ii' taa'poh'to'p and Indigenous Engagement
Recommendations for Program Proposal Development

The following guidelines and recommendations provide an overview of the different dimensions in which new academic programs or changes to existing academic programs may create opportunities for our institution to advance the recommendations related to teaching and learning in *ii' taa'poh'to'p* — our institutional Indigenous Strategy. Our journey towards transformation and renewal is just beginning and is an ongoing process that includes supporting truth, reconciliation, decolonization, as well as advancing Indigenous engagement, perspectives, practices, protocols, and pedagogies in academic courses and programs.

These recommendations acknowledge that each academic unit is at a unique stage in their own journey and that the development of program proposals responds to different needs: some proposals are comprehensive (for example, those which establish new degrees, certificates and diplomas, or sub-degree credentials), while others involve fewer substantive changes or changes which are more administrative in nature (for example changes in course requirements, load changes, or restructuring of programs, among others). We encourage program proponents to consider all the program areas presented in the table below within their own context when developing new programs or proposing changes to existing programs. However, not all questions may be applicable to every proposal. These guidelines will be periodically updated to reflect the most recent status of conversations on decolonization, reconciliation, and Indigenous perspectives and pedagogies at UCalgary and in post-secondary education.

Relevant definitions from *ii' taa'poh'to'p*

- **Ways of Knowing:** This includes teaching, learning and research, i.e., the "theoretical concepts, epistemology, and pedagogy related to teaching, learning, and research" (p. 10).
- **Ways of Doing:** This includes policies, procedures and practices, i.e., "parallel practices and protocols in terms of Indigenous ways of doing and practicing, including the concept of doing things 'in a good way'" (p. 10).
- **Ways of Connecting:** This includes relationships, partnerships and connections to land and place, i.e., "respectful relationships and interconnectedness, based on Indigenous epistemology and principles related to communal responsibility and reciprocity" (p. 11).
- **Ways of Being:** This includes campus identity, inclusivity, leadership and engagement, I.e., "principles of communal responsibility and reciprocity and reflects concepts of respect, dignity, honesty, and inclusivity" (p. 11).
- **Transformation: "**At a basic level transformation begins with ensuring that Indigenous faculty, staff and students see themselves reflected on the University of Calgary campus. While the institution benefits from the contributions of many Indigenous individuals on campus, Indigenous peoples are under-represented in our community. The recommendations within the strategy respond to the need to increase representation of Indigenous faculty, staff and students. However, transformation also requires that many individuals from the dominant culture will need to challenge and change negative attitudes and affective conceptualizations about Indigenous people" (p. 12).
- **Renewal: "**The university commits to routinely evaluate our progress, reassess our direction, and recommit to the process of Indigenization. Such renewal will also require designated leadership and accountability, resource allocation, and core infrastructure to succeed" (p. 13).

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- **Shared space: "**Indigenization is a process in which the weaving of Euro-centric and Indigenous worldviews and knowledges is complex. Proceeding with mutual respect and purpose requires ongoing dialogue and deepening understanding — a process of creating "shared" or "ethical" space. The university commits to the creation of a shared space that will bring Indigenous Traditional Knowledge Keepers and thought leaders together with senior university leadership for open dialogue on defining and refining the concepts and practice of Indigenization, specific to the University of Calgary" (p. 13).
- **Parallel paths:** Moving towards reconciliation requires the recognition that there are parallel paths, one of Indigenous perspectives and one of eurocentric perspectives, which we can walk together "in a good way." Walking these parallalel paths together "in a good way" means recognizing "work that is conducted in authentic and meaningful ways, with intention and sincerity, through reciprocal and respectful relationships. It is a demonstration of working with clear purpose and with high levels of integrity, moral strength and communal spirit" (p. 12).

