



Yakwanastahente'ha Aankenjigemi: Extending the Rafters

Truth and Reconciliation
Commission

Task Force Implementation
Report | Year Four | 2021



Queen's
UNIVERSITY

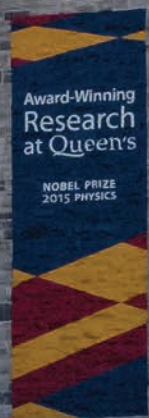
















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**A message from the Associate Vice-Principal
(Indigenous Initiatives and Reconciliation),**

**Kanonhsyonne
Janice Hill**

Shé:kon Sewakwé:kon, Wa'tkwanonhwerá:ton'

Each year brings a new opportunity for open dialogue, meaningful actions, and constant growth, especially when considering truth and reconciliation.

2021, 25 years after the closure of the last residential school, brought with it a depth of mourning and challenge within Indigenous communities across the country, but also presented a broader opportunity for advancing reconciliation. The emphasis on a #LandBack movement, as well as the many recoveries of children from burial sites across Canada has had an impact greater than ever before. Lack of movement on addressing the Calls for Justice of the Reclaiming Power and Place: National Inquiry Report on Murdered and Missing Indigenous Women and Girls is also evidence of the ongoing need for action towards reconciliation.

This year, Queen's University saw several significant challenges within the internal community among them the acts of vandalism directed at our Four Directions Indigenous Student Centre and questioning around issues of Indigenous identity. These were disturbing but demonstrated that work is required throughout the Queen's community.

As the Associate Vice-Principal (Indigenous Initiatives and Reconciliation), I am conscious of the work being done across the University by staff, faculty, and students conducting Indigenous-based research. Much of this research is being done in collaboration with Indigenous communities and peoples and in areas important to and guided by Indigenous peoples, in a good way. Indigenous Community Research Partnerships is an on-line open training resource designed to assist researchers who are new to research in partnerships with Indigenous communities, or who are researchers-in-training. The resource was completed this year and is available on the OII website. It was guided and developed in partnership with Indigenous communities and Elders.

The strong support across all departments for Indigenous students remains an important standard for the university and is reflected in our increased numbers of applications and admissions of Indigenous students.

The importance of truth telling remains a vital tool for Indigenous peoples in regaining our power through our own stories and our own voices. Attentive listening is required to fully understand what is required for meaningful reconciliation to take place.

Once again I would like to encourage everyone to think deeply, be bold, and consider the inclusion of decolonizing and Indigenizing work within the curricula, within our governance systems and within our work of breaking down barriers to access on many levels for Indigenous inclusion at Queen's.

Skén:nen kénhak (Go along in Peace).



Background

Almost 6 years after the initial release, the National Truth and Reconciliation Commission (TRC) final report remains a vital tool in guiding reconciliation for Indigenous peoples in Canada. The 94 calls to action span across topics including child welfare, education, justice, language and culture, and many more important areas. The report focuses largely on the legacy of residential schools, which currently in 2021 takes a larger place in media coverage and political discussion.

Queen's University initiated a university-wide task force to respond directly to pertinent TRC calls to action; aiming to enhance academics for Indigenous students as well as improve campus life for Indigenous students, staff, and faculty, and community.

Despite the on-going COVID-19 pandemic, Queen's has been able to maintain a strong and supportive engagement in advancing reconciliation and decolonization throughout the university.

Executive Summary

This report provides an overview of the progress made over the 2020-21 year, in continuing to implement education based TRCTF recommendations. Highlights of new and upcoming initiatives have also been included to further support the progress made across the university.

Each of the recommendations continues to be fulfilled, with indigenous research and community partnership being a key focus this year. The TRC Roundtable (established in 2018) met twice during the 2020-21 academic year. This committee was recommended by the TRC task force to provide advice, guidance, and oversight at a senior level for all 25 recommendations.

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2021 IN NUMBERS

18

Working Groups and Committees facilitated by the OII.



Craft Show, 2017

50

Gazette stories on Indigenous Students, Events, Topics, etc.

49

Candidates Enrolled in Community-Based Programming.



First year Undergraduate Enrollment increased by 20%

7

Initiatives to support Indigenous Youth.



