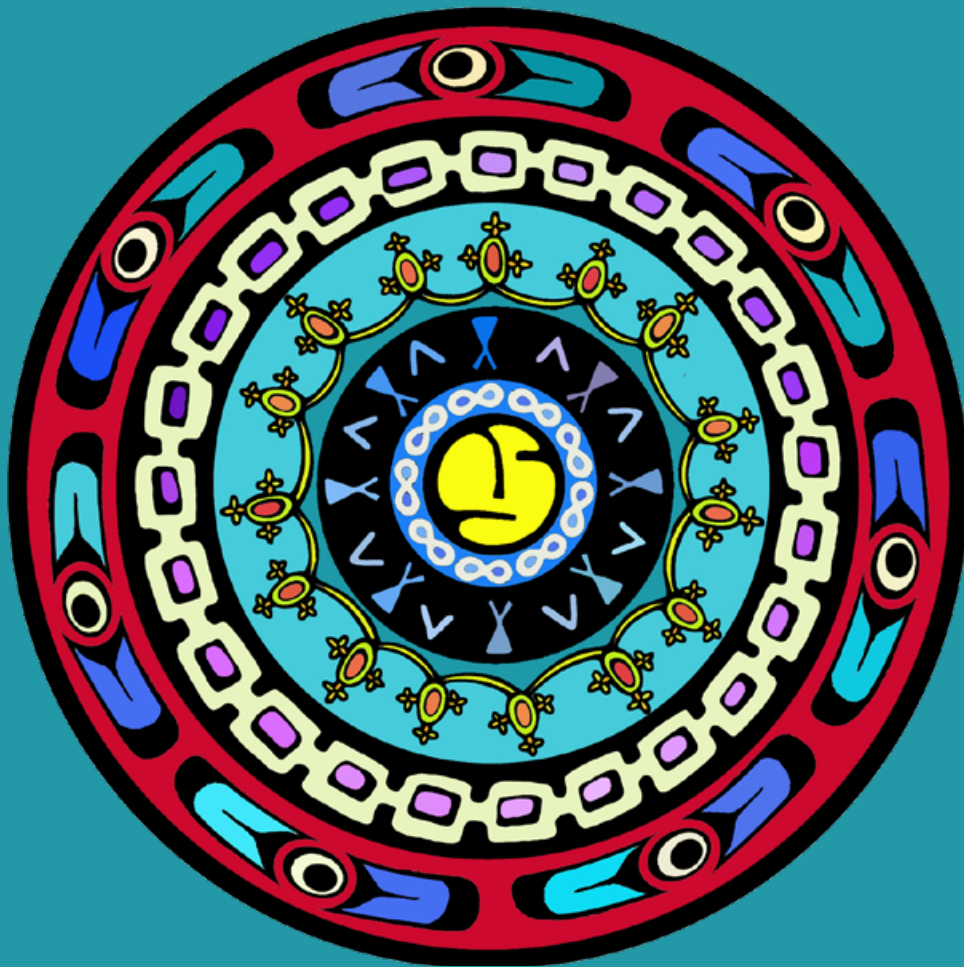


Yakwanastahente'ha Aankenjigemi
Extending the Rafters
Truth and Reconciliation Commission

Task Force | Implementation Report | Year Three | September 2020



"Unity"

by Portia Chapman





Students, faculty, and staff gather in solidarity with Queen's Indigenous and LGBTQ2+ communities.



Contents

2	Message from the Associate Vice-Principal (Indigenous Initiatives and Reconciliation)
4	Background and Executive Summary
6	By the Numbers
8	Highlights from 2019 on the Implementation of the Recommendations from Extending the Rafters
8	Yakwanenhrí:ne' Ogimaa Mazinigan E'giigidoomgak Representing
12	Yakyóhnhe Zhi-zhishendamang Reflecting
14	Kanohweratónhtshera G'di-mikwanim Welcoming
18	Indigenous Community at Queen's
19	Indigenous Community by the Numbers
19	Commitment and Initiatives
20	Additional Progress Made in 2019 on the Extending the Rafters Recommendations
20	Yakyóhnhe Zhi-zhishendamang Creating
22	Yonkwaweyentehton'hátye Kinoomaagasing Learning
24	Teyonkwayenawà:kon Maamdoonaan Including
26	Looking Ahead

