

Yakwanastahente'ha Aankenjigemi Extending the Rafters Truth and Reconciliation Commision



"Connect" by Indigenous artist Olivia C.J. Gilbertson 2018 recognizes the Anishinaabe and Haudenosaunee lands that Queen's University is situated on.

TASK FORCE
IMPLEMENTATION REPORT - YEAR TWO
SEPTEMBER 2019



She:kon Sewakwe:kon, Wa'tkwanonhwerá:ton'

It is hard to believe that another year has passed since the release of our initial TRC Implementation Report. I am happy to see all of the positive change that is taking place across our campus in response to the TRC TF Report and the efforts being made at decolonization, reconciliation, and inclusion. I would like to applaud everyone for their conscientious attention to the efforts of raising awareness, considering inclusion, and engaging with and understanding Indigenous peoples, communities and realities in this country and abroad and thinking about our shared history in the formulation of this country.

I continue to believe that it is imperative for students, staff and faculty at this university to have an understanding and appreciation for our shared history as treaty people, both Indigenous and non-Indigenous, because many go on to be decision makers and leaders beyond Queen's. In order to make good decisions one must have all the facts but for many generations the truth of the history of Indigenous peoples in this country was overlooked. This is a truth we are working to redress.

At a recent Board retreat, Dr. Mark Dockstator spoke about students seeing much of the work of reconciliation as being about "faces, places and spaces" and while these are all necessary and welcome developments I believe it is time to look beyond. It is time to look and think deeper, about structural change in the work of decolonization and reconciliation. It is time to investigate where the gaps are.

I encourage everyone to think strategically about our work together and to think about setting strategic priorities for the next 2 years, 5 years, 10 years and beyond.

One of our teachings is that in order to see where you are going, you need to know who you are and where you come from. Are we arming our students with this knowledge? Are we helping them to discover who they are and where they come from. Where we all come from is our shared history and this is the truth that has been missing in much of our education. I invite everyone to continue to work with me, each other and the Office of Indigenous Initiatives to provide this truth.

Skennen tanon Nyawen'kiwa:hi,
(Peace and thank you friends)

A handwritten signature in blue ink, reading "Janice Hill".

Kanonhsyonne Janice C. Hill
Associate Vice-Principal (Indigenous Initiatives and Reconciliation)

Background

The national Truth and Reconciliation Commission (TRC) released its final report in December 2015 on the history and legacy of Canada's Indian Residential School system. The report includes 94 calls to action focused on redressing the legacy of residential schools and advancing reconciliation. In response, a university-wide task force was established to respond to the TRC calls to action directed at post-secondary institutions and develop a set of proposals that support Aboriginal students, staff, and faculty; enhance academic programs and research related to Indigenous peoples and experiences; and create a welcoming and culturally validating learning environment.

The task force's final report *Yakwanastahentéha | Aankenjigemi | Extending the Rafters* completed in April 2016, outlines 25 recommendations for sustained institutional change, including strengthening relationships with Indigenous communities; promoting a deeper understanding of Indigenous histories, knowledge systems, and experiences; and creating a campus that values and reflects Indigenous histories and perspectives.



Artwork by Allan Linklater, Cree

Executive Summary

This report is the second released since the *Extending the Rafters* and provides an overview of progress made over the last year in implementing the TRCTF recommendations and highlights new initiatives designed to bring about sustained institutional change and advance reconciliation.

In this second year of implementation, attention and resources have been directed towards the area of Indigenous research; increasing the visibility of Indigenous presence on campus; increasing capacity of the Office of Indigenous Initiatives and the Centre for Teaching and Learning; and engaging with local Indigenous communities. Kanonhsyonne (Janice Hill), formerly the Director of the Office of Indigenous Initiatives, was appointed as the Associate Vice-Principal (Indigenous Initiatives & Reconciliation) in October 2018. In this inaugural role, Kanonhsyonne will work closely with Teri Shearer, Deputy Provost (Academic Operations and Inclusion), to provide strategic guidance on equity, inclusion, and Indigenous initiatives at Queen's.

As recommended by the task force, an Indigenous Initiatives Implementation Roundtable was established to provide high-level guidance and oversight to the work of implementing the TRCTF recommendations. Membership for the group includes all Deans (or delegates), as well as staff, faculty, and other senior administration representatives. The Implementation Roundtable met on two occasions in the 2018-19 academic year. The roundtable continues to be an important resource to support the coordination of Queen's efforts to address the TRCTF report, and encourage collaboration across faculties, schools, and shared service units.



CREDIT – University Communications

“Polishing the Chain” ceremony held at Senate in 2019.

Yakwanenhri:ne’ Ogimaa Mazinigan E’giigidoomgak Representing

1 Continue to develop and strengthen relationships with Indigenous communities.

Ongoing Initiative

Progress

<p>The Faculty of Education is exploring a partnership with the National Centre for Truth and Reconciliation (NCTR) to conduct archival research on residential schools in the region and to become a NCTR satellite centre</p>	<p>The partnership with the National Centre for Truth and Reconciliation(NCTR) continues to develop to support their reconciliation education initiatives (Imagine a Canada).</p>
<p>The School of Policy Studies continues to explore new opportunities to extend its collaborative engagement with executive staff members at First Nations Technical Institute.</p>	<p>Collaboration with FNTI continues. There have been productive meetings between SPS and FNTI in 2019. Staff and faculty are deeply engaged to support students in the MPA program.</p>
<p>At a Senate meeting on March 7, 2017, Principal Daniel Woolf acknowledged Queen’s history as an institution that participated in a number of traditions that caused harm to Indigenous communities. At the meeting, Principal Woolf was presented with a friendship wampum on behalf of the Clan Mothers at Tyendinaga and the Grandmother’s Council in Kingston. The wampum belt has since been placed at the head table at every Senate meeting as a reminder that Queen’s sits on traditional Anishinaabe and Haudenosaunee territory.</p>	<p>A follow up ceremony entitled “Polishing the Chain” was held at a Senate meeting on Jan. 29, 2019. The promise of the friendship wampum was reconfirmed and a reminder that the relationship between Queen’s and Indigenous peoples is ongoing and not just a moment in time. The wampum belt continues to be placed at the head table at every Senate meeting as a reminder that Queen’s sits on traditional Anishinaabe and Haudenosaunee territory and as a reminder of the continued commitment to work together towards reconciliation.</p>

New Initiatives

- The Isabel Bader Centre hired Terri-Lynn Brennan, an Intercultural Consultant who engaged with over forty diverse Indigenous communities and held close to 100 conversations. These conversations were instrumental in developing programming and establishing connections between Indigenous communities and the Isabel.
- The Faculty of Education is exploring the expansion of the community-based Aboriginal Teacher Education Program into other First Nations communities. Local Indigenous communities are engaged in ATEP classes and were essential to the first offering of Ever Scholar which brought Indigenous knowledge, language, cultures and history to retirees in Kingston.
- The School of Graduate Studies have ensured that PhD thesis examinations can now be held in an Indigenous community.
- Human Resources developed a directive to educate managers that all employees are entitled up to 4 hours paid leave to attend National Indigenous People's Day events, as is consistent with Queen's Observed Holiday's Policy.
- The Dunin-Deshpande Innovation Centre has given funding, mentoring and programming support to Hero Hub, a non-profit organization created by Indigenous founders.
- The library's Inclusive Collections project group began in 2018-19 and is considering potential collaborations with Indigenous communities in 2019-20 related to problematic cataloguing and classification of Indigenous materials.

