Imagining Renewal
2021 Journey Update

ii’ taa’poh’to’p
Indigenous Strategy
The discoveries this year of numerous unmarked graves at the sites of former residential schools compelled many of us to acknowledge the depths of loss suffered by Indigenous families. We have a responsibility — as a university, as a society and as caring individuals — to remember what happened to the victims and survivors of residential schools and acknowledge the multigenerational harm that reverberates to this day. The University of Calgary is committed to meaningful reconciliation with Indigenous peoples and communities, so that we can understand, learn and grow from these heartbreaking discoveries.

The 2021 ii’ taa’poh’to’p Journey Update is dedicated to the Indigenous children who were traumatized and whose lives were lost to the residential school system.
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.

Since joining the university, I have seen the impactful work by many people to implement the Indigenous Strategy. I am deeply motivated by the commitment and activities that have occurred prior and since my coming aboard. With such actions, I am certain we can strengthen the commitment outlined in the strategy, reach more people across our university and associated communities, and move forward on our shared journey in new and exciting ways.”

Dr. Teri Balser, PhD
Provost and vice-president (academic)

Life on the land is a continuous renewal process. As we reflect on the implementation of ii’ taa’poh’to’p since November 2017, we are taking the time to learn from the challenges, identify our many strengths and note our many successful initiatives. In this way, we lean into teachings of the land as we prepare for renewal.”

Dr. Michael Hart, PhD
Vice-provost (Indigenous engagement)
Renewing Our Commitment

The University of Calgary’s Indigenous Strategy, ii’ taa’poh’to’p, was launched on Nov. 16, 2017. While our journey towards transformative reconciliation continues to unfold, we also look forward to a renewed commitment from the members of our campus community in the face of the tragic discovery in 2021 of thousands of unmarked graves of Indigenous children buried at or adjacent to former residential school sites across the country.

Grounded in compassion and informed by community, ii’ taa’poh’to’p remains a guiding light for the campus community to engage in reconciliation. ii’ taa’poh’to’p is a collective call to action, providing a clear directive with recommendations specific to UCalgary. Imagining our way forward in the face of our shared history requires renewed, collective commitment from the UCalgary community to the principles and recommendations outlined in ii’ taa’poh’to’p. The goal is to fully realize Indigenization and inclusion in teaching, learning, research, student support and community engagement.
The Circle of Advisors brings Traditional Knowledge Keepers together with members of our Executive and Senior Leadership teams. Since 2018, this advisory Circle has guided the university on its path towards reconciliation through open dialogue that enhances and enriches the fabric and culture of the institution.

Amidst the COVID-19 pandemic, Traditional Knowledge Keepers have continued to engage in virtual and in-person UCalgary meetings, dialogues, ceremonies and cultural events focused on teaching, learning, research and community engagement.

Additionally, with the support of The Calgary Foundation, the Office of Indigenous Engagement has been able to host virtual, monthly Elders’ gatherings as a way for them to stay connected and support one another during the pandemic.
Reimagining Ways of Knowing requires a paradigm shift that creates space for Indigenous knowledge systems at the university. This shift requires an increase in Indigenous academic staff, respectful engagement of Traditional Knowledge Keepers, and mindful inclusion of Indigenous ways of knowing embedded in teaching pedagogy, curriculum design and Indigenous research.

Over the past year, members of the university community have continued to engage in the decolonization of the academy through increased community-based research, active engagement in the Indigenization of pedagogical practices, faculty-based curricular reviews and revisions, and enhanced support for Indigenous scholars and students — all part of our ongoing collective responsibility towards Indigenization of the university.
Reimagining Ways of Knowing: Annual Highlights