Message from the
Associate Vice-Principal
(Indigenous Initiatives and Reconciliation)



Kanonhsyonne
Janice Hill

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

I started this year with an encouragement to everyone to 'look beyond faces, places and spaces' in the work of Indigenizing our campus and community. You will see in the pages of this report efforts to accomplish just that even in light of the immense challenges we have all been faced with this year. It is necessary for this work to continue and for all of us to dig even deeper to unearth systemic inequities within the institutions and governing bodies that we live in to identify pathways towards equity and inclusion.

It has been a challenging and difficult year on many fronts. Indigenous, Black and racialized peoples and communities have faced overt and violent racism, hatred and discrimination. Indigenous and LGBTQ2S communities on our campus have been faced with ongoing violence and racism. At the same time, we have experienced immense support as evidenced by the Solidarity march and the multitude of statements of support. However, the time for statements has now passed and we are working towards actions to combat racism and violence, to create a culture of equity and inclusion on our campus.

The global COVID-19 pandemic has turned the world upside down unsettling everything we knew as 'normal'. We have all been faced with adjusting and creating new ways of working, living and being together and yet socially distanced for the safety of all, most particularly those most vulnerable. We are experiencing time on the land, with family and close relations and remembering those things that are truly important.

We have seen and continue to see outpourings of support in the Black Lives Matter movement and for Missing and Murdered Indigenous Women and Girls albeit perhaps not at the level required for national redress and change. Sadly Indigenous and Black people are still seen as dispensable as evidenced by recent events internationally. This illuminates for me the fact that there is still much work to do.

My teachings instruct me to remember each day to be grateful; to acknowledge and give thanks for all that has been provided; to be thankful that I have been given a new day to see the sun, feel the wind, take a breath. Each day we all have something to be thankful for so I encourage everyone to consider that as we face these challenges and I also encourage that we all work together for the greater good.

Take good care; be kind; love yourself, your family and each other
and give thanks for your blessings.

Skén:nén kénhak
(Go along in Peace).

Background and Executive Summary



"Humility"
by Portia Chapman



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 Indigenous 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 Queen's University Task Force's final report Yakwanastahentéha | Aankenjigemi | Extending the Rafters was completed in April 2016. The report 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.

Executive Summary

This report provides an overview of the progress made over the last year in implementing the TRCTF recommendations and highlights new and upcoming initiatives designed to bring about sustained institutional change and advance reconciliation.

In the third year of implementation, attention and resources have been directed towards each of the TRCTF recommendations. Key focus areas for the university continue to be advancement efforts, Indigenous research and fostering positive relationships.

As recommended by the task force, an Implementation Committee now referred to as the TRC Roundtable was established in 2018 to provide senior-level guidance and oversight for 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 TRC Roundtable met on two occasions in the 2019-20 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.

By the Numbers

25/25

Each of the 25 **recommendations from the Extending the Rafters Report** continue to be fulfilled.

20

Annually, the Office of the Provost and the Office of Indigenous Initiatives receive TRC progress reports from 20 **different faculties and departments** university wide.

\$1,225,000

The Faculty of Arts and Science included a **new undergraduate bursary for Indigenous students** in their case for support – For years 2, 3, 4. There were 6 new donor-established Indigenous funds created totaling at \$1,225,000 in pledges.

30

Members of the Office of Indigenous Initiatives team participate on 30 **additional committees and working groups** throughout the university and externally with university partners in support of the advancements of Indigenous initiatives and Indigenous Ways of Knowing at the university.

43

There are 43 **faculty members at Queen's who are conducting research** or working in various areas in relation to Indigenous research. Indigenous research is represented within each of the faculties and schools at Queen's.

16

The Office of Indigenous Initiatives coordinates 16 **committees and working groups to advance and support Indigenous initiatives** and truth and reconciliation efforts university wide. The Office of Indigenous Initiatives coordinates committees and working groups in support of the Aboriginal Council and Caucus at Queen's University, the TRC Roundtable, ad-hoc and project/event specific committees.