General recommendations

- Be intentional in how the proposed program is designed to promote Indigenous campus and community engagement, perspectives, and Indigenous Ways of Knowing, Doing, Connecting and Being.
- Ensure the proposal clearly articulates the various strategies, plans, or actions meant to address Indigenous engagement, available at the institutional, faculty or department level as they are relevant to the proposed program. Consider how the proposed program advances our university-wide commitment to *ii' taa'poh'to'p.* Programs are also embedded in departmental and faculty contexts or initiatives developed to advance these goals. If department-level or faculty-level initiatives are presented in the proposal, it is important to make clear connections between them and your proposed program.
- Ensure that the identification of current initiatives is accurate so that clear steps on how to strengthen program efforts on Indigenous engagement are identified. Do not artificially inflate efforts to date.
- If there are plans to create initiatives in the future, such as to develop an admissions pathway (bridging program) for Indigenous students, it is important to discuss the steps that will be taken to implement them as concretely as possible. In addition to signaling your intention to create such initiatives, you should articulate in which ways their implementation is expected to change the existing culture and advance the transformation of our institution in matters of Indigenous issues and engagement. In addition to considering how the proposed program may engage and be inclusive of Indigenous learners, it is also important to consider how the program's curriculum, structures and practices will encourage non-Indigenous learners to develop a relationship with Indigenous individuals, their communities, and Indigenous Ways of Knowing.
- Connect with Indigenous Elders, scholars, experts, or communities early on in the program development process; establishing these relationships may be the initial step in an ongoing process that may extend beyond the program development stage. If the proposed program is at an early stage in the outreach to Indigenous individuals and communities, you may want to incorporate a plan of action for engagement as part of your program proposal.
- Consider establishing an easily accessible on-line presence for the program that includes specific attention to Indigenous engagement. You may want to include a description of the program's goals and efforts towards implementation of *ii' taa'poh'to'p* along with regular updates.

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Guiding Questions for Program Proposal Development Areas

Program Areas	Guiding Questions	Recommendations
Alignment with *ii' taa'poh'to'p*	• What does *ii' taa'poh'to'p* mean for the proposed program? Some key terms from our Indigenous strategy you may want to consider include: 　o **Transformation**: how does the proposed program advances the systemic transformation of our institution to promote the inclusion and representation of Indigenous peoples? 　o **Parallel paths**: how does the program support the creation of a shared journey with Indigenous peoples through respectful and ethical spaces, that are inclusive of Indigenous knowledges, protocols, traditions, systems and histories? How does the program acknowledge both written and oral systems of knowledge? 　o **Shared space**: how does the program contribute to the creation of a shared ethical space between Indigenous and non-Indigenous peoples? How will the program ensure the perspectives and institutions of one group are not imposed on the other? How will the program benefit Indigenous people?	• Review *ii' taa'poh'to'p* • Reach out to your Indigenous Initiatives representative (for faculties or units which have this in-house support) • Reach out to the Office of Indigenous Engagement • If available, review your faculty Indigenous Engagement plan and how your unit strategically aligns with *ii' taa'poh'to'p* • At the faculty level, consider establishing an in-house *ii' taa'poh'to'p* working circle/group with Indigenous members and/or connections with Indigenous knowledge keepers/Elders

Program Areas	Guiding Questions	Recommendations
Relationship between discipline or field and Indigenous peoples	- What is your relationship to systems of power and oppression and colonialism? - How can academic unit recognize and address the role of Western institutions in marginalizing Indigenous knowledges? - What has been the traditional relationship between your discipline and Indigenous peoples? - Is the field a common career path for Indigenous students? - Do professionals in your field have a history of working with/for Indigenous peoples? - How might the lives of Indigenous peoples and their relationships to non-Indigenous peoples be positively transformed as a result of embedding Indigenous considerations into the proposed program? - How have you consulted with Indigenous persons and communities (both within the faculty/school/unit and beyond) on how the program might positively or negatively affect them? How have you ensured respectful community engagement, and an inclusion of Indigenous protocols and practices? - What other methods might you employ to accurately reflect the needs of Indigenous	- To the extent that is possible, consult with Indigenous persons and/or communities to understand their perspective and history with the discipline - Consult with faculty members on how they perceive their professional relationship to Indigenous peoples to identify strengths and challenges to advance the relationship - Conduct research on how the discipline or field has responded (or failed to respond) to the needs and perspectives of Indigenous peoples - Identify the necessary resources, fiscal and otherwise, for strengthening the relationship

