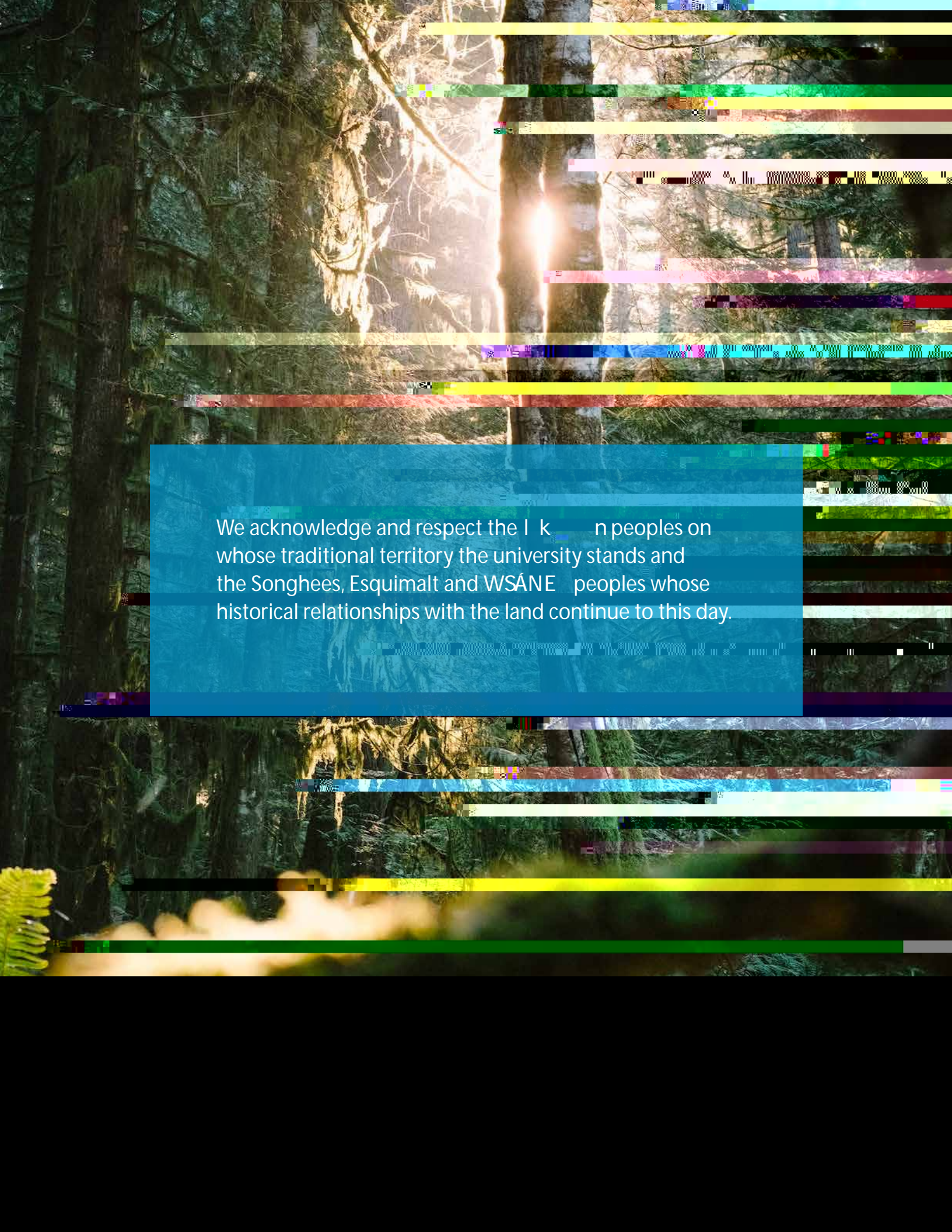




FACULTY OF EDUCATION
2022/23 Annual Report



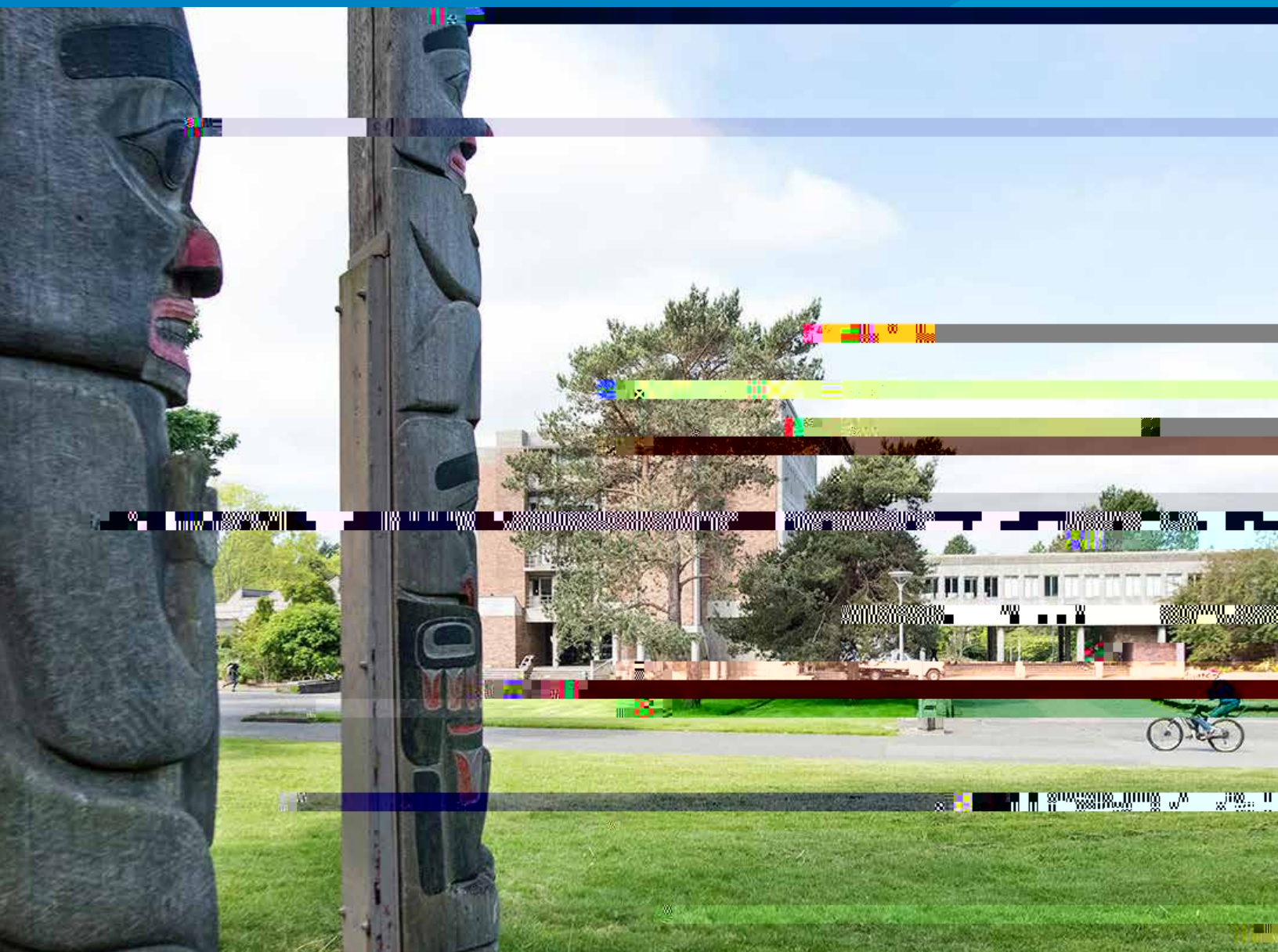
A photograph of a forest with sunlight filtering through the trees, overlaid with a blue semi-transparent box containing text. The background shows a dense forest with tall trees and sunlight streaming through the canopy, creating a bright, ethereal atmosphere. The text is centered within a blue rectangular area.