14

14 **departments and faculties across Queen's University** submitted 5-year plans in 2017 as a commitment to the implementation of the Task Force's recommendations.

\$985,400

In 2019, **Queen's University was gifted \$985,400** in support of Indigenous focused-learning, research and initiatives.

Highlights from 2019 on the Implementation of the Recommendations from Extending the Rafters

Yakwanenhri:ne' | Ogimaa Mazinigan E'giigidoomgak | Representing



"Truth"

by Portia Chapman

Continue to develop and strengthen relationships with Indigenous communities.

- The Faculty of Education's community-based Aboriginal Teacher Education Program has expanded to be offered in the Western James Bay region (Mushkegowuk). Additionally, the Faculty secured over forty practicum placements in First Nations and provincial host schools.
- The Faculty of Health Sciences established a longitudinal integrated rotation for clinical clerks in the School of Medicine with Dr. Ojistoh Horn, a Mohawk family physician from Kahnawake, working and living in Akwesasne. During the 2019-20 academic year, one student was included in this rotation with plans to expand this opportunity to three students in the coming year.
- The Division of Student Affairs' Indigenous Peer Mentorship Program continued in 2019. In partnership with Dr. Bruce Elliott (Professor Emeritus) Indigenous youth were matched with Queen's graduate students in the department of Pathology and Molecular Medicine, performing science-based experiments and programs.
- The University Archives is working with Arnait Video Productions to preserve their film archives through a culturally appropriate deed of gift and memorandum of understanding. Arnait is a collective of women Inuit filmmakers that focuses on documenting women's experiences and community in Nunavut.
- The Isabel Bader Centre for the Performing Arts implemented a Community Advisory Circle with members of diverse Indigenous communities with whom they worked with during the 2019 Ka'tarohkwi Festival of Indigenous Arts.
- The Faculty of Engineering and Applied Science secured a 3-year NSERC PromoScience grant to work with eight local public schools with a higher Indigenous population to deliver STEM outreach workshops.



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

- Within the Faculty of Education, Dean Rebecca Luce-Kapler established the Ogichidaakwewak Education Advisory Circle to bring together Indigenous perspectives and knowledge to provide regular feedback and advice to senior administration within the Faculty.
- The Senior Leadership team in the Faculty of Arts and Science continues to prioritize Indigeneity in its operations and planning through all sectors of the Faculty. Current efforts and priorities include:
 - Representation on Queen's University Aboriginal Council - Vice-Dean Gordon Smith has been actively involved on Council for several years.
 - Dr. Smith also Co-Chairs the Indigenous Knowledge, Curriculum and Research Working Group, a working group for Aboriginal Council.
 - Advancement efforts such as the new undergraduate bursary for Indigenous students.
- Within the Division of Student Affairs, Kandice Baptiste, Director at Four Directions Indigenous Student Centre was elected to the Senate and Chris Coupland, Executive Director of Undergraduate Admissions and Recruitment, Chairs the Aboriginal Student Access and Support Working Group.
- The Human Rights and Equity Office delivered Equity, Diversity & Inclusion training to 505 active senior leaders across Queen's University.
- Dean Kevin Deluzio of the Faculty of Engineering and Applied Science actively participated in a number of Indigenous events including the Aboriginal Access to Engineering (AAE) move-in day, AAE weekly dinners and he is presently leading the process to rejuvenate the Circle of Advisors for the AAE program.
- In 2019, Government and Institutional Relations (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 worked with VPR to advocate with the government, CFI and Tri-Councils for the need to better enable Indigenous research at Queen's and Canadian universities. GIR also facilitated the joint signing of the new Dimensions Charter by Principal Woolf and Minister Kirsty Duncan.