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

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

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.

Ongoing Initiative

Progress

To ensure continued progress and accountability, Principal Woolf has directed the university's senior leadership team to incorporate goals and actions related to the TRCTF recommendations into their annual performance plans.	Under Principal Woolf, senior leadership had performance goals that related to an x-matrix which incorporated priorities and goals for their area of responsibility. Following the TRCTF, those goals were unilaterally amended to incorporate metrics that would support the TRCTF recommendations and make senior leaders accountable for progress. One of Principal Deane's focus points will be inclusivity and Indigeneity, and senior leadership will continue to be accountable to him for their progress in areas related to EDII.
Many senior administrative offices have completed, or are in the process of completing, the Indigenous cultural safety training workshops offered by Four Directions Aboriginal Student Centre.	Members of the Board of Trustees, completed the Kairos Blanket exercise. An official ex officio, observer position for the Associate Vice-Principal (Indigenous Initiatives and Reconciliation) was created for Senate in 2018.

Ongoing Initiative

Progress

Strategic Procurement Services plans to include suppliers and agents of the university in supporting Queen's response to the TRCTF recommendations. The goal will be to create an environment that supports Indigenous suppliers, as well as the Indigenous community at the university for its purchasing of goods and services. Implementation will take place over a two-year period.	Strategic Procurement Services have implemented the following over the past year: <ul style="list-style-type: none"> •All supplier meeting including site visits, demonstrations and interviews include a verbal land acknowledgement •Developed a social procurement framework including a TRC component, training sessions have been provided to the Queen's community •Staff have attended information sessions with the Canadian Council for Aboriginal Business and are investigating becoming a member •Procurement procedures have been updated to include Trade Treaty exemption for Aboriginal businesses •Procurement procedures for the payment of elders with consideration of cultural practices have been put into place
The Board of Trustees approved a Diversity Statement in 2017, which commits the Board's Governance and Nominating Committee to actively seek out and promote potential Board of Trustees candidates who reflect the diversity of Canadian society, with particular attention toward members of equity-seeking groups, which includes Aboriginal people.	Two new Indigenous Board of Trustee members began their three-year, renewable term on June 1, 2018.
A University Council Special Purpose Committee on Diversity and Inclusion is overseeing the development of a Diversity and Equity Assessment and Planning tool for governance bodies. The tool will be used to help Queen's decision-making bodies to understand their demographic profile and assist in developing action plans to enhance equity and inclusion.	The Special Purpose Committee completed the development of the DEAP tool for governance bodies. University Council is now using it and the Board of Trustees reviewed it as part of the development of its own EDII action plan.
A Senate Equity Census is under development and will be administered in fall 2018.	The census was administered. These results are under review by the Senate's Governance and Nominating Committee, which will determine whether additional efforts to increase Senate's diversity should be developed and implemented.

New Initiatives:

- Membership of Provost's Advisory Committee for the Promotion of the Arts (PACPA) expanded to include the Coordinator, Office of Indigenous Initiatives. In recent years, PACPA has financially supported a number of creative projects that promote a deeper understanding of Indigenous histories, knowledge systems and experience. Having Indigenous representation on PACPA will be very beneficial to the Committee's deliberations and will affirm the University's commitment to creating a campus that values and reflects Indigenous perspectives.
- The Office of the Principal supported and attended a theme session to explore how Queen's can define its vision for

Indigenization on campus for 2019 with a focus on the student experience, inclusion and support. The Principal engaged with a panel of Indigenous speakers and the focus was on exploring themes and ideas.

- The Dean of the Smith School of Business appointed four senior faculty and staff to create the Smith Truth and Reconciliation Implementation Committee. The mandate is to ensure TRCTF recommendations are implemented.
- Engineering students sit as voting members of Aboriginal Council Queen's University through their involvement with the Queen's chapter of the American Indian Science and Engineering Society (Q-AISES).

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

- The Office of Indigenous Initiatives coordinates and participates in the following working group meetings: Advancement of Indigenous Initiatives, Indigenous Knowledge, Curriculum & Research, Cultural Awareness and Programming, Community Engagement, TRC Roundtable, Indigenous Studies Curriculum, Indigenous Studies major/medial program development.
- The central Office of Indigenous Initiatives website launched in September 2019.
- Five Indigenous researchers and academics were invited to campus via the Indigenous Visitorship Fund.

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

Ongoing Initiative

Progress

The Office of the Vice-Principal (Advancement) is working closely with the Office of Indigenous Initiatives and the Office of the Provost and Vice-Principal (Academic) to develop a comprehensive advancement strategy to support Indigenous initiatives at Queen's. The Deputy Provost (Academic Operations and Inclusion) requested that faculties, schools, and student affairs identify initiatives related to the TRCTF recommendations where philanthropic support would be required, and a database of all current and planned initiatives in need of funding support is in development.

A database of all initiatives has been created in the faculties and schools, as well as, prospect identification.

The Provost has provided resources to hire a senior fundraiser to focus on university wide initiatives including support for TRCTF recommendations.

New Initiatives:

- The Chief Don Maracle Reconciliation/Indigenous Knowledge Fund was established in May 2019 with a gift of \$250,000 from David Sharpe, Law'95.
- The Faculty of Engineering & Applied Science received a \$1 million donation for Indigenous student scholarships which was matched by an additional FEAS commitment of \$800,000 from expendable funds.
- The Faculty of Education established an Indigenous Initiatives Fund to support the Elder-in-Residence, programs and services for Indigenous students and training for faculty and staff on Indigenous knowledge and culture.
- The Agnes Etherington Art Centre has cultivated donor support for Indigenous programs and collections. A gift was received to create a trust fund for conservation of Indigenous art in our collections.
- The library, in conjunction with Advancement, secured \$500,000 in funding from the Stauffer Foundation to build an Indigenous-focused learning space in the lower level of Stauffer Library, additional Indigenous study rooms in four other library locations, and to support a speaker series for the Stauffer@25 celebrations.
- The Smith Development team stewarded donors who have created student awards for Indigenous students by facilitating meetings of donors and recipients to build sustained relationships and foster further support. The Development team also secured 2 major sponsors for the inaugural Reconciliation on Bay Street conference organized by Smith and Law students.

