Becoming Relatives
2023 Journey Update

taapoh’to’p
Indigenous Strategy

Buffalo Robe illustration based on taa’poh’to’p Buffalo Winter Count by Piikani Elder and Cultural Advisor Dr. Reg Crowshoe, Hon. LLD’01
TERRITORIAL LAND ACKNOWLEDGEMENT

The University of Calgary, located in the heart of Southern Alberta, both acknowledges and pays tribute to the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani, and the Kainai First Nations), the Tsuut’ina First Nation, and the Stoney Nakoda (including Chiniki, Bearspaw, and Goodstoney First Nations). The City of Calgary is also home to the Métis Nation of Alberta (Districts 5 and 6).
CULTURAL TEACHING ON BECOMING RELATIVES

“The symbol of people coming together in circle as depicted on the cover reflects a circle of friends becoming relatives. This symbol is part of the ii’ taa’poh’to’p buffalo robe winter count, reflecting the way we came together in circle to develop the Indigenous strategy through cultural parallel processes. Indigenous and non-Indigenous systems are very different, but ultimately, we often have the same goals. We come together in circle as friends, where we are all equal. This circle is an ethical space where we can better understand each other and take care not to impose one knowledge system over another. In this circle, we can come to a place of mutual recognition. We are learning and growing together as friends. We are becoming relatives.”

Piikani Elder and Cultural Advisor
Dr. Reg Crowshoe, Hon. LLD’01

REFLECTIONS FROM THE PRESIDENT

“Each year, as the University of Calgary works to embed Indigenous knowledge and culture into our campus, we bring our community closer in the spirit of truth and reconciliation. This year’s report, Becoming Relatives, fully explores our growing sense of solidarity and the importance of connection.”

Dr. Ed McCauley, PhD
President and Vice-Chancellor
REFLECTIONS FROM THE PROVOST

“Over the past year, it has been my great honour to spend time with members of the Indigenous community—listening, sharing, reflecting and deepening my connection to Indigenous peoples and our parallel journey in this place, on this land, and through life. As we walk together on this parallel path, I am encouraged that we continue to learn and find authentic ways to relate to one another and all our relations. Becoming relatives through our shared desire for reconciliation and the creation of an inclusive, mindful and respectful institution requires continual renewal of UCalgary’s commitment to ii’ taa’poh’to’p. I am grateful for the opportunity to support that commitment and to ensure we move forward in transforming the university through reconciliation.”

Dr. Penny Werthner, PhD
Interim Provost and Vice-President (Academic)

REFLECTIONS FROM THE VICE-PROVOST (INDIGENOUS ENGAGEMENT)

“As we continue on our journey along parallel paths we come together in ethical spaces with our own gifts, aspirations, and processes. In this space, we have opportunities to become relatives where we understand and relate to one another respectfully and support one another, so we all move forward to realize our dreams. In this way, we become good relatives with heartfelt commitment to actions that serve to transform our institution in ways that serve all peoples.”

Dr. Michael Hart, PhD
Vice-Provost (Indigenous Engagement)
Becoming Relatives through ii’taa’poh’to’p

Launched in 2017, ii’taa’poh’to’p, the University of Calgary’s Indigenous Strategy, is grounded in compassion and informed by community. It serves as a guide for the campus community to engage in transformative reconciliation through acts of decolonization and indigenization of the academy in ways of knowing, doing, connecting, and being.

As we celebrate six years on our path towards reconciliation, we reflect on the work we have done and the journey still before us. Through ii’taa’poh’to’p, we are witnessing and experiencing the impact of the efforts of many to create and grow a culture of deep and genuine understanding.

The guiding principle of the strategy, “together in a good way: journey, transformation, and renewal,” reflects the university’s commitment to Indigenous peoples and the spirit of communal reciprocity through teaching, learning, research, and practice. As we move forward in our journey together, in a good way, the concept of parallel paths—different approaches to achieve the same desires, goals and outcomes—is embedded in the notion of being and becoming relatives.
Shared Space
Circle of Advisors

Through the Circle of Advisors, Traditional Knowledge Keepers work together with Executive and Senior Leadership teams to provide guidance to the university as the institution and its people move forward in reconciliation. Our journey is informed by open conversation, meaningful dialogue and a deepening understanding offering knowledge for all.