Kanonhsyonne (Jan Hill) and the Right Honourable Paul Martin (School of Policy Studies)

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

- The work of the Office of Indigenous Initiatives (OII) continues to expand and increase as new efforts and initiatives progress at the University. The OII coordinates and participates on 46 committees and working groups including each of the working groups for Aboriginal Council, the TRC Roundtable, the Indigenous Outdoor Space committee, several sub-committees and university-wide committees.
- The OII team continued to expand as two training facilitators were hired in 2019 to facilitate training on land acknowledgements and to develop an Indigenous Awareness Certificate. Additionally, the OII welcomed Elder in Residence, Wendy Phillips in Fall 2019 to facilitate culturally relevant programming and to provide support to Indigenous students, staff and faculty.



Wendy Phillips (University of Toronto)

Expand advancement strategies to increase philanthropic funding for Indigenous initiatives.

The Library, in partnership 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, new Indigenous study rooms in four other library locations, and to support a speaker series for the Stauffer@25 celebrations.	\$500,000.00
The Agnes Etherington Art Centre received a generous gift of \$50K USD, from Dr. Isabel Bader, which in part will help to support ongoing consultation and research on the Indigenous art collection, currently funded by the Dodge Family Indigenous Art Research Fund.	\$50,000.00
The Faculty of Engineering and Applied Science (FEAS) Advancement team continues to work with previous and potential donors to identify interest in supporting Indigenous initiatives within the FEAS. \$185,400 in gifts and pledge payments were realized this fiscal. The inaugural two Wasmund Family Indigenous Scholars were celebrated at the Wasmund Dinner with students in the Fall of 2019 and this was shared with the full alumni audience to encourage future support.	\$185,400.00
In the Faculty of Law , the Chief Don Maracle Reconciliation/Indigenous Knowledge Fund was established in May 2019 with a gift of \$250,000 from David Sharpe (Law'95) a member of the Mohawks of the Bay of Quinte. Dr. Mark Dockstator has been appointed as the Fund's Director and planning has begun for the Indigenous Knowledge Initiative, which will integrate Indigenous knowledge into the academic environment and develop connections between Indigenous and non-Indigenous scholars.	\$250,000.00
In the Faculty of Arts and Science , 6 new donor-established Indigenous funds as a result of pledges amounting to \$ 1,225,000 in support of undergraduate bursaries.	\$1,225,000.00
Total	\$2,210,400.00



Chief R. Donald Maracle
Reconciliation/Indigenous
Knowledge Fund gift
announcement. (Rai Allen)

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.

- The Faculty of Engineering and Applied Science is leading an initiative to develop Indigenous content into Engineering programs in partnership with provincial Engineering programs through Engineering Deans Ontario.
- The Faculty of Arts and Science in partnership with Carleton University secured a SSHRC Connection Grant in support of the Ethnomusicology Conference.



"Honour"
by Portia Chapman

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

- Within the Faculty of Health Sciences, a culturally welcoming space was created and designed to allow for meetings with colleagues, students, staff and faculty.
- Four Directions Indigenous Student Centre welcomed 3,708 visitors over the last year, visitors were comprised of Indigenous and non-Indigenous students, staff, faculty and members of the community.

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

- Kanonhweratónhtshera | G'di-mikwanim | The Welcoming Room opened to students and faculty in the Fall of 2019. The Welcoming Room is a newly designed communal gathering space and Indigenous classroom on campus. It is a multipurpose space that can be used to hold Indigenous ceremonies and events as well as, academic courses that focus on Indigenous content and culture. Additionally, this space can be booked by community for events and ceremony.
- Design and construction on new Indigenous focused spaces within the Library locations has begun. These spaces will be open to all and used for learning events. The Library consulted with Indigenous leaders to ensure that these spaces are created in a way where Indigenous students, staff and faculty feel welcome and connected.



The Welcoming Room in Mac-Corry, Room E202

- At the Agnes Etherington Art Centre, a new operational procedure was established to accommodate Smoke/Smudging ceremonies within the building. This was first implemented during the Winter Season Launch with a Qulliq lighting ceremony at the winter Season Launch by Nakasuk Alariaq, cocurator of Inuuqatigiit: My Dear Relations.



