

INSTRUCTIONS

- Please make sure you are using the latest version of this form posted on www.mitacs.ca/en/programs/accelerate/apply-now. This link also provides an Accelerate Guide with detailed information on how to write your proposal.
- Please **do not modify, remove** text or instructions in each section/subsection **or reformat** this form in any way. A modified form will result in a delay in the internship evaluation process.
- Send your draft proposal to your [Mitacs Business Development Representative](#) **prior** to obtaining all signatures and submitting.
- The proposal should be written and submitted **at least eight (8) weeks prior to the planned start date of the internship**. **For international travel, a minimum 16 weeks lead time is required.**
- The start date of the internship has to be **after** research approval and the **receipt** of the partner funds at Mitacs.
- Partner funds can be sent directly to Mitacs in Canadian dollars prior to approval to expedite the process.
- If applicable, proposals with a not-for-profit partner must seek partner and project eligibility approval before proceeding. Please contact a [Mitacs Business Development Representative](#) to discuss the eligibility of an NFP organization **BEFORE** submitting your application (see section 2.7).
- If applicable, academic supervisor conflict of interest documentation must be submitted with your application (see section 4.1.1 for details). For more information, see Mitacs' Conflict of Interest policy: <http://www.mitacs.ca/en/conflict-interest-policy>. If applicable, intern conflict of interest declarations must be received by Mitacs before submitting your application (see section 4.3.2).
- If you cannot see the items listed in the drop downs, please refer to Appendix C: Options and type the corresponding answer in the space provided.

Please note: If required, your **Mitacs Business Development Representative** can assist you with:

- Identifying your Office of Research Services (ORS) or equivalent representative.
- Assessing the eligibility and completeness of the proposed research.

APPLICATION CHECKLIST

A complete internship application package must include the following:

- The proposal **completed and signed** by all parties in Word form
 - *The Mitacs Accelerate Memorandum* (Section 7) with signatures must be submitted as a scanned PDF
 - Appendix A - Accelerate Intern Consent Form signed
- Intern(s) CV (Any format is allowed. A [CV template](#) is available on the Mitacs website)
- Lead Academic Supervisor's CV **only** for projects with **6+ IUs** (CCV as per Tri-Council or other CV format)
- Accelerate budget and invoicing schedule (excel spreadsheet)
- Any supplementary documents (as applicable)

If your application involves an Accelerate International component please note:

- You must complete Appendix B – *Accelerate International* in addition to this entire application
- International Pre-Departure Form and Code of Conduct and Ethics form may be forwarded to Mitacs after submission of your application; however, funds cannot be released and internship may not begin until Mitacs receives these forms
- Indemnity Agreement (as applicable) *Please contact your Business Development representative to find out whether this document is required.
- Visit the [Accelerate International website](#) to determine if there is any additional required documentation for the country you intend to work with

*** An incomplete application or a modified form will result in a delay in the internship evaluation process.**

Mitacs Accelerate Proposal

1. Research Proposal Summary

1.1. Title of project:	Traditional Land Use Mapping and Environmental Assessment with Maawandoon		
1.2. Type of project: Please indicate (x)	(X) Standard () Cluster		
1.3. Number of Internship units:	30		
1.4. Keywords to identify reviewers: (5-10 specific keywords; 50% technically related, 50% discipline-related)	Traditional land use, environmental assessment, Indigenous Knowledge Study, First Nations		
1.5. Academic discipline:	Business	Environment	
1.6. Project priority sectors:	1st Priority Sector	2nd Priority Sector	3rd Priority Sector
Please rank up to three top priority sector(s) of your project:	Indigenous Community Engagement	Traditional land use mapping	Natural Resources

1.7 List of participants:

Supervisor(s)	Department	University	
Shirley Thompson	Natural Resources Institute	Manitoba	
Partner organization(s)	Contact name at partner organization	City and Country location of organization	Partner Legal Status
Maawandoon http://www.maawandoon.ca/	Darren Harper darren@maawandoon.ca Marvin Pelletier marvin.pelletier@maawandoon.ca	Thunder Bay, Canada	For Profit

1.8. Proposed work plan for internship unit(s) (IU):

Please summarize the work plan for the project by showing which intern will work when. This table provides a high-level overview of the proposed research project and information about intern(s) to the reviewers. Please refer to the **Accelerate Guide: Writing your proposal** to assist you.

Years			Year 1 Starting May 1st			Year 2			Year 3		
Months			1-4	5-8	9-12	1-4	5-8	9-12	1-4	5-8	9-12
Intern Name	Degree Program	IU									
TBD	MNRM or undergraduate	3		X	X	X					
TBD	MNRM or undergraduate	3		X	X	X					

TBD	MNRM	4	x	x	x	x					
TBD	Post doctoral student	4	x	x	x	x					
Trea StormHunter	PhD	3			x	x	x				
Keshab Thapa	PhD	1			x						
Keshab Thapa	Post doc fellowship	4						x	x	x	x
Folarin Solademi	PhD	1					x				
Kaoru Suzuki	PhD	1						x			
TBD	PhD	6				x	x	x	x	x	x
Total Internship Units		30	2	4	6	6	3	3	2	2	2
Total Project Funding	\$450,000										

Total Award	Stipend	Research Expenses
\$450,000	\$300,000	\$150,000.00

Partner(s) contribution	Additional Partner Contribution	University Contribution
\$112,500	\$0.00	\$0.00

2. Description of Proposed Research

2.1 Project title: Traditional land use mapping and environmental assessment with Maawandoon

2.2 Research Abstract (Approx. 200 words):

Please include: Research problem to be addressed and its significance, objectives, and proposed methodology. This section will be used to recruit reviewers; it differs from section 7.2. (Public Project Overview) and must clearly summarize the research proposed.

First Nation people are intimately connected to their ancestral land through history, environmental stewardship, foodways, culture, language, ancestors and Indigenous knowledge (Traverse and Baydack, 2005; Atleo, 2004; Deloria, 1997). This research will enable First Nation members to monitor their territory, lands and waterways; and document Indigenous Knowledge Systems (IKS). This research will include land and culture documentation to better inform environmental assessments. The information will be captured and/or disseminated by videos, maps, and workshop teachings. In the process, we will consider Indigenous ways of knowing and Indigenous methods. Elders and knowledge keepers from First Nation communities with Darren Harper and Marvin Pelletier from Maawandoon will lead this research planning and implementation in partnership with the University of Manitoba team. The ultimate goal is to empower First Nation communities by increasing local decision-making with the knowledge shared and documented from this research and partnership. In summary, training will focus Indigenous students and other youth to be the “boots on the ground” and act as “eye and ears” of the community.

The research work will support and build capacity with First Nation youth and Elders to research land use, environmental assessment and mapping. We will train youth and community members to undertake traditional land use mapping, environmental assessment, and participatory video. Indigenous self-determination incorporates Indigenous people’s right to decide and develop their own economic, social, and cultural development. This self-determination typically does not imply secession from the state (García-Alix, 2003). The Charter of the United Nations embraces Indigenous people’s self-determination to define their cultural priorities, which is deemed essential towards cultural survival.

2.3 Background and review of relevant prior work (minimum 500 words):

The Springpole Gold Project lies approximately 110 km northeast of Red Lake’s municipality in northwestern Ontario, Canada. The property is accessible by floatplane in the summer months, helicopter during transitional months and either by air or ice road in the winter months.

The project is wholly owned and controlled by First Mining and comprises 30 patented mining claims, 435 contiguous mining claims, and 13 mining leases totaling an area of approximately 41,943 hectares. First Mining acquired 100% of the Springpole Gold Project on November 13, 2015 when it completed the acquisition of Gold Canyon

Resources Inc. All of the mining claims, leases and patents are currently registered under Gold Canyon Resources Inc., a wholly-owned subsidiary of First Mining.

The project requires a federal environmental assessment (EA) following the Canadian Environmental Assessment Act (CEAA 2012). Following a review of the Project Description that First Mining submitted in February 2018, the Canadian Environmental Assessment Agency (the Agency) confirmed that the Springpole Gold Project would be considered a Designated Project under CEAA 2012, as per the Act's Regulations Designating Physical Activities. In consultation with the provincial regulatory agencies, First Mining entered into a Voluntary Agreement on April 18, 2018 with the Ministry of Environment and Climate Change (MOECC, now referred to as the Ministry of the Environment, Conservation and Parks, MECP) to complete an individual EA under the Ontario Environmental Assessment Act (EAA).

As per the Canada-Ontario Agreement on Environmental Assessment Cooperation (2004), First Mining will develop a single body of information to address both provincial and federal EA processes, resulting in one single EA document. Both the MECP and the Agency have agreed to review the Springpole Gold Project cooperatively in a coordinated manner to meet the respective federal and provincial requirements. Combining both jurisdictions' assessment requirements should make it possible to streamline the EA process for the Springpole Gold Project.

The federal Impact Assessment Act (IAA), which came into force in August 2019, does not apply to the Springpole Gold Project. The IAA allows proponents to request that their assessment be completed under the new Act rather than continuing the assessment under CEAA 2012. First Mining intends to continue to assess the potential impacts, both positive and negative, under CEAA 2012. Other EA applications to be considered will be Pickle Crow Mine and Waasigan Transmission line of Hydro 1.