The Circle of Advisors’ ongoing efforts and commitment to growing and strengthening our connections is crucial as we move forward in our journey together. We acknowledge their efforts and offer gratitude for the guidance and knowledge shared, both within the Circle and beyond.
Indigenous ‘Ways of Knowing’ are sustained and expressed through languages, community traditions, protocols, and philosophies such as the recognition of the interconnectedness between humanity (past, present, and future), creation, and the cosmos.

Finding the paths to bridge Indigenous understanding and western forms of teaching and learning is key to supporting Indigenous students in their educational journeys in the post-secondary context.
Annual Highlights

- More than $3.6 million disbursed to approximately 347 self-identified Indigenous graduate and undergraduate students, including more than $1.1 million in designated bursaries from the Province of Alberta.
- More than $1.6 million in awards, bursaries and scholarships allocated to self-identified Indigenous graduate students.
- More than $2 million in awards, bursaries and scholarships allocated to self-identified Indigenous undergraduate students.
- More than $5 million in new tri-council and non-tri-council Indigenous-focused research grants, programs and projects.
- More than $2 million in awards, bursaries and scholarships allocated to self-identified Indigenous undergraduate students.
- More than $5 million in new tri-council and non-tri-council Indigenous-focused research grants, programs and projects.
- The Office of Indigenous Engagement awarded $60,000 internally under the ii’ taa’poh’to’o intercultural grant program, bringing the total allocated to $290,300 in support of 32 projects since 2018.
- The Office of Equity, Diversity and Inclusion and Human Resources launched the Inclusive Excellence Cluster Hiring Initiative in Fall 2022, which will see UCalgary faculties recruit 45 professors from equity-deserving groups over the next three years, with 19 positions (42%) focused on the hiring of Indigenous scholars.
- UCalgary appointed Dr. Yvonne Poitras Pratt, PhD (Métis), Associate Professor in the Werklund School of Education as an inaugural UCalgary Research Excellence Chair, under a new program recognizing research leaders.
- The Arctic Institute of North America’s participation at the 2023 Łù’àn Män Kluane Research Summit: Reconciliation in Research, allowed space for meaningful dialogue between researchers and First Nations community members on how the Kluane Lake Research Station can better support Indigenous research.

Call to Action

We call upon members of our campus community to continue to create a relational and reciprocal space for Indigenous voices, knowledge systems and pedagogies in teaching, learning and research where knowledge is co-created, shared and/or disseminated in a manner that is respectful and inclusive of Indigenous peoples and communities.

Through the development of new programs and initiatives, the university is creating an environment where all students are engaging in deep and meaningful conversations, both with the campus community and with others who seek to learn and grow, together.
Transforming ‘Ways of Doing’ requires critical awareness of systemic racism embedded in institutional structures to inspire change and remove systemic barriers that traditionally exclude and marginalize Indigenous peoples via institutional policies, procedures and practices.
Annual highlights

- To increase Indigenous student access to UCalgary degree programs, the university launched two new faculty-based Pathway programs, the Faculty of Arts and the Faculty of Science in the Fall of 2023:
- These new programs, together with the Pathway programs in Schulich School of Engineering (launched in 2022) and the Faculty of Nursing Indigenous Community Entry Route program offered in partnership with Old Sun Community College (launched in 2022), brings the total number of faculty-based access programs for Indigenous students to four.
- In 2023, the university approved a new Pathway program for the School of Architecture, Planning and Landscape for Fall 2024.
- To increase support to Indigenous students, Writing Symbols Lodge hired an Indigenous Student Success and Retention Specialist to coordinate retention initiatives, academic and cultural supports.
- To address inclusivity in institutional policy development and reviews, the Office of the Vice-Provost (Indigenous Engagement), in collaboration with University Legal Services, has continued to engage in and refine a policy review process that seeks input from Indigenous students, staff and faculty.
- Under the Office of Research Services, the Indigenous Research Support Team launched an Indigenous Research Community of Practice to connect UCalgary researchers, facilitate the development of wise practices for Indigenous research protocols and discuss policies and practices that promote collaborative, reciprocal, and culturally responsive research.
- To evoke good stewardship of the ii’ taa’poh’to’p painted tipis, transferred through ceremony in 2018, the Office of Indigenous Engagement hosted interactive cultural tipi stewardship workshops led by Traditional Knowledge Keepers. These workshops were supported by Human Resources, engaging 45 participants from across campus.

