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), 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.

Towards Transformation

Our journey towards transformative reconciliation continues to unfold across the campus community. The UCalgary’s Indigenous Strategy, ii’ taa’poh’to’p, was launched on November 16, 2017. Grounded by compassion and informed by community, ii’ taa’poh’to’p has been a guiding light for the campus community to engage in transformative acts of reconciliation.

As an institutional strategy, ii’ taa’poh’to’p provides a clear directive to the university community to engage and adopt transformative practices, policies, pedagogies, and structures that are inclusive of Indigenous peoples’ histories, cultures, and perspectives.

“Transformation for UCalgary means enhancing our mutual understanding of ways of knowing, doing, connecting, and being to be more inclusive of Indigenous peoples as we work towards reconciliation. Since the launch of ii’ taa’poh’to’p in 2017, I am inspired by the many transformative actions taken to create a more inclusive community and academy. I am also grateful for the continued guidance, wisdom, generosity, and patience of our Elders and Traditional Knowledge Keepers. While we have walked a great distance together over a short period of time, there is still much more to be done, and I look forward to our continued journey together in a good way.”

DR. DRU MARSHALL
PROVOST AND VICE-PRESIDENT (ACADEMIC)

“Transformation is a deep personal change of one’s heart and mind that directs our actions on a new journey. In light of our strategy, this means changing how we are walking so that we are all moving forward, with understanding, encouragement, and commitment to one another and our dreams.”

DR. MICHAEL HART
VICE-PROVOST, INDIGENOUS ENGAGEMENT

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Shared Space: Circle of Advisors

The Circle of Advisors brings Traditional Knowledge Keepers together with members of our executive and senior leadership team. This advisory Circle guides the university on its path towards reconciliation through open dialogue that enhances and enriches the fabric and culture of the institution.

Throughout the year and amidst the COVID-19 pandemic, Traditional Knowledge Keepers have continued to be engaged in meetings, dialogues, ceremonies, and cultural events focused on teaching, learning, research, and community engagement.
Transforming Pedagogy through *Ways of Knowing*

Transforming the academy through respectful and mindful inclusion of Indigenous ways of knowing continues to be one of our greatest challenges.

Over the past year, the university has continued to focus on innovative programming, curriculum development, community-based research, and ongoing support of Indigenous students and scholars to further our journey toward indigenization of the academy.

### Annual Highlights

- $2.6+ million disbursed to self-identified Indigenous graduate and undergraduate students, including $1.28 million in designated bursaries from the Province of Alberta
- $1.4+ million in awards, bursaries, and scholarships allocated to self-identified Indigenous graduate students
- $1.2+ million in awards, bursaries, and scholarships allocated to self-identified Indigenous undergraduate students
- $6.2+ million in tri-council and non-tri-council Indigenous-focused research grants, programs, and projects, up from $2.1 million reported in 2019
- $160,000+ awarded internally under the ii’itaa’poh’bp’ intercultural grant program for a total of 16 innovative projects since 2018
- 620+ participants attended the Indigenous Knowledge Public Lecture Series and Elders’ teachings, bringing the total to 1400+
- The Taylor Institute for Teaching and Learning has hired an Education Consultant for Indigenous Ways of Knowing to support and enhance Indigenous perspectives in teaching and learning
- Indigenous advisory committees have been created to assist the Faculty of Graduate Studies, the Office of Research Services, and the Taylor Institute for Teaching and Learning with indigenization and decolonization of the academy
- The Indigenous Engagement team released three short ‘Elder series’ videos in partnership with the Office of Advancement, featuring teachings from Elder-in-residence, Dr. Reg Crowshoe

### Call to Action

We call upon senior leadership, faculty, and staff to continue to engage Indigenous communities and students in innovative programs, courses, and research partnerships that embrace and inspire Indigenous ways of knowing while remaining attentive to the principle of reciprocity.
Addressing Marginalization through Ways of Doing

Marginalization and exclusion of Indigenous peoples is systemic and often invisible within institutional constructs and societal structures, so our challenge is to recognize and overcome systemic barriers in institutional policies, procedures, and processes to enable transformative practices of inclusivity.