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.

Ongoing Initiative

Progress

<p>The Office of Government and Institutional Relations (GIR) will identify opportunities for Queen's to advocate for policies and programs that support Indigenous students at Queen's and throughout the post-secondary sector.</p>	<p>As part of the rollout of the TRC report, GIR facilitated meetings with government officials, including cabinet ministers both provincially and federally, as well as senior public servants, to raise awareness of Queen's commitment to reconciliation. In 2018, GIR assisted the AVP (Indigenous Initiatives and Reconciliation) with the completion of a partnership agreement and transfer payment agreement with Tsi Tyónnheht Onkwawén:na Language Circle, to facilitate program funding from the Province of Ontario. In 2019, GIR presented the Office of the Prime Minister with a detailed briefing on Indigenous and first generation programs, services, and access at Queen's. GIR also worked with the VPR to advocate with the government, CFI and Tri-Councils for the need to better enable Indigenous research at Queen's and Canada's universities. GIR also facilitated the joint signing of the new Dimensions Charter by Principal Woolf and Minister Kirsty Duncan.</p>
<p>The Aboriginal Access to Engineering strategic plan 2018-2022 will identify areas of synergy with federal government programs to develop Indigenous PhDs in STEM fields.</p>	<p>The options are still being explored as this is a multi-institutional program.</p>

New Initiatives:

- The Office of VP Research supports tri-agency funding applications and major institutional grants for Indigenous-related research. For example, SSHRC funding was granted for a language revitalization program between Tyendinaga and Queen's University.
- The Faculty of Engineering & Applied Science is leading an initiative with members of the Council of Ontario Deans of Engineering (CODE) for implementing Indigenous content into engineering programs.
- The Faculty of Health Sciences has established a close working relationship with the National Indigenous Health Sciences Circle with formal affiliation with the Chairs at the University of Ottawa and the University of Saskatchewan.



Community Collaboration in action. Announcement of the Queen's University and Tsi Tyonnheht Onkwawenna partnership for the Mohawk Language certificate.

Yakyónhne Zhi-zhishendamang Reflecting

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

Ongoing Initiative

Plans are underway in the Faculty of Arts and Science for an Indigenous space to be created as part of the newly renovated "student street" area of Mac-Corry Hall.

Physical Plant Services will initiate a lunch and learn session for project management staff to help them identify opportunities for implementing Indigenous cultural design into renovation projects.

Progress

The Welcoming Room will serve as an inclusive, Indigenous space for teaching and learning, gatherings and events. The space will open in the fall 2019.

The Office of Indigenous Initiatives and PPS have met to discuss how to incorporate Indigenous landscape and interior design into new builds and renovation projects.

New Initiatives:

- The Isabel Bader Centre for the Performing Arts launched the Ka'tarohkwi Festival of Indigenous Arts which included 18 exhibition, programming, and performance events over 4 months. The Isabel was honoured to collaborate with curator Dr. Dylan Robinson and all the artists involved for their originality and creativity in bringing this festival to fruition, as it was to work with imagineNATIVE film festival, Four Directions Indigenous Student Centre, Queen's Indigenous Initiatives, Electric Circuits, and Queen's Department of Film and Media as affiliated collaborators. This was the first major collaboration with the Agnes Etherington Arts Centre, and it was a spectacularly successful one. Together, the Agnes and Isabel reached 58,123 people. It was a powerful collaboration, and has sparked ideas for collaborations in the future.



CREDIT- Aaron Holmberg

Digging Roots with the Juno Award-winning Anishinaabe duo Raven Kanetakta and ShoShona Kish in the Isabel's Concert Hall. The performance was part of the Ka'tarohkwi Indigenous Arts Festival.



CREDIT - Aaron Holmberg

World premiere of We Wear One Another by Alutiiq artist Tanya Lukin Linklater in the Rehearsal Hall at the Isabel Bader Centre for the Performing Arts. Part of the Ka'tarohkwi Festival of Indigenous Arts

- Many faculties and units have incorporated Indigenous artwork, signage, Indigenous plants and smudging in their areas.
- The creation of a garden space in the shape and colours of the Medicine Wheel will be featured on the grounds of Summerhill.
- Smith Year in Review magazine: The school's latest annual report (2018) includes a number of student success stories, including the story of Misko McGregor, Comm'21, who founded the Queen's Commerce Indigenous Council and received the Birch Hill scholarship that aims to improve employment opportunities for Indigenous students.
- Four Directions Indigenous Student Centre has established a welcoming and inclusive space for students, staff, faculty and community members. More than 1,800 people visited the Centre in 2018/19.
- Plans are underway for the re-development of Duncan McArthur Hall, John Deutsch University Centre and the new residence to include elements of Indigeneity in the spaces.
- Integrated Communications is working closely with the AVP (Indigenous Initiatives and Reconciliation) to further develop a communications framework, which would include a digital strategy to promote the work of the office and ongoing support to students. Over 45 stories highlighted Indigenous initiatives across campus.



CREDIT - Smith School of Business

Misko McGregor, Comm '21



CREDIT - University Communications

Four Directions Indigenous Student Centre Opening

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

Ongoing Initiative

Progress

<p>A priority for the Faculty of Arts and Science is the establishment of a Centre for Indigenous Research-Creation. The faculty is undertaking preliminary discussions with the Office of Advancement, Vice-Principal (Research), AVP (Indigenous Initiatives and Reconciliation), and Indigenous and allied faculty members across the university to explore the feasibility of developing the centre.</p>	<p>Consultations are ongoing and have included 2 events to explore the feasibility of the creation of a Research Centre.</p>
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Kanohweratónhtshera

