



FACULTY of ARTS & SCIENCE

Truth & Reconciliation 2019-2020 Report

Queen's University

June 30, 2020

The following is the Faculty of Arts and Science response to the Provost's June 9, 2020 request for updates on the implementation of the recommendations in the Truth and Reconciliation Extending the Rafters Task Force Report (2017) recommendations. This report is organized based on the response template. Due to the intersecting nature of 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 PICRDI Report (2017) recommendations and appear in the PICRDI parallel implementation report to this document.

The Faculty of Arts and Science is in the first year of a five-year [Strategic Plan](#). Equity, Diversity, Inclusion and Indigeneity (EDII) are critical guiding principles throughout the plan and are woven through the fifty action items and corresponding metrics. Among the fifty action items is the Equity, Diversity, Inclusion and Indigeneity Implementation Committee (EDII) which was created in Fall of 2019. Comprising faculty, staff and students, this committee meets monthly to discuss EDII implementation strategies.

This report is presented in the form of a table that follows the template provided by the Provost's Office. We recognize that this progress report reflects a snapshot of the work on the TRC Action Items that the various sectors in the FAS have undertaken over the past year, and will continue to work on in the coming year, and over the course of our Strategic Plan (2019-2024). We welcome questions and feedback on this report, and we also endeavour to share our progress, where needed, with stakeholders across the campus.

Finally, we are eager to partner with other Faculties at Queen's on projects and initiatives with shared outcomes. As we continue to work to implement the recommendations of the TRC report, such collaborations and communications can help us avoid "reinventing the wheel," and move us forward on pathways that are strategically effective and fiscally responsible.

	REPRESENTING	TRC TASK FORCE RECOMMENDATIONS	PROGRESS REPORT	NOTES
1.0		<p>Continue to develop and strengthen relationships with Indigenous communities.</p>	<ul style="list-style-type: none"> • FAS builds connections to Indigenous communities through faculty recruitment, teaching and learning, and research contexts. For example: <ul style="list-style-type: none"> ○ The Indigenous Studies program, including the Indigenous Language and Culture certificates and degree programs. ○ The recent hiring of Indigenous faculty with ties to Indigenous communities. ○ The Indigenous Pre-Doctoral Fellowship Program. • Support for the Mohawk Language and Culture Certificate offered in conjunction with Tsu Työnnheht Onkwawén:na Language and Cultural Centre (TTO) in the Mohawk community of Tyendinaga as the certificate begins its second cohort. • FAS is also partnering with the Office of Indigenous Initiatives and TTO to host the Stabilizing Indigenous Languages Symposium at Queen’s, originally scheduled for June 2020, but postponed to June 2021 because of COVID-19. 	<p>FAS develops and strengthen relationships with Indigenous communities by supporting Indigenous faculty to embed community as part of their teaching and research, and to recognize this work in workload assignments and tenure/promotion evaluations.</p>

2.0		Senior administrators must be champions for meaningful and continuous advancement of Indigenous initiatives.	<ul style="list-style-type: none"> The Senior Leadership Team in FAS prioritizes Indigeneity in its operations and planning through all sectors of the Faculty. This priority is in the foreground of the Faculty's Strategic Plan. 	
2.1		Take proactive steps to increase Indigenous student, staff, and faculty representation on governance bodies.	<ul style="list-style-type: none"> FAS is proactive in nominating Indigenous faculty to participate as members on key university governance bodies, such as Senate, mindful of the time commitment of these contributions in the workload of faculty members. 	
2.2		Take proactive steps to increase Indigenous student, staff, and faculty representation on governance bodies.		
2.3		Continue to support the work of the Aboriginal Council of Queen's University.	<ul style="list-style-type: none"> 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 (IKCR). A major priority of the IKCR over the past year has been the Indigenous Studies BAH Major and Medial programs. Current priorities of the IKCR that link to FAS are the discussions around an Indigenous Research-Creation Centre, and curriculum tagging of 	<p>Objectives of the IKCR working group:</p> <ul style="list-style-type: none"> Enhance partnerships between Queen's and Aboriginal communities with the goal of developing collaborative research and learning projects.