Over the past year, the university has continued to address inclusivity of Indigenous peoples and perspectives by creating space for voices in organizational structures, advisory committees, business practices, policies, and processes.

Annual Highlights

- Human Resources has developed a new Indigenous Careers webpage, highlighting Indigenous employment experiences and opportunities at UCalgary.
- Research Services has established the Indigenous Research Support Team to assist and guide Indigenous-focused research practices and processes.
- The Indigenous Engagement team, in consultation with Legal Services, has developed a standard process for the review and development of new and newly revised institutional policies.
- The Indigenous Engagement team, in collaboration with Financial Services and Human Resources, has launched a new training module to assist administrative staff in enabling more inclusive processes for the respectful engagement of Traditional Knowledge Keepers.
- Faculty of Graduate Studies, in collaboration with the Indigenous Engagement team, has initiated a task force to explore and address appropriate ways to engage Traditional Knowledge Keepers in graduate supervision committees.

Call to Action

We look to student, staff, and faculty leaders to confront the impact of systemic racism and appropriately address inclusivity by listening, reviewing, and revising policies, procedures, processes, and practices that may exclude, oppress, or further marginalize Indigenous peoples.
Inspiring Reciprocity through Ways of Connecting

Building authentic and meaningful relationships with the Indigenous community is reliant on authentic and compassionate acts of reciprocity and renewal in teaching, learning, research, and community engagement. Through increased storytelling, community engagement, cultural events, and innovative research partnerships, the university community continues to advance its commitment to engage and connect with community in a respectful, meaningful, and reciprocal way.

Annual Highlights

• 333,100+ impressions and 6,800+ points of active engagements over 53 posts on social media
• 38,600+ Unique visits to the ii’ taa’poh’to’p website, an increase of 3500+ from 2019
• 10,800+ views on 43 Indigenous-focused stories in UToday
• 2,600+ Indigenous youth from across Alberta participated in the Ótáp ímisskaan: the Indigenous Youth Leadership Program
• 500+ individuals participated in Orange Shirt Day online program activities, offered in partnership with the Calgary Public Library to commemorate victims and survivors of the residential school system
• 425+ community members attended Campfire Chats on National Indigenous People’s Day, June 21
• 260+ Indigenous applicants were contacted and supported through focused call campaigns, contributing to 15.7% increase in newly admitted self-identified Indigenous undergraduate students
• 200+ people attended the annual progress event for ii’ taa’poh’to’p on Nov. 29, 2019
• 125+ community members attended the Indigenous Engagement Team’s ceremonial Tea Dance in February 2020
• 90+ Indigenous and non-Indigenous youth participated in 14 Indigenous-focused workshops offered by the Cybermentor program, engaging youth in Indigenous knowledge systems
• 70+ Indigenous youth participated in Minds in Motion, STEM based programming offered by Kinesiology and the Schulich School of Engineering
• 40+ Indigenous-focused recruitment events were held in various communities across Alberta and beyond

Call to Action

We call upon student, faculty, staff, and leadership teams to increase community engagement and build impactful community-based collaborative partnerships with Indigenous communities through innovative academic and non-academic programming.
Enhancing Inclusivity through Ways of Being

Meaningful and mindful inclusion of Indigenous people and the development of well-informed, strong, and compassionate community is required to address 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 university community, and to address respectful inclusion of Indigenous people in teaching, learning, research, and community engagement.

Annual Highlights

**Representation**
- 226 Indigenous students graduated from the University of Calgary in 2019/2020, bringing the total number of self-identified Indigenous alumni to approximately 2,500+
- 2.8% of the student population (graduate and undergraduate) self-identified as Indigenous, up from 2.6% in 2019
- 1.53% of current faculty and staff self-identified as Indigenous employees, up from 1.39% in 2019
- 1.21% of current academic staff self-identified as Indigenous, up from 1.16% in 2019

