important to them. When it comes time to establish guiding queries for the classroom, Trevor focuses on facilitating open-ended questions. The topic can be researchable but does not have a definitive 'answer'. He says that teachers need to explore these questions in order to shift learning into that open-ended inquiry space. Understanding questioning techniques allows students to independently explore the space beyond closed-ended or inquiries.

ALUMNI STORY

Alumna Jace Meyer establishes new education scholarship for Indigenous students

Jacylin (Jace) Meyer (B.Ed 2011) is a Métis woman and the founder of COYA Productions Inc., an education production company that amplifies the thought leadership of social impact creators, Indigenous entrepreneurs, and unheard youth voices. This year, she established an entrance scholarship with the Faculty of Education that will be awarded to an Indigenous undergraduate student who has demonstrated financial need. Jace established the COYA scholarship specifically for Indigenous education students as a way to honour the lived experiences that she knows are real for many people. She wanted to create a scholarship that considered financial barriers but didn't also require somebody to have the highest level of GPA because she knows that Indigenous students are often overlooked for their dedication to being of service to their community, which might undermine their grades.

Jace's background as an educator has largely shaped her outlook as an entrepreneur. While building her business, she's worked hard to prioritize relationships while fostering a sustainable business model. This way, when financial success happens, there is an opportunity to reintegrate that money back into the economy responsibly and equitably. The new COYA scholarship is an example of this. COYA already donates 1% of their profits to carbon sequestration to protect the planet and are moving toward a 10% contribution back into education. Thank you, Jace, for your generosity and commitment to young educators!



“We have to provide more equity into the world. Education is a strong tool for that, and it's important to consider who is doing the educating. There's a lack of diversity in that space, historically. Teachers are key in helping us understand new realities and perspectives in the world. If we have more diversity in those teachers, more learners see themselves in a future with new opportunities.”

ALUMNI STORY

Connecting language, land and education

STOLŹEŁOT Adelaide “Addie” Elliot graduated in November 2022 with a certificate in Indigenous Language Proficiency, a partnership program between UVic’s Department of Indigenous Education and the WSÁNEĆ school board. Both of Addie’s great grandparents were residential school survivors, and her father is a survivor of an Indian Day School. Growing up on reserve, Addie witnessed and heard about unremitting attempts to steal culture and language away from future generations of Indigenous peoples. She developed a strong sense of resolve in reclaiming her identity—a birthright—through language.

Addie’s experience in this program was unique in that several of her family members doubled as her instructors. She comes from a long line of Indigenous educators: Her older brother and sister-in-law both hold master’s degrees in Indigenous education. Her father has two doctorates. Growing up around these influences proved that hard work could pay off and that a successful future in Indigenous education was possible for Addie. “There’s something special about learning beside the people you grow up with,” she said. “Nothing beats that.”

The SENĆOŦEN word WUICĚN means “kindness.” Addie explained that the root of the word means ‘good’ and the suffix refers to ‘being inside of’—making the direct translation ‘being kind inside.’ Addie’s father explained it to her as being ‘kind inside of your soul,’ or ‘having a kind soul.’ “Land-based learning has been a huge innovation that’s been added to our learning in this program” Addie notes. “I can see that being beneficial for students in all areas of study. Just grounding yourself through land-based learning and connecting on the community level is such a huge game changer in my opinion.”

Addie plans to continue her formal education and use her teaching certificate to work within the community, bringing language learning into spaces outside traditional classrooms.



“Be honest when you’re having discussions in class and don’t be afraid to ask for support. It’s not a competition with anybody else. So, whatever you have to do to make yourself feel comfortable and take care of your mental health, make that a priority.”



2023 UVic Distinguished Alumni Award Winners

These three DAA profiles are adapted from web stories published by the University of Victoria. You can read longer versions of these profiles on uvic.ca.

ALUMNI Q&A

Denise Augustine

A hul'q'umi'num woman of mixed ancestry and a graduate of UVic's teaching program in music education, Denise Augustine has been an educator in the Cowichan Valley for over 20 years.

