Faculty of Human and Social Development
Strategic Research Plan 2017 - 2022
March 2017

We acknowledge and respect the Songhees, Esquimalt and WSANEC Peoples on whose traditional territories the university stands, and whose historical relationships with the land continue to this day.
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Preamble & HSD SRP Consultation Process

The University of Victoria (UVic), one of Canada’s leading research-intensive universities, carries and values rich and unique historical, geographical and cultural heritage with its academic mission in the world. UVic released its first Strategic Research Plan (SRP) in January, 2016 to guide the university to achieve its vision to be the Canadian university that best integrates outstanding scholarship, inspired teaching and real-life involvement. Given this new UVic SRP, the Faculty of Human and Social Development (HSD) saw an opportunity to create a Faculty-level SRP to help articulate and guide its contributions to the UVic vision. This HSD SRP provides the Faculty with the platform to capture the stellar research and scholarship undertaken by faculty members across its seven diverse Schools and Programs, its needs, research priorities and initiatives.

HSD faculty undertake a wide variety of research, scholarship and expert consultation activities to support professional education and practice in human and social development. Our scholars are leaders in contributing to the development of Indigenous ways of knowing and cultural resurgence; international, national and local research partnership development for policy, practice and technologies impact; and community-engaged and community-led research for health and social wellbeing.

The development of the HSD SRP was facilitated by our Faculty Research Lead, Dr. Catherine Worthington, and coordinated by Research Centre team Shawna McNabb, Emma Stuart and Heather Cumming, through a consultative and collaborative approach to identify the common

Figure 1: Imaginative representation of HSD research
research themes, needs and priority initiatives among HSD’s schools and programs. From May to October 2016, consultations were held with the HSD Leadership Team, Schools and Programs, the Office Vice President Research (OVPR), many of the UVic Research Centres with which HSD faculty are affiliated, and the HSD community of faculty and staff. Over the course of the consultation process, perspectives of the schools were used to develop and refine the Faculty’s SRP and initiatives.

In late October 2016, a Consultation Event was held to bring together faculty and staff to review and provide additional input into the SRP development. The event format included a graphic recorder who visually captured our objectives and strategies which were used to inform an actionable plan to initiate the work on the Faculty’s three strategic research initiatives. Figure 1 is a visual of the consultation event icebreaker activity – it documents HSD faculty members’ imaginative visual representations of the diversity and vibrancy of HSD research, the creativity and resourcefulness of the research process and impacts of research.

This HSD SRP document was drafted following the Consultation Event, and feedback from the Leadership Team and the Schools was sought before completing this version of the SRP. The HSD SRP is a living plan that will be refreshed and refined as UVic and HSD academic and research priorities evolve over the coming years.

In the following pages, we provide an introduction to HSD and its Schools and Programs, and highlight its demonstrated research excellence, awards and recognitions. We then describe HSD’s dynamic and evolving research environment; outline its vision, mission and research priorities; and then detail HSD’s three strategic research initiatives: the HSD Indigenous-Settler Relations Research Co-Chairs Initiative; the HSD Partnerships Initiative, and the HSD Research Culture Initiative. We conclude by describing the HSD SRP implementation process.
Introduction
The Faculty of Human & Social Development

HSD is distinguished by the fact that its constituent programs and schools were established to provide professional as well as academic education. We deliver many of our programs on-line, or through a mixture of on-site and on-line delivery methods. Every HSD school offers practicum, co-operative education and/or community-based experiential learning or land-based learning; most offer more than one of these opportunities. We value the work of educating our students for their academic and professional advancement because of the impact our graduates have in making important contributions to health, society, governance and technologies wherever they reside. Increasingly, our graduates are expected to work in teams for the interests of our communities, and therefore the culture of the Faculty is one where multidisciplinary and interdisciplinary work is highly valued. Indigenous scholarship and knowledges are recognized for their distinct contributions, and relationships with community are critical. As professional schools, we are required to integrate outstanding research and scholarship into our teaching and professional and community relationships.