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

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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 meet 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.

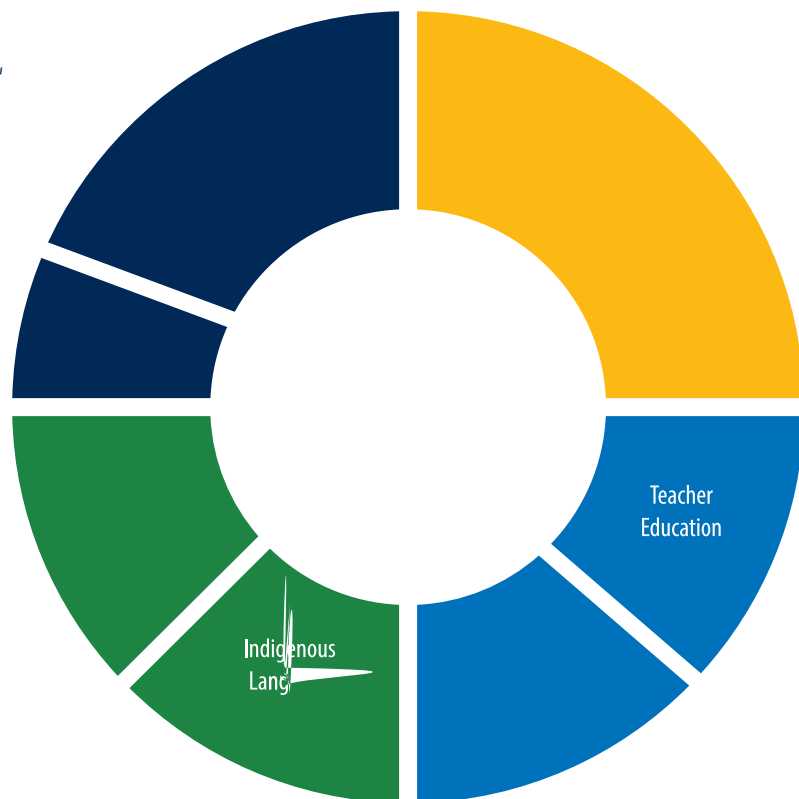
ABOUT

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
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13 Regular faculty and sta
68 Undergraduate students
28 Graduate students
26 New alumni

3 Regular faculty and sta
378 Undergraduate students
15 Graduate students
201 New alumni

24 Regular faculty and sta
151 Graduate students
21 LATHE Graduate Certificate students
85 New alumni

25 Regular faculty and sta
330 Undergraduate students
3 Graduate students
8 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!



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?