• More than $3.4 million disbursed to self-identified Indigenous graduate and undergraduate students, including $1.27 million designated bursaries from the Province of Alberta:
  - More than $1.8 million in awards, bursaries and scholarships allocated to self-identified Indigenous graduate students.
  - More than $1.6 million in awards, bursaries and scholarships allocated to self-identified Indigenous undergraduate students.
• More than $2.6 million in new tri-council and non-tri-council Indigenous-focused research grants, programs and projects.
  - $50,000 awarded internally under the ii’ taa’poh’to’p Intercultural Grant Program, bringing the total allocated to $210,000 in support of 21 projects since 2018.
• 2,008 registrants participated in Courageous Conversations lecture series hosted by the Office of the Vice-Provost (Equity, Diversity and Inclusion), featuring Indigenous scholars as panelists or keynote speakers.
• 1,342 individuals attended the Indigenous teaching series hosted by Office of Indigenous Engagement, including 491 participants for the Elders’ teaching series.
• 534 individuals engaged in special dialogues hosted by the vice-provost (Indigenous engagement), including 246 for a reflective sharing circle on the discovery of unmarked graves at residential school sites and 288 for a national dialogue on Indigenization in Canadian universities.
• UCalgary has created space for two new Tier II Canada Research Chairs in Child Wellbeing, a partnership between the Faculty of Social Work and Werklund School of Education, bringing total number of active Indigenous-focused research chairs to five.

Call to Action

We call upon our community members to adopt a constitution of “sanctified kindness” towards all our relations, opening a relational and reciprocal space for Indigenous voices and the respectful inclusion of Indigenous knowledge systems in innovative teaching, experiential learning and community engagement, and the co-creation of knowledge through community-based research.

1 From the oral teachings of Piikani Elder Dr. Reg Crowshoe, Hon. LL.D’01.
Enabling a mindful practice of inclusivity in ways of doing requires a recognition of systemic racism, often invisible in neocolonial institutions and Eurocentric societal structures. Our ongoing challenge, therefore, is to understand power and privilege embedded in institutional structures so that we can work together to overcome these barriers in our policies, procedures and practices.

Over the past year, the university has continued to address inclusivity by creating space for Indigenous peoples and perspectives in organizational structures, advisory committees, business practices, and changes to our institutional policies and processes.
Revitalizing Ways of Doing: Annual Highlights

• The Faculty of Graduate Studies launched a respectful process for the inclusion of Indigenous Elders and Knowledge Keepers on graduate supervisory committees.

• The Office of the Registrar implemented a new Indigenous Admissions supplementary process that includes faculty-specific admissions committees and expanded bridging programs, enabling Indigenous students to reclaim their traditional names on their UCalgary student records.

• Through the Office of Vice-Provost (Indigenous Engagement), Indigenous student, staff and faculty voices were included in several in-depth university policy reviews.

• Under the Office of Research Services, the Indigenous Research Support Team completed a review of the research ethics application and put forth recommended changes, enabling the inclusivity of Indigenous research protocols, policy and practices.

• Through the Office of the Deputy Provost, Indigenous faculty were consulted on revisions to the New Faculty Handbook, focusing on criteria for tenure, promotion, merit and assessment.

• The Office of the Vice-Provost (Student Experience) created an “ethical space” to ensure inclusivity of Indigenous voices in the decision-making processes for policies, procedures and practices; to identify and reduce barriers; to enhance the overall Indigenous student experience; and to engage Student and Enrolment Services staff and faculty in intercultural capacity-building.

• The Office of the Vice-Provost (Teaching and Learning) shared new guidelines and recommended protocols for recording Traditional Knowledge Keepers and Elders in classroom-based learning environments, developed in partnership with the Teaching and Learning Committee of the General Faculties Council and the Office of Indigenous Engagement.

Call to Action

We look to student, staff and faculty leaders to continue addressing systemic racism by ensuring Indigenous voices are included in decision-making structures and institutional bodies tasked with reviews, revisions, and development of new policies, procedures and practices.
Campus Community efforts to maintain and enhance our engagement with Indigenous communities have been challenged by the COVID-19 pandemic. Therefore, we have been challenged to expand our community outreach and engagement while retaining authentic and meaningful connections with the Indigenous community using virtual platforms.

