



Yakwanastahente'ha Aankenjigemi: Extending The Rafters

2022 - 2023



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Background

The National Truth and Reconciliation Commission (TRC) final report was released in 2015. The 94 calls to action span across topics including child welfare, education, justice, language and culture, and many more important areas.

As a result of the recommendations for education, a Truth and Reconciliation Task Force (TRCTF) was established at Queen's University to respond directly to relevant TRC calls to action; aiming to enhance the academic experience for Indigenous students, as well as improve campus life for Indigenous students, staff, and faculty.

Since 2017, Queen's has remained committed to the ongoing advancement of both reconciliation and Indigenization throughout the university. The title of this report, "Extending the Rafters," serves as a metaphor for the work of the TRCTF. This concept comes from the Haudenosaunee tradition of building good relations. When newcomers arrive or when the community expands, you extend the rafters of the house to create more room because with an expanded Longhouse, the community will thrive. Such inclusivity is also represented in the Anishinaabe traditions of the medicine wheel.

Executive Summary

This report provides an overview of the progress made over the 2022-23 year through new and continued initiatives. Though some points remain blank, each of the 25 recommendations continue to be fulfilled. This committee was recommended by the TRCTF to provide advice, guidance, and oversight at a senior level for all 25 recommendations.

Truth and Reconciliation Task Force (est. 2017):

The Queen's Truth and Reconciliation Task Force (TRCTF) was established to:

- Prepare a comprehensive inventory of existing Queen's initiatives that are relevant to the TRC's calls to action;
- Develop a set of recommendations that respond to the calls to action pertinent to Queen's, building, as appropriate, on the existing initiatives;
- Make recommendations regarding the integration of Indigenous knowledge into existing courses and programs across Queen's University;
- Recommend strategies, programs and services at Queen's University that support the recruitment, admission, transition, retention, and graduation of Indigenous students;
- Recommend strategies at Queen's University that support the recruitment and retention of Indigenous faculty and staff; and
- Recommend initiatives that could be undertaken to enhance the cultural climate at Queen's University for Indigenous students, staff, and faculty, including intercultural programming for non-Indigenous students, staff and faculty.

1. Continue to develop and strengthen relationships with Indigenous communities.

- The Faculty of Arts and Sciences (FAS) developed a new partnership with Kenjgew Teg to offer three new remote courses, launched in January 2022.
- The Indigenous Teacher Education Program (ITEP) has had a 90% graduation rate. ITEP is currently offered on Manitoulin Island, in Mushkegowuk Territory in the lower James Bay region, in the Lambton-Kent region, and in Tyendinaga Mohawk Territory. The program is growing to meet the increasing interest and enrolment of learners — a new site is planned to open in Pikangikum First Nation in 2024 and conversations are ongoing with other communities interested in the program.
- In 2022, the School of Graduate Studies and Postdoctoral Affairs (SGSPA) piloted an Indigenous Pathways program that aims to encourage interested Indigenous undergraduates at partner institutions to consider Graduate Studies. Through this program, students explore what Graduate Studies has to offer. Specifically, these students can experience many aspects of what graduate studies entails, interact and learn from with faculty and graduate student mentors in their proposed area of study, increase confidence in their ability to succeed as graduate students, and develop skills and experience that will help them to complete strong applications to graduate studies. The ultimate goal of this program is to increase representation of Indigenous students in Graduate Studies in Canada.
- In 2022, a new clinical externship opportunity was established with Nishnawbe-Aski Legal Services Corporation, which provides legal services for the Nishnawbe-Aski Nation (NAN). The internship enables law students (one per calendar year) to intern in Thunder Bay for 12 weeks. The position is full time. Students receive course credit in the JD program and are supported with a stipend. Students support access by providing clients with legal information on avenues available to remedy discriminatory practices.
- The Centre for Teaching and Learning (CTL) adopted the practice of commissioning Steven Loney, a local Indigenous sculptor from Tyendinaga, to award a piece of art to recipients of the Principal's Teaching and Learning Awards.