		Continue to support the work of the Aboriginal Council of Queen's University. (Cont'd)	courses with Indigenous content and pedagogies.	<ul style="list-style-type: none"> • To integrate the teaching of Aboriginal perspectives and content in courses and programs. • To develop academic programming that meets the needs of Aboriginal students at Queen's.
3.0		Establish an Office of Indigenous Initiatives to provide centralized coordination for both academic initiatives and student support.		
4.0		Expand Advancement strategies to increase philanthropic funding for Indigenous initiatives.	<ul style="list-style-type: none"> • Development of Cases for Support related to Indigenous initiatives across the Faculty of Arts and Science – Curriculum, Space, and Students. 	Curriculum: <ul style="list-style-type: none"> • Language and culture courses • Writers in residence program in English • Chair or professorship in Indigenous Studies

		Expand Advancement strategies to increase philanthropic funding for Indigenous initiatives. (Cont'd)		<p>Space:</p> <ul style="list-style-type: none"> ● Indigenous Student Academic Advisor space ● Creation of the Indigenous Outdoor Gathering Space supported by Bader Philanthropies - planning for this project is underway) <p>Students:</p> <ul style="list-style-type: none"> ● Funding for scholarships/ bursaries aimed at Indigenous students in their 2nd, 3rd & 4th years of undergrad study.
5.0		Work with peer institutions and Indigenous partners to proactively advocate and engage with the provincial and federal governments for system-wide programs and policies that support Indigenous students.	<ul style="list-style-type: none"> ● FAS is collaborating with Carleton University and the Canadian Museum of History to host the Society for Ethnomusicology conference in Ottawa. Originally scheduled for October 2020, the site conference has been converted to a virtual format, with plans to hold the conference in Ottawa postponed to 2023. ● FAS is a partner (with Carleton) on the successful SSRCH Connection Grant in support of this conference. 	A large component of the Society for Ethnomusicology comprises presentations and workshops on Indigenous topics.

	REFLECTING	TRC TASK FORCE RECOMMENDATIONS	PROGRESS REPORT	NOTES
6.0		Enhance the visibility of Indigenous communities at Queen's and promote inclusive learning and community spaces on campus.	<ul style="list-style-type: none"> The Welcome Room on the busy “student street” area of Mac-Corry Hall opened in Fall 2019. FAS partnered with the Director of Indigenous Initiatives, Indigenous faculty, and the Teaching Space Committee on this renovated space, which serves alternatively as an inclusive space for teaching and learning, and for Indigenous gatherings and events that will enhance understandings of Indigenous ways of knowing. Plans are in the works for an outdoor extension of the Welcoming Room in the form of an Ojibway Round House on the adjacent west side of Macintosh-Corry Hall. In the design phase, this project is supported by Bader Philanthropies. 	
7.0		Devote a central space on campus for Indigenous activities and the celebration of Indigenous traditions.	<ul style="list-style-type: none"> The teaching and learning, and Indigenous gathering spaces described above (recommendation 6.0) can be centrally booked. 	

	WELCOMING	TRC TASK FORCE RECOMMENDATIONS	PROGRESS REPORT	NOTES
8.0		Develop bridging and pathway programs within faculties and schools to increase access and mobility for Indigenous youth.		
9.0		Expand recruitment and outreach initiatives targeted to Indigenous students.		
10.0		Continue to weave cultural elements into existing transition support programs	<ul style="list-style-type: none"> • FAS Student Services hired an Indigenous Academic Student Advisor who has just completed a busy first year in this role. This advisor fills a critical gap in providing support for Indigenous students in FAS, as well as providing leadership on decolonizing academic advising more generally. • Renovations are underway (summer 2020) to create an office space for this Advisor that will double as an Indigenous Hub. 	

11.0		Develop a central webpage for prospective and current Indigenous students.		
12.0		Ensure Aboriginal admission policies exist for all undergraduate, graduate, and professional programs		
13.0		Expand Four Directions Aboriginal Student Centre and ensure that it is appropriately staffed and resourced to adequately support expanding enrolment of Aboriginal students.		
14.0		Increase the number of Indigenous staff and faculty at Queen's.	<ul style="list-style-type: none"> FAS is committed to building Indigenous faculty capacity in the strategic areas of faculty renewal and programming. Over the past year FAS was successful in recruiting several new ally faculty members who work in Indigenous areas, as well as two new Indigenous faculty members in QNS positions. 	The Queen's National Scholars Program has been especially important in recruiting Indigenous faculty, and FAS's success within the context of the QNS program serves as an inspiration to building