The changes in the federal Fisheries Act introduced through Bill C-68, and the new fish and fish habitat protection provisions outlined in the revised Fisheries Act, will apply to the Springpole Gold Project's federal EA.

Completing the EA process will require approximately 18 to 36 months from the federal EA process (April 20, 2018). In the event, the final design of the project requires one or more amendments to Schedule 2 of the Metal and Diamond Mining Effluent Regulations, the time necessary to complete the EA and subsequent licensing phase. This participatory research process must be in line with Ownership, Control, Access and Possession (OCAP) ethical principles to ensure the community plans and owns the research.

(https://fnigc.ca/sites/default/files/docs/ocap_path_to_fn_information_governance_en_fi nal.pdf)

2.4 General objective of the research project broken down into sub-objectives, activities, themes, or subprojects, as applicable:

This MITACS research will study the following:

1. The environmental and cultural impacts of mineral and other industrial development, including the transmission line. Currently, Springpole Gold Project lies approximately 110 km northeast of Red Lake's municipality in northwestern Ontario, Canada. The gold project, being a significant mineral exploration project impacting First Nations, requires documenting traditional land use with maps, reports, and videos. Other concerns include the Pickle Crow Mine and Waasigan Transmission line (with Doctoral students, Keshab, Trea and Folarin with First Nations students and TBD master students).
2. Document ancestral lands for future generations' benefit by monitoring impacts and traditional uses, researching cultural ways to protect and developing community plans. First Nation culture and identity directly connect and are rooted in the land. The Elders pass down traditions and customs using the land as the basis of these teachings. All activities should be monitored through testing at intervals and informing the Elders and leadership of any activities that may negatively impact traditional territory (with Doctoral students Kaoru, Keshab and Folarin with the assistance of First Nations undergraduate students and TBD student).
3. Water contamination monitoring to assess impacts of mining and other activities. First Nation people have always utilized the lake and rivers for transportation. For all documented time, they have drunk the water and ate the fish from these waters. (with Doctoral student - Folarin with the assistance of First Nations undergraduate students).

2.4.1 Key activities:

Traditional Land and Resource Use and Traditional Knowledge Review

Maawandoon with different First Nations will plan and implement a Traditional Land and Resource Use (TLRU) and Traditional Knowledge (TK) review specific to further developments, including a transmission line and the Springpole Mine, as well as possibly other mines. Relevant information derived from the community's land use planning exercise will be synthesized and applied to the Project area. A baseline set of information specific to the Project area will be built based on interviews with community Elders, land users and knowledge holders where interview summaries and mapped features (polygons and examples of site-specific features) will be presented. The study results will be presented in a comprehensive report to First Mining Gold, documenting the methodology, including its validity and reliability, and key data quality standards. The study will support First Mining Gold in undertaking and confirming its impact assessment and developing mitigation options and measures.

Third-Party Review and Production of Lay Person's Project Summary

This component will involve the community in assessing a technical level of review of the First Mining Gold Project application, relevant sections of its environmental assessment / environmental impact statement, mitigation / environmental protection plan and supporting baseline studies and documents. In consultation with First Mining

Gold, Mishkeegogamang First Nation will select an established professional third-party technical reviewer with demonstrable impact assessment experience in the mining sector to undertake the review. The reviewing consultant will work with a selected community member to review the document and produce a layperson summary of key relevant sections of important regulatory documents. This Indigenous research and action are community-driven and culturally appropriate for areas of the biophysical environment of interest to the community will be highlighted along with a review of First Mining Gold's effects assessment of key biophysical elements and valued ecological and cultural components of interest to the community.

A key area of interest to the community will be First Mining Gold's evaluation of potential risks, accidents and malfunctions required by CEAA2012, and First Mining Gold's human health risk assessment.

Regarding mapping, traditional land uses, a method developed by twenty Indigenous community coordinators with Dr. Thompson and Terry Tobias during a 60-hour workshop (Kamal & Thompson, 2014; Thompson, Rony, Temmer, & Wood, 2014; Thompson, Thapa & Whiteway, 2019) will be applied. The methodology was designed to provide the highest standard of evidence (Thompson et al., 2014; Tobias 2000; Tobias 2009). The Traditional Land Use and Occupancy Survey Data Collection Manual (Kamal & Thompson, 2014; Thompson, 2013; Thompson et al., 2014) documents the rigorous and comprehensive protocol and has been applied successfully in six communities to date. We have a stringent and well-documented protocol we will follow that we developed with First Nation land-use coordinators (Thompson, 2013), which currently has 67 questions to ask each harvester. We will revise and may add several questions after discussions with the Chief and Council, and Elders. A video where we teach this protocol is available at Kamal & Thompson (2014). This video is called Step by step land use and ancestral occupancy map survey training [Video] available at https://www.youtube.com/watch?v=KJdFj184zKU&feature=em-upload_owner.

University of Manitoba's team, under the guidance of Mishkeegogamang First Nation consultants Darren Harper and Marvin Pelletier, will work with Mishkeegogamang First Nation to undertake social and physical science research. The Natural Resources Institute team is equipped with drones, ArcGIS software, Google Earth downloaded maps, video equipment and other equipment to undertake this work. As we undertake the 60 interviews and map biographies with each harvester, we will videotape their interviews for archival purposes. These tapes will become the respective First Nations' property, as required by the First Nation ethical protocol of ownership, control, access, and possession (OCAP). The research ensures that the First Nation Owns, Controls, gains Access and Possesses (OCAP) the data, following OCAP First Nations research ethics, in a way that builds community capacity (Wilson, 2008). In addition, all interviewees will be required to sign the University of Manitoba ethics protocol consent form. With a local land-use coordinator, the researcher will undertake traditional land-use map biographies with 40 to 70 active harvesters, usually in Anishinaabe. These coordinators will ask the 67 questions in the written manual and conducted interviews according to the ethics protocol (Thompson et al., 2014).

The 40 to 70 people interviewed will focus on harvesters affected by the mining project areas, and hydro 1. We will interview harvesters from all the different traplines, which cover all the major lakes in the project area in the Mishkeegogamang First Nation and other First Nations' ancestral territory, to ensure that the sample is geographically representative. Trappers, fishers, hunters, gatherers, Elders and other knowledge holders will be interviewed of all ages and both sexes. Women engage in harvesting activities too, although often over a small area, but have more significant roles than men in food storage and preparation. We will interview land users, including Harvesters, on either projection of Google Earth with computer input of sites or on projections on a large screen or hard copies of maps at the 1:50,000 scale or more proximate view. The Google Earth software and other maps can be downloaded. Those downloaded maps can be used for mapping with community members, even without an internet connection, while the team travels to the community. Each person will sign a written consent.

Specific project activities will include:

- Documenting through maps, videos and stories traditional land use, culture and the sustainable livelihoods (economic, social, natural, human and environmental assets)
- Exploring traditional land uses to determine the foodshed with consideration of food security and food sovereignty, which relates to food, traditional foods and Indigenous food systems training.
- Capacity building youth in mapping, traditional land uses, documenting, researching, and videoing relates to the education and community capacity building.
- Analyzing impacts of development on traditional use of lands, wildlife, sustainable livelihoods and territorial rights, which relates to the food sovereignty and self-determination; and,
- Considering environmental monitoring and assessment and priorities for stewardship, traditional land use and community planning to build the self-determination of the community and youth.

2.5 Details of internships or subprojects:

For each intern or subproject, provide the following mandatory information:

a. Name of intern.

Kaoru Suzuki.

b. Specific objectives of the internship or subproject. Clearly state your [sub-] objectives so reviewers can assess if they are achievable.

- Research on traditional land uses and on land education programs with community members using participatory video. The video will record community voices on why land is important for First Nations and their hopes for its uses in the future to communicate to partners and the public this message.

- Document drone footage of the area and train community members on how to use drones and video to monitor environmental issues (pollution, resource use, etc.) and feed into mapping the land for land use and planning.

c. Methodologies. Provide enough detail so reviewers can determine if the proposed methodology is appropriate and sufficient to achieve the [sub-] objectives.

Participatory video (PV) techniques will be used to engage people and train youth from First Nations in a process of shaping and creating films that tell the “importance of their land.” Written consent will be obtained during PV interviews to identify most participants’ names. As a participatory process, PV asks for the community to engage in the creation process and provide feedback in the editing to ensure the results represent the communities story and views (Snowden, 1999). PV has been used across the globe as a catalyst for community led action promoting capacity building, stimulating local innovation, and involving users in their own problem solving (i.e., practitioner/action research) (Snowden, 1999). Outcomes simultaneously promote dialogue and discussion, move progressively from action to analysis, and encourage dynamic exchange of ideas as an aspect of problem solving. The views shared by community members in the video will be helpful in preparing community land use plans. Kaoru is a professional videographer and expert drone pilot. He can create a video that will be able to tell the story artfully and show the land’s resources. The drone footage of the area will be captured to monitor land use over time. Kaoru will train community members on how to use drones to monitor environmental issues (pollution, resource use, etc.) and land uses to feed into mapping the land and resources for land use and planning.

d. Timeline. We suggest using a Gantt chart to provide a timeline showing which task will be done when to achieve each objective.

