

**Extending the Rafters:
Truth and Reconciliation Commission
Task Force Final Report
Faculty of Arts and Science Implementation Updates
June 2019**

This report is the Faculty of Arts and Science (FAS) response to the Deputy Provost's May 27, 2019 memo requesting updates on the implementation of the recommendations in the *TRC Lifting the Rafters Task Force Report (2017)*. This FAS report builds on the Faculty's previous submissions, as the implementation of the *TRC Lifting the Rafters Task Force's* recommendations is an organic process across the Faculty of Arts and Science.

Due to the inevitable intersectionality across the multiple EDII initiatives underway in the Faculty of Arts and Science, a number of these implementation points combine with the Faculty's implementation of the recommendations in the *PICRDI Report (April 2017)*.

NOTE: The Faculty of Arts and Science is in the process of finalizing a five-year Strategic Plan. Equity, Diversity, Inclusion, and Indigeneity are critical guiding principles throughout the plan, and are woven through the fifty action items and corresponding metrics. Significantly, EDII is first of the Strategic Plan's four guiding principles: "Equity, diversity, inclusion including anti-racism, decolonization and Indigenous resurgence."

The report below is organized around the six thematic groupings of the 25 recommendations in the *TRC Lifting the Rafters Report*. Connections to specific recommendations are included.

REPRESENTING

TRC Report recommendations 1 – Continue to develop and strengthen relationships with Indigenous communities; 2.3 – Continue to support the work of the Aboriginal Council of Queen's University.

FAS continues to build connections to Indigenous communities through teaching and learning, and research contexts. The Indigenous Studies program and the language certificates (cf., (recommendation 22.1 below)), the recent hiring of Indigenous faculty with ties to Indigenous communities, and the Indigenous Pre-Doctoral Fellowship Program, serve as examples here.

In addition, FAS Marketing and Communications has developed a promotions brief to increase the number of Indigenous respondents to the School of Policy Studies (SPS) Indigenous Government Diploma program.

FAS is represented on the Aboriginal Council by the Vice-Dean, and the Vice-Dean is Co-Chair of the Aboriginal Council's Indigenous Knowledge, Curriculum and Research working group. The objectives of the working group are to enhance partnerships between Queen's University and Aboriginal communities with the goal of developing collaborative research and learning projects, to integrate the teaching of

Aboriginal perspectives and content in courses and programs, and to develop academic programming that meets the needs of Aboriginal students at Queen's.

REFLECTING

TRC Report recommendation 6 – Enhance the visibility of Indigenous communities at Queen's and promote inclusive learning and community spaces on campus.

Building on the success of the "Reflection Room," an Indigenous space in Kingston Hall that opened in 2017, plans are well underway for an Indigenous space as part of the recently renovated "student street" area of Mac-Corry Hall. In consultation with the Director of Indigenous Initiatives, Indigenous faculty, and the Teaching Space Committee, this renovated space – to be known as the "Welcoming Room" – will serve alternatively as an inclusive space for teaching and learning, and for gatherings and events that will enhance our understandings of Indigenous ways of knowing. The Welcoming Room is scheduled to open in the Fall of 2019.

Plans are also in the works for the design of an outdoor extension of the Welcoming Room on the adjacent west side of Mac-Corry. This project is a current FAS Advancement priority.

WELCOMING

TRC Report recommendations 14 – Increase the number of Indigenous staff and faculty at Queen's; 15 – Build capacity in strategic areas to support Indigenous programming; 16 – Ensure that Indigenous staff and faculty are not burdened with unsustainable workloads; 17 – Recognize Indigenous scholarship and traditional knowledge.

FAS is committed to building capacity in the strategic areas of faculty renewal and programming.

Over the past five years, and ongoing, the Faculty of Arts and Science has been successful in **recruiting Indigenous faculty members, and settler faculty members teaching and researching in diverse areas of Indigenous knowledge**. The Queen's National Scholars Program has been especially important in this regard, and the Faculty's success within the context of the QNS program serves as an inspiration to building Indigeneity (faculty; teaching and learning; research; programming) through the wider priority of faculty renewal that is underway in Arts and Science. Facilitating support networks for Indigenous faculty is ongoing.

Leadership in the Dean's Office works closely with Department Heads in units with Indigenous faculty to ensure that Indigenous faculty members are not carrying excessive workloads. To address this recommendation, the Faculty Office has committed extra resources to units to enable them to create equitable, sustainable workloads for Indigenous faculty, especially in the teaching and service areas.

Arts and Science is playing a key role in **Indigenous Studies programming and curriculum** through various levels of participation in curriculum design, new concentrations in Indigenous studies, and credentials. Building on the success of the BA minor concentration in Indigenous Studies, planning is well underway for major and medial concentrations in Indigenous Studies (expected to launch in the 2020-

2021 academic year). Stakeholders across the Faculty are being consulted, and it is anticipated that two new Indigenous positions will be created to support this expansion of Indigenous Studies programming.

In addition, the Faculty is supporting science departments that are seeking innovative ways to introduce Indigenous perspectives and ways of knowing in curricular design and content (e.g., Geology, Physics, Computing).