The Faculty actively responds to community needs and considers social responsibility for action and change in the human services to be essential. Knowledge translation and mobilization is integral to our scholarship. We are actively engaged in influencing policy, legislation, practice and technologies. As a result, many faculty members work in partnerships in their teaching and research programs, and are policy advisors and community-engaged scholars, contributing to the betterment of a rapidly changing global society. Community-engaged scholarship is a mutually beneficial partnership between community, faculty and learners to engage in teaching, discovery, application and to create dynamic impact.

Figure 2: HSD Schools and Program core fundamental values:
- Social justice
- Indigenous knowledges
- Interdisciplinary collaborative practice
- Good governance
- Health and social well-being
- Ethical professional conduct
HSD consists of six Schools and the Indigenous Governance Programs. HSD units share the core fundamental values of promoting social justice, Indigenous knowledges, interdisciplinary collaborative practice, good governance, health and social well-being, and ethical professional conduct (see Figure 2). Our HSD faculty priorities include providing quality professional programming; promoting Indigenous knowledges; and conducting community-engaged research and scholarship (see Figure 3).

Our schools and programs share values and engage in complementary activities to promote human and social wellbeing, but are professionally distinct and engage in scholarship and research from a variety of perspectives and with many research approaches. Within the School of Public Administration, distinguished scholars are conducting research in public management, including leadership, human resources and performance management; and public policy, including policy governance, community development and dispute resolution, in many fields ranging from border, urban, and non-profit policy to health policy. Faculty members are often called upon to provide advice to government ministries and departments and influence legislation and policy formulation. HSD’s Indigenous Governance Program offers master and doctoral degrees, and a new graduate certificate in Indigenous Nationhood in partnership with the faculties of Law and Social Sciences. Research and teaching in the Indigenous Governance Program are informed by a deep respect for Indigenous knowledges and traditions, as well as a thorough understanding of the current political realities of Indigenous communities and cultural resurgence. The School of Child and Youth Care is dedicated to supporting child, youth, family and community wellbeing through relevant, cutting-edge research and interdisciplinary scholarship; effective advocacy and leadership; a strong and dedicated focus on practice; and a commitment to social justice in local, national and international contexts. The School of Social Work is committed to anti-racist, anti-oppressive, decolonizing social work practice, and to promoting critical enquiry that respects the diversity of knowing and being, with a long history and particular strength in Indigenous knowledges and communities.

HSD has three innovative professional schools with a direct health focus. The School of Nursing is HSD’s largest school, and has areas of particular research strength in community health and health equity; chronic and palliative care; family health; addictions and mental health, and knowledge translation. The school also houses the Joanna Briggs Institute, a knowledge synthesis unit. The School of Health Information Science is the only School or Department in Canada that is devoted to the field of health informatics. Founded in 1981, it is one of the first Schools of health informatics in the world, with scholars who are world renowned. The School of Public Health and Social Policy is one of UVic’s newest schools. It is distinguished by its emphasis on the social, structural and environmental determinants of health; political awareness and engagement as a basis for social change and health promotion; Indigenous health and wellbeing; partnerships with populations served; and diversity and cultural safety.

In October 2013, the Faculty opened the HSD Research Centre; it provides pre- and post-grant support services to all HSD faculty. The Centre functions as a support unit for all research related information, administrative processes and research account management. The research support team works in collaboration with the UVic Office of Research Services, including Research Partnership Knowledge Mobilization; UVic Research Centres; Mitacs Business Consultant; and
community partners and collaborators. Currently, HSD does not have base funding for an Associate Dean Research (ADR); our goal is to secure ADR funding within 2-3 years, as part of the HSD Research Culture Initiative (see pages 22-23). The Research Centre staff and HSD Leadership Team will work with a senior researcher Faculty Lead to develop and achieve the following Research Centre service goals: 1. Support research excellence through pre- and post-grant support; 2. Build research capacity through mentoring and faculty support; 3. Build an HSD-wide research culture; and 4. Support the provision of strong research leadership for HSD by building the Associate Dean Research portfolio (see Figure 3).