Years	Year 2					
	Months					
	1-4	5-8	9	10	11	12
Train community members on videography and use of drones			X			
Video interviews on traditional land use and land education program				X		
Collection of drone footage				X		
Video footage editing and review					X	
Videos of environment and land use						X
Drone of land use and environmental/cultural impacts of exploration activities						X

e. Expected deliverables. Each project requires the submission of a completed Mitacs Final Report and Mitacs survey at the end of the project. Please describe the additional expected deliverables of the project i.e., expected outcomes, results, documents (intern’s thesis, peer-reviewed journal, conference presentation).

The expected results include the following.

- Videos of environment and land-use with interviews of community people and experts

- Drone of land use and environmental/cultural impacts of exploration activities.

f. Benefit to the intern.

Kaoru Suzuki will benefit from working with communities on academic matters and exploring how video documentaries and drone photos can benefit First Nations communities. Kaoru will benefit from growing Networks and partnerships between First Nations students, community members and experts.

g. Interaction. Indicate the percentage (%) of time during the project that the intern will spend on-site at the partner's location and at the university. Research should be carried out equally (50%) in the premises of the partner and the university, if different, please include a justification. NOTE: The minimum interaction at either site is 25% with a maximum of 75%.

% Of partner interaction: ____50% + % of academic interaction: _50 % = 100%

The students from First Nations will be involved working remotely with University of Manitoba during COVID-19.

h. Partner Interaction.

- (1) Provide a detailed description of the activities that will be performed on-site at the partner organization and the expected interaction with and supervision by employees of the partner organization.

Kaoru will work with Darren Harper, Marvin Pelletier, Elders and youth in their community to do filming, editing and build capacity of youth on video. Kaoru will assist with training entry-level post-secondary or graduate students from First Nations communities through this program and other students hired to ensure that the community builds capacity from this research. The activities in First Nations will include training on project-related topics, data collection, data analysis, project planning, interviews, experimentation, etc. surveys and evaluation of programming. With the partner based on research some educational programming will be developed and implemented.

- (2) Indicate the resources the partner organization will be providing to support the intern's work at their premises. Include information about (1) space, (2) resources and (3) expertise that will be provided by the organization to the intern.

Darren Harper and Marvin Pelletier will provide guidance and information regarding environmental impacts and mining programs in the First Nations traditional territories and participate in filming and connecting Kaoru and other interns with the Chief and Councils and community members.

a. Name of intern.

Keshab Thapa

b. Specific objectives of the internship or subproject. Clearly state your [sub-] objectives so reviewers can assess if they are achievable.

- Explore and map cumulative environmental and cultural impacts of mineral and other industrial development within the claim area but possibly for areas outside of the claim boundaries, with maps, reports and videos (1st objective).
- Protect and preserve ancestral lands for the benefit of future generations by mapping impacts as well as traditional uses, researching cultural ways to protect and developing community plans (2nd objective).
- Review land-related policies as suggested by Maawandoon and First Nations and discuss how these policies impact the First Nation traditional territories and what needs to be revised as per the framework of reconciliation proposed by the Truth and Reconciliation Commission in Canada.
- Train selected community members/youth on land use mapping in Google Earth.
- Explore Traditional Land uses and land education information to tell the story of the Anishinaabe and their land use and create a land guardianship program.
- Develop thematic land use maps to show how the traditional territory is used extensively in many traditional ways for fishing, hunting, trapping and with much diversity of animals, medicines and plants used and appreciated.
- Prepare Climate Analogous Maps of the key land use areas to explore the possibility of collaboration with other Indigenous communities in Canada and World as well as document Indigenous knowledge system to adapt to the future impact of climate change in First Nation traditional territories.

c. Methodologies. Provide enough detail so reviewers can determine if the proposed methodology is appropriate and sufficient to achieve the [sub-] objectives.

A critical review of key identified land related policies will be carried out to explore how these policies impact the First Nation traditional territories community members and what needs to be reformed, based on the United Nations Declaration on the Rights of Indigenous Peoples, which is the framework of reconciliation in Canada. This review will identify the specific clauses/articles in the policies that support or challenge Indigenous sovereignty, self-determination, and self-governance of First Nations community members. The review will be shared with community members and get their feedback and perspectives for finalization.

Different workshops will be organized to discuss land use planning with the community members. Maps will be generated by analyzing map biographies shared from community representatives in different workshops organized. Map biographies will be undertaken with community members and will be entered into Geographical Information system computer mapping software. A traditional land use survey has been developed and will be undertaken with community members to determine their land use. The collected data points will be transferred to ArcGIS, printed and provided back to community members for validation. A database will be developed to analyze the data spatially and look for patterns and issues. Data will provide codes and symbols to make beautiful maps.

Summary and thematic maps will be developed using an excel database of all the map biographies. This combined all the map biographies and all the points identified from the interviewed people for trapping, hunting, fishing, berry picking, medicinal plant

gathering, timber harvesting, community/recreational areas, as well as sites (cabins, camp sites, old community/gathering site, burial site, spiritual/special site).

This student will contain the interview data for trapping, hunting, fishing, berry picking, medicinal plant gathering, timber harvesting, community/rec. areas, important sites for community members (cabins, camp sites, old community/gathering site, burial site, spiritual/special site) and travel corridors. Summary maps will be developed using this database of the interviews in containing all of the physical data available on the map such as date of the interview, participant, map grid, data points, latitude, longitude, etc. These maps will be useful for thematic maps. Also land use related stories of the community members will be documented to provide holistic meaning to the maps, following the community protocol for storytelling, and how community members want reconciliation programs be designed and implemented on their land.

ArcGIS and Google Earth will be used to prepare digital Traditional Land Use and Occupancy Maps considering trapping, hunting, fishing, berry picking, medicinal plant gathering, timber harvesting, community/rec. areas, youth training areas as well as sites (cabins, camp sites, old community/gathering site, burial site, spiritual/special site) and travel corridors. Digital Traditional Land Use and Occupancy Maps considering trapping, hunting, fishing, berry picking, medicinal plant gathering, timber harvesting, community/rec. areas, youth training areas as well as sites (cabins, campsites, old community/gathering site, burial site, spiritual/special site) and travel corridors will be prepared by ArcGIS and Google Earth.

d. Timeline. We suggest using a Gantt chart to provide a timeline showing which task will be done when to achieve each objective.

Tasks	Year 1				Year 2				Year 3		
	Months										
	9	10	11	12	9	10	11	12	1-4	5-8	9-12
Review of land related policy from the perspective of reconciliation and UNDRIP	X	X	X			X					
Community training on land use mapping		X	X								
Land use mapping				X	X	X	X	X	X	X	
Interview community members for their land-based teaching and learning			X	X	X	X	X	X			
Synthesize interviews					X	X	X	X			
Map biographies and land use maps								X	X	X	X
Thematic land use maps								X	X	X	X
Prepare Climate Analogous Maps of the key land use areas	X	x	X	X	X	X	X				

e. Expected deliverables. Each project requires the submission of a completed Mitacs Final Report and Mitacs survey at the end of the project. Please describe the additional expected deliverables of the project i.e. expected outcomes, results, documents (intern's thesis, peer-reviewed journal, conference presentation).

1. A review report of land use related policies' impact on First Nation traditional territories.
2. Summary and thematic maps of traditional land use and occupancy.
3. Map biographies of each community member involved in the land use mapping activity.
4. Stories of community members regarding their land-based activities in their territory.
5. Story maps in which those stories and territories/land will be connected to make a holistic presentation of land use and its significance to First Nation traditional territories.
6. A framework of reconciliation to achieve Mino Bimaadiziwin in First Nations.
7. Climate Analogous Maps of selected locations of First Nations.
8. Peer reviewed journal articles: a) policy review; b) land use; c) community stories and framework of reconciliation to achieve Mino Bimaadiziwin.
9. Conference presentations targeting the Rising Up conference in the University of Manitoba, and the Congress in 2021 and 2022.

f. Benefit to the intern.

Keshab will benefit by working with communities on academic matters and explore how traditional land use mapping and environmental/cultural impact assessment can benefit First Nations communities. Keshab will benefit from developing land use mapping and growing Networks and partnerships between First Nations students, community members and experts. The mapping work, policy review, and story documentation work will enhance his capacity to work with First Nations and contribute to their community development programs.

g. Interaction. Indicate the percentage (%) of time during the project that the intern will spend on-site at the partner's location and at the university. Research should be carried out equally (50%) in the premises of the partner and the university, if different, please include a justification. NOTE: The minimum interaction at either site is 25% with a maximum of 75%.

% Of partner interaction: ____50% + % of academic interaction: _50 % = 100%

Keshab will interact or visit about 50% of time with First Nations and Maawandoon or be in First Nations.

h. Partner Interaction.

- (1) Provide a detailed description of the activities that will be performed on-site at the partner organization and the expected interaction with and supervision by employees of the partner organization.

Keshab will work with Darren Harper, Marvin Pelletier, Chief and Council, Elders and youth in their community to do research and build capacity. Activities will include training on project-related topics, data collection, data analysis, project planning, interviews, experimentation, etc. surveys and evaluation of programming. With the partner based on research some educational programming will be developed and implemented.

- (2) Indicate the resources the partner organization will be providing to support the intern's work at their premises. Include information about (1) space, (2) resources and (3) expertise that will be provided by the organization to the intern.

Darren and Marvin will provide educational capacity building to the community and to all students as part of this program. Information regarding environmental impacts and mining programs will be undertaken from the partner organization as well.

a. Name of intern.