Call to Action

We call upon members of our campus community to include Indigenous voices to inform decision-making structures and committees that address, influence and impact the indigenization and decolonization of institutional programs, policies, procedures and practices.
Ways of Connecting

Ongoing community engagement addresses both the need and desire of the university to revitalize relationships with Indigenous peoples and to strive towards systemic and systematic transformation, enlightening the campus community through inter-cultural capacity building, equitable representation, and relational reciprocity.
Annual Highlights

COMMUNITY ENGAGEMENT

- To increase awareness about the UCalgary Indigenous strategy and the work of the campus community, we have worked diligently to increase community engagement on social media:
  - More than 163,991 impressions and 7,961 points of active engagement over 38 Indigenous-focused posts.
  - More than 65,200 unique visits to the ii’ taa’poh’to’op website, an increase of approximately 9,400 from 2022.
  - More than 14,100 views of 40 Indigenous-focused stories in UToday.

- More than 400 community members attended Campfire Chats on National Indigenous Peoples Day, June 21, an outdoor showcase of Indigenous musical artists hosted in partnership with Heritage Park.

- On December 2, 2022, UCalgary hosted the annual ii’ taa’poh’to’op Journey Update event, with 279 online attendees and more than 300 individual post event views.

- As a part of our commitment to renewal, the Office of Indigenous Engagement hosted a series of circle dialogues with Traditional Knowledge Keepers, students, staff and faculty, alumni and community partners to gather stories on the progress of ii’ taa’poh’to’op, and to record recommendations for the journey ahead.

- More than 14,100 views of 40 Indigenous-focused stories in UToday.

- Writing Symbols Lodge hosted an annual Indigenous Graduation celebration, with 85 graduates honoured during a ceremonial gathering in June 2023.

- In March 2023, the School of Architecture, Planning, and Landscape opened an exhibition, Education for Reconciliation, hosted at the Taylor Institute for Teaching and Learning, showcasing the work of students completed in design studio courses guided by Elders’ stories and teachings.

Together, we share the stories and successes of our efforts with the university community and beyond. We work to bring the community to the university and to take the university to the community to build authentic and mutually beneficial relationships. Through ‘Ways of Connecting,’ the university has continued to reset, renew, and revitalize relationships and partnerships with Indigenous communities as we journey together in a good way on our path towards reconciliation.
COMMUNITY OUTREACH

• This year, 704 Indigenous youth participated in Minds in Motion, STEM-based programming offered in First Nations communities by the Faculty of Kinesiology and the Schulich School of Engineering.

• To inspire leadership, 978 Indigenous youth from across Alberta participated in the Ótáp ímisskaan: the Indigenous Youth Leadership Program.

• More than 200,000 individuals were reached through targeted social media advertisements within Indigenous communities as part of UCalgary’s Indigenous student-recruitment activity.

• More than 170 Indigenous-recruitment engagements were held in communities or virtually across Alberta and beyond, contributing to a 19% increase in undergraduate self-identified Indigenous applicants. This included nine Indigenous Journey to Apply events (in-person and virtual) that waived the application fee for attendees.

• The School of Architecture, Planning and Landscape received a $120,000 grant from the Alberta Real Estate Foundation to develop a program to raise awareness amongst Indigenous high school students about the potential for careers in real estate-related fields.

• The Biogeoscience Institute hosted 50 Indigenous youth from across Canada for a two-week program at UCalgary’s Barrier Lake Field Station. The program was part of the Outland Youth Employment Program, offering land-based work experience, training and education.

Call to Action

We call upon the campus community to create and maintain strong reciprocal relationships with Indigenous communities and organizations through innovative academic and non-academic partnership programs, projects and events.
Ways of Being

The university is committed to exploring, supporting, and sustaining the inclusion of Indigenous perspectives in teaching, learning, research, and practice throughout campus.

From this foundation, the university commits to creating and maintaining shared and ethical spaces inclusive of Indigenous people’s representation within the student body, faculty, staff, leadership, and governing structures.
Annual Highlights

REPRESENTATION

The university has experienced increased Indigenous inclusion and representation in student, faculty and staff:

• A total of 300 Indigenous students graduated from the University of Calgary in Fall 2022/Spring 2023, bringing the total number of self-identified Indigenous alumni to more than 3,400.
• UCalgary welcomed 294 new undergraduate self-identified Indigenous students to our campus community.
• 3.8% of the student population (graduate and undergraduate) self-identified as Indigenous, an increase from 3.4% in 2022, marking a steady upward annual trend.
• 1.59% of current faculty and staff self-identified as Indigenous as part of the institutional Employment Equity Census:
  • 1.51% of current academic staff self-identified as Indigenous, up from 1.43% in 2022.