**Intercultural Capacity**
- 4,500+ registrants participated in numerous Indigenous-focused educational, cultural, and community events
- 460+ students participated in cultural workshops hosted by Writing Symbols Lodge
- 140+ staff, students, and community affiliates participated in the Indigenous Relations Leadership Program
- 550+ UCalgary staff, students, and faculty participated in intercultural capacity professional development training through Human Resources workshops, bringing the total to 1,520+
- 400+ staff, faculty and students registered in the online learning module, *The Story of ii’taa’poh’top*, launched in November 2019

**Call to Action**

We call upon members of the campus community and governing structures to increase meaningful inclusion and representation of Indigenous people in all aspects of the institution, including governing bodies, leadership, faculty, staff, and student populations through strategic and mindful recruitment, retention, and engagement.
Advancing Transformation

Institutional transformation requires a collective commitment from the UCalgary community to enable indigenization and inclusion in teaching, learning, research, student support, and community engagement.

Innovative Research Partnerships

- Dr. Lindsay Crowshoe, Cumming School of Medicine, was awarded a $3.5+ million CIHR multi-year grant to develop a provincial research network with the aim to improve health outcomes for Indigenous peoples through the sharing of best practices and innovations
- Dr. Jennifer Leason, Faculty of Arts, was awarded a $1.2+ million CIHR grant to assess the economic costs of obstetric evacuation as well as experiences of Indigenous midwifery in urban, rural, and remote Indigenous communities
- Dr. Sabrina Perić, Faculty of Arts, in partnership with the Dän Keyi Renewable Resources Council, received a $24,000 SSHRC Partnership Engage Grant to design a community-based data sharing protocol for long-term study into wildlife changes on the traditional territories of the Kluane First Nation
- Dr. Tiffany Prete, a SSHRC postdoctoral fellow in the Werklund School of Education, worked closely with Elders and members of the Kainaiwa Nation to gather archival photographs and document stories of residential school survivors to produce oral histories enabling survivors to share their experiences in their own words
- As part of a collaborative community-based wildlife health surveillance program, researchers in the Faculty of Veterinary Medicine received funding from multiple partners to host a series of workshops focused on wildlife monitoring techniques and disease investigation in the lab for northern Indigenous hunters
- Office of Advancement presented a webinar for Campfire Chats, featuring special guests addressing Indigenous community responses to COVID-19
- Writing Symbols Lodge received a $300,000 donation over the next three years to provide expanded supports to Indigenous students transitioning into UCalgary undergraduate degree programs through the Indigenous Student Access program

Campus Community Highlights

- Research Services Office launched an Indigenous Research Support Team to enhance research practices and processes and offer support to Indigenous-focused collaborative community-based research projects
- Human Resources piloted an Indigenous student mentorship day and summer employment program in partnership with Community Futures Treaty Seven and Rupertsland Institute
- Taylor Institute for Teaching and Learning helped facilitate the allocation $89,000+ of the University of Calgary Teaching and Learning Grants in support of transformative Indigenous-focused research, teaching, and learning projects
- The Office of Advancement presented a webinar for Campfire Chats, featuring special guests addressing Indigenous community responses to COVID-19
- Office of Facilities Development engaged seven Traditional Knowledge Keepers and worked in collaboration with other members of the campus community to complete a main campus landscape plan that reflects Indigenous ways of doing, knowing, being, and connecting
- The Vice-Provost, Indigenous Engagement was awarded a $64,000+ grant from the Calgary Foundation to support and provide access to technology for Traditional Knowledge Keepers to engage in online platforms in offering cultural advice and guidance for the implementation of university’s Indigenous strategy during the pandemic
Faculty Highlights

- Continuing Education — established collaborative partnerships with Siksika First Nation’s Old Sun Community College and Tsuut’ina’s Education Department to offer community-based academic upgrading courses

- Cumming School of Medicine — created an Indigenous Hub on Foothills campus, providing a space for students and Elders to gather for ceremony, teachings, relationship building, and the transfer of knowledge; this space is also home to the CSM Traditional Knowledge Keepers in Residence program

- Haskayne School of Business — held an Indigenous ground blessing ceremony led by ceremonial Elder Dr. Reg Crowshoe for their new building, Mathison Hall

