Walking Parallel Paths
2019 Strategy Report at a glance

ii’ taa’poh’to’p
(a place to rejuvenate and re-energize during a journey)
Territorial Acknowledgements

The University of Calgary acknowledges and pays tribute to the traditional territories of the people of the Treaty 7 region in Southern Alberta, which includes the Blackfoot Confederacy (comprising the Siksika, Piikani, and Kainai First Nations), the Tsuut’ina First Nation, as well as the Stoney Nakoda people (including the Chiniki, Bearspaw, and Wesley First Nations). The City of Calgary is also home to Métis Nation of Alberta, Region III.

Our Journey Continues

Our journey towards reconciliation is well underway. The University of Calgary’s Indigenous Strategy, ii’taa poht’op, was launched on November 16, 2017. Grounded by compassion and informed by community, ii’taa poht’op stands as an institutional commitment to the principles of transformation and renewal on our journey towards reconciliation.

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Dru Marshall
Provost and Vice-President (Academic)

“Walking parallel paths means that we come to know ourselves and our peoples’ understandings, practices, and visions. To honour this intergenerational journey in a good way we must share with, and support, the people walking beside us, respecting their understandings, practices, and visions.”

Michael Hart
Vice-Provost, Indigenous Engagement

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Shared Space: Circle of Advisors

The Circle of Advisors brings 16 Traditional Knowledge Keepers together with 12 members from our senior leadership team, to help guide the university on its path towards reconciliation through authentic dialogue, enhancing and enriching the fabric and culture of the institution.

Over the past year, Traditional Knowledge Keepers were engaged in meetings, dialogues, ceremonies, and cultural events focused on teaching, learning, research, and community engagement. Traditional Knowledge Keepers shared knowledge through campfire chats, panels, courses, special events, lectures, and ceremonies and offered cultural knowledge and guidance to the university on the new Main Campus Landscape Plan and the renaming of the Native Centre.
Igniting the Spirit of Indigenization through Ways of Knowing

Our challenge to transform the academy in the areas of teaching, learning, and research begins with advancing and supporting intercultural capacity.

Over the past year, there has been an increase in activities that move us closer towards indigenization of the academy as the campus community engages in inclusive, respectful, and reciprocal relationships to develop research partnerships, programs, and curriculum.

Annual Highlights

- $2.4+ million allocated to self-identified Indigenous undergraduate and graduate students, including $1+ million designated bursaries from the Province of Alberta
- $2.1+ million in tri-council and non-tri-council Indigenous-focused research grants, programs and projects
- $112,000+ dispersed internally under the ii’taa’poh’top intercultural grant program to a total of 11 projects in 2018-19 and 2019-20
- 1,880+ campus community members participated in special presentations offered by the Office of Indigenous Engagement
- 250+ individuals attended Kindling Conversations, three Indigenous faculty panel events
- 700+ community members attended the Indigenous Knowledge Public Lecture Series, featuring eight renowned Indigenous scholars and community leaders
- The university has committed to four Indigenous-focused Canada Research Chairs
- The Taylor Institute for Teaching and Learning established an Indigenous engagement working group to focus on Indigenous perspectives in teaching and learning culture and practices

CALL TO ACTION

We look to senior leadership, faculty, and staff to continue to identify opportunities to develop and/or review Indigenous programs, courses, and research opportunities within their respective faculties to create space for Indigenous worldviews and perspectives on history, culture, and language.
Addressing Inclusivity through Ways of Doing

Marginalization and exclusion of Indigenous peoples is historical, systemic, and routinely invisible within large institutions. ii’ taa’poh’to’p provides a directive to actively engage in transformative practices by identifying and addressing the exclusivity in our current processes, procedures, and policies to create a place of inclusivity.

Over the past year, the university has created space for Indigenous inclusion through foundational structures, such as the Circle of Advisors, working sub-committees, and special task forces to inform policy reviews, change financial processes, and engage in strategic hiring practices that will inform and transform ways of doing.

Annual Highlights

- Offered Indigenous-based insight and input into seven new or newly-revised institutional policies
- Embedded our four cultural gifts (the traditional name of the strategy, the cultural model, teepee design, and UCalgary honor song) into important institutional events, programs, and ceremonies
- Created seven new Indigenous-focused positions in various units, such as Continuing Education, Cumming School of Medicine, Human Resources, Student Wellness Centre, Career Services, and Office of the Vice President (Research) to influence and enhance policies and processes that will lead to transformative practices in each of the respective areas
- Improved financial processes to appropriately and respectfully engage Traditional Knowledge Keepers across the campus community in teaching, learning, research, community engagement and cultural events
- Established three task force groups to enhance cultural protocols and gifting processes, teepee stewardship and smudging practices in place and space, and the Indigenization of communications material and use of ii’ taa’poh’to’p cultural symbols
- Student and Enrolment Services has partnered with Indspire to create 18 new scholarships and awards equaling $100,000 for Indigenous students in undergraduate programs

CALL TO ACTION

We look to student, staff, and faculty leaders from across the campus to continue to identify, review, and revise policies, procedures, processes and practices that exclude, oppress, or further marginalize Indigenous peoples.
Modeling Reciprocity through Ways of Connecting

In order to move the strategy forward in a good way, we have enriched and enhanced our engagement with Indigenous communities through mindful communications and relationship building. Through increased storytelling, community engagement, cultural events, public lectures, and innovative partnerships, we have continued to demonstrate the university’s commitment to connect with community in a meaningful way.