A Qulliq lighting ceremony at the winter Season Launch by Nakasuk Alariaq, co-curator of Inuuqatigiit: My Dear Relations (Agnes Etherington Art Centre)



"Peace"
by Portia Chapman

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

- The Faculty of Law and the Smith School of Business hosted 50 youth from Akwesasne Mohawk Territory on campus for a day in July 2019.
- Within the Faculty of Education, Indigenous students have pathways into the community-based ATEP and are supported by the Gray Fund for practicum.

Expand recruitment and outreach initiatives targeted to Indigenous students.

Number of Students enrolled in the JD program as a result of expanded recruitment efforts	23
Percentage of applications from self-identified Indigenous students	Up by 2%
Percentage of offers to Indigenous students	Up by 19.4%
Percentage of acceptances from Indigenous students	Up by 24.4%

- Indigenous recruiters participated in the 6-week Aboriginal Post-Secondary Information Program tour reaching more than 3,600 youth.



The Honourable Murray Sinclair (Honourary Doctorate of Laws Recipient'19) and Rachel Agnew (BA'19)

Continue to weave cultural elements into existing transition support programs.

- The Elder in Residence within the Faculty of Education provides Indigenous students and those studying in Indigenous programs with Indigenous-based personal and academic guidance.
- Four Directions Indigenous Student Centre hosted a Welcome Day for first year incoming Indigenous students, 41 students attended in Fall 2019.

Develop a central webpage for prospective and current Indigenous students.

- The Office of Indigenous Initiatives launched their website which includes information for prospective and current students such as information about Indigenous space and support on campus as well as, links to other relevant Queen's sites with additional information.
- Four Directions Indigenous Student Centre has begun a revamp of their website to ensure that students are able to find all information required in one central area.
- The School of Graduate Studies enhanced their website with important information on funding and resources for Indigenous graduate students.

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

- The process for validating Indigenous ancestry was updated to align with provincial standards for the Indigenous admissions policy.
- Over the past year, the Faculty of Health Science completed a review of their admission policies for Indigenous undergraduate, graduate and professional programs.

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

- The expansion of Four Directions Indigenous Student Centre was completed in 2018 and the centre continues to see an increase in daily visitors with students accessing a variety programming, events and support services.



Four Directions Indigenous Student Centre

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

- The University saw an increase in Indigenous faculty representation with new Indigenous faculty members being hired in the Faculty of Health Sciences and the Faculty of Arts and Science.
- The Centre for Teaching and Learning was successful in hiring a new Educational Developer in Indigenous Pedagogies and Ways of Knowing.
- The Library hired an Indigenous Project Intern (QUIP position) who was successful in assisting with Indigenous-related projects and participating in various activities.
- The Agnes Etherington Art Centre successfully hired a new Research Associate in Indigenous Arts.

Build capacity in strategic areas to support Indigenous programming.

- Four Directions Indigenous Student Centre created a new strategic framework to guide the work of the centre. The framework identifies student support, leadership development and community building as priorities for all programs, events and services offered.
- The Isabel Bader Centre for the Performing Arts has built in support for annual Indigenous programming and for a triennial Indigenous festival.
- The Centre for Teaching and Learning has 3 Educational Developers who contribute to work and literature in the area of Decolonization and Indigenousization.

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

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



Indigenous Pre-Doctoral Reception, 2019

Recognize and support Indigenous scholarship and traditional knowledge.

- The Faculty of Law invited 10 Indigenous scholars, lawyers, political leaders, community members and activists to speak with students and faculty during the 2019-20 academic year.
- A highlight for the Faculty of Arts and Science was the Indigenous Solidarity Conversation Series. The four conversational talks featured Global Development Studies Instructor Ian Fanning (Algonquin) speaking with invited guests on topics that explore Indigenous solidarity in various forms, why we need it at Queen's and in the wider community, and how we can support Indigenous resistance and resurgence.

Indigenous Community at Queen's



"Righteousness"
by Portia Chapman

Indigenous Community by the Numbers



468

Indigenous **students**
in undergraduate and
graduate programs



113

Indigenous
graduates
in 2019



100

Indigenous
staff and faculty
members

Commitment and Initiatives

Queen's University is committed to encouraging Indigenous students to apply to the university.