Through virtual and enhanced communications, the university continued to advance its commitment to respectful, meaningful and reciprocal community-engagement events, partnerships and outreach programs.
Reigniting Ways of Connecting: Annual Highlights

Community engagement

• More than 395,500 impressions and 9,100 points of active engagement over 58 posts on social media.
• More than 53,000 unique visits to the ii’taa’poh’to’p website, an increase of approximately 14,400 from 2020.
• More than 38,200 views of 50 Indigenous-focused stories in UToday.
• 409 community members attended Campfire Chats on National Indigenous People’s Day, June 21, with more than 665 additional post-event views online; this year’s event focused on the Office of Indigenous Engagement Buffalo Robe.
• 335 people attended the annual ii’taa’poh’to’p Journey Update event on Nov. 26, 2020.
• More than 160 people participated in a screening and panel discussion of the documentary nibawistamâsowin: We WI Stand Up, hosted by Werklund School of Education in collaboration with the National Film Board of Canada.
• UCalgary’s participation in the Canadian pilot cohort for the Carnegie Foundation’s Community Engagement Classification was deepened by the guidance of Piikani Elders Dr. Reg and Rose Crowshoe, co-creating a parallel process to explore community engagement through Indigenous perspectives.
• Nickle Galleries expanded its collection to include Indigenous art by Bruno Cardinal (Deh Gah Gah’s têyêh, Deh Cha Region, N.W.T.) and the late Dr Joane Cardinal-Schubert, R. C. A.
• Archives and Special Collections began collecting literary works by Indigenous writers from Canada with an emphasis on the Canadian West.

Community Outreach

• More than 90,000 individuals were reached through targeted social media advertisements as part of UCalgary’s Indigenous student recruitment activity.
• 1,260 Indigenous youth participated in Ótáp ímisskaan: Indigenous Youth Leadership Program.
• More than 300 teachers took part in curriculum-development workshops over 15 meetings covering four key topics on STEM-based (science, technology, engineering, mathematics) programming offered by Minds in Motion under the Faculty of Kinesiology and the Schulich School of Engineering.
• More than 300 Indigenous applicants to UCalgary were contacted and supported through focused call campaigns.
• More than 125 Indigenous and non-Indigenous youth and adults participated in 14 Indigenous-focused workshops offered by the Cybermentor program through the Schulich School of Engineering, engaging the community in Indigenous STEAM knowledge systems.
• More than 85 Indigenous recruitment engagements were held in communities or virtually across Alberta and beyond, contributing to a 13.6% increase in undergraduate self-identified Indigenous applicants and to the welcoming of 225 new undergraduate self-identified Indigenous students to our campus community.

Call to Action

We call upon student, faculty, staff and leadership teams to enhance community-engagement efforts to build high-impact and culturally relevant partnerships with Indigenous communities through innovative academic and non-academic programming.
The discovery of many unmarked graves of Indigenous children buried on or near residential school sites has shed truth and light on Indigenous peoples’ experiences and the lifelong and generational legacy of the residential school system as well as the ongoing state of colonization in Canada. It is imperative that all members of the campus community continue to engage in learning opportunities that deepen our understanding to help shape our collective journey towards transformative reconciliation in a good way.

Over the past year, the campus community has offered numerous meaningful learning opportunities for students, faculty and staff to learn more about Indigenous peoples’ history, culture and lived experiences while increasing intercultural capacity through the inclusion of Indigenous perspectives in teaching, learning, research and community engagement.
Re-envisioning Ways of Being: Annual Highlights

Representation
- 275 Indigenous students graduated from the University of Calgary in Fall 2020/Spring 2021, bringing the total number of self-identified Indigenous alumni to approximately 2,700.
- 3.3% of the student population (graduate and undergraduate) self-identified as Indigenous, an increase from 3.2% in 2020, marking a steady upward annual trend.
- 1.52% of current faculty and staff self-identified as Indigenous employees; and 1.28% of current academic staff self-identified as Indigenous, up from 1.21% in 2020.
- The Ptarmigan Charitable Foundation created a $1-million endowment to support two annual entrance scholarships recognizing academic excellence in Indigenous undergraduate students.

Intercultural Capacity
- 4,689 individuals engaged in UCalgary learning opportunities to deepen understanding about the impact of residential schools in recognition of the National Day for Truth and Reconciliation.
  - 2,219 participants watched the flag-lowering ceremony hosted by Office of the President on the morning of Sept. 30, 2021.
  - 1,820 individuals participated in online events offered by the Office of Indigenous Engagement in partnership with the Calgary Public Library, including more than 820 participants for an Indigenous writers’ panel and more than 1,000 viewers for the screening of the film Monkey Beach.
  - 650 attendees participated in special Orange Shirt Day learning opportunities hosted by UCalgary’s faculties.
- 288 students participated in cultural workshops hosted by Writing Symbols Lodge.
- 155 staff, students and community affiliates participated in the Indigenous Relations Leadership Program.
- 496 UCalgary students, faculty and staff completed Indigenous-focused intercultural capacity training workshops offered through Human Resources.