Annual Highlights

- 35,000+ unique visits to the newly-developed ii’ taa’poh’to’p website
- 11,000+ views on 26 Indigenous-focused stories in UToday
- 2,600+ Indigenous youth from across Alberta participated in the N.A.P.I. Aboriginal Youth Leadership program
- 680+ Indigenous youth participated in Minds in Motion, STEM-based programming offered by the Faculty of Kinesiology and the Schulich School of Engineering
- 820+ community members gathered together for the 2019 Graduation Banquet and Pow-wow hosted by Writing Symbols Lodge
- 225+ people attended the annual report update of ii’ taa’poh’to’p on Nov. 29, 2018
- 200+ community members attended Campfire Chats on National Indigenous People’s Day, June 21
- 80+ community members attended the Indigenous Engagement Team’s ceremonial Tea Dance

CALL TO ACTION

We call upon student, faculty and staff leaders to continue to identify opportunities to connect and promote partnerships with Indigenous communities and to demonstrate inclusivity through innovative academic and non-academic programming.
Engaging the Campus Community through Ways of Being

The Final Report of the Truth and Reconciliation Commission, together with our community dialogues and consultations held during the development phases of the strategy, revealed a general lack of awareness about Indigenous worldviews, histories, and cultures, as well as the legacy of residential schools. We remain committed to our journey towards transformative reconciliation. Over the past year, the campus community has worked together to increase learning opportunities for students, faculty and staff to further the intercultural capacity of the institution, and to address meaningful and respectful inclusion of Indigenous people in teaching, learning, research, and community engagement.

Annual Highlights

- 1,300+ members of the campus community attended 20+ Indigenous-focused special lectures, workshops, and panels hosted by faculties and other units on campus
- 530+ students participated in cultural workshops hosted by Writing Symbols Lodge
- 300+ UCalgary staff participated in intercultural capacity professional development training through Human Resources workshops, bringing the total to 560+
- 212 Indigenous students graduated from the University of Calgary in 2018-19, bringing the total number of self-identified Indigenous alumini to 2,280+
- 130+ Indigenous-focused recruitment events were held in various communities across Alberta and beyond
- 80+ students, faculty, staff, postgraduate scholars and community affiliates participated in the Indigenous Relations Leadership Program
- 2.6% of the student population (graduate and undergraduate) self-identified as Indigenous, up from 2.3% in 2018
- 1.39% of current faculty and staff self-identified as Indigenous employees
- 1.16% of current academic staff self-identified as Indigenous

CALL TO ACTION

We call upon members of the campus community to engage in intercultural capacity building and look to leaders to create and identify opportunities to increase meaningful inclusion and representation of Indigenous people in governing structures, leadership teams, student, faculty, staff and postgraduate scholar populations through strategic and mindful recruitment, retention, and engagement.
Connecting with Community through Innovative Partnerships

Taylor Family Digital Library: Siksika Language Archive Project
A student-led project focusing on the digitization and preservation of language materials hosted by Libraries and Cultural Resources, with support and funding from the School of Languages, Linguistics, Literatures and Cultures with funding from Community Futures Treaty 7.

Schulich School of Engineering: Mamawapowin Technology Society
A partnership program that offers support to the Maskwacis organization, Mamawapowin Technology Society, to provide a blueprint for sustainable connectivity and access to rural and First Nations communities across Canada.

Biogeoscience Institute, Vice-President (Research)
The education team at the Barrier Lake Field Station worked closely with Stoney Nakoda youth from Exshaw School to create interpretive signs about the ecosystem along the Bow River. This project was funded by APEGA (Association of Engineers and Geoscientists of Alberta).

Arctic Institute of North America, Vice-President (Research)
Leads the CFI-funded Canadian Consortium for Arctic Data Interoperability, and partners with Inuit Tapiriit Kanatami, the Inuvialuit Regional Corporation, and others to develop cyberinfrastructure to mobilize Arctic information, including Inuit Knowledge for research, education, and decision-making.
Moving towards Transformative Reconciliation

Campus Community Highlights

• The Writing Symbols Lodge (formerly The Native Centre) was bestowed its new name in a ceremony led by Traditional Knowledge Keepers
• Indigenous U hosted 250+ Indigenous youth and counsellors in partnership with Indspire, Student and Enrolment Services
• The Story of ii’taa’poh’to’p, an online learning module, was developed in partnership with Human Resources and the Office of Indigenous Engagement, launching in December 2019
• Indigenous Wisdom Gathering in Banff and on the Stoney Nakoda Nation was co-hosted by the Office of the Vice Provost (Indigenous Engagement) and the Banff Centre
• Main Campus Landscape Plan — the Office of the Vice-President (Facilities) has engaged seven Traditional Knowledge Keepers to offer Indigenous knowledge and cultural insight into the design and development a new landscape plan for main campus