- Faculty of Arts — Dr. Gina Starblanket, Political Science, was appointed Tier 2 Canada Research Chair in the Politics of Decolonization

- Faculty of Graduate Studies — established faculty-based ii’ taa’poh’to’p working group, incorporated Indigenous participation and engagement in FGS orientation and other events, and increased support to Indigenous graduate students

- Faculty of Kinesiology — hosted a virtual panel called the Dinos Diversity Series: Indigenous Inclusivity in Sport, featuring four Indigenous panelists, educating 48 participants through the virtual Alumni Month festivities

- Faculty of Nursing — created a donation library for Indigenous students, increased Indigenous clinical placements and land-based field trips, and initiated tutoring programs with Stoney Nakoda elementary and secondary schools

- Faculty of Law — Introduced and provided historical and cultural competency training to all incoming students through the Canadian Bar Association and created online summer programming for incoming and returning Indigenous students

- Faculty of Science — obtained a federal government grant to strengthen ongoing relationships with Sucker Creek First Nation to help youth navigate post-secondary career paths in STEM and integrate traditional knowledge with western scientific methods, including a 3-year water quality study of the Lesser Slave Lake

- Faculty of Social Work — increased philanthropic investment in the Indigenous Scholars Academy Scholarship to recruit, provide scholarships, and offer culturally appropriate supports to guide Indigenous students in Social Work

- Faculty of Veterinary Medicine — celebrated a thirteen-year partnership with the communities of the Sahtu Settlement Area, NWT, on the Northern Community Health Rotation for fourth year DVM students, and also welcomed two Indigenous youth to their online summer Vet Camp

- School of Architecture, Planning and Landscape — expanded the senior level studio course in collaboration with the Tsuut’ina Nation, with a Knowledge Keeper from the Nation as co-instructor to lead on cross-cultural interchange/exchange regarding new interpretations of urban and community design

- Schulich School of Engineering — expanded the Cybermentor outreach program to include Indigenous-focused engagement through newly developed workshops entitled “Indigenous Plant Knowledge” and “Indigenous Health and Wellness: Ancestral Nutrition”

- Werklund School of Education — created an immersive interactive digital resource of Indigenous literature, artifacts, and language mapped to places within Alberta, drawing upon land-based pedagogies and expanded $550k in support of Indigenous-focused research and curriculum development
Standing Call to Action for the Campus Community

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

This year, despite COVID-19, over 4500+ registrants took part in both in-person and online Indigenous-focused educational, cultural and community events offered by UCalgary.

We thank you for your commitment!
Five Year Visionary Goals (2018–22)

Ways of Knowing
The university is one of the top national leaders in 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 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 our campus community is inclusive, respectful, and welcoming of Indigenous people.
Together in a good way:

Congratulations to the 2020 ii’ taa’poh’tö’p Grant Recipients

Lindsay Crowshoe, Cumming School of Medicine
Traditional Knowledge Keepers in Residence Program: Phase II

Liza Lorenzetti and Patricia Danyluk, Werklund School of Education
What does reconciliation mean to me?

Adam Murry, Faculty of Arts
Allyship with Indigenous Populations

Dawn Rault, Faculty of Arts
Virtual Indigenous Film Festival

Bucky Blaire Russell
Paa pao’oh tsi ma’ahpihkaan:
Providing information via electronic source, supported by the Schulich School of Engineering
Participant feedback from 2019–20 cultural teachings and events

“It was laid out beautifully and flowed from one topic to the next. It was so informative that I am inspired to learn more. It’s perfect.”

ABOUT THE STORY OF II’ TAA’POH’TO’P ONLINE LEARNING MODULE

“Great tribute to the residential school victims and survivors and much needed educational event for the general public on the lived intergenerational experiences of Indigenous peoples in Canada. Really like the focus on the contribution of Indigenous authors like Richard Wagamese to the Canadian literature and arts.”

ABOUT ORANGE SHIRT DAY EVENTS HOSTED IN PARTNERSHIP WITH THE CALGARY PUBLIC LIBRARY

ucalgary.ca/indigenous