In addition to numerous services and supports for Indigenous students, Queen's offers an alternative pathway for admission for first year full-time first entry into undergraduate programs.

Queen's University currently employs 100 self-identified Indigenous staff and faculty members.

As a participant of the Federal Contractors Program, Queen's is required to collect data on employment as it relates to the four designated groups i.e. Aboriginal peoples, women, disabled and visible minorities. For further information on the Federal Contractors Program, Canadian Workforce availability and facts and stats on hiring of Indigenous peoples please see the

[Human Rights and Equity Office Annual Report.](#)

A new initiative for Queen's is the [Indigenous Staff and Faculty Network](#) – an internal community for staff and faculty to interact, attend social events and workshops and to collaborate university-wide. Indigenous staff and faculty are encouraged to participate and get engaged.

Additional Progress
made in 2019 on the
Extending the Rafters Recommendations

Yakyóhnhhe | Zhi-zhishendamang | Creating



"Togetherness"
by Portia Chapman

Raise awareness of Indigenous research at Queen's

- The Geraldine Grace and Maurice Alvin McWatters Visiting Fellowship in the University Archives was awarded to Brandon Graham, a Treaty Researcher from the Chippewas of the Thames First Nation (COTTfN) to conduct treaty research using the Fairfield Family fonds and the Charles Gordon Lennox Richmond fonds to surface hidden land transfers and pseudo-legal agreements between settlers and Indigenous communities. The information retrieved through this project will be inputted into the COTTfN Treaty Research department's newly acquired Community Knowledge Keeper software. Through utilizing this organizational and analytical software, COTTfN intend to connect community members, researchers, and administrators to archival resources.
- The School of Graduate Studies spotlighted Indigenous students through their Grad Chat radio, panel discussions and research showcases. They also allocated 5 Graduate Dean's Doctoral Field Trip Travel Awards to Indigenous research projects.
- With the launch of the Office of Indigenous Initiatives website, a section of the site has been dedicated to Indigenous research at Queen's, providing information on each of the researchers within the university who are conducting research in an Indigenous area.

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

- The Indigenous Knowledge, Curriculum and Research Working Group for the Aboriginal Council at Queen's University developed a Terms of Reference document to assist in guiding the vision, membership and goals for the group. As a result, the Working Group's membership now has representation from each of the faculties to assist each faculty to better understand and address the unique challenges of conducting research with Indigenous communities.
- The Office of the Vice-Principal (Research), the Faculty of Arts and Science and the Office of Indigenous Initiatives came together to recruit a Research Advisor in Indigenous Initiatives. This position is funded by the Faculty of Arts and Science and the Office of the Vice-Principal (Research).
- The School of Graduate Studies, the Office of Indigenous Initiatives and the Office of the Vice-Principal (Research) collaborated on the 2019 Indigenous Research Day, featuring a presentation by Abraham Francis (Mohawk) as well as, workshops and discussions on the ethical collection, protection, use and sharing of data in research collaboration with Indigenous communities.

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

- All members of the Research Ethics Boards are required to complete TCPS 2: CORE (Course on Research Ethics) in addition to education on Chapter 9 (TCPS 2) for Research Involving the First Nations, Inuit and Metis Peoples of Canada. The Research Ethics Boards will discuss ethical topics of interest with the Boards that focus on Indigenous research. A framework is being developed in conjunction with the Indigenous Research Advisor to develop a coherent and complete training.
- The Office of Indigenous Initiatives and the Faculty of Arts and Science are supporting the work of Dr. Janet Jull on a nation-wide project for an online training resource for researchers and researchers-in-training on how to conduct ethical research with Indigenous communities.



"Knowledge"
by Portia Chapman

Thoroughly integrate Indigenous knowledge into curricula across academic programs.