Folarin Solademi

b. Specific objectives of the internship or subproject. Clearly state your [sub-] objectives so reviewers can assess if they are achievable.

- Explore cumulative environmental and cultural impacts of mineral and other industrial development by environmental assessment and testing (1st objective).
- Monitor protection and preservation of ancestral lands for the benefit of future generations (2nd objective).
- Assess water and air contamination to assess impacts of mining and other activities (3rd objective).
- Design an environmental baseline strategy using community-based environmental monitoring (CBEM) that will involve the participation of community representatives.
- Collection of baseline data about chemical, biological, and cultural environmental factors that could impact community land use once the project is underway.
- Create risk assessment and monitoring procedures to measure not only for federal and provincial regulatory compliance, but to measure and analyze the pollution parameters peculiar to mines before becoming problems.
- Use of baseline and environmental monitoring data to create a checklist for impact prediction before, during, and after the lifetime of mining operations.
- Work with local people to develop a land guardianship program and teach the scientific monitoring of the land.

c. Methodologies. Provide enough detail so reviewers can determine if the proposed methodology is appropriate and sufficient to achieve the [sub-] objectives.

This environmental baseline and continuous monitoring will involve the collection of primary data through quantitative and qualitative methods. The quantitative approach will include sample collection, analysis, and interpretation of environmental media, air, water, soil, and noise levels using approved and validated monitoring instruments. Monitoring air, water, and soil quality in the area will provide baseline data and information before the commencement of mining operations. The collected data from the environmental media and the parameters will serve as background information to develop a checklist for the relationship between the mining activities and all the aspects of the environment it will impact.

d. Timeline. We suggest using a Gantt chart to provide a timeline showing which task will be done when to achieve each objective.

Years	Year 2			
	Months			
	5	6	7	8
Explore cumulative environmental and cultural impacts of mineral and other industrial development by environmental assessment and testing	X	X		
Design an environmental baseline strategy using community-based environmental monitoring (CBEM) that will involve the participation of community representatives.		X		
Collect baseline data about chemical, biological, and cultural environmental factors that could impact community land use once the project is underway	X	X	X	
Create risk assessment and monitoring procedures to measure not only for federal and provincial regulatory compliance			X	X
Create a checklist for impact prediction before, during, and after the lifetime of mining operations			X	X
Orient community members the scientific monitoring of the land			X	

The qualitative approach will also generate primary data through the interview for baseline information of the biological and cultural factors that could be impacted by this project. An Excel database will be maintained containing the interview data for trapping, hunting, fishing, berry picking, medicinal plant gathering, timber harvesting, community/rec. areas, important sites for community members (cabins, camp sites, old community/gathering site, burial site, spiritual/special site) and travel corridors. Different workshops will be organized to discuss land use impacts and concerns with the community members.

e. Expected deliverables. Each project requires the submission of a completed Mitacs Final Report and Mitacs survey at the end of the project. Please describe the additional expected deliverables of the project i.e., expected outcomes, results, documents (intern's thesis, peer-reviewed journal, conference presentation).

The expected results include the following:

1. Report of the baseline information of environmental media and measured parameters.
2. Development of checklist for subsequent environmental monitoring, impact prediction, and risk assessment.
3. Checking for statutory compliance of parameters monitored with provincial and federal guidelines/standards.
4. Reports (bimonthly report and final report) and community book.
5. Peer reviewed journal articles: a) on the environmental baseline data; b) environmental monitoring of parameters that could be impacted by the mining activities; c) risk assessment and impact prediction d) spatial map analysis of traditional land-use area.

6. Training results (the number of certificates awarded as well as a survey of the impact of the students' outcomes regarding the impact of the training on their livelihoods will be undertaken).

f. Benefit to the intern.

The intern will be able to work with communities on academic matters and explore how traditional land use mapping and environmental/cultural impact assessment can benefit First Nations communities. All students will benefit from developing land use mapping and growing Networks and partnerships between First Nations students, community members and experts.

The partner organization will provide access to space and some resources.

g. Interaction. Indicate the percentage (%) of time during the project that the intern will spend on-site at the partner's location and at the university. Research should be carried out equally (50%) in the premises of the partner and the university, if different, please include a justification. NOTE: The minimum interaction at either site is 25% with a maximum of 75%.

% Of partner interaction: ___50% + % of academic interaction: _50 % = 100%

Folarin will interact or visit about 50% of time with Marvin and Darren.

h. Partner Interaction.

- (1) Provide a detailed description of the activities that will be performed on-site at the partner organization and the expected interaction with and supervision by employees of the partner organization.

The activities with Darren and Marvin in First Nations will include training on project-related topics, data collection, data analysis, project planning, interviews, experimentation, etc. surveys and evaluation of programming. With the partner based on research some educational programming will be developed and implemented.

- (2) Indicate the resources the partner organization will be providing to support the intern's work at their premises. Include information about space, resources and expertise that will be provided by the organization to the intern.

The partner organization will provide access to space and some resources.

Name of intern.

Trea StormHunter

Specific objectives of the internship or subproject. Clearly state your [sub-] objectives so reviewers can assess if they are achievable.

- Developing the online education program curriculum activities with Darren Harper and Marvin Pelletier (potential to deliver community workshops depending on COVID restrictions).
- Facilitating online workshop components to the First Nation communities in collaboration with Darren Harper and Marvin Pelletier.

Methodologies. Provide enough detail/curriculum options so the First Nation communities develop a solid foundation and effectively implement TLRU/TK into Environmental Assessments.

Recorded workshop sessions and Participatory Video (PV) techniques will be used to engage people and train youth from First Nations in a process of shaping and creating films that tell the “importance of their land.” Written consent will be obtained during PV interviews/workshops to identify most participants’ names. As a participatory process, PV asks for the community to engage in the creation process and provide feedback in the editing to ensure the results represent the communities story and views (Snowden, 1999).

d. Timeline. We suggest using a Gantt chart to provide a timeline showing which task will be done when to achieve each objective.

Tasks	Year 1				Year 2							
	Months											
	9	10	11	12	1	2	3	4	5	6	7	8
Develop the online education program curriculum activities	X	X	X	X								
Deliver online workshops and trainings					X	X	X	X	X	X	X	X
Reporting and documentation				X				X		X		X

e. Expected deliverables. Each project requires the submission of a completed Mitacs Final Report and Mitacs survey at the end of the project. Please describe the additional expected deliverables of the project i.e., expected outcomes, results, documents (intern’s thesis, peer-reviewed journal, conference presentation).

The expected results include the following.

- Curriculum of the online education program
- Recorded online workshop sessions related to TK, TLRU with community people.
- Reports of the training and workshops

f. Benefit to the intern.

Trea StormHunter will benefit from working with communities on academic matters and exploring how TK and TLRU can benefit First Nations communities. Trea will benefit from growing Networks and partnerships between First Nations students, community members and experts.

g. Interaction. Indicate the percentage (%) of time during the project that the intern will spend on-site at the partner’s location and at the university. Research should be carried out equally (50%) in the premises of the partner and the university, if different, please include a justification. NOTE: The minimum interaction at either site is 25% with a maximum of 75%.

% Of partner interaction: ___50% + % of academic interaction: _50 % = 100%

Trea will interact or visit about 50% of time with Marvin and Darren.

The students from First Nations will be involved working remotely with University of Manitoba during COVID-19.

h. Partner Interaction.

- (1) Provide a detailed description of the activities that will be performed on-site at the partner organization and the expected interaction with and supervision by employees of the partner organization.

Trea will work with Darren Harper, Marvin Pelletier, Elders and youth in their community to do training workshops (online) and ideally in the FN communities. Trea will assist with training entry-level post-secondary or graduate students from First Nations through this program and other students hired to ensure that the community builds capacity from this research. The activities in First Nations will include training on project-related topics, data collection, data analysis, project planning, interviews, experimentation, etc. surveys and evaluation of programming. With the partner based on research some educational programming will be developed and implemented.

- (2) Indicate the resources the partner organization will be providing to support the intern's work at their premises. Include information about space, resources and expertise that will be provided by the organization to the intern.

Darren Harper and Marvin Pelletier will provide inputs in the curriculum development process and connect Trea with community members. They will also facilitate identifying participants and communities for the workshops.

Name of interns (TBD)

Maawandoon (First Nations) with University of Manitoba will hire masters or undergraduate student. University of Manitoba undergraduate or graduate students from First Nations to be supervised by Dr. Shirley Thompson with Darren Harper.

Specific objectives of the internship or subproject. Clearly state your [sub-] objectives so reviewers can assess if they are achievable.

- Assist with exploring cumulative environmental and cultural impacts of mineral and other industrial development with training (1st objective).
- Assist with protecting and preserving ancestral lands for the benefit of future generations by monitoring impacts as well as traditional uses, researching cultural ways to protect and developing community plans with training (2nd objective).
- Assist with water contamination monitoring to assess impacts of mining and other activities with training (3rd objective).

Methodologies. Provide enough detail so reviewers can determine if the proposed methodology is appropriate and sufficient to achieve the [sub-] objectives.