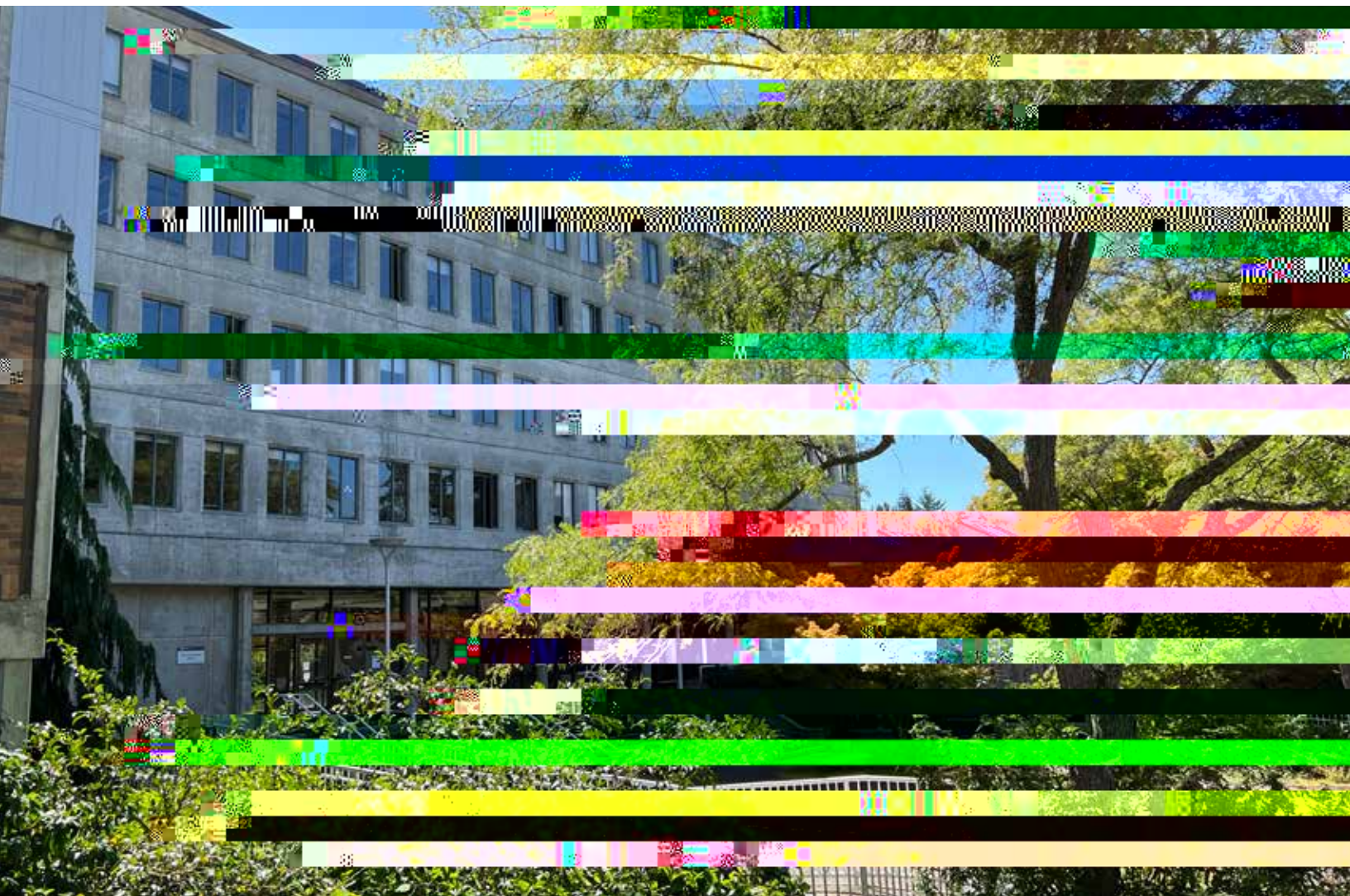
VANESSA: I have come to appreciate the remarkable work taking place within each unit of the faculty. I have witnessed the passion and dedication that individuals bring to their respective roles. It has become evident that there is a collective need to establish a shared vision and direction for the future. 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

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VANESSA: Regarding BIPOC leadership, the unfortunate



NEW FACULTY AND STAFF

NEW FACULTY



Lyndze Harvey
Limited Term Appointment,
EDCI



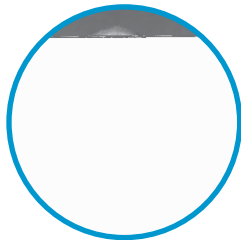
Lauren Jerke
Assistant Teaching Professor, IED



David Kennedy
Assistant Professor, EPHE



Breanna Lawrence
Associate Professor, EPLS



Doug Magnuson
Professor, EPLS

NEW STAFF



Colleen Juricic
Program Assistant/Graduate
Secretary, IED



Aliko 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.