As director of Indigenous education in the Cowichan School District, she worked closely with teachers, administrators and support staff in bringing transformational change to the education system. Weaving story, history and research together in experiential workshops, she invites adults to imagine community that values diversity, inclusiveness, inspires innovation and advances Reconciliation. She was recently appointed the Superintendent of Indigenous Education for the BC Ministry of Education and Child Care where she works with First Peoples, communities and school districts across the province to champion the work of equity for Indigenous learners. Beyond BC, her equity-focussed leadership with Harvard University's Deeper Learning Project has influenced the work of school districts across North America.

How did your experiences at UVic shape who you are or contribute to future successes?

I'm white passing. It wasn't until my fourth year that I publicly identified as First Nations. I've always known who I am and where I come from, and I didn't feel the need to explain it to others until one day when I was sitting around the table with a student advisory group meeting with several education profs. The way that folks were talking about First Nation learners specifically and First Nations people in general just made me more and more uncomfortable. I challenged them. "I'm First Nations and I actually don't agree with the comments you're making." I remember the conversation stopping and then people trying to recover. And I think that



moment set me on the path to do the work that I do, which is so much about challenging folks to listen to more than one truth and bridging conversations so that people can better understand and appreciate each other.

What skills or traits are needed to be good at what you do?

Tousilum, Ron George, talks about the longest distance being between the heart and the mind, and that we need both to really be able to listen. We can listen with our mind, and that's intellectual, but our heart has the ability to use so much additional information besides what we consciously cognate. I think there is also something about knowing who I am and where I come from. And even though I'm constantly learning and asking myself questions, I know my history. I know my family's history. I've done lots of work to understand my biases and assumptions, and I'm not perfect by any measure. I think self awareness and self reflection are important skills for doing this work. And the skill development is ongoing.

ALUMNI Q&A

Moussa Magassa

Moussa's research is about Islamophobia and the experiences of Muslim students with prejudice and discrimination on Canadian university campuses.

As a Muslim and a human being, he believes in a specific message of Islam: peace. However, he noticed how little is known or appreciated about this key aspect of the religion, by most people. Since the events of 9/11, he has become more interested to understand Islamophobia - especially on university campuses - as a pervasive and prevalent societal phenomenon.

What gaps in your field are you aiming to fill with your research?

There is not much of a body of research on Muslim students' experiences of prejudice and discrimination on Canadian university campuses. Most of the dominant research about Muslims in Canada has so far only focused on the media representation and stereotyping of Muslims and other racial minorities in Canada post-9/11. To the best of my knowledge, my study is the first of its kind to help develop an overall understanding of Muslim students' experiences of prejudice and discrimination, and their intersections with other forms of discrimination based on race, gender, and nationality. My research also investigates how these experiences contribute to creating barriers, constraints, and a lack of opportunities in students' social relations with peers, university personnel, and communities both within and outside campus.



What kind of questions are you asking?

How do Muslim students – from different ethnic, cultural, social and religious backgrounds – experience prejudice and discrimination in their academic and social life at UVic? What policies and practices contribute to and support healthy relations between Muslim students and faculty, staff, and the community? What contributes to Muslim students' academic success and social integration at UVic? I also ask whether the prejudice and discrimination target students because of their ethnic, cultural, social, and religious backgrounds; and how prejudice and discrimination affect Muslim students' learning and social integration on campus.

How do you see your research making a positive impact in our world?

My research will provide practical recommendations to universities for service delivery, policy, programs, and educational curriculum development that support healthy relations between students, and welcoming and inclusive learning environments. Muslim students, as a major global category in our internationalization discourses and processes, are one of the main economic groups that contribute to the success of our universities in North America.

ALUMNI Q&A

Art Napoleon

Art Napoleon is an educator and entertainer who's spent much of his life sharing and bringing awareness to Indigenous languages and culture to audiences around the world.

As the co-host and co-producer of the international TV series *Moosemeat & Marmalade*, he showcases Indigenous foods, traditional knowledge and outdoor cooking techniques with a mix of humour and history. The former Chief of the Saulteau First Nation in Treaty 8 territory, Art grew up in the boreal forests and mountains of northern BC, where he learned bush skills, traditional plant use and outdoor cooking. Now based in Victoria, BC, he remains connected to his home territory and his Cree and Dane Zaa roots as a language educator and translator. Art is also a singer-songwriter and has released several albums.