Together, we are making progress in increasing the number of self-identified Indigenous students, faculty and staff. Our efforts to provide intercultural opportunities for the campus community and the broader public have resulted in thousands of interactions with those seeking to connect and learn together.

INTERCULTURAL CAPACITY

• UCalgary hosted numerous learning events and campus visuals in honour of the third annual National Day for Truth and Reconciliation including a flag ceremony, Elders’ tipi gathering circle, keynote address, film screening and two visual campus memorial projects:
  • Over 1,358 individuals participated in events offered in partnership with the Calgary Public Library, including more than 833 viewers for the keynote address featuring Cadmus Delorme, and more than 525 viewers for the film screening and discussion of the feature film Beans with director Tracy Deer.
  • Two visual campus memorial projects took place from September 27 to October 1, including a Night Light Tribute that lit the top of MacKimmie Tower in orange and campus pathways pageantry of orange t-shirt-shaped poster boards with the message, “Every Child Matters,” placed on campus lampposts.
• To further their intercultural capacity:

  1,119 individuals attended the Indigenous teaching webinar series hosted by the Office of Indigenous Engagement, including 587 participants for the Indigenous Public Knowledge Lecture Series and 532 participants for the Elders’ Teaching Series.

  In honour of Treaty 7 Day, 325 participants joined an online webinar featuring guest speaker Dr. Mike Bruised Head, PhD, an Elder from Kainai Nation.

  In honor of Métis Week 2022, 268 participants attended two webinars—a session with Elder Doreen Bergum to learn about Métis culture and a panel discussion with Billie-Jo Grant, Jude Daniels and Dr. Yvonne Poitras Pratt to learn about the book, Métis Memories of Residential Schools.

  1286 students, staff and community members participated in cultural workshops hosted by Writing Symbols Lodge.

  107 staff, students and community members participated in the Indigenous Relations Leadership Program offered by Writing Symbols Lodge.

  As part of professional development, UCalgary students, faculty and staff completed learning modules offered by the Office of Indigenous Engagement in partnership with Human Resources:

  586 individuals completed the online learning module titled, The Story of i’i’taapoh’to’p, bringing the total number of learners to 1490 since the module was launched in 2020.

  287 individuals completed the online learning module titled, Beginning the Journey Towards Reconciliation, bringing the total number (online and in-person) learners to 1102.

  27 individuals completed the workshop, Honoraria and Gifting: a culturally parallel practice for engagement of traditional knowledge keepers, bringing the total number of learners to 140.

  70 individuals completed the Anti-Indigenous Racism Workshop Series, which launched in Winter 2023.

  232 individuals completed the workshop series, 21 Things You May Not Know About The Indian Act, which launched in Fall 2022.

• The Indigenous Research Support Team created three new resources and offered several workshops on Indigenous research ethics and community engagement to more than 250 participants and hosted three Indigenous ceremonies to support researchers engaging with Indigenous research.

Call to Action

We call upon the university community and our partners to create and encourage learning opportunities that expands the intercultural capacity of our campus community and to continue our collective effort to not only increase Indigenous representation, but to also create a culturally safe and inclusive teaching, learning and research environment for Indigenous peoples and knowledge systems.
Innovative research partnerships

Working together in reciprocal ways, research partnerships builds knowledge, identifies challenges and seeks solutions within and among our communities. In doing so, authentic connections that serve community are co-created, and the university stands as a good neighbour and partner in developing an important element of our journey towards reconciliation. The university would like to highlight the following research projects:

**Dr. Jennifer Markides, PhD**
*Werklund School of Education*
Strengthening the Educational Experiences of Indigenous Students in Northern Alberta Schools Through Culturally Responsive School-Based Initiatives, supported by Social Sciences and Humanities Research Council (SSHRC).

**Dr. Kelly Munkittrick, PhD**
*Faculty of Science*
Best Practices for recognizing and incorporating Indigenous multiple ways of knowing (Indigenous Knowledge and Western Science) in State of Environment Reporting, supported by Environment and Climate Change Canada.