These graduate and undergraduate students will be trained and assist the PhD students in the following activities and methods:

Objectives to be met by method	Methods of Traditional Land Use Research
Capacity-building on land guardianship	Youths from First Nation will be trained in a land guardianship program. Land use workshops, wilderness safety and survival programs and presentations in the community will be conducted. Surveys of the results of these capacity building measures will be undertaken.
Map biographies/Interviews related to traditional land uses and occupancy	These students will assist with interviewing First Nation community members to research map biographies and are able to do so in their own language, which is important when working with Elders. The accuracy of these maps will be verified by being taken back to the person. Traditional Land Use and Occupancy Maps consider trapping, hunting, fishing, berry picking, medicinal plant gathering, timber harvesting, community/rec. areas, youth training areas as well as sites (cabins, camp sites, old community/gathering site, burial site, spiritual/special site) and travel corridors.
Meetings with community members	The students will participate in meetings with Chief and Council and community members will determine the research and their different issues regarding mining, roads, etc.
Assess environmental and cultural impacts	The students will assist the PhD student and learn from them how to assess water for contamination, land changes, land use changes and measure land use, as well as assist with interviewing people about impacts.
Strategic planning	The students will participate in workshop with Chief and Council and community members to get a draft idea of land use values, missions, and strategies.
Sharing with community members	The students will generate maps to be shared with the community representatives in different meetings and workshops in Winnipeg and First Nations reserve. The maps will consider multiple uses for land and its significance for First Nations.

Objective	1st internship	2nd internship	3rd internship	4th internship
Community programming with doctoral students	X	X	X	
Consider environmental impacts with Folarin and learn to sample media	X	X	X	X
Work with Keshab on interviewing community members and learning mapping with google earth		X	X	X
Learn to film and operate a drone with Kaoru			X	X
Dialogue with Chief and Council	X	X	X	X

d. Timeline. We suggest using a Gantt chart to provide a timeline showing which task will be done when to achieve each objective.

Tasks	Year 1						Year 2	
	Months							
Internships	1-2	3-4	5-6	7-8	9-10	11-12	1-2	3-4
Review database	X							
Community programming			X	X	X			
Environmental assessment				X	X	X	X	
Video and drone		X	X	X	X	X	X	
Map Land Uses – thematic and summary	X	X	X	X	X	X	X	X
Reports, conferences, and articles writing				X	X			X

e. Expected deliverables. Each project requires the submission of a completed Mitacs Final Report and Mitacs survey at the end of the project. Please describe the additional expected deliverables of the project i.e., expected outcomes, results, documents (intern's thesis, peer-reviewed journal, conference presentation).

The expected results include the following.

- Reports
- Interns' theses
- Conference presentations

f. Benefit to intern.

Interns will enhance their research and communication capacity in using mapping, videography, and environmental assessment in carrying out the impact assessment of resource extraction projects in the traditional territory of First Nations.

g. Interaction. Indicate the percentage (%) of time during the project that the intern will spend on-site at the partner's location and at the university. Research should be carried out equally (50%) in the premises of the partner and the university, if different, please include a justification. NOTE: The minimum interaction at either site is 25% with a maximum of 75%.

% Of partner interaction: 50% + % of academic interaction: 50 % = 100%

The students from First Nations will be involved in the communities of First Nations but interact with the University of Manitoba remotely and through visits to the university but also assist students from the University when they visit First Nations.

h. Partner Interaction.

- (1) Provide a detailed description of the activities that will be performed on-site at the partner organization and the expected interaction with and supervision by employees of the partner organization.

The First Nations students will work with Darren Harper, Marvin Pelletier, Chief and Council, Elders and youth in their community to assist with land use and video interviews in the research and capacity building activities. All the PhD students will assist with post-secondary or graduate students from First Nations through this program and other students hired to ensure that the community builds capacity from this research. The activities in First Nations will include training on project-related topics, data collection, data analysis, project planning, interviews, experimentation, and surveys and evaluation of programming. With the partnership based on research, some educational programming will be developed and implemented.

- (2) Indicate the resources the partner organization will be providing to support the intern's work at their premises. Include information about space, resources and expertise that will be provided by the organization to the intern.

The activities with Darren and Marvin in First Nations will include training on project-related topics, data collection, data analysis, project planning, interviews, experimentation, and surveys and evaluation of programming. With the partner based on research some educational programming will be developed and implemented.

Name of intern.

Doctoral student (TBD)

Specific objectives of the internship or subproject. Clearly state your [sub-] objectives so reviewers can assess if they are achievable.

- Explore cumulative environmental and cultural impacts of mineral and other industrial development through mapping (1st objective).
- Explore mapping protection and preservation of ancestral lands for the benefit of future generations by mapping impacts as well as traditional uses, researching cultural ways to protect and developing community plans (2nd objective).
 - Traditional Land uses and land education information will be explored to tell the story of the Anishinaabe and their land use and create a land guardianship program in First Nations.
 - Thematic maps will be developed to show how the traditional territory is used extensively in many traditional ways for fishing, hunting, trapping and with much diversity of animals, medicines and plants used and appreciated.

Methodologies. Provide enough detail so reviewers can determine if the proposed methodology is appropriate and sufficient to achieve the [sub-] objectives.

Summary and thematic maps will be developed using an excel database of all the map biographies. This combined all the map biographies and all the points identified from the interviewed people for trapping, hunting, fishing, berry picking, medicinal plant gathering, timber harvesting, community/recreational areas, as well as sites (cabins, camp sites, old community/gathering site, burial site, spiritual/special site).

With ArcGIS, this student will prepare digital Traditional Land Use and Occupancy Maps considering trapping, hunting, fishing, berry picking, medicinal plant gathering, timber harvesting, community/rec. areas, youth training areas as well as sites (cabins, camp sites, old community/gathering site, burial site, spiritual/special site) and travel corridors. Using digital Traditional Land Use and Occupancy Maps this student will consider trapping, hunting, fishing, berry picking, medicinal plant gathering, timber harvesting, community/rec. areas, youth training areas as well as sites (cabins, campsites, old community/gathering site, burial site, spiritual/special site) and travel corridors will be prepared by ArcGIS.

d. Timeline. We suggest using a Gantt chart to provide a timeline showing which task will be done when to achieve each objective.

Tasks	Year 2			Year 3		
	Months					
	1-4	5-8	9-12	1-4	5-8	9-12
Environmental assessment	X	X	X			
Youth training			X			
Mapping and thematic maps		X	X	X	X	
Review and exploration of geology in the community area				X	X	X
Reporting					X	X

e. Expected deliverables. Each project requires the submission of a completed Mitacs Final Report and Mitacs survey at the end of the project. Please describe the additional expected deliverables of the project i.e., expected outcomes, results, documents (intern's thesis, peer-reviewed journal, conference presentation).

The expected results include the following.

- A review report of land use maps for First Nation communities for their territories.
- Summary and thematic maps of traditional land use and occupancy considering geology.
- review and exploration of geology in the area.

f. Benefit to the intern.

The student will benefit by working with communities on academic matters and explore how traditional land use mapping and environmental/cultural impact assessment can benefit First Nations communities. The student will benefit from developing land use mapping and growing Networks and partnerships between First Nations students, community members and experts.

g. Interaction. Indicate the percentage (%) of time during the project that the intern will spend on-site at the partner's location and at the university. Research should be carried out equally (50%) in the premises of the partner and the university, if different, please include a justification. NOTE: The minimum interaction at either site is 25% with a maximum of 75%.

% Of partner interaction: ____50% + % of academic interaction: _50 % = 100%

The students from First Nations will be involved in the communities of First Nations but interact with the University of Manitoba remotely and through visits to the university but also assist students from University when they visit First Nation.

h. Partner Interaction.

- (1) Provide a detailed description of the activities that will be performed on-site at the partner organization and the expected interaction with and supervision by employees of the partner organization.

The First Nation students will work with Darren Harper, Marvin Pelletier, chief and council, elders and youth in their community to assist with land, video and contaminant research and build capacity. All the PhD students will assist with post-secondary or graduate students from First Nation through this program and other students to ensure that the community builds capacity from this research. The activities in the communities will include training on project-related topics, data collection, data analysis, project planning, interviews, experimentation, etc. surveys and evaluation of programming. With the partnership based on research, some educational programming will be developed and implemented.

- (2) Indicate the resources the partner organization will be providing to support the intern's work at their premises. Include information about space, resources and expertise that will be provided by the organization to the intern.

The activities with Darren and Marvin in First Nations will include training on project-related topics, data collection, data analysis, project planning, interviews, experimentation, etc. surveys and evaluation of programming. With the partner based on research, some educational programming will be developed and implemented.

2.6 Relevance to the partner organization and to Canada:

Describe (1) the partner's proposed role in the project, (2) how the partner will benefit from participating, and (3) how the Canadian community will benefit from this research.

Maawandoon is a traditional Ojibway term meaning 'bringing us together.' Now, more than ever, the success of resource projects depends on the quality of Indigenous community engagement by business. Maawandoon is a leading national firm in Indigenous community engagement. Maawandoon team's expertise is grounded in their unique experiences with community-based development and capacity building. They guide projects to completion by drawing on their deep understanding of local governance, community protocols, regulatory frameworks, and legislation affecting Indigenous communities. Maawandoon will be working with the University of Manitoba to enable First Nation people in different Treaty areas including Treaty #9 area in northwestern Ontario. Since adhering to Treaty, the First Nations people's Traditional Area and Treaty area have been heavily impacted through various forms of mining development and land alienation. Despite this, the First Nation continue to actively

occupy and utilize lands, waters and resources within the region for a variety of traditional, cultural, sustenance, spiritual and socio-economic purposes. While the First Nation's ability to utilize lands, waters and resources has become increasingly constrained, the community continues to be heavily reliant on the Treaty #9 area, its Traditional Areas and in particular, adjacent lands to Springpole Lake as well as downstream waters to address the community's traditional, cultural, sustenance, spiritual and socio-economic needs.