Demonstrated Research Excellence

HSD scholars contribute to research and knowledge generation through traditional academic outputs such as books and journal publications, policy papers and reports, invited keynotes, and conference presentations, and through innovative approaches to knowledge mobilization (KM). The diverse range of KM that HSD faculty and students undertake includes but is not limited to:

- Community engagement and meetings;
- Collaboration on artistic creations;
- invitations to consult and work with governments, agencies and communities on legislation, policy, programs and services;
- Participation or leadership/co-leadership of research centers;
- Community and clinical joint research appointments; and
- Serving nationally/internationally on grant review committees.

We acknowledge and value the time and effort that faculty invest in developing and sustaining relationships and keeping commitments to our communities.

HSD faculty receive local, regional, national and international media coverage, and HSD faculty are frequently featured in local or regional news, and regularly in national news covering social policy, health, professional and community issues. HSD researchers are increasingly recognized nationally and internationally. They receive numerous international invitations, growing
numbers of local and international community partnerships, and increased student funding and external research funding (see Figure 4).

Figure 4: HSD total research funding 2014-2016

The Office of the Vice-President Research (OVPR) support for specific research programs and Office of the Vice-President Academic and Provost (VPAC) support to recruit talented faculty have been key to this growing funding success, and will continue to be in the future. HSD faculty and students also receive recognition through internal and external awards that support research and knowledge mobilization and uphold HSD faculty values, including values of interdisciplinary collaborative practice, good governance, social justice, health and social wellbeing, integrating research with our teaching, and community engaged scholarship. Figure 5 provides some key examples but in no way an exhaustive list of the types of awards and recognition that HSD faculty and students received over the 2015-2016 year (see Figure 5, p. 7).
Examples of HSD’s Awards & Recognitions (2015-2016):

- Michael Smith Foundation for Health Research New Scholar Award
- 3M National Teaching Fellowship
- Canada Research Chair 3
- Vice President Academic & Provost Award
- Lansdowne Chair
- BC Community Achievement Award
- Provost Engaged Scholar Recipient
- Lieutenant Governor Silver Medal for Excellence in Public Administration
- BC Dental Association Award of Merit
- UNESCO Chair
- Canadian Association of School of Nursing Excellence in Nursing Research Award
- Distinguished Alumni Award
- UVic Distinguished Professor Award
- Excellence in Advancing Nursing Knowledge & Research
- Assistant Teaching Professor Scholarship
- Harry Hickman Alumni Teaching Excellence Award
- Deryck Thomson Award, BC Association of Social Workers
- International Care Ethics Observatory Human Rights and Nursing Award
- CIHR Distinguished Service Recognition Award

Figure 5: HSD Awards and Recognitions
HSD’s Dynamic and Evolving Research Environments

UVic Strategic Plans

Several strategic plans have been launched to meet emerging priorities and the objectives outlined in UVic’s 2012 Strategic Plan, A Vision for the Future: Building on Excellence. Three UVic plans most strongly influenced the development of the HSD SRP: the university’s Strategic Research Plan (2016-2021), the International Plan (2017-2022), Making a World of Difference, and the Indigenous Plan (2017-2021). The UVic SRP was the impetus for the HSD SRP, but the HSD SRP responds to elements articulated in each of the Plans.

![Diagram](image)

**Figure 6:** University level initiatives providing guidance to HSD’s SRP

The UVic SRP celebrates UVic’s areas of dynamic research capability, including areas in which HSD has made sustained and important contributions, such as Indigenous research, health and life sciences, global studies and social justice, and creativity and culture. The UVic SRP has five strategic priorities to support the vital impact of UVic research, including:

1. Defining and achieving research excellence;
2. Enhancing the integration of research and education;
3. Expanding partnerships, innovation and entrepreneurship;
4. Improving research competitiveness through differentiation and specialization; and
5. Enhancing and optimizing the provision of research services.