G'di-mikwanim

Welcoming

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

Ongoing Initiative

Progress

<p>Queen's has joined the Pathways for Indigenous Learners collective to develop pathway programming and support services for Indigenous learners in Ontario universities, colleges, and Indigenous institutes. Articulation agreements developed within this project will support the seamless transition of Indigenous learners across the sector.</p>	<p>The Aboriginal Student Access and Support Working Group of the Aboriginal Council is identifying potential pathway opportunities. Queen's is part of the "Coming Full Circle" ONCAT project; the working group has updated Queen's asset map, and has identified the following areas for potential growth and collaboration:</p> <ol style="list-style-type: none"> 1. Expand the current fast track option in Urban and Regional Planning to other institutions, and better promote programs that already consider applicants without undergraduate degrees. 2. Identify funding to sustain bi-directional engineering and engineering technology pathways in the Faculty of Engineering and Applied Science. The faculty has recently secured an ONCAT grant to develop this work. 3. Hire a dedicated pathways position that can undertake, coordinate, and lead this work.
<p>The Director of Aboriginal Access to Engineering is currently involved in initial discussions regarding the development of a pathway for Indigenous students into engineering at Queen's from programs at George Brown College and Mohawk College.</p>	<p>Discussions are ongoing regarding the development of a pathway for Indigenous students into engineering at Queen's from Mohawk College. This pathway is layered onto another ONCAT-sponsored project of articulation between college and university engineering programs, more broadly.</p>

New Initiatives:

- Senha Iohahio : College to Civil Engineering - Queen's and St Lawrence College have signed an articulation agreement into Civil engineering that is enhanced for Indigenous students. One student has come to Queen's through this pathway.

9 Expand recruitment and outreach initiatives targeted to Indigenous students.

Self-Identified Representation Rates of Indigenous Students, 2016-18¹

Year	Total Student Population	% of Total Student Population that Responded to Self-Identification Surveys	% of Respondents that Identified as Indigenous
2016	23,714	60.2%	3.2%
2017	24,770	50.8%	3.6%
2018	24,649	40.8%	4.3%

**Currently
there are 92
Indigenous
graduate
students**

¹ Representation rates are based on the following consolidated data sources: Queen's Student Applicant Equity Census, Queen's I Count Equity Census, Canadian Graduate and Professional Survey (CGPSS), National Survey of Student Engagement (NSSE), Ontario Universities' Application Centre (OUAC)

- An annual "How to Business" booklet was developed by the Commerce Indigenous Council to assist in transition. The students are also involved in planning summer camp activities to help expose Indigenous youth to post-secondary as well as networking events in order to connect youth with entry-level employment.
- The Faculty of Health Science, Law, Commerce and Office of the Registrar have hired Indigenous recruitment representatives.
- The Faculty of Law and Smith School of Business coordinates and funds 50 youth from Akwesasne Mohawk Territory to visit Queen's campus in July.
- Complimentary tickets for Indigenous programming at the Isabel Bader Centre were made available to Indigenous youth with 501 Indigenous and non-Indigenous youth participants.
- The Reconciliation on Bay Street conference was hosted by faculties of Law and Business.

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

Ongoing Initiatives:

- Undergraduate welcome and transition activities include Welcome Day for first-year Indigenous students, families and guests, the Indigenous and Allies Living Learning floor in residence, and peer mentoring.
- Self-identified Indigenous students enrolling in Engineering at Queen's have access to wrap around services through the Aboriginal Access to Engineering program. Academic, cultural, community, and employment support is available to ensure their success.
- The Faculty of Education's Elder-in Residence provides World Indigenous Studies in Education and other Indigenous students with Indigenous-based personal and academic guidance.
- The Faculty Recruitment and Support program of Faculty Relations distributes information on Queen's Indigenous initiatives and the Aboriginal Council to all shortlisted candidates in faculty appointment processes.

21.7%

**56 accepted
under the
Indigenous
Admissions
Policy**

20.9%

**81 Indigenous
students are
entering full-time
undergraduate
studies**

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

Ongoing Initiative

Progress

The Director of Indigenous Initiatives is working with stakeholders across the university to develop an asset map that provides information on academic programs with Indigenous-focused content, as well as supports, resources, and services for Indigenous learners at Queen's.	Under the guidance and direction of the Aboriginal Student Access and Support Working Group of the Aboriginal Council, Queen's asset map has been updated and has identified areas for potential growth and collaboration (see #8). This will be a living document and will be available on the Office of Indigenous Initiatives website.
University Relations is working with the Director of Indigenous Initiatives to develop a framework for a communications strategy to highlight the role of the newly established Office of Indigenous initiatives.	A comprehensive communication strategy was completed and implemented in 2018-19. University Relations will continue to ensure Indigenous knowledge, articles and information is shared with the broader Queen's community. The central webpage for prospective and current Indigenous students will continue to be the Four Directions Indigenous Student Centre website.

New Initiatives:

- Most faculties have developed information on their websites for Indigenous students. The "Indigenous Students" section of the SGS webpage, for example, was thoroughly revised and expanded to include comprehensive information on all aspects of graduate study and tailor this information specifically to prospective or current Indigenous students.
- It is a recommendation from the Office of Indigenous Initiatives that all faculties have a webpage devoted to Indigenous students.

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

Ongoing Initiative

Progress

An Indigenous student admission regulation was created in 2018 to expand access for Indigenous graduate students.	Under this regulation, 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.
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New Initiatives:

- The health professions programs have now all developed an admission policy for Indigenous students. This was completed in the 2018-2019 academic year.

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

- An expanded Centre opened in Fall 2018 to include 144 Barrie St. The Centre is fully staffed including two new positions; a Cultural Counsellor who provides individual & group therapy & counselling based on a holistic model and an Indigenous Events & Programs Assistant to support the planning & implementation of events & programs.
- The Agnes Etherington Art Centre facilitated the gifting of a beautiful incised firepit by artist Tania Willard to the Centre's tipi, a piece commissioned through the exhibition "Soundings," and gifted as a lasting and inspiring legacy.



CREDIT – Cynthia Delahaye

Four Directions Indigenous Student Centre expands to include 144 Barrie St.

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

Indigenous Staff Representation Rates, 2016-18²

Year	% of Total Staff that Responded to Survey ³	% of Indigenous Staff that Responded to Survey	% of Indigenous Canadian Workforce
2016	88.7%	2.3%	3.5%
2017	88.7%	2.5%	
2018	87.5%	4.1%	

Indigenous Faculty Representation Rates, 2016-18²

Year	% of Total Faculty that Responded to Survey ⁴	% of Indigenous Faculty that Responded to Survey	% of Indigenous Canadian Workforce (Professors)
2016	80.3%	1.7%	1.3% (2011)
2017	79.7%	1.5%	
2018	87.6%	2.0%	

² Faculty and staff representation rates are obtained through the "I Count" Queen's Equity Census and shared with the federal government as part of the university's obligations under the Federal Contractors Program.