- Launch of the [Global Engagement Strategic Plan](#) 2023-2028 which embeds key objectives for Indigenous-led global engagement. The strategy commits to partnering with the Office of Indigenous Initiatives and Indigenous communities to expand global opportunities developed with and for Indigenous peoples.
- A partnership between Smith's Centre for Business Venturing (CBV) and Spalyan Education Group brought business, entrepreneurship and management training to all six Indigenous communities of the T̓silhqot̓in Nation in BC. The partners developed and delivered three certificate programs that incorporated Indigenous worldviews, knowledge, and perspectives.
- Queen's Partnerships and Innovation (QPI) continued to champion and implement the WE-CAN Project at Queen's University to inspire and empower existing and aspiring women entrepreneurs (WE) from underrepresented groups and sectors, including Indigenous women. QPI has provided an Assignment and Waiver agreement to assign rights to the Kwe-Biz Program, designed and delivered to Indigenous women entrepreneurs as part of the WE-CAN Project, to Okwaho Equal Source, the Indigenous- led and owned organization hired by Queen's to develop and deliver the Program.

2. Senior administrators must be champions for meaningful and continuous advancement of Indigenous initiatives.

- FAS supported 10 applications across 9 departments for the new Queen's National Scholar to support Indigenous Studies. Additionally, the Dean has created a new post-doctoral fellowship for Indigenous scholars to build on the 3 pre-existing pre-doctoral fellowships for Indigenous Scholars which have been offered for the past three years.
- Ogichidaakwewak Education Circle continues to advise the Dean, and meetings returned to in-person this year!
Established in 2020, the Ogichidaakwewak Education Circle advises the Dean to ensure Indigenization continues to be a priority for the Faculty.
- With the support of the Senior Leadership Team, the Director of Indigenous Initiatives and EDII Programs, Stacia Loft, Law'20, and Professor Lindsay Keegitah Borrows have introduced experiential and on-the-land learning approaches to reconciliation and Indigenous Initiatives. The Dean of the Faculty actively champions Indigenous initiatives by supporting student-

based initiatives like the annual reconciliation conference, bringing awareness of Indigenous matters to students, and encouraging engagement with speakers/guest lecturers who focus on Indigenous legal/reconciliation themes.

- The Vice-Provost Teaching & Learning (VPTL) worked with colleagues across the University to develop a Senate policy on the ongoing recognition of the National Day for Truth and Reconciliation, approved in April 2023.
- The Vice-Provost Global Engagement (VPGE) along with the Associate Vice-Principal, Indigenous Initiatives advocated to establish an Indigenous Leads group in the Matariki Network of Universities. This group will increase Indigenous led activities within the network.
- The AVPR Betsy Donald is currently co-leading the Indigenous Research Ethics Review Working Group, established with a goal of advising on the implementation of the recommendations that emerged from the "Bridging the Policy- Practice" report, based on a study about wise practices in the ethical review of Indigenous-related research at Queen's.

2.1. Senior administrators and members of governance bodies must work to deepen their understanding of Indigenous perspectives, histories and complex issues.

- In 2022-23 the SGSPA supported training for staff and senior administrators to complete training provided by the Office of Indigenous Initiatives, including workshops and training, and through the certificates offered through the HR Learning Catalog (From Diversity to Inclusion in the Workplace Certificate and Intercultural Awareness Certificate) as well as online training (Whose Land).
- Smith Advisory Board Indigenous Sub-Committee, led by the Board Chair Jay Wright, BCom'81, was formed in March 2022 to support Smith by focusing on improving how we embrace and promote Indigenization across student life and in the classroom. The sub-committee has also been looking at how to engage the business community and Indigenous communities in new ways to drive impact through our Truth & Reconciliation agenda.
- The Vice-Provost and University Librarian completed the intensive, 2-month OCAD course entitled Beyond GLAM Land Acknowledgments: Activating Decolonization and Indigenization in Galleries, Libraries, Archives, and Museums Micro-Credential. Co-taught by Heather George (Curator of

Indigenous Histories at the Canadian Museum of History) and Dr. Laura Philips, the course examines the work of galleries, libraries, archives, and museums (GLAM) with a view to make space for new ways of being through practical and theoretical discussions of how to apply decolonizing and Indigenizing actions to these spaces.

2.2 Take proactive steps to increase Indigenous student, staff, and faculty representation on governance bodies.

- The newly formed EDII Council has representatives from all 36 units within FAS and has representation from the Office of Indigenous Initiatives.
- The Director of Indigenous Initiatives and EDII Programs in the Faculty of Law, Stacia Loft, Law'20, facilitated a series of EDII roundtables with senior leadership to provide a forum for students to raise concerns and to identify solutions to address systemic barriers at Queen's Law.
- The Director of the Four Direction Indigenous Centre became a member of the Board of Trustees.