			<ul style="list-style-type: none"> • FAS plays a key role in Indigenous Studies programming and curriculum through various levels of participation in curriculum design, new programming in Indigenous studies, and credentials. Building on the success of the BA minor concentration in Indigenous Studies, the proposal for the new major and medial concentrations in Indigenous Studies is poised to be launched in the 2020-2021 academic year. • Stakeholders across the Faculty are being consulted, and it is hoped 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). 	<p>Indigeneity (faculty; teaching and learning; research; programming) through the wider context of faculty recruitment in Arts and Science. Facilitating support networks for Indigenous faculty is ongoing.</p>
15.0		Build capacity in strategic areas to support Indigenous programming.		

16.0		<p>Ensure that Indigenous staff and faculty are not burdened with unsustainable workloads.</p>	<ul style="list-style-type: none"> • 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. <p>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.</p>	
17.0		<p>Recognize and support Indigenous scholarship and traditional knowledge.</p>	<ul style="list-style-type: none"> • FAS develops and strengthen relationships with Indigenous communities by supporting Indigenous faculty to embed community as part of their teaching and research, and to recognize this work in workload assignments and tenure/promotion evaluations 	

	CREATING	TRC TASK FORCE RECOMMENDATIONS	PROGRESS REPORT	NOTES
18.0		Raise awareness of Indigenous research at Queen's.	<ul style="list-style-type: none"> FAS supports the raising of awareness of Indigenous research across the Faculty through financial support for various activities related Indigenous ways of knowing and teaching, learning and research across the Faculty. Working in collaboration with the Office of Indigenous Initiatives, the Office of the V-P Research, and the Indigenous Knowledge, Curriculum and Research Working Group (Aboriginal Council), FAS is participating in discussions on establishing an Indigenous Research Centre or Hub at Queen's, a recommendation in the Strategic Research Plan. A highlight in winter 2020 was The Indigenous Solidarity Conversation Series. The four conversational talks featured Global Development Studies Instructor Ian Fanning (Algonquin) speaking with invited guests (Robert Lovelace, Lauren Winkler, Jan Hill, Robin Attas) on topics that explore Indigenous solidarity in various forms, why we need it at Queen's and in the wider community, and how we can support Indigenous resistance and resurgence. All talks featured cultural performers and were open to 	<p>Examples:</p> <ul style="list-style-type: none"> The artwork created for display from the DEVS 221 course, highlights key messages from the weekly readings in the course. This was a collaborative project with Toni Thornton (Arts and Science Online), Ian Fanning (course instructor), and Rebecca Sweetman (Arts and Science Online). This artwork is now displayed in the Student Services foyer in Dunning Hall, alongside messages of context for the images and their relevance for Indigenous resurgence, reconciliation, and allyship.

		<p>Raising awareness of Indigenous Research at Queen's (Cont'd).</p>	<p>participation by the Queen's and greater Kingston community, live streamed and recorded. The series received press coverage and was broadcast on Aboriginal Voices on CFRC.</p> <ul style="list-style-type: none"> • Building on this success, FAS intends to run the Indigenous Solidarity Conversation Series again in the coming year. 	<ul style="list-style-type: none"> • “Paying Attention to what you See”: As part of a new, 3 week free course for prospective students, entitled Living and Working in a Digital World, ASO has developed a module, “Paying Attention to What You See,” on diversity. The module includes the online version of the Kairos Blanket Exercise featuring Indigenous drawings.
19.0		<p>Recognize the unique challenges of conducting research with and by Indigenous communities.</p>	<ul style="list-style-type: none"> • FAS partnered with the V-P Research and the Office of Indigenous Initiatives on the recruitment of the Research Advisor, Indigenous Initiatives, Dr. Aleksandra Bergier who began her role in April 2020. FAS is sharing the funding of this position with the V-P Research. • Indigenous Community Research Partnership: In collaboration with Dr. Janet Jull and nation-wide project advisors, Julian Enright and Rebecca Sweetman have been designing and developing 	