Call to Action
We call on the campus community to commit to seeking a greater and deeper understanding of Indigenous peoples’ perspective on history and to create space for Indigenous voices through mindful recruitment and retention, and meaningful engagement of Indigenous people in all aspects of the institution, including governing bodies, leadership, faculty, staff and students.
Renewing Our Vision

Renewing our vision requires rekindling strong, compassionate community engaged partnerships founded on a spirit of sanctified kindness.

Innovative Research Partnerships — Select Highlights, 2021

Partnerships made rich with deep connection and consultation with Indigenous communities is weaving new perspectives informed by Indigenous insights into our research practices. These relationships are helping us all move forward with promise, hope and compassion for the sake of future generations.

- **Dr. Jennifer Markides**, PhD, Werklund School of Education — Holistic Well-Being of Indigenous Youth, in partnership with Peace Wapiti and Fort Vermilion school divisions, supported by Pembina Pipeline Corporation.

- **Dr. Stephanie Peacock**, PhD, Faculty of Veterinary Medicine — Confronting ecological models with scientific, local, and Indigenous knowledge to understand the role of disease in wildlife declines, supported by the Natural Sciences and Engineering Research Council of Canada (NSERC).

- **Dr. David Eaton**, PhD, Faculty of Science — Water Quality and Unconventional Resource Development: Partnering with remote Indigenous communities to create a mentorship pipeline, supported by NSERC.

- **Mauricio Soto Rubio**, School of Architecture, Planning and Landscape — Examining Indigenous Housing in Alberta: Technology, Culture, and Sustainability, in partnership with Swan River First Nation and supported by the Social Sciences and Humanities Research Council (SSHRC).

- **Dr. Lynden Crowshoe**, MD, Cumming School of Medicine — First Nation-Led Integrated Primary Care Coordination for COVID-19 Testing, Isolation, and Tracking, supported by the Foundation for Advancing Family Medicine.

- **Dr. Carla Ginn**, PhD, Faculty of Nursing — Connection to identity/ancestry, community, land, and spirituality: Exploring individual, family, and community wellbeing within the Métis Nation of Alberta (MNA)-Region 3, supported by the Canadian Institutes of Health Research (CIHR).

- **Dr. Pamela Roach**, PhD, Cumming School of Medicine — Enhancing Indigenous Health as a result of the COVID-19 Pandemic: Developing Indigenous Patient Experience Indicators of High Quality Virtual Primary Care, supported by CIHR.
Campus Community — Select Annual Highlights

The realization of ii’ taa’poh’to’p requires patience, dedication, ongoing dialogue and thoughtful reflection. Reconciliation will be an ongoing process for many years — perhaps even generations. The University of Calgary is committed to coming together to make this journey. Throughout this past year, we’ve taken important steps as we walk the path to reconciliation.

- **UCalgary** hosted numerous learning events and memorial tributes, including a flag-lowering ceremony and a Night Light Tribute that included Every Child Matters imagery projected on select buildings in honour of the first-ever National Day for Truth and Reconciliation.

- **Writing Symbols Lodge** hosted a modified Indigenous graduation ceremony that respected COVID-19 protocols while honouring graduates from 2020 and 2021 who were gifted special UCalgary blankets and beaded medallions.

- The **Office of the Vice President (Research)** appointed Dr. Michael Hart, PhD, as associate vice-president (Research for Indigenous Engagement) to provide transformative guidance on Indigenous perspectives, protocols and inclusivity in Indigenous research.

- The **Office of the Provost** launched the UCalgary Teaching Award for Indigenous Ways of Knowing, recognizing outstanding contributions in support of reconciliation, decolonization, Indigenous engagement and transformation in academic courses and programs.

- The **Faculty of Arts, Department of Archaeology** and Old Sun Community College received a Calgary Heritage Award for Advocacy and Volunteerism for the Siksika Archaeology Field School.

- The **Office of Indigenous Engagement** was gifted a ceremonial Buffalo Robe by Piikani Elder Dr. Reg Crowshoe, Hon. LLD’01, depicting cultural symbols that share the ongoing storied journey of ii’ taa’poh’to’p.