The HSD research priorities and initiatives, supported by the pre- and post-grant support services of the Research Centre, take action on each of these objectives (see Appendix A for a detailed review of the HSD SRP strategies timeline and links to the UVic SRP priorities and objectives).
UVic’s International Plan has categories related to students, curricula, institutional environment, and vital impact through international engagement in four areas:

1. International development, health and education;
2. Science, technology and sustainability;
3. Borders, trade, immigration, laws and government; and
4. Arts, language, culture and history.

HSD faculty members have diverse national and international research and scholarship partnerships that engage communities across one or more of these areas, and our research priorities and strategic initiatives are inclusive of international research and partnership development. Several senior HSD researchers are involved with UVic’s Research Centre for Global Studies, which is supported by VPR.

UVic’s Indigenous Plan weaves together five cedar strands – students, faculty and staff, education, research, and governance, with goals and actions associated with each cedar strand. The following seven goals and actions are proposed within the research strand:

1. Create culturally appropriate, inclusive principles of Indigenous research and inclusive of community leadership;
2. Develop training for Indigenous research;
3. Recognize faculty for their Indigenous research;
4. Increase funding for Indigenous research chairs, students scholarships, post-doctoral fellowships and other research funding;
5. Identify and promote funding of Indigenous research initiatives by faculty members in all fields;
6. Support opportunities for students to be involved in Indigenous research initiatives;
7. Promote internationalization of Indigenous research by enhancing relations with Indigenous communities around the world.

UVic’s Centre for Indigenous Research and Community Led Engagement (CIRCLE), led by HSD researcher Dr. Charlotte Loppie, is an exemplar for many of these activities. Along with OVPR and other faculties, HSD supports CIRCLE. As a Faculty with a strong history in Indigenous knowledges, the largest number of Indigenous faculty, and a large percentage of UVic’s Indigenous students, we strive to lead in developing structures that:

1. Support Indigenous and decolonizing methodologies;
2. Promote the scholarship and wellbeing of Indigenous students and faculty, and
3. Develop knowledge and sensitivity among non-Indigenous faculty and students in working in partnership with Indigenous communities to build knowledge for Indigenous community wellbeing.

Our HSD SRP contains a major strategic initiative, the Indigenous-Settler Relations Research Chair (see p. 13) to support achieving these goals.
HSD Internal and External Environments

To develop the HSD SRP, we assessed the context for our research activities including internal (strengths, vulnerabilities) and external (opportunities, threats) environments. Key strengths and opportunities relate to Indigenous knowledges and methodologies; community-engaged research; and local, national and international partnerships for research and social change. Vulnerabilities and threats acknowledge real-world challenges to our research and knowledge mobilization inherent to time and workload constraints, regulatory issues, and external competition for funding and talented people. In developing our research priorities and initiatives, we work to mitigate challenges while building on our strengths and opportunities.

![Figure 7: Internal and external context for HSD research activities](image-url)
Vision, Mission and Research Priorities

Research Vision

HSD’s research vision positions us to lead in generating and mobilizing knowledge for social change, health, and well-being. This research vision is connected to our overall HSD vision to be the Faculty of choice for people who want to strengthen communities for a better world. The HSD vision and research vision are expressions of our collective HSD values, and the HSD research vision provides impetus for us to nurture our areas of research expertise.

Research Mission

The HSD research mission articulates and summarizes the means by which we will reach our research vision:

**HSD research mission**

To respond to the challenges of our time, we integrate outstanding scholarship, inspired teaching, and community engagement to impact policy, practice, and technologies.

Approaches that we use across our Schools and Programs include, but are not limited to, Indigenous inquiry approaches, knowledge-based and evidence-informed methods, policy consultation, and community engaged research and knowledge mobilization techniques.

Our mission is inclusive of our many diverse approaches to scholarship, and commits us to our shared values and the dynamic integration of scholarship, teaching and community engagement.
HSD Strategic Research Priorities

Our strategic research priorities spring from our HSD Faculty priorities, celebrate our areas of research and community success, and identify key areas where we can further contribute to UVic’s dynamic research capabilities, as well as the UVic Indigenous Plan and International Plan. The strategic research priorities are not mutually exclusive, but are mutually supportive. In turn, our strategic research initiatives flow from our strategic research priorities (see Figure 9).