2.3. Continue to support the work of the Indigenous Council of Queen's University.

- -The VPTL attended the Council's Indigenous Knowledge, Curriculum and Research Working Group during 2022-2023.

3.Establish an Office of Indigenous Initiatives to provide centralized coordination for both academic initiatives and student support.

- Establishing an Office of Indigenous Initiatives was enshrined in the Faculty of Law's Strategic Framework and will be stewarded under the leadership of the incoming Dean. In the interim, the Director of Indigenous Initiatives and EDI works collaboratively with multiple units (student services, advancement, equity services) to identify and advance key support initiatives and proposals.
- Faculty of Health Sciences established the Office of Indigenous Health, led by Dr. Sarah Funnell.

4. Expand Advancement strategies to increase philanthropic funding for Indigenous initiatives.

- The FAS advancement team under the new leadership of Executive Director of Advancement has successfully highlighted Indigenous initiatives as a key area of fundraising leading to a \$25,000 donation in 2022.
- SGSPA collaborated with the Vice-Principal Research Portfolio (VPR) (Indigenous Initiatives), the Department of English, and the Office of Indigenous Initiatives (OII) to establish the Indigenous Community-Based Research Fund (ICRF), a fund to enable and recognize the research and knowledge contributions of Indigenous knowledge keepers and community members to graduate student research at Queen's University. First piloted in 2021-22, this funding program supports graduate students in their research and relationship building with Indigenous knowledge keepers and community members.
- In April 2023, Law submitted a funding proposal as part of the Central Advancement's Fundraising Priority Setting Exercise in support of funding to support an Indigenous Legal Studies Program that will advance learning and revitalization of Indigenous legal traditions through teaching and research partnerships with Indigenous communities.
- The Faculty established the Queen's Law Indigenous Peoples Admission Award, which is the first entrance award specifically for Indigenous students. Adding to the support provided through the previously established Douglas Cardinal Bursary and the Indigenous Law Student Awards, the Indigenous Peoples Admission Award will be conferred on its first recipient in the Fall of 2023.
- \$1.9 million in philanthropic gifts and pledges were raised from May 1, 2022 - April 30, 2023, to support student assistant and university programming trusts and endowments in support of Indigenous Peoples.
- The Faculty of Health Sciences advancement worked with (1) the Mastercard Foundation to identify funding to support the establishment of the WAHA Partnership and (2) Established an Endowed Indigenous Health Research Chair through the generous \$1 million donation by Dr. Nancy Tatham and her partner Ms. Donna Henderson.

5. 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.

- In October 2022, Queen's Law became the first Canadian law school to pledge its support of the principles and objectives being advanced by the International Inter-Tribal Trade and Investment Organization (IITIO). A Memorandum of Understanding was signed by Dean Mark Walters and Wayne Garnons-Williams, Law'90, the founding president of IITIO and Canada's Indigenous lead negotiator for the Indigenous Peoples Economic and Trade Cooperation Arrangement (IPETCA).
- The Director of the Four Directions Indigenous Student Centre and the AVP Indigenous Initiatives are both members of the Council of Ontario Universities Reference Group on Aboriginal Education, meeting regularly with colleagues across the sector about best practices and innovative programs to best support Indigenous learners.
- Partnering with the Weeneebayko Area Health Authority (WAHA) and the Mastercard Foundation, Queen's Weeneebayko Health Education Program continues to engage with multiple ministries on behalf of education programming for the Western James Bay region. Provincial – Ministry of Indigenous Affairs and Northern Development, Ministry of Education, Ministry of Colleges and Universities, Ministry of Health. Federal – Indigenous Services Canada.