CREATING

TRC Report recommendation 18 – Raise awareness of Indigenous research at Queen’s; 19 – Recognize the unique challenges of conducting research with and by Indigenous communities; 20 – Ensure that researchers and members of ethics review boards have appropriate training on ethical guidelines for Indigenous research.

There is a range of significant work in areas of Indigenous research across the Faculty of Arts and Science. Importantly this research is often connected to teaching and learning. Two examples serve to illustrate this momentum.

Working in collaboration with the Office of Indigenous Initiatives and the Office of the V-P Research, and the Indigenous Knowledge, Curriculum and Research Working Group (Aboriginal Council), Arts and Science is participating in discussions on establishing an Indigenous Research Centre or Hub at Queen’s, a recommendation in the *Strategic Research Plan (2018)*. To this end, Arts and Science collaborated with the Office of Indigenous Initiatives in putting on a workshop on October 24, 2018 at the Donald Gordon Centre for faculty who engage with Indigenous research across Queen’s. As preparation for this event, FAS worked on an inventory of faculty in FAS as well as other Faculties who do Indigenous research, and assembled a working list of more than fifty faculty members. Arts and Science also participated in follow-up gatherings

FAS was widely represented at the sequel Indigenous research planning events, including the *Indigenous Knowledge Creation Gathering* (April 11, 2019, Robert Sutherland Hall) and the *Research Collaboration with Indigenous Communities Workshop* (April 24, 2019, Robert Sutherland Hall). The latter event featured presentations by four of the Indigenous Pre-Doctoral Fellows on their research.

FAS is partnering with the Office of the Vice-Principal (Research) in hiring a dedicated **Indigenous research advisor**, who will have experience with connecting Indigenous ways of knowing in research practices and funding opportunities. This research advisor will support Indigenous faculty, as well as settler scholars, working on Indigenous research with respect to Tri-Council and other external funding protocols.

LEARNING

TRC Report recommendations 21 - Thoroughly integrate Indigenous knowledge into curricula across academic programs; 21.1 – Indigenous content must be linked to learning outcomes; 21.3 – Expand opportunities for experiential Indigenous programming; 22 – Support the TRC Calls to Action 16, 24, 28, 62; 22.1 In support of Call to Action 16, create Indigenous language program.

TRC Report recommendation 22.1- “In support of Federal TRC Report Call to Action 16, the university must work with Indigenous communities to create credentialized Indigenous language programs and the university should ensure that both languages of Indigenous traditional territory upon which Queen’s sits are represented.” (TRC Report, p.16):

The Dean’s Office supported the launching of Indigenous languages and culture courses offered in the Department of Languages, Literatures, and Cultures. These include two one-term Mohawk courses and a course in Inuktituk, courses that are now offered regularly every academic year.

Building on this foundation, a pair of courses in Anishabemowin (Objibway), is now regularly offered each academic year. With the Mohawk courses, these courses in Anishabemowin language and culture will mean that Queen’s will be offering courses on the languages and cultures of the indigenous peoples on whose territories – the ***Haudenosaunee*** and ***Anishinaabek*** - the University is located.

These courses also serve as the curricular framework for the **Certificate in Indigenous Languages and Cultures**, which launched in the 2018-2019 academic year.

In the summer of 2018 a second language certificate credential, a **Certificate in Mohawk Language and Culture** was launched. This certificate is in the Mohawk community of Tyendinaga, in conjunction with the Tsi Tyónnheht Onkwawén:na Language and Cultural Centre. This certificate has parallel online course offerings to make it available and flexible for community members as well as for Queen’s students.

These Indigenous language initiatives, supported financially by the Provost’s Office and the Faculty Office, are especially significant given the calls to action in the TRC Report that reference the revitalization of lost Indigenous languages as part of the reconciliation process. The TRC Report also specifies the roles postsecondary institutions (like Queen’s) should play in the development and regular offering of Indigenous languages and cultures courses. A critical aspect of the **Certificate in Mohawk Language and Culture** is that the teaching and learning is community-based, drawing on Indigenous models, an important theme in through **recommendation 21**.

Work is underway on **Indigenization of Curriculum** across the Faculty. The Faculty holds workshops on equity, diversity and inclusion for various groups in the Faculty of Arts and Science. For example, led by the Human Rights and Equity Office, advisors work with Department Heads and Undergraduate/Graduate Chairs on developing the DEAP tool in diversifying and decolonizing curriculum. An important part of this ongoing conversation is the engagement of the various departments across Arts and Science in discussing real ways of Indigenizing teaching and learning. Indeed, FAS is a leader in the movement to Indigenize and decolonize curriculum across the scope of traditional arts and science areas of teaching and learning, and research.

TRC Report recommendations, 15 21, 22 and 22.1. The development of these Indigenous language courses and the two new Indigenous languages certificates [below] are also in direct response to the Federal TRC Calls to Action, specifically Call to Action 16 in the Federal TRC report.