Through this partnership, Maawandoon will be utilizing the university expertise and resources to carry out mapping, participatory video, and environmental assessment in the selected First Nations' territories. This project will contribute to enhance the technical resource of Maawandoon for traditional land use and occupancy mapping, environmental assessment, and traditional ecological knowledge study.

This is a unique partnership to synthesize knowledge and evidence on why traditional/ancestral territory is significant to First Nations on the backdrop of mining and other development works being planned in the traditional territory of First Nations. This study will benefit Canada by generating learning for promoting land-based reconciliation with First Nations for Indigenous self-determination.

2.7 Project economic orientation (for submissions with a NFP organization ONLY):

Describe the economic or productivity orientation of the project. NOTE: if any partner listed in this proposal is a not-for profit (NFP) organization, please contact a Mitacs Business Development representative to discuss its eligibility before proceeding with your proposal submission.

N/A

2.8 Relationship (if any) to past/other Mitacs Accelerate internships, Mitacs Elevate fellowships, or current applications in submission to any Mitacs program:

Describe whether or not the current project is related AND provide specifics about the relationship (e.g., not related because it refers to a different research area OR if related: provide information about what has been achieved in past projects and how the current application complements other submissions)

This relates to a previous Mitacs Accelerate on WNO planning and Red Sucker Lake/Yamana. The research evidence from these projects will provide a broader perspective of traditional land use and occupancy and environmental context of First Nations in Northern Manitoba and Northern Ontario. These projects complement each other in terms of the methodology and project objectives with the aim of strengthening First Nations goal of achieving Indigenous self-determination in their traditional territories.

2.9 References:

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3. Declarations

3.1. Will the proposed research be taking place outside of the lab or normal business environment?

Yes ☒ No ☐ (for the first two internships the programming will occur in lab/normal business environment)

If yes, please complete the following section to indicate what (if any) impact there may be on the environment.

a. Main characteristics of the location (i.e. physical description & coordinates).

University of Manitoba and First Nations community centre for workshops

b. Principal activity(ies): for each activity, list the environmental elements affected.

- monitoring environment
-

c. Are authorizations, permits, or licenses required to undertake any activity during the internship?

Yes ☐ No ☒

If yes, please list and include copies with your application.

3.2. Does the proposed research involve living human subjects (including conducting interviews) or human remains, cadavers, tissues, biological fluids, embryos, or fetuses?

Yes ☐ No ☒

If yes, the proposal must be approved by the participating University Research Ethics Board*, and a valid Ethics approval is required for the duration of the research project. Access to funding may be denied for projects that do not have ethical approval.

Please note: Mitacs may request a copy of the report to ensure compliance.

3.3. Does the proposed research involve animal subjects?

Yes ☐ No ☒

If yes, the proposal must be approved by the participating University Animal Care Committee*, and a valid approval from the committee is required for the duration of the research project.

Please note: Mitacs may request a copy of the report to ensure compliance.

3.4. Is a biohazards review required?

Yes ☐ No ☒

If yes, the necessary review/report must be conducted in accordance with your university's policies*, and a valid biohazards approval is required for the duration of the research project.

Please note: Mitacs may request a copy of the report to ensure compliance.

3.5. Have any participants declared a Conflict of Interest (COI)* as part of this application?

Yes___ No___x

If yes, please attach the signed conflict resolution letter.

** if you have any questions about the requirement for Research Ethics/Animal Care/Biohazards review or University/Conflict of Interest Policies at your institution, please contact your corresponding institution's research office.*

4. Participants

Duplicate relevant section(s) as needed for multiple interns or supervisors.

4.1. Academic supervisor:

Name:	Shirley Thompson
University:	University of Manitoba
Department:	NRI
Address (at university):	70 Dysart Rd.
City, Province, Postal Code:	Winnipeg, MB, R3T 2N2
Phone:	(204) 291-8413
Permanent Email:	s.thompson@umanitoba.ca
Alternative E-mail:	

4.1.1. Is the academic supervisor**:

- a. An owner or a co-owner of the partner organization: Yes___ No___x
- b. A relative of an owner or co-owner of the partner organization: Yes___ No___x
- c. An employee of and/or a participant in the day-to-day management of the partner organization: Yes___ No___x
- d. A relative of the intern and/or partner supervisors of the proposed project: Yes___ No___x

If **yes** to any of the above, please [click here](#) to complete the **Conflict of Interest Declaration** and send it to accelerate@mitacs.ca **BEFORE** submitting your application.**

For any additional academic supervisors copy and paste Section 4.2. below:

4.2. Partner organization:

Legal name:	Maawandoon Inc.
Operating name (if different):	Maawandoon
Contact name:	Darren Harper Marvin Pelletier
Position:	Owners
Department:	
Address:	200 - 690 Mountain Road
City, Province, Postal Code:	Fort William First Nation, ON, P7J 1G8
Phone:	343-804-5500 [Fax: 807-577-0404]
Email:	marvin.pelletier@maawandoon.ca
Website:	http://www.maawandoon.ca/
Partner size (number of employees):	1-49
Legal status:	Select Legal Status For profit

If Not for profit Canadian Corporation	Select NFP Type	
NAICS Code (First three digits)*:	541	
* Click here for a list of North American Industry Classification System codes.		
Is this the first time the partner has collaborated with the academic institution? :	Yes	

For any additional partner organization copy and paste Section 4.2. below:

4.3.1. Invoicing Partner Contact

Partner contributions must be received by Mitacs BEFORE any funds are awarded to the university. **Costs can only be incurred after research approval of the proposal** and the **receipt** of the partner funds at Mitacs.

- a. Please describe any applicable **invoicing requirements** (vendor setup, PO, etc.):

Invoicing contact name:	Jon Schiffer
Email:	jon@schiffer.ca

- b. **Invoicing Partner address:**

<input checked="" type="checkbox"/>	Address same as filled in Section 4.2.
<input type="checkbox"/>	If invoicing address different than Section 4.2, please fill out the following:

Legal name:	
Address:	
City, Province, Postal code:	
Name of contact:	
Phone:	
Email:	

- c. Have these funds been leveraged against other federal or provincial programs? Yes___
No___x

If yes, please provide details:

4.2.2 Partner Funds at academic institution. *IF APPLICABLE*

To be completed only if Partner funds were sent as an exception to the academic institution. **If no** please proceed to section 4.3.:

- a. Is there a **research agreement** in place with the academic institution that governs the use of these partner funds?

Yes___ No___

If **yes** please speak with your BD representative, fill out the *addendum to research agreement document*, and submit that document with your completed application.

If **no** please complete the following:

- b. ORS/UILO or equivalent agrees to send these funds to Mitacs: Yes___ No___

If **yes**, please provide:

Academic institution account number:	
--------------------------------------	--

- c. The partner agrees by signing this application that the funds can be forwarded: Yes___ No___

If **yes**, please provide:

Name of the consenting partner representative	
---	--

- d. **Invoicing academic institution contact** to receive Mitacs invoice:

Name:	
Department:	
Email:	

- e. Is the GST or HST, and QST (if applicable) to be included with invoice to academic institution? Yes___ No___

If **no**, tax(es) will be invoiced directly to the industry partner.

4.3. Intern(s) identified:

4.3.1. Intern #1 information * **MANDATORY** *

Name:	Kaoru Suzuki	
Degree program during internship (masters/PhD/PDF):	PhD	
Expected year of graduation:		2024
If PDF, indicate month/year PhD received:	MM	YYYY
University:	University of Manitoba	
Department:	Natural Resources Institute or Interdisciplinary	
Address at university:	Room 316 Sinnott Building, 70 Dysart Rd.	
City, Province, Postal code:	Winnipeg, MB, R3T 2M6	
Phone:		
Permanent phone or Cell phone	(204) 999-9822	
Permanent email:	kaoru.ryan.suzuki@gmail.com	
Alternative email:	umklattr@myumanitoba.ca	
Citizenship:	Canadian	
Gender:	Male	

4.3.2. Conflict of interest. Is the intern:

- a. An owner or a co-owner of the partner organization: Yes___ No___x
- b. A relative of an owner or co-owner of the partner organization Yes___ No___x
- c. An employee of and/or a participant in the day-to-day management of the partner organization:
Yes___ No___x
- d. A relative of the academic and/or partner supervisors of the proposed project: Yes___ No___x

If **yes** to any of the above, please [click here](#) to complete the **Conflict of Interest Declaration** and send it to accelerate@mitacs.ca **BEFORE** submitting your application.