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	individuals and communities in relationship to the proposed program?	
Pathways	• How will the program consider admission pathways (bridging programs) for Indigenous students? How will students' knowledge, strengths, and/or skills will be integrated into the admission pathway? How will the experiences of Indigenous students be considered relevant and will their pre-existing knowledge and skills, acquired through experience, be recognized? • How will Indigenous learners be recruited through mechanisms such as culturally based information sessions, or outreach and promotion with Indigenous communities? • How will the program support Indigenous students so they want to remain in the program?	• Explore whether the faculty/unit has pathways programs already developed or under development and how they may support your program proposal. • Consult with Indigenous students and Indigenous Student Advisors on barriers to accessing post-secondary education programs for Indigenous Students • Consult with the Registrar's Office and/or the Faculty of Graduate Studies to discuss the operational elements of a bridging program • Consult with Office of Indigenous Engagement on wrap around servicesConsult with Writings Symbols Lodge on how to coordinate supports for students • Identify how specific Indigenous support services will be advanced when seeking new faculty and staff to address faculty/schools limitations in the area

Program Areas	Guiding Questions	Recommendations
Curriculum	- What is the relationship of the proposed program with Indigenous Ways of Knowing and Being and Indigenous pedagogies? - How are Indigenous epistemologies, pedagogies, protocols or methodologies and multiple sources of knowledges incorporated into the curriculum? - What are the frames/lenses engaged in the curriculum to explore Indigeneity? How will you know if the Indigenous curricular concepts and/or knowledges employed need to be adjusted? - How are Indigenous perspectives, realities, and histories valued as part of the curriculum? In which ways are they valued? - How are Indigenous communities/peoples/Elders/Knowledge Keepers involved in the proposal phase? Are there opportunities for expanding relationships with Indigenous peoples in ways that would enhance curricular constructs? - How can discipline-specific knowledge advance as a result of integrating Indigenous Ways of Knowing into the curriculum? - How does the program have mechanisms to recognize and appropriately evaluate the perspective and knowledge brought by Indigenous	- Consult with Indigenous students, Indigenous faculty members, knowledge keepers and/or Indigenous professionals for their perspectives on how their knowledge and lived experiences can be incorporated into the curriculum as well as how the discipline is relevant for Indigenous persons and communities - Review the Indigenous Principles for Curriculum Development to as an entry point and for practical examples on how Indigenous ways of knowing, being, connecting and doing can be integrated in curriculum planning - Consult with the Experiential Learning and Work Integrated Learning teams at the Taylor Institute on creating culturally appropriate EL opportunities for Indigenous students - Identify how Indigenous curriculum will be advanced/prioritized when seeking new faculty members to address faculty/school gaps/limitations in the area

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	learners in ways that are culturally appropriate and/or based? • How does the curriculum consider Indigenous perspectives, histories and realities? Is it possible to create experiences where Indigenous learners could share this knowledge with non-Indigenous students and faculty, and in this way promote Indigenous Ways of Knowing within a discipline? • How does the curriculum relate to Indigenous aspirations, focus areas and needs? • How will the program include Experiential Learning (EL) opportunities in partnership with Indigenous communities and organizations? How may EL opportunities consider students' cultural and language backgrounds?	
Funding	• How will funding be allocated to support Indigenous students? • How will there be funding allocated to provide honoraria to reciprocate Indigenous traditional knowledge holders? • How do the program's requirements support funding by a third-party? • How are funding policies restricting Indigenous students progress through their program and how may they be alleviated?	• Explore whether the faculty/unit has existing funding opportunities and explore the creation of new funding opportunities. • Consult with Office of Indigenous Engagement and Office of Advancement