		Recognize the unique challenges of conducting research with and by Indigenous communities (cont'd)	the open online training resource for researchers and researchers-in-training on how to conduct ethical research with Indigenous communities. This training resource is being adopted by the Office of Indigenous Initiatives in collaboration with the CTL's Lindsay Brant. This project is anticipated to launch this coming Fall 2020.	
20.0		Ensure that researchers and members of ethics review boards have appropriate training on ethical guidelines for Indigenous research		

	LEARNING	TRC TASK FORCE RECOMMENDATIONS	PROGRESS REPORT	NOTES
21.0		Thoroughly integrate Indigenous knowledge into curricula across academic programs.	<ul style="list-style-type: none"> • FAS is taking a lead role in the Indigenous curriculum mapping (tagging) project through the Indigenous Knowledge, Curriculum and Research Working Group and the Vice-Provost (Teaching and Learning). • This project serves to heighten curricular Indigenous awareness across a range of FAS fields of study. • The School of Policy Studies is developing new courses in Indigenous policy and governance which will support an Indigenous Governance Certificate or Diploma (to be launched in 2021). 	
21.1		Indigenous content must be linked to learning outcomes.	<ul style="list-style-type: none"> • The FAS is using 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 CTL and the Equity Office, consultations and workshops on EDII learning outcomes are held for Departments and Programs across the Faculty. • The goal is to use the curriculum process to broaden awareness and to gather information on the work being done by departments and 	<ul style="list-style-type: none"> • Arts and Science Online uses 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

		Indigenous content must be linked to learning outcomes. (Cont'd)	individual instructors to make their curriculum and/or learning environments more inclusive with respect to Indigenous ways of knowing.	well as developing courses, resources and processes that reflect inclusive design, and respect diversity and Indigenous ways of knowing, and sharing knowledge with others.
21.2		Create an Indigenous learning portal to support faculty members as they integrate Indigenous knowledge into their courses and programs.		
21.3		Expand opportunities for experiential Indigenous programing.	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • An important initiative also related to Indigenous language revitalization is FAS's participation with the Office of Indigenous Initiatives and Tsi Tyónnheht

		<p>Expand opportunities for experiential Indigenous programing. (Cont'd)</p>	<p>decolonizing curriculum, and the QEAP tool in faculty recruitment.</p> <ul style="list-style-type: none"> • An important part of this ongoing conversation is the engagement of the various departments across FAS in finding effective ways of Indigenizing teaching and learning. 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. • The goal 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. • Pre-Doctoral Fellowships for Indigenous Students: In 2019-20, FAS offered three 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 	<p>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.</p> <ul style="list-style-type: none"> • Lesley Bellow Research area: Storytelling, Indigenous Literatures • Patricia Pajunen Research area: Indigenization, Decolonization, Philosophies • Zachary Smith Research area:
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		Expand opportunities for experiential Indigenous programing. (Cont'd)	<p>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.</p> <ul style="list-style-type: none"> Given the success of this pilot project in 2019-2020, FAS will advertise for three Indigenous Pre-Doctoral Fellows this coming academic year for 2021-2022. 	<p>Indigenization in Urban Contexts</p> <ul style="list-style-type: none"> 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.
22.0		Support the Implementation of TRC Calls to Action 16, 24, 28, and 62.		
22.1		In support of Call to Action 16, create Indigenous language programs.		

22.2		<p>In support of Call to Action 24, the task force encourages the work underway in the Faculty of Health Sciences to significantly enhance cultural competencies training and expand Indigenous-focused curricula for all students within the Schools of Medicine, Nursing and Rehab Therapy.</p>		
22.3		<p>In support of Call to Action 28, the task force encourages the work underway within the Faculty of Law to enhance the integration of Indigenous law, rights, and histories across the curriculum for all Law students as well as those pursuing the undergraduate Certificate in Law.</p>		