How did your experiences at UVic shape who you are or contribute to future successes?

The program I was in focused on community-based revitalization efforts. It brought me into a whole new area that I wasn't really looking at before. I was really only looking through an educator's lens and through the Cree language, so this opened it up to other dialects, other languages and what communities can do to revitalize their dying languages.

What accomplishment are you most proud of?

Surviving. When I was [at UVic], I was a single dad. I was working full-time and I had some personal problems. There was a lot of death in my family and I was going through a divorce, so it was a very trying time. I wasn't sure I could make it. So I'm pretty proud that I was able to dig in and get through that really difficult period in my life.



What skills or traits are needed to be good at what you do?

The ability to think critically is a useful thing no matter what field you're in, but I think it's in short supply. When I look at the state of the world, and I hear the conversations and the narratives out there, I think it's a skill that's very needed. The ability to communicate and listen to both sides of an argument, the ability to look at things from various points of view. The ability to analyze, read between the lines, recognize propaganda, identify the hidden agenda and know that there's a larger picture out there. I think my time at UVic really enhanced that and just brought it home for me.



DONOR STORY

PLANTING ROOTS FOR FUTURE GENERATIONS

By Meg Winter, Faculty of Education Social Media Assistant (co-op)

Myrna and Terry Daniels have a very deep philanthropic history with UVic. Both attended the institution as students; Terry studied science and engineering at Victoria College in the 1950s and Myrna studied French at UVic on a scholarship as a mature student in the 1980s.

“I think education really is the doorway to success in all areas of life”
- Myrna Daniels

Since becoming alumni, the couple have previously established scholarships: the Terry and Myrna Daniels Scholarship in Music, the Terry and Myrna Daniels Award (Entrepreneurship) the Terry Daniels Scholarship in Engineering and the Myrna McEwen Daniels Scholarship in French. Recently, they have established a new \$50,000 endowed fund that will provide one or more awards of

\$2,000 to Indigenous students who wish to pursue teaching in an Indigenous language.

Growing up in Vancouver, Myrna’s dream was to become an elementary school teacher. Her love of the French language eventually led her to consider attending UVic at the age of 38. While shaking off doubts about her ability to return to school as a mature student, her decision was solidified after her first year, when she learned that she had received a scholarship to continue her studies of French at UVic.

Myrna reflects on UVic as a welcoming community and says the relationships she was able to create, even as a mature student, left lasting impressions on her life. She says the spirit at UVic was undeniable, and she admired how dedicated the students were to their studies. However, one person she was never able to meet was Adeline Julienne Deloume, the woman responsible for her scholarship, as she had since passed away. “I wanted so much to thank her, it meant the world to me. At the time, it was about my lifetime of work with French coming to fruition. The honor was just so extraordinary for me. So, that’s another reason I wanted to pass that on.”



“Do the best job you can and treat all people as equals”

- Terry Daniels

Terry grew up in Prince Rupert before heading off to Victoria College as a young man to study science and engineering. He went on to become chairman of Daniels Electronics, the company founded by his father in 1938. Daniels Electronics designed and manufactured customized digital and analogue radio repeater systems capable of working in extreme climates. Many of his early customers were Indigenous groups and fishermen up the coast of BC, who he got to know very well. He recalls meeting Chief Tom Brown in Klemtu, a Kitasoo Tsimshian village on Swindle Island, who he describes as gentle, understanding and a good leader. Through these experiences, Terry came to the realization that we are not all so different.

Under Terry’s leadership, Daniels Electronics was a long-time supporter of the UVic co-op program and hired many UVic graduates to work as engineers at the company. At the time the business sold, it employed 17 UVic graduates. He says he knows how hard it can be to get started in a meaningful career. “That is why we do our small part with this scholarship, because every little bit helps,” says Terry.