Our HSD strategic research priorities are:

- **Indigenous Ways of Knowing**: We develop and foster Indigenous methodologies and ways of knowing, and lead in good/ethical research practices in partnerships with Indigenous communities;
- **Knowledge-based Practice**: We create and mobilize evidence and technologies for good governance, sound policy and legislation and quality professional practice; and
- **Community-Engaged Research and Knowledge Mobilization**: We are innovators in community-engaged and community-led research and knowledge mobilization.

Our strategic research initiatives will provide a means to develop and further our success in our areas of strategic research priority and support key UVic priority areas.
Strategic Research Initiatives

HSD has chosen three strategic initiatives (SRIs) to support its shared programmatic research directions from 2017 – 2021. These initiatives share HSD core values, mutually enable each other, and advanced our faculty priorities of quality professional programs, Indigenous initiatives, and community engaged research and knowledge mobilization. The three initiatives are the Indigenous-Settler Relations (ISR) Research Co-Chairs Initiative; the Partnerships Initiative; and the HSD Research Culture Initiative. Each of these inter-connected initiatives are detailed below.

Figure 10: HSD strategic research

SRI 1: HSD Indigenous-Settler Relations Research Co-Chairs Initiative

HSD is committed to Indigenous academic programming, Indigenous-led research, cross-faculty Indigenous academic partnerships, and a breadth of relationships and partnerships with Indigenous communities and Elders locally, nationally and internationally. We promote cultural acumen training, provide an Indigenous Student Support Centre (ISSC) for our undergraduate and graduate Indigenous students, and have recently commenced a Faculty wide academic Learning Outcomes Project to decolonize our academic environment.
In 2014, under former Dean Mary Ellen Purkis, the Indigenous Student Support Centre (ISSC) opened its doors to provide support to HSD students to navigate through the university experience. The ISSC provides cultural, emotional, and academic support; access to resources; and a quiet student space when needed. ISSC staff also provide talking circles; connect students with elders; and coordinate events for Indigenous students to connect and unwind.

HSD values Indigenous scholarship and knowledge translation. Although Indigenous research is not limited to Indigenous methodologies, it is well recognized that in Indigenous research paradigms, a strong ethic of relational accountability to human and non-human relations (including the earth, plants, animals, water, cosmos, etc.) permeates all research endeavors. Evaluation of Indigenous research may include attention to family, community, and land-based partnerships, ethics and methodologies.

Our vision of Indigenous-Settler Relations (ISR) Research Co-Chairs is an ambitious research capacity building initiative to compliment and support these existing faculty responses to the Truth & Reconciliation Commission’s Calls to Action. The ISR Co-Chair will require support from the First Peoples House, VPR, VPAC, OCUE, other UVic units, community partners, and one or more major funding sources to recruit a talented research faculty lead and Elder co-lead for this innovative research initiative.

![Figure 11: HSD consultation event - Indigenous initiatives](image-url)
As part of our SRP, to support implementation of the UVic Indigenous Plan (2016) and to prioritize Indigenous knowledges and community health and well-being through decolonizing practices, the ISR Research Co-Chairs initiative is HSD’s number one strategic research priority over the next 5 years. Rooted in collaborative research, strategic planning across the Faculty using the new ORS pilot tools, the ISR Co-Chairs builds bridges between our SRP efforts with the OVPR and our Academic and Resource planning with the VPAC to ensure that our academic priorities and research excellence are mutually reinforcing. Several key future hires in a number of HSD schools could be strategically planned around the ISR Co-Chairs to support a more synergistic approach to teaching, enhanced opportunities for first hand research experiences, and research.

The ISR Co-Chairs will also contribute to UVic’s International Plan goals, as Indigenous knowledges/inquiry approaches are by nature international. Our researchers already work with colleagues in Indigenous knowledges and methodologies/inquiry in the U.S., New Zealand, Australia, Asia, South America and Africa. Partnerships with scholars on other continents could also be forged through the leadership of the ISR Research Co-Chairs.