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

- FAS, through the Dean's EDII fund, partnered with Yellow House and Four Directions to offer Queer Indigenous programming including monthly sharing circles and piloting a cooking program where participants learned to make frybread tacos. A medicine walk was also successfully piloted.
- The annual Queen's Conference on Indigenous Reconciliation (QCIR) took place from February 10-11, 2023, and was titled, Sustainable Pathways to Reconciliation. The conference is organized jointly by Indigenous and ally students from the Smith School of Business and the Faculty of Law. The conference included keynotes from Queen's Law alumni Wayne Garnons-Williams on Inherent Indigenous Economic Rights, and Larissa Crawford who spoke on Honoring Self, Community and Earth Through the Reimagination of 'Sustainability'. A series of plenary sessions focused on themes of Building Better Partnerships, Reconciliation and the Criminal Justice System, Feminist Reconciliation, Indigenous Self-Governance, and Decolonizing the Legal Practice.
- In June 2022, the CTL collaborated with OII to coordinate an art display in Macintosh-Corry Hall, where local Indigenous artists displayed their work, for Indigenous History Month.
- Welcome to territory included in Winter Orientation for exchange students to Queen's and delegation visits. VPGE liaises with OII to ensure Indigenous representation in global visits.
- Opened in September 2022, a new residence named Endaayaan-Tkanónsote reflects the region's Anishinaabe and Haudenosaunee Indigenous communities, on whose traditional territory lands the university resides. Pronounced end-ah-yawn – t-gaw-noon-so-day, the name means "home" in both Anishinaabemowin (Ojibway) and Kanyen'kéha (Mohawk).

7.Devote a central space on campus for Indigenous activities and the celebration of Indigenous traditions.

- Endaayaan – Tkanónsote has a central outdoor courtyard that features a unique Indigenous-designed sculpture that highlights Indigenous ways of knowing and being. The space incorporates meaningful Indigenous symbols, including the shell of a Turtle signifying Mother Earth, and the Two Row Wampum belt pattern incorporated into long bench seating.

8. Develop bridging and pathway programs within faculties and schools to increase access and mobility for Indigenous youth.

- The Indigenous Pathways program was created to increase access and mobility for Indigenous youth to graduate studies. The program encourages interested Indigenous undergraduates at partner institutions to explore graduate studies at Queen's and is designed to encourage them throughout the decision making and application processes.
- The Faculty of Health Sciences partners with Faculty of Engineering to support the STEM Indigenous Academics (STEMInA) program. STEMInA is an academic support and community-building program for Indigenous students enrolled in Science, Technology, Engineering, and Math (STEM) -based undergraduate degree programs at Queen's University. Students are from the Faculties of Arts and Science, Smith Engineering and Applied Science, and Health Science.

9. Expand recruitment and outreach initiatives targeted to Indigenous students.

- "Ignite Your Future," a four-day immersive business camp in Summer 2022. The program was coordinated by the Smith Commerce program, Smith's Centre for Social Impact, Queen's Enrichment Studies Unit, and Akwesasne Career & Employment Support Services.

10. Continue to weave cultural elements into existing transition support programs.

- VPGE and the Human Rights and Equity Office (HREO) launched Decolonizing Global Engagement module for all students participating in exchange.
- Four Directions has a longstanding first-year transition program, including an early Residence-move-in, and Welcome Day activities for new undergraduate Indigenous students, their families and supporters, which features cultural elements. Peer mentoring, staff advising and programming all inherently include cultural elements.

11. Develop a central webpage for prospective and current Indigenous students.

- In 2022 the SGSPA launched an updated website that included a central page for Indigenous students. The webpage includes information on Application Considerations, Resources and Supports, information about TRC at Queen's and Financial Considerations.

12. Ensure Indigenous admission policies exist for all undergraduate, graduate, and professional programs.

- The Indigenous Admissions Policy allows Queen's to increase the number of Indigenous applicants to Graduate Studies. This policy welcomes and encourages inquiries and applications for all our graduate programs from Indigenous candidates. To be considered, applicants must self-identify as Indigenous upon application for admission. Indigenous candidates' academic, cultural, personal and professional background, and other factors indicative of capacity for graduate level study and research, are considered and evaluated accordingly on an individual basis by the applicable graduate program personnel, allowing for personalized consideration and increased representation. There were 191 Indigenous graduate students in 2022-23, compared to 98 in 2021-22.
- New processes were developed to support the Indigenous Student Verification Policy. Indigenous students can submit documentation online demonstrating their connection to a recognized Indigenous community. This will help to support admission pathways, scholarships and awards, special programming for Indigenous students, etc. This initiative is a collaboration among the Office of the University Registrar, Undergraduate Admission and Recruitment, the Four Directions Indigenous Student Centre, and undergraduate and professional faculties.

13. Expand Four Directions Indigenous Student Centre and ensure that it is appropriately staffed and resourced to adequately support expanding enrolment of Indigenous students.