**Dr. Michael Hart, PhD**
*Office of Indigenous Engagement*
Elders’ Declaration of Information Governance Project, supported by Social Sciences and Humanities Research Council (SSHRC).

**Dr. Pamela Roach, PhD, et al.**
*Cumming School of Medicine*
InnoVatiOn for Indigenous-led dementia Care to Enhance Safety (VOICES), supported by Canadian Institutes of Health Research (CIHR).

**Dr. Aleem Bharwani, MD, et al.**
*Cumming School of Medicine*
Co-Designing, Implementing, and Evaluating an Inclusive Governance Model for the University of Calgary’s Faculties of Education and Medicine—in Partnership with Equity-Seeking Communities in Treaty 7 Territory/Métis Nation of Alberta/Southern Alberta, supported by Social Sciences and Humanities Research Council (SSHRC).

**Dr. Marlyn Bennett, PhD**
*Faculty of Social Work*
Alberta Children’s Hospital Research Institute (ACHRI) Startup—Indigenous Children’s Well-Being, supported by Alberta Children’s Hospital Foundation.

**Dr. Caroline Tait, PhD**
*Faculty of Social Work and Cumming School of Medicine*
Indigenous Health Equity and Inclusion—Alberta Children’s Hospital Research Institute (ACHRI) Start-Up, supported by Alberta Children’s Hospital Foundation.
One Child Every Child
Walking Parallel Paths

Canada is investing $125 million in the University of Calgary’s One Child Every Child initiative—one of the largest awarded to an Alberta university. It transforms child health research, promotes Indigenous-led knowledge creation and self-determination, and drives discovery and innovation. This initiative builds the foundation for global excellence and leadership in research for every child and community to thrive.

One Child Every Child is guided by ii’ taa’poh’to’p, the UCalgary Indigenous Strategy, and walks parallel paths with Indigenous Elders and scholars to encompass the wisdom and voices of Indigenous peoples for the betterment of all. It sets itself apart from any research initiative ever attempted and is committed to walking parallel paths and educating communities on research with, by and for Indigenous people.

With voices and priorities of Indigenous peoples, the project focuses on improving the physical and mental health from pregnancy to young adults. One Child Every Child finds evidence that embraces the diversity of need, social, medical circumstances and systemic barriers by integrating Indigenous ways of knowing, EDI, comprehensive data, transdisciplinary training, technology solutions and finding ways to evaluate and mobilize knowledge.

Driven by three research teams; first is Better Beginnings; investigates the health and wellbeing of mothers and children; Precision Health and Wellness, improves diagnosis and treatment for children with chronic and medically complex illnesses; Vulnerable to Thriving, for better outcomes for children with neurodevelopmental and mental health conditions.

In addressing these themes, “the promise of One Child Every Child is to really listen to Indigenous voices and ensure Indigenous priorities and solutions are being heard and acted upon,” says Dr. Michael Hart, PhD, Indigenous Administrative and Research Lead, One Child Every Child.

Emphasizing self-determination, culturally informed research, and respectful relationships aligns directly with the UN Declaration on the Rights of Indigenous Peoples, supporting global calls for action and reconciliation with Indigenous communities. Walking this journey together, One Child Every Child contributes to the changes leading to better health outcomes for all children, their families and communities.

Photo Ramsey Kunkel Photography
Throughout this past year, we’ve taken important steps towards reconciliation:

• Piikani Elders Dr. Reg Crowshoe, Hon. LLD’01, and Rose Crowshoe: cultural advisors to the Office of Indigenous Engagement, received the City of Calgary’s Grant MacEwan Lifetime Achievement Award 2023 for their commitment to increasing cultural capacity and efforts to create space for truth and reconciliation.

• Part of UCalgary’s Libraries and Cultural Resources, Nickle Galleries, hosted Governor General’s Award-winning Métis artist and UCalgary alumni David Garneau, who was honoured with a career survey exhibition, David Garneau: Métissage. The Nickle also curated an exhibition organized by Archives and Special Collections, titled Devotion: Louis Riel Writes Home, featuring never-before-seen writings by the Métis leader, including personal notebooks and letters.

• The Taylor Institute for Teaching and Learning hosted a Blessing and Installation Ceremony for four artworks by Dr. Jennifer Leason, titled “Lifelong Learning Journeys.” Featured on the institute’s Wall of Honour, the ceremony included members of the Circle of Advisors, and blessings and teachings from Traditional Knowledge Keepers Vera Marie Crowchild, Evelyn Goodstriker, Alice Kaquitts and Rose Fox.