As a little girl, Myrna often listened to a radio program called Hawaii Calls that was broadcast directly from the beach in Waikiki. She recalls hearing the ocean waves and falling in love with Hawaiian music. Years later, after meeting Terry, they travelled to Hawaii together and deepened their appreciation of the Hawaiian culture. Their blossoming love of Hawaiian culture led them to realize how Indigenous Hawaiians are working hard to preserve their heritage. Myrna reflected that she had never met Indigenous community members when she was in school and cannot recall learning any Indigenous literature. Later, she came across a Google Talk by Anton Treuer, a professor of Ojibwe at Bemidji State University in Minnesota and author of the presentation ‘Everything You Wanted to Know About Indians But Were Afraid to Ask.’ He notes that from kindergarten to grade 12, he had never heard anything about his Indigenous community in school, either. “The same thing is happening in our province and community; we need to turn that around,” says Myrna.

Myrna still gets teary-eyed when she recalls hearing UVic Professor Carey Newman tell the story of the hummingbird who says, “we do what we can,” while flying to help put out fire drop by drop. This scholarship is Myrna and Terry’s way of passing on a beautiful legacy to future generations. They hope the scholarship will directly reach students who wish to preserve Indigenous culture and teach.

Thank you, Myrna and Terry, for your continued generosity! We are deeply appreciative and grateful to have you as a part of the UVic community.

\$202,932

in donor-funded awards given to **126 undergraduate students**

\$97,597

in donor-funded awards given to **22 graduate students**

\$505,754

raised to support **Education students, outreach, programs and research**

DONOR IMPACT BY CATEGORY

Students **68.5%** \$347,354

Indigenous education **29%** \$144,950

CORE **2%** \$11,000

Other **0.5%** \$2,325

IN MEMORIAM:

Myer Horowitz

With deep sadness, we share that our dear friend and colleague Myer Horowitz passed away on October 24, 2022. He was a beloved member of the education community and he will be missed.



Myer Horowitz, a remarkable individual whose legacy will forever be etched in the hearts and minds of those he touched, has departed from this world. In his lifetime, he embodied the essence of compassionate leadership, tireless advocacy and unwavering dedication to education. As the president of the University of Alberta, his visionary guidance transformed the institution into a hub of intellectual excellence and social progress. Myer's profound commitment to inclusivity, diversity and social justice empowered countless students and educators alike. His indomitable spirit and pioneering initiatives will continue to shape generations, reminding us to dream big, create change and embrace the transformative power of education. We bid farewell to an extraordinary soul who will be dearly missed but never forgotten.

- Jillian Roberts

I miss seeing Myer in our hallways – his waves, smiles and head nods of warm greetings. His thoughtful pauses during conversations followed by insightful comments, explanations, questions and guidance which he shared so freely and respectfully. His wisdom that lingered long past our encounters. He always made me feel good – safe, somehow. He made me think deeply long after our impromptu hallway conversations and formal meetings. We also shared an historical, personal connection. Years ago, when Myer was Dean at the University of Alberta's Faculty of Education, my husband Murray was hoping to begin his Master of Arts degree program only to discover he had missed an admissions deadline. He made an appointment with Dean Horowitz who promptly met with him. Murray recounts that Myer said, "Well, Murray, I have no money for you and the application deadline has passed. But, if you can find someone to be your supervisor, you're in." That was Myer Horowitz. He took time to meet, to listen. He understood.

Moreover, at heart, he cared. I learned that Myer focused his Masters research on education supports for children with cognitive disabilities and continued to be deeply committed to teacher education. I don't recall seeing much of him when, in the late 1970's, I embarked on a four-year Bachelor of Education degree in Special Education at the University of Alberta. That said, I have no doubt that Myer's passion for and leadership in education as the University of Alberta's Dean of Education, followed by Vice-President (Academic), then Presidency, accounted for the extraordinary education I received throughout my four years. This was an education that I sought, that was foundational to my life's work, that sparked and fueled my continued passion for understanding and embracing diversity and inclusive education.

As I write this memorial, I am so grateful that Myer was ever present in our hallways, classrooms and meeting rooms. I truly believe it was because Myer cared that he achieved so much and yet remained grounded in the everyday at UVic. I deeply admired and respected him. Always approachable, personable; strong, yet gentle and caring; a consummate educational leader. At his core, simply and especially a remarkable human being.

I know I speak for my colleagues when I say, 'We can no other answer make but thanks, and thanks and ever thanks.' William Shakespeare, Twelfth Night, 1602.

- Donna McGhie-Richmond



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