4.3.3. Demographic information. *OPTIONAL*

Please indicate (x) if you are:

Francophone:	()	A person with a disability:	()
Indigenous:	()	First in your family to attend university:	(X)
Member of a visible minority group - <i>includes persons who are non-Caucasian in race or non-white in colour and who do not report being Aboriginal</i>			(X)

Social Media: Please provide usernames if you wish to connect with Mitacs by social media:

LinkedIn:	
Twitter:	
Facebook:	

4.3.1. Intern #2 information *MANDATORY*

Name:	Keshab Thapa		
Degree program during internship (masters/PhD/PDF):	PhD		
Expected year of graduation:		2022	
If PDF, indicate month/year PhD received:	MM	YYYY	
University:	University of Manitoba		
Department:	Natural Resources Institute or Interdisciplinary		
Address at university:	Room 316 Sinnott Building, 70 Dysart Rd.		
City, Province, Postal code:	Winnipeg, MB, R3T 2M6		
Phone:			
Permanent phone or Cell phone	431-777-6048		
Permanent email:	rusticbeat@gmail.com		
Alternative email:	thapak@myumanitoba.ca		
Citizenship:	Foreign		
Gender:	Male		

4.3.2. Conflict of interest. Is the intern:

- a. An owner or a co-owner of the partner organization: Yes___ No___x
- b. A relative of an owner or co-owner of the partner organization Yes___ Red No___x
- c. An employee of and/or a participant in the day-to-day management of the partner organization:
Yes___ No___x
- d. A relative of the academic and/or partner supervisors of the proposed project: Yes___ No___x

If **yes** to any of the above, please [click here](#) to complete the **Conflict of Interest Declaration** and send it to accelerate@mitacs.ca **BEFORE** submitting your application.

4.3.3. Demographic information. *OPTIONAL*

Please indicate (x) if you are:

Francophone:	()	A person with a disability:	()
Indigenous:	()	First in your family to attend university:	(X)
Member of a visible minority group - <i>includes persons who are non-Caucasian in race or non-white in colour and who do not report being Aboriginal</i>			(X)

Social Media: Please provide usernames if you wish to connect with Mitacs by social media:

LinkedIn:	
Twitter:	@keshabthp
Facebook:	

4.3.1. Intern #3 information *MANDATORY*

Name:	Folarin Solademi	
Degree program during internship (masters/PhD/PDF):	PhD	
Expected year of graduation:		2024
If PDF, indicate month/year PhD received:	MM	Year
University:	University of Manitoba	
Department:	Natural Resources Institute or Interdisciplinary	
Address at university:	Room 316 Sinnott Building, 70 Dysart Rd.	
City, Province, Postal code:	Winnipeg, MB, R3T 2M6	
Phone:		
Permanent phone or Cell phone	(204) 583-2789	
Permanent email:	folarin_solademi@yahoo.com	
Alternative email:	solademf@myumanitoba.ca	
Citizenship:	Nigerian	
Gender:	Male	

4.3.2. Conflict of interest. Is the intern:

- a. An owner or a co-owner of the partner organization: Yes___ No___x
- b. A relative of an owner or co-owner of the partner organization Yes___ No___x

c. An employee of and/or a participant in the day-to-day management of the partner organization:

Yes___ No___x

d. A relative of the academic and/or partner supervisors of the proposed project: Yes___ No___x

If **yes** to any of the above, please [click here](#) to complete the **Conflict of Interest Declaration** and send it to accelerate@mitacs.ca **BEFORE** submitting your application.

4.3.3. Demographic information. *OPTIONAL*

Please indicate (x) if you are:

Francophone:	()	A person with a disability:	()
Indigenous:	()	First in your family to attend university:	()
Member of a visible minority group - <i>includes persons who are non-Caucasian in race or non-white in colour and who do not report being Aboriginal</i>			(X)

Social Media: Please provide usernames if you wish to connect with Mitacs by social media:

LinkedIn:	
Twitter:	
Facebook:	

4.3.1. Intern #4 information *MANDATORY*

Name:	Trea StormHunter	
Degree program during internship (masters/PhD/PDF):	PhD	
Expected year of graduation:		2023
If PDF, indicate month/year PhD received:	MM	YYYY
University:	University of Manitoba	
Department:	Natural Resources Institute or Interdisciplinary	
Address at university:	Room 316 Sinnott Building, 70 Dysart Rd.	
City, Province, Postal code:	Winnipeg, MB, R3T 2M6	
Phone:		
Permanent phone or Cell phone	780 655 1449	
Permanent email:	tayzia.stormhunter@gmail.com	
Alternative email:	stormhut@myumanitoba.ca	
Citizenship:	Canadian	
Gender:	Female	

4.3.2. Conflict of interest. Is the intern:

a. An owner or a co-owner of the partner organization: Yes___ No___x

b. A relative of an owner or co-owner of the partner organization: Yes___ No___x

c. An employee of and/or a participant in the day-to-day management of the partner organization:

Yes___ No___x

d. A relative of the academic and/or partner supervisors of the proposed project: Yes___ No___x

If **yes** to any of the above, please [click here](#) to complete the **Conflict of Interest Declaration** and send it to accelerate@mitacs.ca **BEFORE** submitting your application.

4.3.3. Demographic information. *OPTIONAL*

Please indicate (x) if you are:

Francophone:	<input type="checkbox"/>	A person with a disability:	<input type="checkbox"/>
Indigenous:	<input checked="" type="checkbox"/>	First in your family to attend university:	<input type="checkbox"/>
Member of a visible minority group - <i>includes persons who are non-Caucasian in race or non-white in colour and who do not report being Aboriginal</i>			<input type="checkbox"/>

Social Media: Please provide usernames if you wish to connect with Mitacs by social media:

LinkedIn:	https://www.linkedin.com/in/trea-stormhunter/
Twitter:	
Facebook:	
Website:	https://indigenousphilanthropy.wordpress.com/

4.4. Intern(s) to be determined (TBD):

TBD#1

Degree program during internship (college/masters/PhD/PDF):	PhD
Academic institution:	University of Manitoba
Department:	Natural Resources Institute
<i>For internships with international travel only (please complete Appendix B in addition to the full application):</i>	
Will this intern conduct any internship units at a partner organization outside their home country?	No
OPTIONAL: If known, please indicate anticipated travel dates	Start Date: DD/MM/YYYY End Date: DD/MM/YYYY

TBD#2

Degree program during internship (college/masters/PhD/PDF):	MNRM
Academic institution:	University of Manitoba
Department:	Natural Resources Institute
<i>For internships with international travel only (please complete Appendix B in addition to the full application):</i>	
Will this intern conduct any internship units at a partner organization outside their home country?	No
OPTIONAL: If known, please indicate anticipated travel dates	Start Date: DD/MM/YYYY End Date: DD/MM/YYYY

TBD#3

Degree program during internship (college/masters/PhD/PDF):	MNRM
Academic institution:	University of Manitoba
Department:	Natural Resources Institute
<i>For internships with international travel only (please complete Appendix B in addition to the full application):</i>	
Will this intern conduct any internship units at a partner organization outside their home country?	No
OPTIONAL: If known, please indicate anticipated travel dates	Start Date: DD/MM/YYYY End Date: DD/MM/YYYY

TBD#4

Degree program during internship (college/masters/PhD/PDF):	MNRM or Undergraduate
Academic institution:	University of Manitoba
Department:	Natural Resources Institute or other
<i>For internships with international travel only (please complete Appendix B in addition to the full application):</i>	
Will this intern conduct any internship units at a partner organization outside their home country?	No
OPTIONAL: If known, please indicate anticipated travel dates	Start Date: DD/MM/YYYY End Date: DD/MM/YYYY

TBD#5

Degree program during internship (college/masters/PhD/PDF):	MNRM or Undergraduate
Academic institution:	University of Manitoba
Department:	Natural Resources Institute or other
<i>For internships with international travel only (please complete Appendix B in addition to the full application):</i>	
Will this intern conduct any internship units at a partner organization outside their home country?	No
OPTIONAL: If known, please indicate anticipated travel dates	Start Date: DD/MM/YYYY End Date: DD/MM/YYYY

5. Resource Plan and Invoicing

All Accelerate projects are required to complete the Accelerate Resource Plan and confirm the Invoicing schedule on the Excel Budget spreadsheet template. Please refer to the [Accelerate Guide: Writing your proposal](#) to assist you

6. Suggested Reviewers

6.1. Reviewer's comments. Please select ONE of the following:

☐ We consent to receive reviewer's comments in either official language (French or English).

☒ We request to only receive reviewer's comments in the language in which this proposal is submitted.

6.2. Please provide the names and contact information of at least **SIX (6) arms-length** reviewers.

An arms-length reviewer must:

- Be a recognized expert in the research topics and technical aspects covered by the proposal;
- NOT be from the same academic institution as the intern(s) or the academic supervisor(s); and
- NOT have had any collaboration with the intern(s) or the academic supervisor(s) or the partner(s) during the past five (5) years or planned for the near future.

Please note that neglecting to suggest reviewers who qualify as arms-length will delay the review of your application.

Reviewer 1:

Name:	Mark Miller
Academic institution:	Manitoba Ozone Protection Industry Association
Department:	
Email:	mopia@mopia.ca

Reviewer 2:

Name:	Dr. Alex Wilson
Academic institution:	University of Saskatchewan
Department:	Aboriginal Education Research Centre
Email:	alex.wilson@usask.ca

Reviewer 3:

Name:	Dr. Stewart Hill
Academic institution:	Manitoba Keewatinowi Okimakanak (MKO)
Department:	Research and Policy Analysis
Email:	stewart.hill@mkonorth.com

Reviewer 4:

Name:	Dr. Deborah McGregor
Academic institution:	York University
Department:	Faculty of Environmental and Urban Change
Email:	dmcgregor@osgoode.yorku.ca

Reviewer 5:

Name:	Dr. Pamela Palmater
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Academic institution:	Ryerson University
Department:	Indigenous Governance
Email:	ppalmater@ryerson.ca

Reviewer 6:

Name:	Norman Wood
Academic institution:	Island Lake Tribal Council
Department:	
Email:	vincentnwood@gmail.com

Potential conflict of interest. **OPTIONAL**

Please list reviewers you would prefer Mitacs not to contact.