³ Includes Executives, General Support, Research, CUPE 229, CUPE 1302 and CUPE 254.

⁴ Includes Professors, Adjunct Professors, Post-Doctoral Fellows, Academic Assistants, Librarians and Archivists



CREDIT – Tim Forbes

Installation view from Soundings: An Exhibition in Five Parts featuring fourteen contemporary Indigenous artists at Agnes Etherington Art Centre, 28 April–6 August 2018.

Ongoing Initiative

Progress

<p>The Deputy Provost (Academic Operations and Inclusion), the Equity Office, and Human Resources have developed formal employment equity processes for staff recruitment. These processes will help ensure Indigenous candidates, and other members of equity-seeking groups, are not denied staff positions due to systemic barriers that may unintentionally exclude individuals for reasons not related to ability or qualifications.</p>	<p>The employment equity process for staff hiring has been mandatory now since January 1, 2019. Committee members take a 3 hour training session with Equity Services and the Employment Equity Representative takes an additional 3 hour training session. The EE Rep tracks the process through the Queen's Equity Appointment Process.</p>
<p>Human Resources plans to increase the university's presence on Indigenous focused job boards and list serves. This work will include developing a list of external employment advertising resources focused on Indigenous communities, and exploring options for the purchase of an annual subscription with the Inclusion Network, a national Aboriginal job site.</p>	<p>Staff met with the Metis Nation of Ontario and the Mohawks of the Bay of Quinte to discuss Queen's recruitment process and to share jobs within their networks. Hiring managers are encouraged to reach out to Indigenous job sites to post positions.</p>
<p>Human Resources, will develop and encourage the use of targeted interview questions to assess candidate skills and knowledge in Indigenous and other diversity initiatives. This work will begin in spring 2018.</p>	<p>A comprehensive interview guide was developed in consultation with the Office of Indigenous Initiatives. The questions are available to hiring managers.</p>

New Initiatives:

- There were many new Indigenous hires across faculties & departments in 2018/19, which included 6% of new tenure/tenure track faculty and 4% of staff. In 2019, 99 employees identified as Indigenous.
- The Agnes Etherington Art Centre hired a Haudenosaunee

Research Associate to guide and inform the work, especially in the area of sensitive Indigenous heritage collections.

- Faculty of Health Sciences hired a Coordinator of Indigenous Curricular Innovation.

15 Build capacity in strategic areas to support Indigenous programming.

New Initiatives:

- The Faculty of Engineering & Applied Science developed Indigenous curriculum content which will be embedded in core professionalism courses.
- Dr. Lindsay Morcom was the successful recipient of a Tier II Canada Research Chair in Indigenous Language Revitalization and Decolonizing Education.

- The Office of Professional Development & Educational Scholarship hired a Director of Education Development to support Indigenous programming.

99
Indigenous
employees

6% new
faculty
4% staff
are
Indigenous

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

Ongoing Initiative

The Office of the Principal plans to engage the Director of Indigenous Initiatives to discuss how senior offices can ensure the same group of Indigenous faculty and staff members are not repeatedly called upon to support central initiatives or serve on senior administration committees and working groups.

Progress

Ongoing conversations with the Provost and the Office of the Principal are happening to identify alternative options for Indigenous engagement on senior administration and working groups. The development of the Indigenous Employee Network is anticipated to identify additional faculty and staff options for engagement.

New Initiatives:

- Many faculties are consciously aware of the need to engage Indigenous faculty and staff without putting an onerous burden of responsibility upon them. Deans are working with faculty and staff to clarify expectations and help manage requests on their time.
- The Faculty of Education is undertaking the development of skills and knowledge building amongst staff and faculty to support our Indigenous colleagues.

17 Recognize and support Indigenous scholarship and traditional knowledge.

Ongoing Initiative

Working with Indigenous scholars and community leaders, the School of Policy Studies is developing a formal proposal for a new Graduate Diploma in Indigenous Governance. The development of this diploma seeks to respond to the needs of Indigenous communities and their leaders, as well as enhance capacity for self-governance.

Progress

The Graduate Diploma in Indigenous Governance continues to be developed. A full draft proposal is now complete and the plan is to work toward submittal in 2020. The School of Policy Studies continues to explore the best ways to deliver this program to the target audience of Indigenous administrators.

New Initiatives:

- The Principal's Student Initiatives Fund provided support to the Queen's Native Student Association Wellbeing Circle, and a student-led Indigenous speaker series.
- SGS allocated up to two Ontario Graduate Scholarship awards, each valued at \$15,000, to Indigenous graduate students.
- SGS created 6 new Doctoral Field Travel Awards in 2018-19 to support Indigenous research projects being carried out by Queen's PhD students. The value of each award is \$3,000.
- A new research group, Social Healing and Reconciliatory Education (SHARE) has been established by Dr. Lindsay Morcom in the Faculty of Education.
- The SparQ Studios Makerspace has been utilized to create laser engraved wood designs of authentic Indigenous stories.
- The Faculty of Arts & Science created a Pre-Doctoral Fellowship program for doctoral candidates in the creative arts, humanities, social sciences or natural and physical sciences. Five Indigenous PhD students participated in 2018-19.

Yakyónhnhe
Zhi-zhishendamang
Creating

18 Raise awareness of Indigenous research at Queen's.

Ongoing Initiative

Progress

<p>The Research Promotions team has identified Indigenous research as a target area of its activities and is working closely with Communications, Marketing, and the Research portfolio to enhance the visibility of Indigenous-focused research at Queen's.</p>	<p>The new research website to be launched in September 2019, will host a feature story on Lindsay Morcom focused on research into preservation of Indigenous languages and Indigenous education.</p> <p>An Indigenous Knowledge Creation Gathering was held in Spring 2019 to celebrate Indigenous research on campus. Over 100 staff and faculty were in attendance.</p> <p>A community consultation is organized for 2019-20 academic year.</p>
<p>The Centre for Social Impact in the Smith School of Business will host an Indigenous Business Research Symposium with scholars from across the country in spring 2018.</p>	<p>An Indigenous Research Summit was organized in Spring 2019 by Smith Professor Tina Dacin and Jordyn Hrenyk, a Michif MSc student.</p>



From left: Keri-Lynn Cheechoo, Jennifer Meness and Adrienne Lickers, Indigenous Pre-Doctoral students present their research as part of the Research Collaboration with Indigenous Communities graduate student workshop.