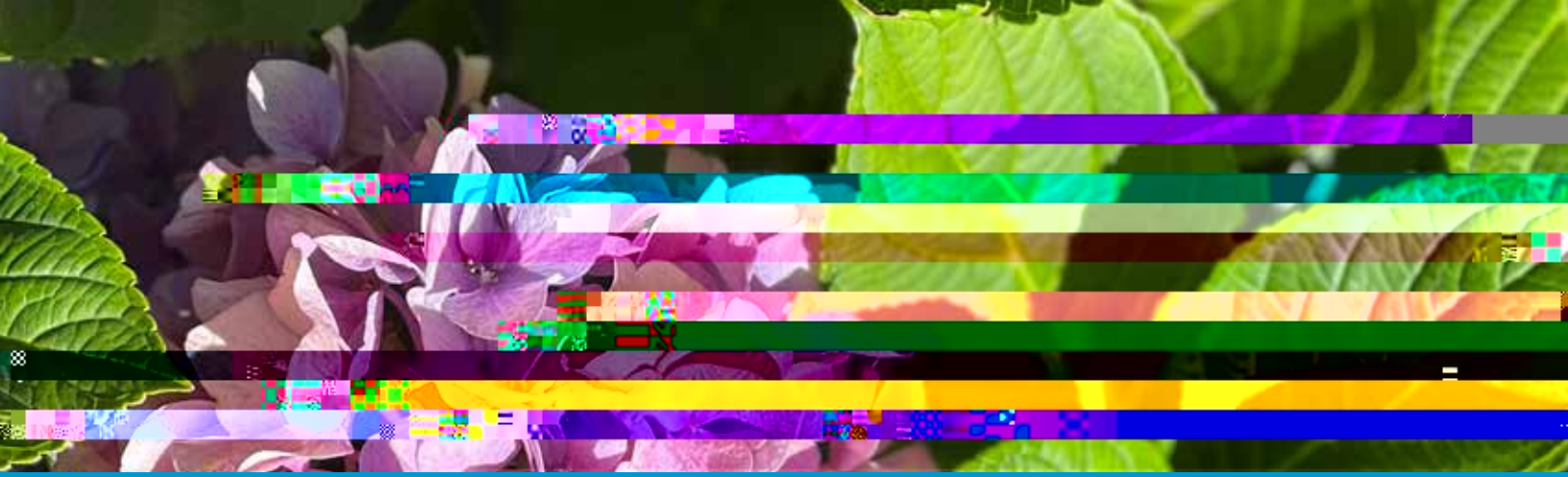


Faculty of Education Research
Excellence Award
Darlene Clover and Ryan Rhodes

Faculty of Education
Undergraduate Student Service

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

The bottom portion of the page features a decorative background with a gradient of blue shades. Overlaid on this are several white, curved lines that sweep across the space, creating a sense of movement and design.



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 on
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, Immaker, and a long-distance bicyclist along rivers from source to sea.

STUDENT AND COMMUNITY GROUPS

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

MOMENTS TIMELINE

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



Teoni Spathelfer | Indigenous Speakers Series



Loma Wanosts'a7 Williams speaking at the E ÁTEL 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

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 WSÁNE 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 kakiyos w 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.

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,



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 engagement and the environment. Sessions were held through local and online teacher education as delegates presented insights and discussed water education as a means of decolonizing perspectives on engagement and the environment. Sessions were held through local and online teacher education as delegates presented insights and discussed water education as a means of decolonizing perspectives on engagement and the environment.

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

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

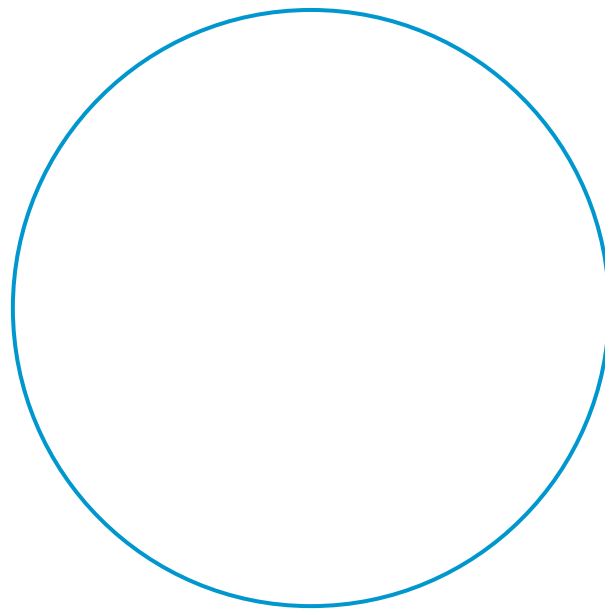
Jamie Cassels Undergraduate Research Awards (JCURA)