Faculty Highlights

• Continuing Education engaged Indigenous education leaders to design a learning module that supports Indigenous students and builds reconciliation into the K-12 system as part of the K-12 Principal Leadership Qualification Standards Program
• The Cumming School of Medicine secured $1 million from the Canadian Institutes of Health Research for the Alberta Indigenous Mentorship in Health Innovation (AIM-HI) Network to increase the number of Indigenous scholars in health research and provide students with research and mentorship opportunities
• The Haskayne School of Business engaged Indigenous leaders in adventure leadership, executive education, and graduate student programming
• The Faculty of Arts appointed Daniel Voth as the new Director of International Indigenous Studies Program and created of the Indigenous Advisory Council to the Dean
• The Faculty of Graduate Studies established ii’taa’poh’to’p Working Group for facilitating Indigenous engagement in the faculty
• The Faculty of Kinesiology offered the Be Fit For Life program with the Niitsitapi Learning Centre, providing physical literacy instruction for Indigenous youth from preschool to grade two
• The Faculty of Nursing created a tutorial support program and ‘Gathering Space’ for Indigenous nursing students and community members, featuring a mural by Blackfoot artist Kalum Teke Dan
• The Faculty of Law increased inclusion of Indigenous issues in curriculum and offered place-based learning for first-year law students at Blackfoot Crossing
• The Faculty of Science presented “Wayfinding Under Blackfoot Skies” at the Rothney Astrophysical Observatory, a community-based program focusing on astronomy from an Indigenous worldview
• The Faculty of Social Work created an Indigenous Scholars Academy, with donor support, to recruit, provide scholarship funding, and offer culturally appropriate supports to guide Indigenous students through a social work degree

• The School of Architecture, Planning and Landscape developed a new interdisciplinary senior-level studio course in collaboration with the Tsuut’ina Nation, focusing on aspects of urban and community design, through cross-cultural interchange/exchange
• The Schulich School of Engineering appointed Deanna Burgart into a new role as the Schulich Teaching Chair in Integrating Indigenous Knowledge in Engineering Education
• The Werklund School of Education received approval for the revitalization of Indigenous languages in the Bachelor of Education program
• The Faculty of Veterinary Medicine launched the Equine General Practice Community rotation program for fourth-year students, providing veterinary services to Tsuut’ina Nation and Siksika First Nations
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STANDING CALL TO ACTION
FOR THE CAMPUS COMMUNITY

We call upon students, faculty, staff and postdoctoral scholars to participate in learning opportunities to increase their own knowledge about Indigenous peoples’ culture and history through credit and non-credit courses, workshops, and/or professional development.

This year, over 5,500 attendees increased their intercultural capacity through participation in 115+ campus events, including cultural workshops, professional development sessions, Indigenous lectures, and special cultural events hosted by UCalgary. We thank you for your support and commitment!
Five-Year Visionary Goals (2018-22)

Ways of Knowing:
The university is one of the top national leaders of Indigenization through increased educational partnerships and Indigenous inclusivity in research, curricula, and academic programs.

Ways of Doing:
The university demonstrates cultural capacity within institutional infrastructure that is capable of recognizing and actively decolonizing institutional policies, processes, and procedures, and practices presenting barriers to Indigenous inclusivity.

Ways of Connecting:
The university becomes a space and place in which Indigenous people and their respective communities experience inclusivity and representation in university landscape, infrastructure, and community-based partnerships.

Ways of Being:
The university and its staff, students and faculty are identified as champions of intercultural capacity where the campus community is inclusive, respectful, and welcoming of Indigenous people.
International Recognition

- **2019 STARS Recognition** from the Association for the Advancement of Sustainability in Higher Education recognized ii’taa’poh’top for innovative and high-impact projects, programs and initiatives
- **2019 CASE Awards** from the Council for Advancement and Support of Education recognized ii’taa’poh’top in two categories:
  1. 2019 Bronze Award: Best Diversity Program for the Strategy Launch event
  2. 2019 Platinum Award: Best Practice in Diversity Programming

Congratulations to the 2019 ii’taa’poh’top Grant Recipients

- Traditional Knowledge Keepers in Residence, Lynden Crowshoe, Cumming School of Medicine
- Confronting the Reality of Racism that Indigenous Canadians Experience in Health Care: A Video and Simulation Project to Spur Decolonization in Medical Education, Janet de Groot, Cumming School of Medicine
- Wayfinding Under Blackfoot Skies, Jennifer Howse, Faculty of Science
- Indigenous Research Ethics at the University of Calgary: Expanding our Capacity, Robert I. Thompson, Office of the Vice-President (Research)
- Stoney Nakoda Animal Health Education Partnership, Catherine Wagg, Faculty of Veterinary Medicine
“In my efforts to be an ally to the Indigenous peoples of Canada, I want to learn as much as I can about individual stories and experiences and cultures. These presentations offer glimpses into Indigenous culture, and ways of knowing and learning that we can all benefit from. Thank you for providing these opportunities.”

PARTICIPANT, INDIGENOUS KNOWLEDGE PUBLIC LECTURE SERIES