New Initiatives:

- The exhibition entitled Soundings emerged from a major research project of Canada Research Chair in Indigenous studies Dylan Robinson. The support of the Agnes for the development, public presentation and documentation of this multi-part exhibition program has brought the research into prominence. This impact will be further extended by the forthcoming national and international tour.
- The NSERC CREATE Sustainable Engineering in Remote Areas (SERA) program held its annual workshop in September 2019 with a focus on renewable energy projects in Indigenous communities. The Beaty Water Research Centre is considering developing links and research with Indigenous communities.
- The Research Collaboration with Indigenous Communities Graduate Student Workshop, a half-day, follow-up event to the Research Collaboration with Indigenous Communities. It was designed specifically for graduate students with an interest in Indigenous research initiatives. The workshop featured the group of Queen's Indigenous Pre-Doctoral Scholars each of whom presented their individual research programs and then led small group break-out sessions with workshop attendees.
- The Research Promotion and Media teams work to support Indigenous research through supporting faculty engagement with The Conversation Canada and through developing faculty media experts in this area.



CREDIT – Tim Forbes

One of three outdoor installations by artists for Soundings: An Exhibition in Five Parts, an exhibition at Agnes Etherington Art Centre: Ogimaa Mikana, Never Stuck, 2018, vinyl transfer.

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

Ongoing Initiative

An Ad Hoc Research Collaboration with Indigenous Communities Working Group has been established to provide guidance in the development of research collaborations between the School of Graduate Studies and Indigenous communities engaged in the Aboriginal Council of Queen's University. The immediate objective of the initiative is to prepare a research outreach plan for the Council; however, the results of this initiative may be useful to the broader Queen's research community.

The Faculty of Education is exploring ideas and solutions related to the remuneration of Indigenous communities participating in research.

Progress

The Office of Vice-Principal (Research), School of Graduate Studies and the Office of Indigenous Initiatives co-hosted the Indigenous research workshop "Negotiating Ownership and Control in Collaborative Research with Indigenous Communities" to educate researchers on best practices. The workshop was designed as a hands-on, foundational training and community-building activity in which participants could learn from the insights of experienced researchers, Indigenous leaders, and community members about best practices in the ethical and responsible conduct of Indigenous research. It featured a keynote address by Ovide Mercredi, former National Chief of the Assembly of First Nations, and was followed by a panel featuring academics and community leaders with experience in research collaborations.



The financial policies were reviewed and clarification was sought for internal honouraria and gift card policies for Elders and Indigenous communities.

New Initiatives:

- The General Research Ethics Board has had several interactions with Indigenous and community based researchers to navigate the challenges of conducting community based research with respect to data ownership, control, access and possession, along with community engagement.
- University Research Services collaborated with research accounting to accommodate funding for an Indigenous community partner where standard grant management policies/procedures were not appropriate.

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

Ongoing Initiative

Progress

<p>The Office of the Vice-Principal (Research) is working to establish a concrete training strategy to address Chapter 9, “Research Involving the First Nations, Inuit and Métis Peoples of Canada” in the Tri-Council Policy Statement (TCPS).</p>	<p>Members of the Ethics Office completed the course on The First Nations Principles of OCAP® in June 2019. Indigenous/Community based GREB applications are currently being assigned to the GREB Chair or Vice Chair for review, in addition to a GREB Member, to ensure adherence to TCPS 2 2014 Chapter 9.</p>
<p>Queen’s General Research Ethics Board will establish a committee to develop a training module for ethical guidelines for Indigenous research (based on Chapter 9 of the TCPS) in spring 2018. A business case will be developed to request funds to support this initiative and build an online course.</p>	<p>Invitations letters were sent out to the committee in the Spring 2019. Due to prior commitments of Indigenous faculty, the position remains vacant. The Director is working with the AVP Research to resolve this issue. An online module is being developed.</p>

New Initiatives:

- Faculty of Arts & Science is partnering with the Office of the Vice-Principal (Research) in hiring a dedicated Indigenous research advisor to support Indigenous faculty and settler scholars working on Indigenous research with respect to Tri-Council and other external funding protocols.
- Dr. Lucie Levesque, Professor, School of Kinesiology presented “Research Involving Aboriginal/Indigenous Peoples” for educational purposes at the February 2019 GREB board meeting.
- Members of the Ethics Office attended the various Indigenous research events across campus.
- GREB/HSREB Application form updates are in progress to more accurately address the ethical principles highlighted in Chapter 9 of the TCPS 2.



Artwork by Allan Linklater, Cree

CREDIT – Kianne Bearman

Yonkwaweyentehton'hátýe Kinoomaagasing Learning

21 Thoroughly integrate Indigenous knowledge into curricula across academic programs.

Ongoing Initiative

Progress

The Principal's Dream Courses initiative includes a focus on the theme of Indigenous identities.	The 2018/19 recipients were: MUTH 329: Listening Otherwise Dylan Robinson, Canada Research Chair in Indigenous Arts DEVS 221: Topics in Indigenous Human Ecology T'hohahoken Michael Doxtater, Queen's National Scholar
The Faculty of Engineering and Applied Science has established a Curriculum Diversity Plan Working Group. The working group will engage in an extensive consultation process to seek feedback as it formulates its guiding principles and drafts the Curriculum Diversity Plan. The plan will go to FEAS Faculty Board for adoption by the end of 2018.	The FEAS developed curriculum content from 2017-2019 that is being embedded in core professionalism courses that address Indigenous issues as part of equity modules.
The APSC 100 Engineering Practice course is a design and professional skills course that provides students with opportunities to conduct design projects in the Kenhteke (Tyendinaga) community. The Faculty is exploring the possibility of expanding Indigenous community-based projects into APSC 200 and/or 400 level capstone projects in next academic year.	In the APSC 200 course projects are frequently developed that consider the impacts and perspectives of Indigenous peoples, however it is not a specific focus of the course yet.
Work is underway to expand the Indigenous Studies minor to a medial. The current minor in Indigenous Studies is an interdisciplinary degree.	Planning is underway for major and medial concentrations in Indigenous Studies which are expected to launch in 2020.
Smith School of Business has set a goal for 2018-19 and onward that all Commerce students experience course content in each year of their program that features Indigenous knowledge. The Smith leadership team is working with graduate program leaders on ways to implement a similar goal.	Indigenous content was successfully piloted in the 2nd year core course COMM 104 – Business Ethics and Corporate Social Responsibility. JP Gladu delivered a webinar on Smith Business Insight, and was the keynote speaker at the Smith Centre for Social Impact Summit.
The Undergraduate Curriculum Committee is considering recommendations from the TRCTF and Principal's Implementation Committee on Racism, Diversity, and Inclusion reports as they review the Commerce curriculum. The committee's interim report is expected by the end of spring 2018.	The review is still on-going and embedding Indigenous content is still being fully considered. A more substantial update on the curriculum review will be available at the end of the Fall term.