Kiyannah Hughes
Kolton Martin
Emma Wilde
Vanessa Wittstruck
Aidan Wright

56

in progress as of June 22, 2023

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 SX-0 ISQR111.783ions PENY-0.avw5.3 Td[(of SENCj-0-0 -61.778j-09 (o)w 16.4)(EK)4y (enc0 (am (h(UV)160



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Belinda Daniels is reclaiming nationhood through Cree language learning

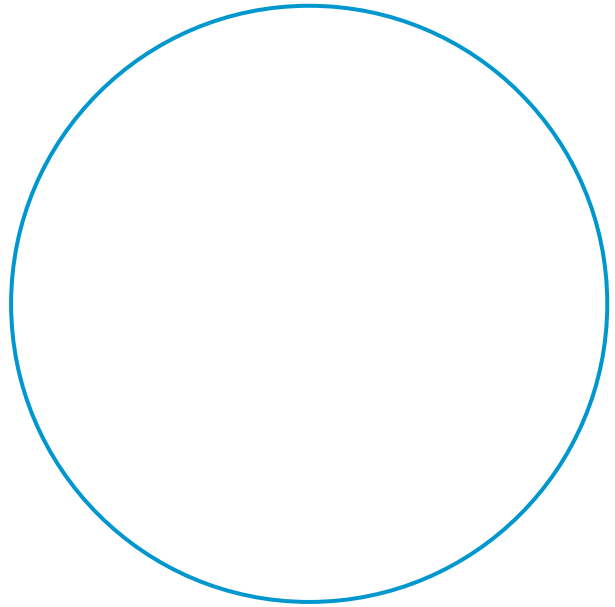
Belinda kakiyos w Daniels is a member of Sturgeon Lake First Nation, SK. She is a mother, a grandmother, a language teacher, a second language learner and a reclaimer of her mother tongue. Belinda teaches ILR as an assistant professor in the Faculty of Education and leads the n hiyawak language experience, 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 n hiyaw win 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 n hiyaw win Cree while working as an administrative assistant at a high school where others were speaking the language.

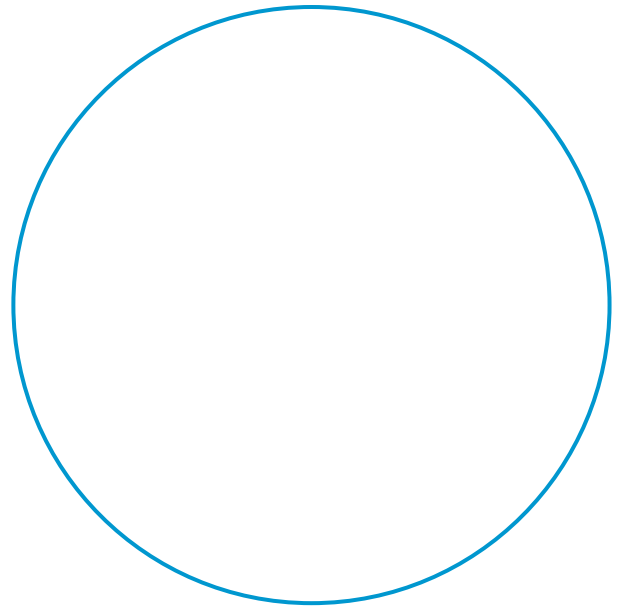
The concept of Belinda's immersive language camps has resonated well with communities across Canada since 2003.