- **Werklund School of Education** faculty members Dr. Yvonne Poltas Pratt, PhD, and Dr. Patricia Danyluk, PhD, received the prestigious Alan Blizzard Award from the Society of Teaching and Learning in Higher Education in recognition for their work in Indigenous programming and reconciliation through education.

- **Faculty of Arts Sociology** faculty member, Dr. Cora Voyageur, PhD, was named Killam Annual Professor in recognition of her outstanding scholarly achievements in research, teaching and community engagement at the national and international level.
Supporting two very different cultures as they walk together requires support from all of us. Across our faculties and units, we are finding new ways to foster authentic and meaningful connection, deepening our understanding of Indigenous knowledge and wisdom, and working together with integrity, moral strength and communal spirit. It is all part of UCalgary’s commitment to work together with Indigenous communities in a good way.

• Continuing Education — established a $200,000 project fund to support the creation and implementation of a comprehensive non-credit professional-development certificate program focused on Truth and Reconciliation.

• Cumming School of Medicine (CSM) — launched the Practical Leadership for University Scholars (PLUS) 4: Reconciliation Leadership Foundations program for leaders in CSM and Alberta Health Services interested in incorporating the Truth and Reconciliation Commission’s Calls to Action into their work, with two cohorts (40 participants) having completed the program to date.

• Haskayne School of Business — offered two training sessions for our faculty and staff entitled Moving Towards Reconciliation at Haskayne to explore the diversity of Indigenous people in Canada, address common misconceptions and learn how we can all contribute to the movement towards reconciliation.

• Faculty of Arts — to further Indigenization in the academy, the faculty recruited Métis scholar Dr. Erin Sutherland, PhD (Art/Museum and Heritage Studies), and Two-Spirit, Ojibwe scholar Dr. Joshua Whitehead, PhD (English).

• Faculty of Graduate Studies — consulted with Traditional Knowledge Keepers, graduate students and faculty members to create a respectful process for the inclusion of Indigenous Elders and Knowledge Keepers on graduate supervisory and examination committees, as well as the incorporation of ceremony in graduate-student candidacy and final oral examinations.

• Faculty of Kinesiology — supported the Be Fit for Life Centre to expand physical activity resources (such as stories) and support for the Indigenous community connecting language and culture with physical movement.

• Faculty of Nursing — hosted a Truth and Reconciliation event, offered an Indigenous-led immunization clinic for Indigenous seniors, commissioned a mural by Blackfoot artist Kalum Teke Dan in honour of missing and murdered Indigenous women, and created an Indigenous student bridging program in partnership with Old Sun Community College.

• Faculty of Law — hired a First Nations faculty position and a dedicated Indigenous Student Advisor, in addition to updating the Indigenous Student Admissions Process and ensuring completion of the Law Society of Alberta’s Indigenous-awareness program for all newly admitted students.
Faculty Annual Highlights (continued)

• Faculty of Science — obtained a federal government grant to bring together scientific and traditional knowledge in the Alberta Rockies for Stoney Nakoda youth to help address the Nation’s need for an accessible and culturally connected understanding of natural sciences.

• Faculty of Social Work — incorporated Indigenous visioning with the development of the faculty’s new strategic plan and hired an Indigenous scholar as director of the Indigenous Social Work Circle and Lodge to engage and support Indigenous students in Social Work.

• Faculty of Veterinary Medicine — delivered online interactive veterinary medicine sessions to Nakoda Elementary and Morley Community High School youth as part of an ongoing partnership; shared a Doctor of Veterinary Medicine student-developed animal health website for Morley youth to explore that incorporates Stoney Nakoda language.

• School of Architecture, Planning and Landscape — partnered on the Taza project, sponsored by Canderel, exploring ways in which digital-design tools and advanced fabrication technologies provide new ways for Indigenous communities to co-create the production of their own built environments while providing pathways to design-based professional education and careers for indigenous youth.

• The School of Public Policy — offered students in the Master of Public Policy and Sustainable Energy Development programs a two-day workshop on Indigenous relations and hosted a series of webinars on meaningful engagement of Indigenous peoples in resource development.

• Schulich School of Engineering — welcomed Jessica Bekker, an Indigenous engineer from Piikani Nation (Treaty 7), as the faculty’s new Chair in Indigenous Perspectives in Engineering.