The initial term of the ISR Research Co-Chairs would be 5 years. The academic researcher recruited for the HSD Faculty ISR Chair would have a salaried HSD faculty line in order to ensure that funds secured are used for research capacity building and not salary. Depending on the academic candidate recruited, s/he might hold a primary appointment in any of our 7 units, but would be able to work across all of our units and with several other Faculties, including, but not necessarily limited to Business, Education, Fine Arts, Humanities, Law, Science, Social Science, and the Division of Medical Sciences. We envision this new initiative as one of significant scale which will be high-quality, team-based, multi-faculty, and linked with multiple partners and research networks led by UVic academics.

In order to honor and respect Indigenous knowledges and relationships as integral to this form of research, we envision that the academic ISR Research Chair would conduct his or her program of research in close collaboration with a local community Elder ISR Co-Chair who has a formal, resourced, academic role across HSD and possibly across the university. The Elder ISR Co-Chair would have her/his own community-driven research agenda relating to Indigenous knowledges and community resurgence while working closely in partnership with the faculty ISR Co-Chair, who would build research teams, lead grant applications and the ISR program of research, provide student and post-doctoral fellow supervision, and generate key research products for Indigenous-Settler knowledge exchange, including but not limited to academic publication.

The Co-Chairs format allows for reciprocal mentorship, ensuring that Indigenous ways of knowing and inquiry have a prominent space within the university from which Indigenous and non-Indigenous faculty, staff and students are mentored for excellence in research/inquiry in partnership with Indigenous communities/Peoples. Structurally, this is an important step towards decolonization, and would put UVic in a leadership position both nationally and internationally. While there are several CRC Chairs in areas related to Indigenous culture, language, and knowledge, and many post-secondary institutions have Elders in residence, the ISR Co-Chairs model would support true integration of Indigenous research methodologies,
community health and well-being, land-based learning, and other forms of research-informed education with culturally relevant research, faculty mentoring and student research mentoring.

The Co-Chairs would be jointly responsible for:

- Developing a community-led research agenda and liaising with faculty and students to secure funding and implement studies/projects;
- Mentoring Indigenous faculty, students (graduate and undergraduate) and post-doctoral fellows in Indigenous research methodologies, knowledges, and ways of inquiry, and training Indigenous PhD students for future faculty positions;
- Mentoring non-Indigenous faculty and students to work with Indigenous nations and to provide guidance in decolonizing their research practices; and
- Working with Schools to integrate Indigenous ways of knowing/inquiry into curriculum.

The ISR Co-Chairs is in alignment with one of UVic’s Dynamic Research Capabilities, Indigenous Research, and will contribute to the Research Priorities of:

- **Defining and Achieving Research Excellence** (objectives: increasing research funding for research chairs, enhance supports for graduate student research, enhance supports for post-doctoral research);
- **Enhancing the Integration of Research and Education** (objectives: recruit and retain the best researchers, ensure the integration of Indigenous knowledges/inquiry approaches and decolonizing methodologies into education, support graduate student success);
- **Expanding Partnerships, Innovation and Entrepreneurship** (objectives: improve institutional responsiveness to new opportunities for research partnerships and community engagement with regional, national and international partners, increase UVic’s research profile regionally, nationally and internationally, and enhance community-engaged research); and
- **Improving Research Competitiveness through Differentiation and Specialization** (objectives: provide and sustain a high-quality research environment that enables and nurtures the expertise and aspirations of researchers, enable existing and emerging dynamic research Capabilities)