- Four Directions welcomed new staff members, increasing its capacity to serve Indigenous students. This included the establishment of a second

Indigenous counsellor position, part of Student Wellness Services' 'hub and spoke' model.

- The centre also expanded its Student Leadership Team, with a total of 19 student hires, seven more than the previous year. New roles included Fire Keepers, 2SLGBTQIA+ Program Assistant and Ohsahè:ta Program Assistant. Continuing roles included Social Ambassadors, Peer Mentors and Administrative Support Students.

14. Increase the number of Indigenous staff and faculty at Queen's.

- Professor Lindsay Keegitah Borrows commenced a tenure-track appointment on 1 July 2022 in the Faculty of Law. Prof. Borrows is Anishinaabe of the Otterdodem and a member of the Chippewas of Nawash First Nation.
- A new faculty term adjunct position was created to focus on Indigenous Curriculum and Ways of Knowing at Smith. The position mandate is to share expertise and help support Smith faculty members in their efforts to decolonize curriculum and integrate Indigenous knowledge and ways of knowing into courses and programs across the school.
- UAR hired and onboarded an Indigenous Recruitment Coordinator.

15. Build capacity in strategic areas to support Indigenous programming.

- Professor Borrows taught two new courses in the 2022-23 academic year: Indigenous Law in Practice and Indigenous Governance and Environmental Law.
- The JD Review Committee undertook a series of consultations to gather information and identify possible approaches to reform including curriculum reforms needed to fulfil the Truth and Reconciliation Commission's Call to Action 28 for law schools.

16. Ensure that Indigenous staff and faculty are not burdened with unsustainable workloads.

- Educational Developers in the CTL have engaged in ongoing consultations over 2021-22 with members of the Faculty of Arts and Science regarding noted and ongoing concerns regarding Indigenous staff and faculty well-being and safety on campus, recognizing the lack of resources and formal avenues of addressing complex factors.

17. Recognize and support Indigenous scholarship and traditional knowledge.

- FAS through Arts and Sciences Online, in partnership with Kenjgewin Teg supported three new online course offerings in Indigenous Studies.
- The VP Research Portfolio continues to provide researchers with guidance and support in grant applications and research planning in relation to Indigenous research initiatives (e.g., a successful CFI-IF grant - ECCO-Ontario project developed in collaboration with Akwesasne and Mitacs Indigenous Pathways supporting an Indigenous postdoctoral fellow). VPR have been offering more dedicated support to new hires and Indigenous ECRs, discussing their research programs and positioning them for success in bigger competitions.

18. Raise awareness of Indigenous research at Queen's.

- FAS through the Dean's EDII Fund supported several faculties in furthering their research through an Indigenous Film conference and support of land-based scholarship involving returning seed samples to Indigenous peoples.
- In 2022 the SGSPA, in partnership with the Office of Indigenous Initiatives, co-hosted the annual Research Collaboration Day with Indigenous Communities. Over the course of the day, many ways were highlighted in which scholarship and research at Queen's intersect with Indigenous research, including reduced inequality, quality education, and good health and well-being. The event had a keynote address by Dr. Mark Green, "Enhancing engineering projects and research with Indigenous knowledge" and graduate student/postdoc presentations followed by an opportunity for discussion bringing Indigenous and non-Indigenous academics, community members and invited guests together.
- In November 2022, VPR organized a meeting with Ted Hewitt, the President of Social Sciences and Humanities Research Council (SSHRC), to promote Indigenous research projects on campus and to raise awareness about the work of Queen's researchers conducted in partnership with Indigenous communities. Indigenous and allied scholars had an opportunity to showcase their research.
- Research Legal Services (RLS) continues to leverage its expertise in advancing Indigenous research contract negotiations, drafting, and execution guided by OCAP, Métis and Inuit research principles, the TRC, institutional policies/strategic plan, and UNDRIP. RLS also extends its expertise to negotiations in international Indigenous research including Australia, South America and Africa.

19. Recognize the unique challenges of conducting research with and by Indigenous communities.

- In seeking to better support graduate education, FAS has been working closely with Indigenous faculty to understand the needs of Indigenous students and communities to ensure that supports work for Indigenous researchers and communities.
- New research guides have been published on the library website. Once created, these guides are continuously updated. New research guides

include Anti-Racism in the Health Sciences, Canadian Indigenous Art, BIPOC Art and Artists, Canadian Indigenous Playwrights, BIPOC Playwrights, Indigenous Art and Artists, Canadian Indigenous Composers, and BIPOC Composers. Existing guides continue to be updated, including new content about the Crawford Purchase and environmental law added to the Aboriginal and Indigenous Laws guide and content related to migrant workers added to the Employment Law Guide.