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	• Which funding opportunities are available for students who require additional background preparation? • What funding priority has been set to initiate/advance the faculty/school as an ethical space?	
Mentorship	• How will mentors be available for Indigenous students who can understand how the lived experiences of Indigenous learners interact with their program of study? • Who will the mentors be, and how will they be compensated for the work they do? • How will mentors be knowledgeable on Indigenous methodologies and epistemologies? • If mentor availability is a challenge, is it possible to consider co-mentorship arrangements? • How are Indigenous mentorship models built into the mentoring relationship?	• Reach out to your Indigenous Initiatives representative (for faculties or units which have this in-house support) • Consult with Office of Indigenous Engagement • Consult with Writing Symbols Lodge for existing resources/programs. • Establish an in-house mentorship program with regular annual activities
Faculty and Staff	• How have you consulted with Indigenous faculty or staff members during the development of the proposed program? • How are Indigenous faculty and/or staff involved in the implementation of the proposed program?	• Reach out to your Indigenous Initiatives representative (for faculties or units which have this in-house support)

Program Areas	Guiding Questions	Recommendations
	• How will there be opportunities for faculty members to consider how their teaching and research can be decolonized? • How will you check back with Indigenous faculty or staff members to validate their perspectives in the proposed program (thus ensuring that you used their perspectives accurately)? • How will the faculty/school ensure their faculty/staff have the knowledge needed to undertake this work? • How will faculty/staff member's intercultural capacity be advanced to be better able to address Indigenous engagement? • How will faculty/staff addressing matters of Indigenous engagement be supported and not isolated and/or overloaded?	
Student Experience	• How will Indigenous students be supported through the program? • How will the program ensure accessibility for Indigenous students? • How will culturally based academic and career advisor be available? What other academic supports will be accessible to Indigenous learners? • How will the notion of a shared/ethical space be promoted? For example, will there be culturally	• Reach out to your Indigenous Initiatives representative (for faculties or units which have this in-house support) • Consult with Writing Symbols Lodge for existing resources/programs • Engage with the Office of Indigenous Engagement's Implementation Committee and its sub-committee addressing student experience

sensitive opportunities for Indigenous students to come together?

- How will financial supports, whether awards, scholarships or bursaries that honour Indigenous practices, ideas, and abilities be made available?

Resources:

University of Calgary Office of Indigenous Engagement
https://www.ucalgary.ca/indigenous

University of Calgary Indigenous Strategy
https://www.ucalgary.ca/indigenous/about-ii-taapohtop

University of Calgary, Taylor Institute for Teaching and Learning, Indigenous Guiding Principles for Curriculum Development Projects
https://taylorinstitute.ucalgary.ca/resources/indigenous-guiding-principles-for-curriculum-development-projects

University of Calgary, Undergraduate Admissions Requirements, Indigenous Admissions
https://www.ucalgary.ca/pubs/calendar/current/a-5-6.html

University of Calgary Equity, Diversity and Inclusion Dashboard
https://public.tableau.com/app/profile/university.of.calgary.office.of.institutional.analysis/viz/UniversityofCalgaryEquityDiversityandInclusionDashboard-Public/TABLEOFCONTENTS

Types of Credentials and Sub-Degree Nomenclature
https://www.ucalgary.ca/pubs/calendar/current/types-of-credentials-and-sub-degree-nomenclature.html

Faculties' strategic Indigenous initiatives
- Cumming School of Medicine
  https://cumming.ucalgary.ca/community
- Faculty of Law
  https://law.ucalgary.ca/indigenous-initiatives
- Faculty of Nursing
  https://nursing.ucalgary.ca/indigenous-initiatives
- Schulich School of Engineering
  https://schulich.ucalgary.ca/about/diversity/indigenous-strategy
- Werklund School of Education
  https://werklund.ucalgary.ca/about/indigenous-education

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