CREDIT – Smith School of Business

From left: Carol Ann Budd, Dakota Lavery COMM '20, and Karen Humphreys Blake organized an Indigenous education exercise for Commerce students.

New Initiatives:

- The Faculty of Arts & Science 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.
- 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.
- The Centre for Teaching and Learning lead several workshops and monthly conversations discussing decolonization and Indigenous Ways of Knowing.
- The Isabel worked with faculty to have the Ka'tarohkwi Festival event attendance as part of the curriculum.



- The Agnes' learning-through-art programs offered new collection-based seminars in Indigenous economics, material history, race and gender in modern art and photography.

- As part of the Inclusive Collections project work, the library has been identifying publishers and voices outside of mainstream collection development pathways.



CREDIT – Caleigh Matheson

Indigenous Author Spotlight display at the Education Library

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

Call to Action 16 calls upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal languages.

Ongoing Initiative

Two Indigenous language certificates are in development within the Faculty of Arts and Science. A Certificate in Indigenous Languages and Cultures, and a Certificate in Mohawk Language and Culture, offered in partnership with Tsi Tyónnheht Onkwawén:na Language and Cultural Centre in Tyendinaga.

Progress

Queen's students can earn a certificate in Indigenous Languages and Cultures.

The Certificate in Mohawk Language and Culture is offered to members of the Mohawk Nation. The first cohort began studies in 2018.

New Initiatives:

- The library has created an Indigenous Language Revitalization guide to assist students and researchers in locating relevant materials, with a focus on Anishinaabemowin, Cree, Inuktitut, and Mohawk.

Call to Action 24 calls upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

Ongoing Initiative

Progress

<p>The Faculty of Health Sciences task force report was completed in March 2017, and includes 25 recommendations and a five-year implementation plan. A strategy to operationalize the recommendations was subsequently developed and a Health Sciences Committee on Indigenous Affairs is being created to assist in implementation. The faculty hopes to hire a Co-Director of Indigenous Initiatives who will provide leadership for the Health Sciences Committee on Indigenous Affairs and direction for the implementation plan.</p>	<p>The Dean of Health Sciences has provided financial support to the creation and ongoing work of the Indigenous Health Education Working Group which includes faculty members from the three schools and Indigenous student representation. This working group is tasked with taking the TRC Calls to Action forward with respect to health professions education.</p>
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New Initiatives:

- A Coordinator of Indigenous Curricular Innovation was hired who has established relationships with our curricular leads in all programs. The development of curricula is currently underway. The opportunity for inter-professional curricula will be promoted.
- Educational programming was included as part of faculty development, a ceremony was conducted on National Indigenous Peoples Day, 3 days of instructional sessions by Dr. Barry Lavallee which included a keynote address "Teaching Methods for addressing Cultural Safety", educational rounds "Indigenizing Educational Research and Workforces in Health: Struggles and a Way Forward" and a meeting with students.

Call to Action 28 calls upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and antiracism.

Ongoing Initiative

Progress

<p>Partnership with Akwesasne Mohawk Territory</p>	<p>For the second consecutive year, the Faculty of Law organized a roundtable discussion with Akwesasne community members in Akwesasne Mohawk Territory.</p> <p>In November 2018, 25 students, staff and faculty visited the Akwesasne Court, and discussed historical conflict resolution techniques and restorative justice.</p> <p>In January 2019, leaders of the Akwesasne Justice Department met with a number of law faculty and students to discuss broad-based collaboration in the areas of Indigenous self-government, child welfare, criminal law, tobacco trade and other legal research.</p>
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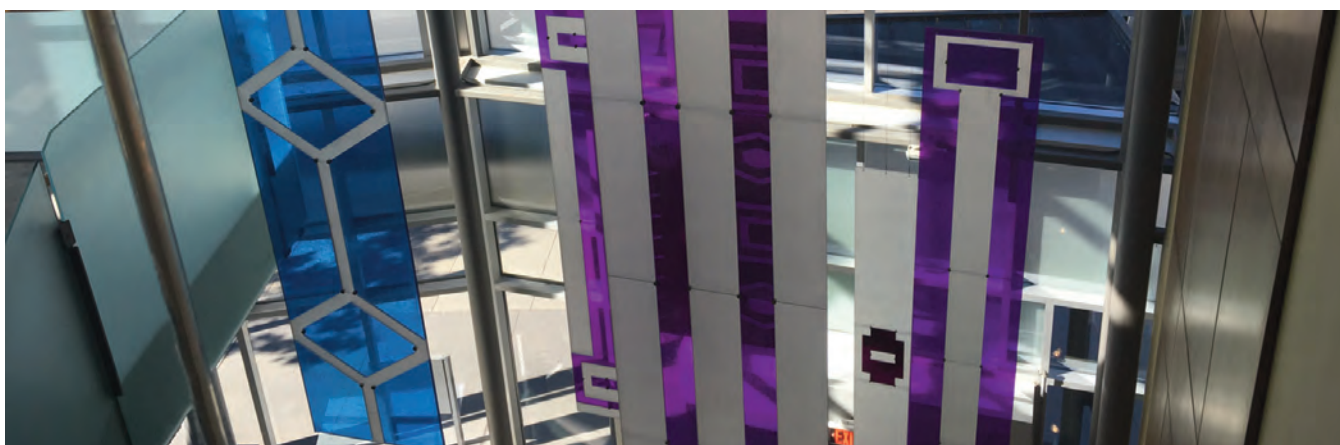
Ongoing Initiative