- The Faculty of Law offered four intensive courses for upper-year JD students in 2019-20: Aboriginal Law, First Nations Negotiations, Aboriginal Child Welfare, and Bias and Criminal Justice System Outcomes. A new course, Taxation of Indigenous Peoples, will be offered in fall 2020. The Four Seasons of Reconciliation resource was licensed for use in the Aboriginal Law course, allowing students to experience a larger variety of Indigenous voices and perspectives. Additionally, in the undergraduate Certificate in Law program, LAW 202/702, provides students with an understanding of Aboriginal law in Canada, and the historical and contemporary forces at play in the ongoing process of reconciliation.
- The Centre for Teaching and Learning revised its Course Design Institute to integrate Indigenous resources, pedagogies and perspectives into all aspects. Programming on Indigenous pedagogies and perspectives have been developed and the workshop series, expanded. Both SGS 902 and APSC 810 have been revised to integrate Indigenous perspectives and pedagogies into the content. This toolkit has been designed to support any teaching situation to help instructors to maintain core values and adapt strategies accordingly.
- The Faculty of Health Sciences has begun a review of its curricula to determine what is currently included in the existing curricula, plans to adopt curriculum develop by Dr. Mary Smith are underway. This new curriculum addresses TRC recommendations as well as the United Nations Declaration on the Rights of Indigenous Peoples and the report on Murdered and Missing Indigenous Women and Girls.
- Within the Smith School of Business, each of the second-year commerce students participate in the KAIROS Blanket Exercise as part of the core ethics course, they also complete mandatory Cultural Intelligence training.
- The Faculty of Arts and Science now offers an Indigenous Studies Major and Medial. The major was successfully passed and approved by Senate at their May 2020 meeting.

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

- Queen's University continues to offer the option to earn a certificate in Indigenous Languages and Cultures.



Orange Shirt Day, Faculty of Education



"Love"
by Portia Chapman

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

- The Faculty of Health Sciences continues to invite speakers to present on topics that help to raise awareness of the history and the modern realities faced by Indigenous Peoples. The Faculty hosted Dr. James Makokis on October 23rd and 24th, 2019. He is known as Canada's Two Spirit, Diversity, Indigenous Health and First Nation Expert.
- The OII's Indigenous Visitorship Fund program provided \$10,000 in financial support to faculty members who hosted invited guests and academic events to enhance the student learning experience by advancing reconciliation, promoting an understanding of Indigenous histories, perspectives and contemporary issues. The fund helped to support events featuring Tenille Campbell, Ellen Gabriel and a screening of Nîpawistamâsowin: We Will Stand Up which was followed by a panel consisting of Colten Boushie's family members and his lawyer.

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

- Many departments across the university have attended different conversation series, cultural training, KAIROS Blanket Exercise sessions and the Land Acknowledgement workshop to help broaden their understanding of the complex histories and modern realities that Indigenous Peoples face.
- In 2019-20, 4D delivered 84 Indigenous Cultural Safety workshops. This training impacted a total of 4,083 students, staff, faculty and campus community members (excluding external community). There were 47 KAIROS Blanket Exercises conducted, impacting 2881 students, staff, faculty and community members. Embedding Four Directions Culture Safety content more intentionally in Queen's University International Centre's (QUIC) Intercultural Awareness certificate series has allowed for broader uptake. These sessions are delivered at QUIC.

Incorporate Indigenous ceremonies and traditional practices into university events.

- The Faculty of Education continues to incorporate Indigenous ceremonies and practices including Smudging and sharing of the Sacred Medicine Garden through activities such as using the garden as a teaching tool and source for traditional medicine.
- The practice of land acknowledgements and welcoming words to the territory have been implemented university wide. Several departments, schools, student clubs and faculties include this as a standard practice when opening meetings, events, the academic year and more. More and more, land acknowledgements are also being included on governing documents and in digital formats such as on email signatures and websites.
- The Isabel Bader Centre for the Performing Arts has implemented a 'safe room' for programming that may trigger stress and require guests or artists to step aside, Smudge and speak with an Elder.



Looking Ahead



"Bravery"
by Portia Chapman

New Initiatives

Many departments and faculties across Queen's are planning for the future with new initiatives and upcoming projects on the horizon. Priorities for the upcoming year centre around advancement efforts, Indigenous space, Indigenous pathways and learning opportunities.

Advancement

TRCTF Recommendation

4

Expand advancement strategies to increase philanthropic funding for Indigenous initiatives.