• The Campus Mental Health Strategy co-hosted the biennial Collaborations for Change Conference in August 2023, which featured Decolonization and Indigenization. 294 registrants participated in programs such as a Traditional Knowledge Keepers panel on Indigenous perspectives on wellness and an Indigenous counsellor panel on mental health and well-being.

• The Office of sustainability has engaged Traditional Knowledge Keepers in an advisory capacity to offer traditional perspectives, knowledge, and cultural teachings to explore parallel understandings of sustainability and healthy ways of life. This parallel path work will inform the renewal of the implementation plan for UCalgary’s Sustainability Strategy.

• As part of Facilities Development, Campus Architecture has continued to work with and learn from Traditional Knowledge Keepers on the Main Campus Landscape Plan. Building on the foundation of the plan, select projects underway in collaboration and consultation with Elders include: a Ceremonial Fire Pit, a circular Student Outdoor Study space incorporating the ii’ taa’poh’to’p cultural symbols, establishing a Parallel Path for the Spy Hill Long Range Development Plan, the future placement of buildings, and the restoration of the Spo’pi Solar House.
Faculty Highlights

With attention and deep connection to teaching, learning and research, faculties are uniquely positioned to focus on transdisciplinary aspects of our journey together. Opportunities to create deeper relationships in and with Indigenous communities and knowledge systems are developed through a mutual interest in learning through reciprocal and authentic relationships.

Cumming School of Medicine

as part of the Inclusive Excellence Cluster Hiring Initiative, the faculty opened three tenure-track positions at the rank of Assistant Professor for Indigenous scholars.

Haskayne School of Business

with guidance from an Indigenous consultant, Indigenous students, and community partners, created a preliminary strategic plan for Indigenization and embarked on a parallel path towards Indigenous inclusion with a ceremonial opening of a new building, Mathison Hall and the Viewpoint Circle for Dialogue.

Faculty of Arts

Dr. Craig Ginn (Métis), PhD, Director of the International Indigenous Studies program was awarded a 2022 Taylor Institute teaching grant for his Animal Kinship Project (AKP). Growing from conversations with students about the significance and strong connection of animals to Indigenous people, AKP follows on his previous work, the 2021 Songs of Justice Project.

Faculty of Graduate Studies

completed the first phase of a project that included an external environmental scan and literature review to explore wise practices for incorporation of Indigenous languages into graduate programs and research.

Faculty of Kinesiology

the Sport Injury Prevention Research Centre developed sport-related injury and concussion prevention initiatives for Indigenous youth in partnership with the Siksika Nation and Siksika Health Services.

Continuing Education

Developed and received approval for the Towards Truth and Reconciliation Professional Development Certificate program. To be launched in Winter 2024, this program is designed to support organizations looking to build Indigenous engagement into their ways of knowing, doing, connecting and being.

Faculty of Law

offered students a new course called Modern Treaties and the Law, a two-week field course in the Yukon, learning from First Nations and government leaders. The faculty also integrated the Blanket Exercise into the negotiations course for all second year students, which is an interactive educational exercise that teaches the history and role of law in colonization in Canada.

Faculty of Nursing

hired a new Director of Indigenous Initiatives, implemented a Truth and Reconciliation Circle for the Faculty of Nursing to reflect on and enact transformative change, guided by an Elder and began curriculum design for a new Indigenous Health Course.

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Law student at Klauer Lake Research Station, Yukon. Photo David Wright

Law student at Klauer Lake Research Station, Yukon. Photo David Wright
Faculty of Science recruited three Indigenous scientists—Dr. Tamara Bodnar, whose work focuses on the interplay of microbiome on fetal alcohol syndrome in Indigenous populations; Dr. Ally Menzies, who studies moose conservation through Indigenous science; and Dr. Myrtle Ballard, who considers sustainable resource management through Indigenous language and knowledge systems.

Faculty of Social Work launched a five-year strategic plan, A Place to Gather, in parallel path with ii’ taa’poh’to’p. The faculty also welcomed Dr. Caroline Tall, PhD, in a shared position with Cumming School of Medicine, whose primary research is Indigenous peoples and health equity with a focus on organ donation and transplantation.