Progress

Partnership with Akwesasne Mohawk Territory	<p>In April 2019, a team of students in the International Trade Law Practicum completed a research project on tobacco trade for the Mohawk Council of Akwesasne (MCA).</p> <p>In early May, the MCA's Department of Justice Coordinator participated in a day of lectures and activities at the Bader International Study Centre.</p>
The Faculty of Law is currently redesigning its orientation program to address Indigenous-focused topics.	In September 2018, a Deans' Reception, organized in conjunction with the School of Graduate Studies, was held for incoming Indigenous students in the professional faculties of Law, Business and Medicine.
The first-year law curriculum is being reviewed to ensure that all students increase their awareness of Indigenous peoples, histories, their place in Canadian society, and their relationship to Canadian law.	Students were given the opportunity to participate in the Kairos Blanket Exercise.
The faculty assesses current course content with regard to Indigenous law through a yearly survey and relies on this data for course planning and development.	<p>As well as significant sections in some of our core courses, the Faculty of Law offered three Indigenous-specific courses for JD students in 2018-19: LAW 532 Aboriginal Law, a long-standing seminar that examines the legal and constitutional rights of Aboriginal peoples in Canada; LAW 257 First Nations Negotiations, a seminar that introduces students to legal and practical issues involved in First Nations negotiations and the skills needed to negotiate effectively; and LAW 272 Aboriginal Child Welfare, a new seminar that examines both the historic and current state of Indigenous child welfare in Ontario and provides students with a toolkit to further explore the practice of child protection. Indigenous issues are also covered in LAW 276 Bias and Criminal Justice System Outcomes. These courses are accompanied by frequent special visitors and speakers to the faculty.</p> <p>LAW 202/702, a course in the undergraduate Certificate in Law program, provides students with an understanding of Aboriginal law in Canada, and the historical and contemporary forces at play in the ongoing process of reconciliation.</p>
The Faculty of Law is seeking funding to support an Indigenous legal research centre and is partnering with Indigenous communities to support their local Justice Centers and their legal needs, particularly with respect to self-governance.	<p>The Faculty of Law continuing to partner with Justice Centers and their legal needs, particularly with respect to self-governance.</p> <p>Currently there is no direct initiative at this point to pursue an Indigenous research centre.</p>

New Initiatives:

- The Indigenous Knowledge Initiative, made available through a donation by David Sharpe (Law'95), is a 3 year program that will integrate Indigenous knowledge into the academic environment and develop connections. The initiative will be led by Dr. Mark Dockstator, previous President of First Nations University in Regina.
- The Faculty of Law, in partnership with the Ministry of the Attorney General of Ontario, funds three summer students to provide legal support to Indigenous communities through the Debwewin Summer Program.
- The Queen's Prison Law Clinic hired Richard Sauve as part-time Indigenous Justice Coordinator in 2019.
- Through "coffee chats" with students, faculty members discuss their research that affects or has implications for Indigenous communities, especially for self-governance.
- With funding from the class gift from Law '18, a quote from Justice Murray Sinclair of the Truth and Reconciliation Commission of Canada will be permanently installed in the atrium of the law school in 2019.



Indigenous art in the Law atrium of MacDonald Hall **words that are lasting** by artist Hanna Claus

Call to Action 62(i) calls upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade 12 students.

Ongoing Initiative

The Faculty of Education is developing Indigenous Professional Development Workshops.

Progress

Indigenous Professional Development Workshops are held for faculty and staff on an ongoing basis.

New Initiatives:

- Developed the Indigeneity, Inclusion and Equity Series of workshops for faculty and staff.
- The Faculty of Education hosted an annual art exhibition from Imagine a Canada. Materials and resources were available at the exhibition to encourage future teachers to incorporate reconciliation education into their curricula in a thoughtful and appropriate way.
- A 12-hour B.Ed. Course with an additional requirement of a 3-part cultural safety unit which includes the KAIROS Blanket Exercise is offered for all teacher candidates.
- The Agnes staff worked with teacher candidates to deliver programming based on the Indigenous art exhibition "Soundings". The program linked historic Indigenous cultures with current Indigenous cultural expression.



Elder Deb St. Amant admires the Two Row Wampum art exhibit by students of Loughborough Lake Public School.

CREDIT - Rebecca Carnavale

Teyonkwayenawà:kon Maamdoonaan Including

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

- Since the release of the TRCTF report, there has been a marked increase in conversations on Indigenous histories and experiences across campus. A snapshot of recent Indigenous focused events held across campus include:
 - Orange Shirt Day (Education)
 - National Indigenous Peoples Day teaching (FHS)
 - Indigenous Author Spotlight display in Education Library
 - Developing an Equity Ambassador Program to raise awareness and facilitate discussions (FEAS)
 - Kairos Blanket Exercise is part of the Expanding Horizons workshop series (SGS)
 - 2018 Teaching Development Day's theme was diversity & inclusivity and included sessions focusing on Indigenous cultural awareness (CTL)



Orange Shirt Day display by the Aboriginal Teacher Education Program



Faculty of Health Sciences "Enlightening Learning Event" on June 21st National Indigenous Peoples Day.

CREDIT – Jenny DeBruyn

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

Ongoing Initiative

Human Resources will collaborate with stakeholder units to develop an inventory of available and recommended training courses and related content.

Progress

Human resources continues to offer the Kairos Blanket Exercise and the Cultural Safety Training for staff. Discussions are ongoing to introduce an Indigenous Knowledge certificate.

New Initiatives:

- 2,800 staff, faculty and students participated in the Kairos Blanket exercise and/or Cultural Safety Training in 2018/19.
- The Centre for Teaching and Learning and the Human Rights and Equity Office are working collaboratively on a series of

online modules designed for faculty related to equity, diversity and inclusion in the classroom. We have involved a number of Indigenous faculty and students in the production and creation of content for the module related to decolonizing the curriculum.



Laura Maracle and Lauren Winkler LLB '20 facilitating the Kairos Blanket Exercise

CREDIT - Bernard Clark

25 Incorporate Indigenous ceremonies and traditional practices into university events.

New Initiatives:

- Many faculties and departments are including ceremonies, land acknowledgement and an Indigenous welcome into events. The Office of Indigenous Initiatives received 82 requests to facilitate.
- The opening of Mitchell Hall included a welcome by an Indigenous faculty member and hand drumming.
- The fall PhD-MSc Consortium is mandatory for all new Smith PhD and MSc students. This annual multi-day orientation event incorporates multiple land acknowledgements to build students' awareness of Indigeneity at Queen's.

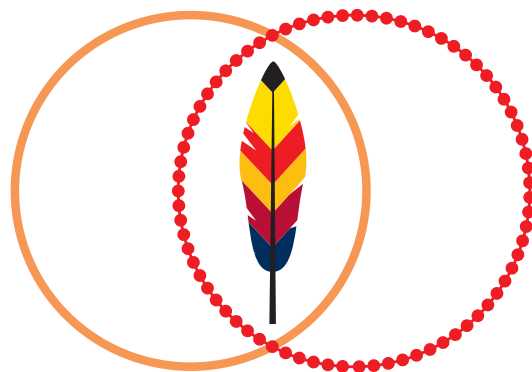


Traditional welcome from Dr. Michael Doxtator at the opening of Mitchell Hall



Four Directions Women Singers drum an honour song at the opening of Mitchell Hall

CREDIT – supplied photo



QUEEN'S UNIVERSITY

Office of Indigenous Initiatives