Name:	
Academic institution / Research Group:	

Name:	
Academic institution / Research Group:	

7. Mitacs Accelerate Memorandum

The participants listed below confirm that the information presented accurately reflects their intention to apply to the Mitacs Accelerate program. The participants have also agreed to set in place an internship based upon the attached proposal. The participants acknowledge that they have read, understood and agreed to abide by and uphold the Project Responsibilities applicable to each of them, available for reference at: <http://www.mitacs.ca/en/programs/accelerate/project-responsibilities> which include and are not limited to the following: It is understood that the partner organization contribution shall be provided to Mitacs Inc. prior to commencement of the internship; in the event that the sponsor organization funds are at the university, the university shall forward these funds to Mitacs. Upon research approval and the reception of the partner funds at Mitacs, Mitacs shall forward the funds to the university as a research grant to the supervising professor, and the internship stipend/salary will be paid to the student by the university from the grant. Costs associated with this proposal as outlined in the budget can only be incurred after research approval of the proposal and the receipt of the partner funds at Mitacs.

Mitacs is unable to assume liability for any losses including—but not limited to—accidents, illness, travel, or other losses that may occur during the internship period. All undersigned parties agree that they are responsible for ensuring that they have appropriate insurance and meet any university policies regarding health, safety, and travel preparation requirements. All parties also agree that the intern will provide Mitacs with a final report and that all participants will complete an exit survey within one month of project completion.

All parties involved with Mitacs Accelerate are bound by the standard intellectual property (IP) terms of the university where the intern is enrolled; except where intellectual property is covered by separate agreements to which the university and the sponsor organization are parties and that are active during the dates of the internship. By signing this memorandum, you are acknowledging that you agree to the terms of the university where the intern is enrolled. University-specific IP policies regarding Accelerate internships can be found at [Frequently Asked Questions \(FAQ\)](#).

The participants listed below agree that Mitacs can disclose the provided personal information included in this proposal (e-mail, LinkedIn, Twitter, Facebook, etc.) to the program's funding partners. Mitacs can use this information for the purpose of communication and to evaluate the program and its outcomes during and after participants' program tenure. The participants also agree that Mitacs will post the title of the project, the public project overview, the name of the partner(s) organization(s), the name of the intern(s), the name of supervisor(s) and the involved university on www.mitacs.ca/en/projects and may be used by Mitacs to publicize Mitacs Accelerate. Mitacs Privacy Policy can be found at www.mitacs.ca/en/privacy-policy.

Internship participants (intern, supervising professor, and partner) further agree to the following addendum(s):

Mitacs does not require, inspect, or enforce any additional terms as outlined by participants in the above addendum.

7.1. Title of the Project: First Nations Traditional land use mapping and youth training

7.2. Public Project Overview:

This research will assist First Nation members to monitor First Nations territories, lands and waterways and document Indigenous knowledge systems (IKS). To document cultural aspects of land use and assess the environment through video, maps and workshop teachings. In the process, Elders and Knowledge keepers will honour their cultural traditions of transferring and sharing knowledge to the next generation of leaders and land stewards. This Land Guardian program will bring traditional land use and Indigenous knowledge as key building blocks to build capacity for Indigenous sustainable planning and development activities in First Nations. The ultimate goal is to empower communities by increasing local decision-making. In summary, Indigenous students and other youth will be trained to be the "boots on the ground" and will act as "eye and ears" of the communities. The youth, Elders and students' observations, combined with traditional and colonial knowledge, will lead to Strategic Planning on their traditional territories.

7.3. Participant Signatures:

Please sign, scan and save in PDF format

7.3.1. Intern:

Name:	Kaoru Suzuki	
Department:	Interdisciplinary, NRI	
University:	University of Manitoba	
Signature:		Date: 30/1/21

Name:	Keshab Thapa	
Department:	NRI	
University:	University of Manitoba	
Signature:		Date: 30/1/2021

Name:	Folarin Solademi	
Department:	Interdisciplinary or NRI	
University:	University of Manitoba	
Signature:		Date: 29/1/2021

Name:	Trea StormHunter	
Department:	NRI	
University:	University of Manitoba	
Signature:		Date: 29/1/2021

7.3.2. Academic Supervisor in Canada:

Name:	Shirley Thompson	
Department:	Natural Resources Institute	
University:	University of Manitoba	
Signature:		Date: January 27, 2021

7.3.3. Academic Supervisor abroad (if applicable):

Name:		
Department:		
Academic institution:		
Signature:		Date:

7.3.4. Partner Organization in Canada (if applicable):

Name:	Darren Harper	
Department:		
Title/Position:	Principal	
Organization:	Maawandoon	
Financial Commitment:	\$112,500 + GST/HST over 3 years. (If the TBD units don't get named by March 15, then \$187,500 + GST/HST)	
	The partner organization commits to the funding contribution specified directly above and the payment schedules outlined in the attached <i>Accelerate Resource Plan and Invoicing</i> schedule. These are key conditions of the application and by signing below this proposal, the partner organization agrees to these conditions.	
Signature:		Date: January 30, 2021

7.3.5. Partner Organization abroad (if applicable):

Name:		
Department:		
Title/Position:		
Organization:		
Financial Commitment:	\$	
	The partner organization commits to the funding contribution specified directly above and the payment schedules outlined in the attached <i>Accelerate Budget and Invoicing</i> schedule. These are key conditions of the application and by signing below this proposal, the partner organization agrees to these conditions. Please note that the financial contribution of organizations may be subject to applicable taxes.	
Signature:		Date:

7.3.6. University Office of Research Services Representative:

Name:	Darren Fast	
Title/Position:	Director, Partnerships & Innovation	
University:	University of Manitoba	
Signature:		Date: Feb 11, 2021

For any additional participants include corresponding details and signature line below:

Appendix A – Accelerate Intern Consent Form

USE AND DISCLOSURE OF PERSONAL INFORMATION PROVIDED TO MITACS

1. All personal information collected is subject to privacy legislation and Mitacs Privacy Policy for Program Participants. For a description of Mitacs' commitment to protect the personal information provided by program applicants, please see <http://www.mitacs.ca/en/privacy-policy>.
2. All the information supplied in this application will be made available to Mitacs staff responsible for managing the application, for activities including identifying appropriate peer reviewers, administering and monitoring awards, compiling statistics, and evaluating the program.
3. Information supplied in this application will be made available to internal and/or external reviewers, being composed of experts recruited from the academic, public and private sectors. All reviewers are required to commit to keep the application information confidential.
4. Contact information in this application may be used by Mitacs staff to contact you in future for:
 - a. Invitations to be profiled in stories or news items, to speak at or attend events, to provide a spotlight story and/or blog post;
 - b. Communications about opportunities for Mitacs alumni; and
 - c. Research surveys for Mitacs alumni.

You will have the opportunity to unsubscribe from emails sent to you, once all commitments regarding the internship that is the subject of this application are complete.

5. Your name, academic institution and department, and the title of your project may be provided to the federal, provincial and academic institution funders of the Accelerate program, to:
 - a. Enable Mitacs to report on funding contract commitments; and
 - b. Allow the funders to evaluate the program.

Additional information, such as passport numbers and dates of birth, may be provided to the international funders of the program (if applicable), for adjudication and reporting purposes.

6. Your name, contact information, and other personal information as required may be provided to the academic institution(s) participating in the internship to enable the academic institution(s) to manage the award, to sign off on the pre-departure form (if applicable), and for reporting purposes.

I, the undersigned, do hereby give CONSENT to the use and disclosure of the information contained in my application for the purposes as described above.

Kaoru Suzuki

30/01/2021

Intern Name

Signature

Date

Accelerate Intern Consent Form

USE AND DISCLOSURE OF PERSONAL INFORMATION PROVIDED TO MITACS

7. All personal information collected is subject to privacy legislation and Mitacs Privacy Policy for Program Participants. For a description of Mitacs' commitment to protect the personal information provided by program applicants, please see <http://www.mitacs.ca/en/privacy-policy>.
8. All the information supplied in this application will be made available to Mitacs staff responsible for managing the application, for activities including identifying appropriate peer reviewers, administering and monitoring awards, compiling statistics, and evaluating the program.
9. Information supplied in this application will be made available to internal and/or external reviewers, being composed of experts recruited from the academic, public and private sectors. All reviewers are required to commit to keep the application information confidential.
10. Contact information in this application may be used by Mitacs staff to contact you in future for:
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Keshab Thapa

30/01/2021

Intern Name

Signature

Date

Accelerate Intern Consent Form

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I, the undersigned, do hereby give CONSENT to the use and disclosure of the information contained in my application for the purposes as described above.

Folarin Solademi

30/01/2021

Intern Name

Signature

Date

Accelerate Intern Consent Form

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Trea StormHunter

30/01/2021

Intern Name

Signature

Date

nterns' CV

Mitacs-Accelerate
Intern CV Template