School of Architecture, Planning and Landscape developed and received approval for the Bachelor of Design in City Innovation Indigenous Pathways Program launching in Fall 2024. The faculty also hired an Indigenous architect-in-training to mentor Indigenous undergraduate and graduate students.

School of Public Policy created an Indigenous Engagement (IE) committee to support reconciliation processes and allocated funds to launch a new series of learning dialogues and experiences for the School of Public Policy’s faculty and staff.

Schulich School of Engineering as the first cohort of Schulich Indigenous Pathways Program students move into their second year in 2023, they will now begin to specialize in one aspect of engineering. Schulich also launched an Indigenous Speaker Series and hosted Indigenous high school students several times throughout the year, introducing them to STEM with immersive hands-on learning opportunities.

Werklund School of Education the faculty launched a five-year Academic Strategic Plan with a commitment to decolonization, Indigenization and equity-deserving groups and opened a new Gathering Space for smudging, dialogue and belonging. The new space was gifted the Blackfoot name, Aapiiniioyis, White Buffalo Lodge by Kainai knowledge keeper, Dr. Mike Bruised Head.

Faculty of Veterinary Medicine established an Indigenous Advisory Committee made up of Traditional Knowledge Keepers from Treaty 7, Indigenous students, and veterinarians to guide the Indigenization activities in the faculty, with the committee’s work being started in a good way through a Blackfoot Naming Ceremony that gave the name Sokinaksini to the faculty, meaning ‘healing’.

School of Veterinary Medicine faculty launched a five-year field rotation at Siksika Agri-Center.

Jean-Yin Tan

Faculty of Veterinary Medicine faculty launched a five-year land-based learning retreat at Brown Bear Woman Events, Tsuut’ina Nation. Photo David Hohol

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Congratulations to the 2023 ii’ taa’poh’to’p Grant recipients

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

- Dr. David Nicholas, PhD, and Dr. Marlyn Bennett, PhD, Faculty of Social Work—Academic Writing at the Confluence of Indigenous and Western Worldviews. This project focuses on creating shared ethical spaces for graduate students and emerging scholars to apply a decolonial lens to empower impactful academic writing.

- Sophia Garcia (Student, Werklund School of Education and Faculty of Arts), Faculty of Arts and Nickle Galleries—Indigenizing the Nickle: Indigenous Alumni Exhibition. This project will showcase the artworks of Indigenous alumni, facilitating networking and mentorship opportunities for aspiring Indigenous artists and building campus community exposure to contemporary Indigenous art practices.

- Eva Haigh-Baptiste (Student, Faculty of Nursing), Indigenous Health Program, Cumming School of Medicine—Healing Gardens. This project will create outdoor Indigenous spaces at the Foothills and Main Campus to facilitate connection with Indigenous health and wellness knowledge and practices, land-based learning, and to promote a deeper understanding of traditional plant medicines.

- Christine Brubaker, School of Creative and Performing Arts, Faculty of Arts—Wagonstage, Koko’Simooniks & Neighbourhood Adventures. This project facilitated connections between Indigenous children and Drama students by bringing performances and theatre workshops to community-based Indigenous children’s programming.

- Dr. Michelle Scott, EdD, Dr. Heather Bensler, EdD, and Dr. Pamela Roach, PhD, Faculty of Nursing and Cumming School of Medicine—Reimagining Indigenous Intercultural Capacity Training: Embodied Learning Co-Creation. This project focuses on the creation of a training exercise rooted in experiential learning and sharing circles to promote reflection and action on the ways health professionals can redress the harms of colonization.

- Joanne Perdue, Rachelle Haddock and Christine Daly, Office of Sustainability—Placed-based “Sustainability” Stories from Elders. This project advances an Elders’ Sustainability Circle recommendation to co-create place-based “Sustainability” video stories to be used as teaching and learning tools across campus and beyond.

- Dr. Steven Vamosi, PhD, and Adrienne Cunnings, Faculty of Science—Engaging Community for the Creation of the Barrier Lake Field Station Landscape Plan. This project will engage Traditional Knowledge Keepers and community to identify priority areas for transforming indoor and outdoor spaces of the field station to better represent Indigenous perspectives.
Standing Call to Action for the Campus Community

This year, more than 9,025 faculty, staff, students and community members took part in Indigenous-focused educational, cultural and community events offered by UCalgary.

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

We thank you for your commitment!
Buffalo image gifted to ii' taa'poh'to'p
by Amelia Crowshoe, BCC’09, JD’20