The ISR Research Co-Chairs could also work closely with First Peoples House and HSD’s Indigenous Student Support Centre (ISSC), with HSD’s Indigenous undergrad and/or grad streams in Child and Youth Care, Social Work, Indigenous Governance, and Public Administration. The Co-Chairs could also work with other faculties on Interdisciplinary (IntD) research-informed initiatives such as the new IntD Grad Certificate in First Nationhood Governance, Political Science and Law, the Law Chairs and the new Indigenous undergrad program initiative, Humanities’ proposed undergrad Indigenous Studies major, and Education’s Language Revitalization program.
The ISR Co-Chair initiative fits well with several existing UVic multi-faculty research initiatives including CIRCLE (Dr. Loppie, HSD PHSP), CARBC (HSD HINF Scott MacDonald, Assistant Director), and the CRC in Indigenous Law (John Borrows), the UBC IMP, and the Law Foundation Professor of Aboriginal Justice and Governance (Val Napoleon). It also fits with several key external partnerships for UVic including Island Health, the Strategy for Patient Oriented Research (SPOR), a number of local Indigenous communities, First Nations Health Authority and international Indigenous partners. It is also feasible that the ISR Co-Chairs could form research collaborations with other centers engaged with Indigenous communities including Ocean Networks Canada.

The most likely initial sources of Tri-Council funding are either a CIHR Tier 2 Chair or a SSHRC Chair, depending on the expertise and research trajectory of the candidate recruited. Depending on the Chair’s research program, there could be a CFI grant application for a Virtual Indigenous Inquiry Lab to support linkages with rural and remote Indigenous communities as well as cross country and international research teams. Indigenous led and Indigenous research are currently key fundraising priorities for HSD development for both Indigenous student scholarships and for related research capacity building for CIRCLE. Long term, the goal would be for the academic ISR Chair to be eligible for a CIHR Foundations Grant or equivalent, depending on the direction of the programmatic research. As detailed in Figure 12 (p. 20), work on the ISR Research Co-Chairs is underway, with activity to continue until the Co-Chairs are established, hopefully by July 2018.

The ISR mentorship network would be led by the ISR Co-Chairs, with funding for a post-doctoral fellow partially secured through the Dean’s personal research fund, in partnership with CIRCLE. This mentorship network would allow Indigenous students both on campus and at a distance to become part of research teams conducting research by, with and for Indigenous communities.
**ISR Research Co-Chair Initiative: Objectives**

1) Co-Chairs in Indigenous-Settler Relations

2) Mentorship network for graduate students and post-doctoral fellows

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**Action Plan**

- Develop overview of Co-Chairs portfolio with HSD, VPR, VPAC & other stakeholders
- Submit strategic research initiative plan to VPR
- Identify & secure funding sources
- Recruit academic researcher ISR Chair & Elder Co-Chair
- Recruit graduate and post-doctoral fellow(s) to work with ISR Co-Chairs

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**Timelines, Lead & Resources**

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<tr>
<td>July 2018 - ongoing</td>
<td>Dean's Research Fund &amp; Co-Chairs Funds</td>
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*Figure 12: HSD Indigenous Initiatives*
A strength of HSD is the prominence of community-engaged and community-led research and knowledge mobilization in many areas, ranging from legislation and policy to programs, services, systems and technologies. HSD researchers have established international partnerships and collaborations, and are affiliated with one or more of the university’s Research Centres. Our faculty also hosts two UNESCO research chairs, one in Community-Based Research and Social Responsibility in Higher Education U Vic SPA’s B Hall & Society for Participatory Research in Asia’s R Tandon, Co-Chairs) and one in Early Childhood Education, Development and Care (U Vic CYC’s A Pence & University of South Africa’s HB Ebrahim, Co-Chairs). As partnerships are essential to HSD’s research, scholarship, and teaching, this is our second strategic initiative.

Each school and program has diverse and numerous external (local, regional, national and international) partners. External research funding partnerships of note include Island Health (IH), the Ministry of Children and Family Development (MCFD), Fraser Health, and the Canadian Aboriginal AIDS Network (CAAN). A recent example of a relationship that could benefit several of our Schools and researchers is the Strategy for Patient Oriented Research (SPOR) initiative, funded by the Canadian Institutes of Health Research (CIHR) and the Government of BC. Some of the more prominent internal to UVic partnerships with campus Research Centers by School and Program are depicted in Figure 14. Consistent with U Vic’s International Plan, we also hope
to grow existing and new international research partnerships for faculty and students in health, social justice, global issues, and Indigenous-led research.