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



RESEARCH Q&A



Championing inclusivity in youth athletics

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



Trevor Mackenzie has been a high school teacher for almost twenty years. After graduating from UVic with a BA in 2002

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

STOLCELOT 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 WSÁNE 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 SENĆWENĆ word WUICEN 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.”

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.

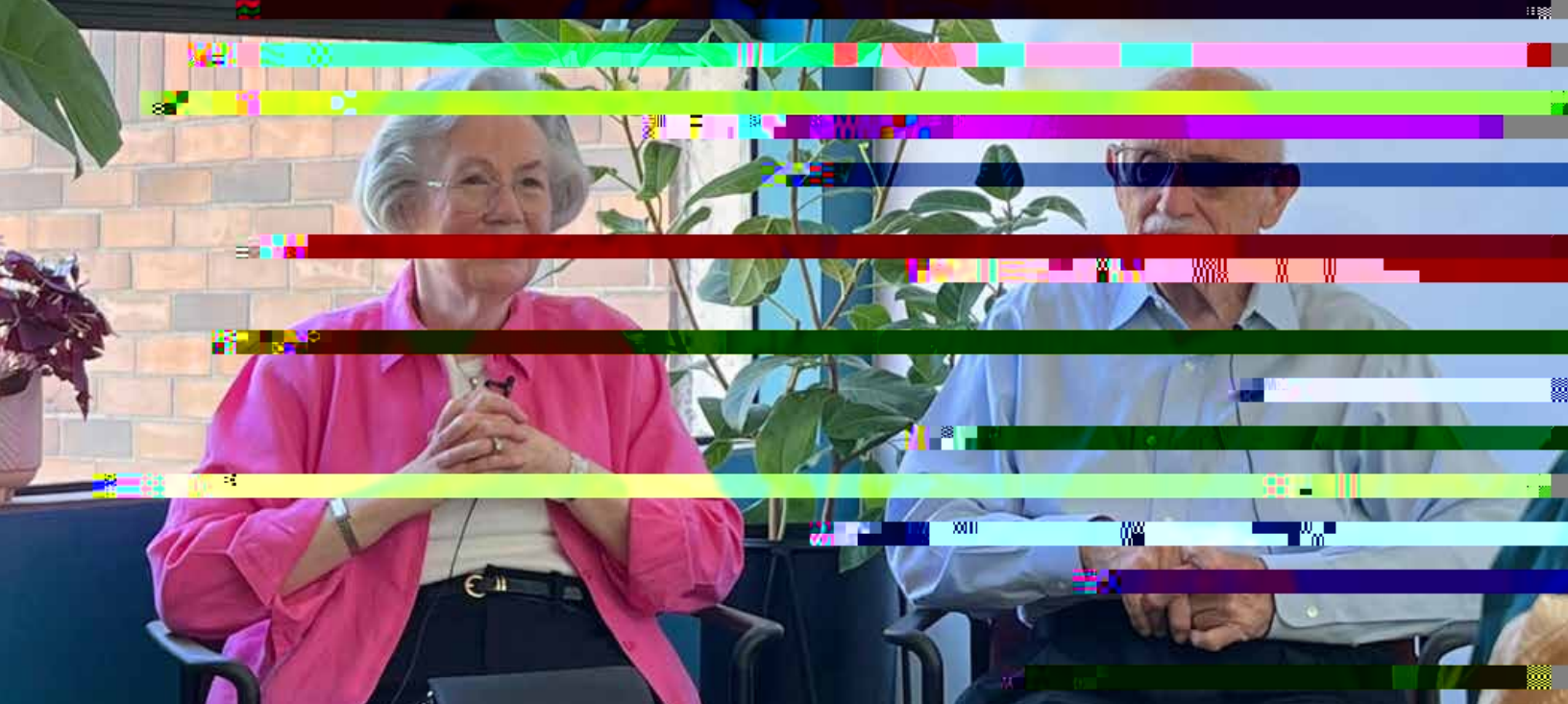
What accomplishment are you most proud of?

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.”



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