- An important initiative also related to Indigenous language revitalization is FAS’s participation with the Office of Indigenous Initiatives and Tsi Tyónnheht Onkwawén:na Language and Cultural Centre (TTO) to host the 2020 **Stabilizing Indigenous Languages Symposium** at Queen’s. The Stabilizing Indigenous Languages Symposium is a large annual gathering of Indigenous Languages Stakeholders in North America.

Below are four initiatives that serve as additional examples with respect to the implementation of **recommendation 21**:

- 1) **Undergraduate:** The FAS Curriculum Committee has established new criteria for revised or new course submissions that must consider **learning outcomes** related to the PICRDI and TRC recommendations. Led by the Associate Dean (Teaching and Learning), in collaboration with advisors from the Centre for Teaching and Learning and the Equity Office, consultations and workshops on EDII learning outcomes are being held for Departments and Programs across the Faculty.

The goal here is to use the curriculum process to broaden awareness and to gather information on the work being done by departments and individual instructors to make their curriculum and/or learning environments more inclusive with respect to Indigenous ways of knowing.

- 2) **Undergraduate:** FAS Student Services has hired a qualified **Indigenous Academic Student Advisor** who will begin in the summer of 2019. This advisor will fill a critical gap in providing support for Indigenous students in FAS, as well as providing leadership on decolonizing academic advising more generally.

- 3) **Undergraduate and Graduate:** Arts and Science Online has adopted an informed consent protocol that addresses barriers to equity. This equitable consent protocol has been adopted by Central Marketing and shared with GREB. Arts and Science Online is building expertise in AODA requirements, as well as developing courses, resources and processes that reflect inclusive design, and respect diversity and Indigenous ways of knowing, and sharing knowledge with others.

- 4) **Graduate: Pre-Doctoral Fellowships for Indigenous Students.** In 2018-19, FAS offered five Indigenous Pre-Doctoral Fellowships. Applications were invited from Indigenous students enrolled in a PhD program, and working on doctoral research in the creative arts, humanities, social sciences or natural and physical sciences at an accredited university other than Queen's. The successful candidates had all doctoral degree requirements except the final doctoral project (e.g., dissertation), and were expected to complete their doctoral work during their one-year tenure as a Fellow at Queen's. The Fellowship holder taught one three-unit (four-month) University course in a program or department in the Faculty of Arts and Science, and contributed to the intellectual life of the Department/Faculty/University.

The intention of the Indigenous Pre-Doctoral Fellowship Program is fourfold: 1) to support new-generation Indigenous scholars at a formative moment in the completion of their PhDs; 2) to provide mentorship and access to Queen's resources; 3) to bring new scholars and Indigenous ways of knowing into undergraduate classrooms; 4) to foster conversations at Queen's that advance the university's aspirations for and commitment to Indigenization, diversity and inclusion.

The five Indigenous Pre-doctoral Fellows (2018-19) came from various Indigenous communities across Turtle Island and their research areas encompassed critical themes in Indigeneity:

- Adrienne Lickers Xavier – research area: Indigenous Food Security
- Evelyn Poitras – research area: Indigenous mother and daughter narratives
- Jennifer Meness – research area: Anishabe Culture

- Keri Cheechoo – research area: Public and Customary Practices from an Indigenous women’s point of view
- Scott Berthelette – research area: 17th and 18th-century French and Canadian Indigenous Relations

Given the success of this pilot project, Arts and Science has just completed the appointments for three Indigenous Pre-Doctoral Fellows for 2019-20.

- Lesley Bellow – research area: Storytelling, Indigenous Literatures
- Patricia Pajunen – research area: Indigenization, Decolonization, Philosophies
- Zachary Smith – research area: Indigenization in Urban Contexts)

The Indigenous Pre-Doctoral Fellowship Program is proving to be a model initiative with respect to integrating Indigenous ways of knowing into curricula through multiple pedagogies, learning outcomes, community and experiential frameworks.

INCLUDING

TRC Report recommendations 23 – Raise awareness among non-Indigenous students, students, staff, and faculty of the complex histories and modern realities faced by Indigenous Peoples; Develop Indigenous cultural awareness training tailored to faculty, staff, senior administrators, and student leaders.

Many of the responses above can be regarded responses to recommendation 23. In various ways, they serve to raise awareness among non-Indigenous students, staff, and faculty of the complex histories and modern realities faced by Indigenous Peoples.

Cultural Awareness: In addition to the implementation of recommendation 6 (above), the Dean’s Office organized three rounds to the three-part Cultural Safety Training led by the Four Directions Indigenous Student Centre: 1) Kairos blanket exercise; 2) Terminology, Legal Definitions and Self Identity; 3) Indigenous Paradigm and Relationship Building - Identifying Indicators to Reconciliation). These sessions have included Department Heads across FAS, the leadership team in the Faculty Office, the A&S Advancement Team, Arts and Science Online and CDS, and Student Services, including academic advisors.

In addition, the Dean’s Office in FAS is participating in conversations with the Office of Indigenous Initiatives and other Indigenous stakeholders regarding land and other Indigenous acknowledgement protocols.