Our objectives within the Partnership Initiative include:

1. Create a more comprehensive inventory of current and potential (desired) partner organizations;
2. Connect our many community research partnerships with more undergraduate and graduate student learning opportunities;
3. Promote HSD partnerships and showcase diversity within HSD to current and potential funders and donors; and
4. Analyze and better demonstrate the impact of these integrated academic research, teaching, and KM partnerships.
These objectives will allow us to contribute to UVic’s vision to be the university that best integrates outstanding scholarship, inspired teaching and real-life involvement; and UVic SRP strategic priorities around better expanding partnerships, innovation and entrepreneurship; and improving research competitiveness through differentiation and specialization.

The action plan and timeline for these objectives are noted in Figure 15. The HSD Research Centre will lead activities for this initiative, and will work in collaboration with the Office of Community-University Engagement (OCUE), the Office of Indigenous Affairs, the Office of Global Engagement, the VPR, the Dean’s Office (particularly the Communications Officer and the Fund Development Officer), and the Leadership Team to carry out these activities. The HSD research database is currently being constructed to help store and report on these data. (This is an interim measure until the Office of Research Services’ research database is developed.)
SRI 3: HSD Research Culture Initiative

HSD Schools and faculty members share a vision, values, and priorities, and engage in complementary activities to promote human and social wellbeing. At the same time, across and within Schools, we are professionally distinct and engage in scholarship and research from a variety of perspectives and with many research approaches. In the past, faculty members have largely developed research within HSD schools and programs, although many collaborate through the UVic research centres. Faculty expressed a strong desire to know more about each other’s work (see Figure 16). Interdisciplinary and inter-professional collaboration across HSD, across UVic, and with external networks that we each foster could all be enhanced through deliberate collective development of HSD’s research culture.

![Figure 16: HSD consultation event - research culture initiative](image)

The objectives within the HSD Research Culture initiative include:

1. Develop an Associate Dean Research portfolio with base funded teaching release and an ADR stipend;
2. Raise awareness of the rich existing research and scholarship within HSD;
3. Increase research mentorship for early and mid-career faculty;
4. Promote awareness of HSD research within uvic and externally (see Figure 17).
Each objective within this initiative aligns with the UVic SRP: in particular, the UVic SRP recommends that each Faculty have an Associate Dean, Research to take on a leadership role with respect to scholarship and research. Collectively, the HSD Research Culture objectives will contribute to enhancing the integration of research and education; expanding partnerships, innovation and entrepreneurship; and improving research competitiveness through differentiation and specialization. The HSD Research Centre will lead this initiative. Activities, timelines, Leads and Resources are outlined in Figure 17 (p. 23).

![Figure 17: HSD Research Culture](image-url)
NEXT STEPS: Strategic Research Plan Implementation Process

The HSD SRP was created through a process of dialogue and consultation. Through this process, we built a shared understanding, renewed our research vision and mission, and sparked creative and collectively energizing strategic initiatives. The HSD SRP is a living plan that will be refreshed and refined as UVic and HSD academic and research priorities evolve over the coming years.

![Image: NEXT STEPS](image)

*Figure 18: HSD next steps to operationalize HSD*

HSD researchers will continue to generate research that contributes locally, nationally and internationally across our diverse professional schools and disciplines. Recognizing our growing academic research accomplishments, our Research Strategic Plan is designed to foster research, knowledge mobilization, and teaching partnerships across HSD, with other UVic researchers, and with external partners that make a difference. As we implement the SRP over the coming years, we will assess impact by seeking ongoing feedback from HSD faculty, VPR, VPAC, OCUE, and other partners including undergraduate and graduate students, post-doctoral fellows, and key community partners. We expect to use the Framework for Assessing Impact of Community Engaged Research (2016) and related CER Impact resources (2017) developed by OCUE for the VPR as a template to conduct these annual assessments. We welcome your feedback and company as we move ahead together.
References and Resources*

*For more resources, contact the Faculty of Human and Social Development Research Center. HSD B241, Monday – Friday. See http://www.uvic.ca/hsd/research/centre/index.php


University of Victoria Research Centres. See http://www.uvic.ca/research/learnabout/home/centres/index.php