• Werklund School of Education — created a short documentary film titled The Elders’ Room, written and directed by Werklund Critical Youth Studies Research Professor Dr. Shirley Steinberg, PhD, in partnership with Kainai High School students and Elders, receiving 14 international awards at various international film festivals around the world.
Looking forward to renewal

As we begin to reflect on the world around us and the way we relate to all living beings within, we have an opportunity to reimagine and revisit our individual and collective journey towards transformative reconciliation, as guided by // təxˈpʊhˈtɒp //.

Special Projects on Anti-racism and Reconciliation

We are all needed to lend our voices and actions to support a world where racism is not tolerated. Through education and increased awareness, we ask that everyone stand together for a world where Indigenous culture, knowledge and tradition is embraced and where Indigenous people are welcomed.

• Anti-racism videos — led by Dr. Michael Hart, PhD, vice-provost (Indigenous engagement), and Dr. Gabrielle Lindstrom, PhD, educational development consultant (Indigenous Ways of Knowing) with the Taylor Institute for Teaching and Learning, this project, funded in part by the Alberta Opportunities Grant, includes four short videos on Indigenous experiences with racism, accompanied by educational workshops.

• What Does Reconciliation Mean to You? — led by Dr. Liza Lorenzetti, PhD, of the Faculty of Social Work, and Dr. Patricia Danyluk, PhD, of the Werklund School of Education, this project invited people to submit three- to five-minute videos addressing one of the themes of transforming knowing, doing, connecting or being.

• Are You an Ally? — led by Dr. Adam Murry, PhD, assistant professor in Indigenous psychology, Faculty of Arts, Department of Psychology, this project explores the concept of allyship by quantifying the traits of allyship and how a better understanding of allyship can help both the groups who need it most and the people who want to be allies.
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, more than 10,400 faculty, staff, students and community members took part in Indigenous-focused educational, cultural and community events offered by UCalgary.

We thank you for your commitment!

Five-year Visionary Goals (2018 - 2022)

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 the 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 campus community is inclusive, respectful and welcoming of Indigenous people.
Congratulations to the 2021 ii’ taa’poh’to’p Grant Recipients

These grants are awarded to projects designed to increase the intercultural capacity of the campus community about Indigenous peoples’ lived experience and perspectives on history, culture and knowledge.

- Shannon King and Karen Chown, Human Resources, Towards Reconciliation eLearning — development of an online, self-directed learning module offering an introductory-level seminar to UCalgary employees on Indigenous history and perspectives in Canada.
- Dr. Aubrey Hanson, PhD, Werklund School of Education, Books to Build On: Indigenous Literatures for Learning — enhancement of a web-based project focused on promoting the inclusion of Indigenous literature as teaching and learning resources and engaging educators in complementary curriculum-development workshops.
- Holliston Logan, Indigenous Health Program, Cumming School of Medicine, Power to Choose: Indigenous STEM Content Training and Development — engaging educators and professionals in training programs to increase knowledge and competency in relation to Indigenous knowledge systems and arts-based STEM (science, technology, education, mathematics) education.
- Anita Malekian, Schulich School of Engineering, Water Movement — a collaborative, community-based research project to help understand the histories and world views of Indigenous peoples and the importance of connection to land and water.

Key Indicators

[Graphs and tables showing data on Indigenous students, degrees, certificates, and diplomas, research funds, and student awards]
National Day for **Truth** and **Reconciliation**

Reflections on a New Holiday

On the eve of the first ever national day for truth and reconciliation, I spent almost all day in bed then stayed up all night until sunrise and took a sleeping pill at 7:30 am to sleep through a day I don’t know if I can face when I wake up at noon. I log in to a webinar and sit on the balcony drinking tea with nisimis as we listen to Lee Maracle, Richard Van Camp, Eden Robinson, and Michael Hart sharing their wisdom through stories and somehow the pain gets easier to bear knowing that I am not carrying it alone.

kinanaskomnitinawow kahkeyo ekosi pitama,
Meghan Eaker
In Memoriam

Dr. David Lertzman, PhD (1961-2021)

Haskayne School of Business
Buffalo image gifted to *ii’ taa’poh’to’p*
by Amelia Crowshoe