22.4		In support of Call to Action 62, the task force encourages the ongoing work of the Faculty of Education to ensure all teacher candidates are educated on Indigenous contemporary issues and histories, including the Residential School system.		
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	INCLUDING	TRC TASK FORCE RECOMMENDATIONS	PROGRESS REPORT	NOTES
23.0		Raise awareness among non-Indigenous students, staff, and faculty of the complex histories and modern realities faced by Indigenous Peoples.	<ul style="list-style-type: none"> • The BAH Major and a BAH Medial degree plans in Indigenous Studies to be launched in 2020-21 will have a solid foundation in the histories and cultures of First Nations, Métis and Inuit peoples. The importance of these plans lies in heightening awareness among faculty and students (cf., TRC recommendations) on the histories and current realities of Indigenous peoples in Canada and beyond. • The School of Policy Studies is working to ensure that Indigenous voices are included in our Policy Speakers series (alongside experts in a wide range of policy areas) such as the Courchene Lecture, which has been devoted to topics that explore the intersection of Indigenous issues and economic policy. The speaker this year was former Prime Minister, Paul Martin, who spoke about his family foundation's role in supporting Indigenous education. • Many of the responses through this report are responses to recommendation 23. In various ways, they serve to raise awareness among non-Indigenous students, staff, and faculty of the 	The BAH Major and Medial plans will support the University in its ongoing work to attract and retain Indigenous students and help ensure these students continue to be among the future graduates of Queen's. The plans will provide an opportunity for students with Indigenous heritage to explore and develop their sense of Indigenous identity. They will also attract number of non-Indigenous students who are interested in the diversity of courses within the plan and it is anticipated that the non-indigenous students will be a large proportion in the plan.

		Raise awareness among non-Indigenous students, staff, and faculty of the complex histories and modern realities faced by Indigenous Peoples. (Cont'd)	complex histories and modern realities faced by Indigenous Peoples	
24.0		Develop Indigenous cultural awareness training tailored to faculty, staff, senior administrators, and student leaders.	<ul style="list-style-type: none"> FAS takes a leadership role with respect to developing Indigenous cultural awareness training through the promotion of the three-part Cultural Safety Training led by the Four Directions Indigenous Student Centre in the various sectors of the FAS Faculty Office, and throughout Departments and Programs in the Faculty: <ol style="list-style-type: none"> Kairos Blanket Exercise Terminology, Legal Definitions and Self Identity Indigenous Paradigm and Relationship Building - Identifying Indicators to Reconciliation) In addition, FAS leadership is focused on including appropriate, meaningful Indigenous acknowledgements at meetings and gatherings. Knowledge and awareness of Indigenous 	<p>Examples: Queen's Educational Professionals Retreat, June 2019.</p> <ul style="list-style-type: none"> Rebecca Sweetman gave a presentation on the Equitable Informed Consent for Multimedia Toni Thornton with Robin Attas offered a workshop on Decolonizing the curriculum. <p>OCULL Conference, October 2019:</p> <ul style="list-style-type: none"> Rebecca Sweetman offered a workshop called "Decolonizing

		<p>Develop Indigenous cultural awareness training tailored to faculty, staff, senior administrators, and student leaders. (Cont'd)</p>	<p>protocols are gained through collaboration with the Office of Indigenous Initiatives, the Four Directions Indigenous Student Centre and other Indigenous stakeholders</p>	<p>and Indigenizing with Filmmaking for Online Courses" on how to incorporate digital media to decolonize and Indigenize online courses, with emphasis on equitable informed consent.</p> <p>ASO Staff Meeting Presentation, November 2019:</p> <ul style="list-style-type: none"> • Toni Thornton and Rebecca Sweetman offered a brief presentation on how and why to conduct land acknowledgements for fellow ASO staff. <p>CAREB Conference Presentation, May 2020:</p> <ul style="list-style-type: none"> • Julian Enright and Rebecca Sweetman were invited to present
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		<p>Develop Indigenous cultural awareness training tailored to faculty, staff, senior administrators, and student leaders. (Cont'd)</p>		<p>alongside Dr. Janet Jull and Dr. Alexandra King to the Canadian Assoc. of Research Ethics Boards annual conference (deferred due to COVID) on their work on the Indigenous Community Research Partnerships online training project.</p> <ul style="list-style-type: none"> • Presentation at the CTL's Decolonizing Brown Bag Lunch Series, June 2020. Sharing Strategies: DEVS221: Topics in Indigenous Ecology. Instructor Ian Fanning and a team from Arts & Science Online share stories from the development and delivery of the Principal's Dream Course iteration of this special topics course in the Department of Global Development Studies.
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25.0		Incorporate Indigenous ceremonies and traditional practices into university events.	<ul style="list-style-type: none">• FAS is increasingly using Indigenous openings and closings for Faculty meetings, as well as Indigenous ceremonial practices at Faculty events.	
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