- The VP Research Portfolio (VPR) spearheaded the creation of the "Payments to Indigenous Partners Working Group" with representation from the OII, the VPR, Financial Services and the Office of Planning and Budgeting. The group will provide recommendations to the Senior Leadership Team (SLT) for improving payment processes to Indigenous partners and eliminating barriers in an effort to improve and maintain collaborative relationships with Indigenous community members.

20. Ensure that researchers and members of ethics review boards have appropriate training on ethical guidelines for Indigenous research.

- The Indigenous Research Ethics Review Working Group, co-chaired by Nathan Brinklow (Director of the Indigenous Studies Program) and Betsy Donald (AVPR) was established in 2023. The group includes Indigenous faculty members, staff, students, community research partners and representatives from the Office of Indigenous Initiatives and the VPR. The purpose of the group is to advise on actioning the recommendations of the "Bridging the Policy-Practice Gap" report which explored options for designing a new Indigenous research-related ethics review model at Queen's, including the option to create an independent Indigenous Research Ethics Board.
- University Animal Care Committee (UACC) committed to evaluating how Indigenous ways of knowing can be incorporated into the animal ethics application process when appropriate.

21. Thoroughly integrate Indigenous knowledge into curricula across academic programs.

- The Physiotherapy program is re-designing their curriculum and have been embedding Indigenous perspectives and ways of knowing throughout the program.
- VPGE and HREO created a "Decolonizing global engagement module" to prepare students for international mobility programming. Required in Arts and Science.

21.1 Indigenous content must be linked to learning outcomes.

- QHS Ed Developer Indigenous Curriculum and Ways of Knowing is involved in the redesign of PT, OT and nursing curriculums to include Indigenous perspectives and link content to learning outcomes.

21.2 Create an Indigenous learning portal to support faculty members as they integrate Indigenous knowledge into their courses and programs.

- Queen's University Library developed a new online [Indigenous Resources Portal](#) to collect and profile resources available through the library. The platform is built with the capacity and intention to expand the selection of library resources and point to relevant external resources as well.

21.3 Expand opportunities for experiential indigenous programming.

- In October 2022, Professor Lindsay Borrows' Indigenous Law in Practice class visited the Elbow Lake Environmental Education Centre, situated on Haudenosaunee and Anishinaabe territory, 31 kilometers north of campus. There, they were able to practice the Indigenous legal method of drawing out law from nature.
- The Global Engagement Strategic Plan commits to developing 10 reciprocal university-wide learning abroad opportunities in priority regions, with priority given to opportunities with Indigenous and Black communities. The Plan commits to enhancing the Matariki Indigenous Student Mobility Program (MISMP) and implementing additional Indigenous-focused mobility programs.

- In September 2022, the Office of Advancement, in collaboration with the Office of Indigenous Initiatives, launched an extraordinary program called "A Mile in Their Shoes: Truth, Empathy, and Reconciliation." This initiative invited 40 alumni on a profound journey of the mind and spirit, paving the way for their personal paths toward reconciliation. Over the course of five months, the alumni have engaged in a transformative process of learning, exploration, and sharing, guided by the wisdom and knowledge of our Indigenous partners. The program's overarching aim is to empower our graduates to bring their newfound understanding and insights back to their personal and professional communities. By doing so, they can contribute to a heightened awareness of the Indigenous experience in Canada, both within the workplace and beyond. Through this initiative, Queen's alumni have the opportunity to play a vital role in advancing the objectives outlined by the Truth and Reconciliation Commission of Canada (TRC), specifically its 94 Calls to Action.
- QHS has hosted Elder Betty and Tracey Gazeley to facilitate experiential cultural safety workshops with OT, PT and MHPE students. A cultural awareness workshop called "Planting the Seeds of Change" was presented to approximately 70 physiotherapy students on March 16, 2023. This experiential workshop allowed students the opportunity to learn about the history of Indigenous peoples in Canada and colonization and covered topics such as residential schools, the 60's Scoop, Indian Hospitals, etc. to create awareness and cultural sensitivity when working with Indigenous populations. Occupational Therapy students received teachings about traditional medicines. The workshop was well received by the students. The School of Nursing hosted an event which welcomed the Canadian Indigenous Nurses Association to visit Queen's and speak about cultural awareness and safety with the Queen's nursing students.