The Library at Queen's University received a generous gift of \$100,000 from David Sharpe (Law'95) in January 2020. Mr. Sharpe was one of the featured speakers from Stauffer@25, this gift is in support of the library's Indigenous initiatives.

The Faculty of Arts and Science plans to focus on the development of cases for support related to Indigenous initiatives across the Faculty. The Faculty has identified the following areas requiring advancement efforts: Curriculum such as language/culturally relevant courses, Chair or professorship in Indigenous Studies, student specific advancement efforts such as funding for scholarships/bursaries aimed at upper year undergraduate students and the creation of an Indigenous outdoor space.

The Faculty of Education and the Faculty of Health Sciences met with the Right Honourable David Johnston and leaders from the Rideau Hall Foundation to explore future philanthropic possibilities.

This work will continue over the 2020-21 academic year.



Dr. Heather Castleden's 'Principal's Dream Course': Indigenous Perspectives on the Environment and Health

Pathways and Learning

TRCTF Recommendations

8

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

21

Thoroughly integrate Indigenous knowledge into curricula across academic programs.

The School of Graduate Studies is looking into the Summer Undergraduate Research Program to explore the possibility of offering a fast track option pathway for Indigenous students coming from other Colleges or Universities.

The Faculty of Arts and Science is consulting with stakeholders across the Faculty and it is hoped that two new Indigenous positions will be created to support the expansion of the Indigenous Studies programming. Additionally, the Faculty is supporting science departments that are seeking innovative ways to introduce Indigenous perspectives and ways of knowing in curricular design and content (e.g. Geology, Physics, Computing).

The newly expanded Faculty of Education's community-based ATEP students will begin their program in the Western James Bay region (Mushkegowuk Territory) in May 2021, they will then join new teacher candidates of the Manitoulin North Shore ATEP for a campus-based summer session in July 2021.

In June 2020, the Smith School of Business became a charter member of Luminary (Indigenous Works) and will engage in a six-year initiative to design and implement a strategy to advance Indigenous innovation leading to economic transformation and well-being. Additionally, one of the immediate actions identified by the Equity Diversity, Inclusion and Indigenization (EDII) Task Force at the Smith School of Business includes providing all students with EDII training during the upcoming academic year.

New Sub-Committees

A sub-committee of the Indigenous Knowledge, Curriculum and Research Working group has been established to further the recommendation of the Research Strategic Plan to establish an Indigenous Research Centre at Queen's. The sub-committee meets monthly with the next goal being to consult with Indigenous community and finalize a vision.

An additional sub-committee has been established to review Indigenous studies curricula at Queen's. This work is being supported by the Office of the Vice-Provost Teaching and Learning and will allow students interested in Indigenous Studies to identify courses necessary to the completion of the minor, medial or major programs.

Indigenous Space

TRCTF Recommendation

6

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

In the first half of 2020, the Library completed the construction of an Indigenous-focused learning space in the lower level of Stauffer Library, open to all when not booked for learning events.

The library consulted with Indigenous leaders on design matters to create a space where Indigenous students, staff, and faculty feel welcome and connected, and non-Indigenous members of the community feel enriched.

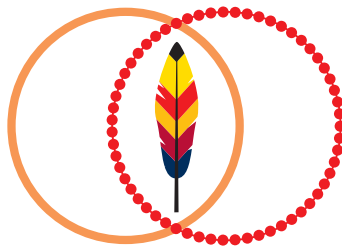
Most recently, construction started on six new Indigenous-focused learning spaces across the Library locations, each space will feature artwork by Ojibway artist Jeremy Cote of Rama First Nation.

The Indigenous outdoor space is an exciting project currently underway with support from Bader Philanthropies and the Faculty of Arts and Science. This space is an extension of the newly created Indigenous learning space 'The Welcoming Room' in Mac-Corry Hall, the space will be on the adjacent west side of the building.

Lastly, plans are in progress to develop an Indigenous Hub and space for the Indigenous Advisor within the Faculty of Arts and Science.



Indigenous-focused learning space in Stauffer Library



OFFICE OF
INDIGENOUS INITIATIVES

queensu.ca/indigenous