22. Support the Implementation of TRC Calls to Action 16, 24, 28, and 62.

- The Faculty of Law engaged in a JD Program Review in 2022-23. One of the key goals is to assess whether reforms are needed in order to ensure the goals of TRC Call to Action #28 are being met. A report of the committee is anticipate in fall 2023.

22.1 In support of Call to Action 16, create Indigenous language programs.

- Through the Faculty of Arts and Sciences, the Indigenous Languages and Cultures Certificate and the Mohawk Language and Culture Certificate continue to be offered.

22.2 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.

- UGME - Dr. Wiley Cheung is working with Indigenous Medical Students to enhance cultural competencies training. Nursing program has integrated Cultural Humility content into their curriculum via the Cultural Humility Against Racism and Microaggressions (CHARMS) educational modules. Bachelor of Health Sciences Program offers courses such as Global Health and Racism and Health that focus on Indigenous focused content.

22.3 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.

- In 2023, the Faculty enhanced its promotions around the Certificate in Law program, including the Aboriginal Law course, by engaging in on-campus pop-ups, community radio ads, and geo-targets social media promotions.

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.

- For the past three years, on National Day for Truth and Reconciliation, the CTL hosted special sessions titled, TRC & Me.

23. Raise awareness among non-Indigenous students, staff, and faculty of the complex histories and modern realities faced by Indigenous Peoples.

- KAIROS Blanket Exercises were hosted for all constitutional law students. Faculty, staff, and students participated in a KAIROS Blanket Exercise as part of education and awareness on National Day for Truth and Reconciliation.
- New undergraduate elective in Smith, titled 'Relationships and Reconciliation in Business and Beyond.' This course will examine Indigenous worldviews, philosophies, and values as they relate to commerce, exchange, and capital, as well as explore Indigenous resurgence, seeking to understand the different ways in which Indigenous peoples are reclaiming and reimagining relationships in business and beyond.
- The library worked with Advancement to create a new open educational resource called *Truth and Reconciliation for Queen's Alumni*. The program is intended to accelerate participation in action related to Truth and Reconciliation. The resource can be found on the Library's [Indigenous Resource Portal](#).
- QHS offers the Indigenous Healthcare Education and Practice modules, which are open to all learners, staff, and faculty.
- Ongoing support for Indigenous activities such as weekly beading group at The Nest, Missing and Murdered Indigenous Women, Girls and 2SLGBTQIA+ fundraiser and awareness initiatives.

24. Develop Indigenous cultural awareness training tailored to faculty, staff, senior administrators, and student leaders.

- Health Sciences and OII have been working in partnership to create an online module that will accompany an in-person workshop (Planting the Seeds of Change) on cultural safety and awareness.

25. Incorporate Indigenous ceremonies and traditional practices into university events.

- The Office of the University Registrar is exploring opportunities to recognize Indigenous traditions during Convocation ceremonies and has met with Indigenous Council members. In June 2022, on National Indigenous Peoples Day, Robert Spade drummed in the graduands and provided a teaching to start both convocation ceremonies.



Robert Spade drummed in graduands, June 2022 .

Looking Ahead...

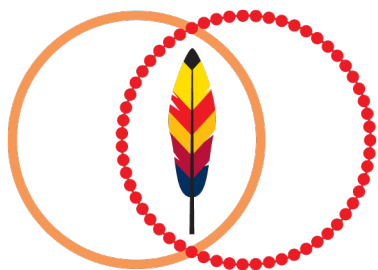
As we conclude Year 6 of the Yakwanastahente'ha Aankenjigemi: Extending The Rafters, Truth and Reconciliation Commission Task Force report, the University is looking ahead at new ways to support and advance reconciliation.

This will be the final year of this report with next year to begin reporting on more specific initiatives and focus more on the prioritization of Indigenization.

Each of the recommendations within the report will continue to be considered and fulfilled, despite not being publicly reported on.

The work of reconciliation is a long road, but we are hopeful to continue making these important changes together.

Nyá:wen.



OFFICE OF
INDIGENOUS INITIATIVES