Four Directions, 2017

10

Elder Meet & Greet Education Sessions

First Year Undergrad Applications from Self-Identified Indigenous Students increased by 8%



Craft Show, 2017

22

Students engaged in the Indigenous Health Education Working Group

TERMS TO KNOW:

Indigenous

“Indigenous” refers to all groups (First Nations, Metis and Inuit), either collectively or separately, and is the term used in international contexts, e.g., the ‘United Nations Declaration on the Rights of Indigenous Peoples’ (UNDRIP). Recently, it has been associated more with activism than government policy and so has emerged, for many, as the preferred term.

Reconciliation

To reconcile means to make amends, come to a truce, or settle a dispute. Reconciliation is the restoration of friendly relations.

Indigeneity

The term Indigeneity has emerged to describe the state of being Indigenous or related to Indigenous-ness. As Indigenous Peoples, we recognize our Indigeneity, our Indigenous-ness, our identity. Indigenous-ness for many can relate to your territory, culture, community and traditions.

Indigenization

Is the re-doing or reaffirming of education to include Indigenous ways of knowing, thinking, feeling and being. It involves elevating the voices of Indigenous peoples, elevating traditional, and cultural knowledge, and intentional inclusion of Indigenous ways of teaching and learning to form and create pedagogical approaches.

Ally

A person or organization that cooperates with or helps another in a particular activity but is not self-assigned. An ally is acknowledged by those they support or work with.

TERMS TO AVOID:

Native

This term is rarely used in respectful conversations and we advise this term not be used unless there is a specific reason to do so, such as in an organizational name that derives from an earlier period (e.g., Queen's Native Students Association). However, those with Indigenous ancestry might use the term to refer to themselves or other Indigenous peoples.

Aboriginal

"Aboriginal" is a general term that collectively refers to First Nations, Métis and Inuit people in Canada, and is found in the Canadian constitution. This distinction legalized in 1982 when the Constitution Act came into being. Section 35 (2) of the Act states, "Aboriginal Peoples of Canada" includes the Indian, Inuit and Métis peoples of Canada. It is broad, on one hand, because it includes all Canadian groups, but specific, on the other, in that it is not widely used in international contexts. (In the US, for instance, it is not widely understood.) Though until recently a preferred term, it does carry a negative connotation because of its use in government policy, though not nearly as strong a one as its predecessor, 'Indian.' Please note that 'Aboriginal' should never be used as a noun, e.g., "Aboriginals think..."

Indian

The term 'Indian' because of its negative connotation, should be avoided in most contexts unless it is used as part of a historical reference or used in reference to a government policy (eg. The Indian Act, 'status Indian').

- You may encounter, particularly in legal or policy contexts, the terms:
 - status Indian
 - Indian status
 - status

HIGHLIGHTS



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

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

- The Dunin-Deshpande Queen's Innovation Centre (DDQIC) has been working closely with Okwaho Equal Source, an Indigenous consultancy in Kingston, for a few years now to better understand the needs of indigenous entrepreneurs in Kingston and surrounding region.
- Aboriginal Access to Engineering worked remotely with schools in four First Nations during the 2020-21 school year, in live virtual workshop programming. We continue to dialogue with our partner communities as to when a return to in-person programming may be able to take place.
- Ongoing work and proactive approach toward repatriation/rematriation of Indigenous Ancestors residing at the Agnes Etherington Art Centre and finding ways to reconnect Ancestors with communities of origin and/or proper community caretakers.



Campus Structure, 2017



Kanonhsyonne (Janice Hill), Agnes, 2018



Extending The Rafters, Agnes, 2018

- Queen's Faculty of Law continues to build relationships with Indigenous communities in multiple ways:
 1. Partnered with the Smith School of Business and the communities of Wiikwemkoong, Akwesasne, and Tyendinaga to deliver the Future Leaders Launch, a virtual camp for Indigenous high school students that focuses on business, law and pathways to higher education.
 2. Supporting the local Justice Centers and unique legal needs, particularly with respect to self-governance. The Faculty is also exploring a legal clinic program that focuses on providing Indigenous legal services to local communities.
 3. The Debwewin Internship, co-funded by the Aboriginal Justice Division of Ontario's Ministry of the Attorney General, providing student placements in Indigenous communities to promote access to justice and cultural information exchange.
- Faculty of Arts and Science (FAS) continues to provide support for the Mohawk Language and Culture Certificate offered in conjunction with Tsi Tyónnheht Onkwawén:na Language and Cultural Centre (TTO) in the Mohawk community of Tyendinaga, as the certificate begins its third cohort.

- Vice-Principal Finance and Administration continues to share social media feeds with Mohawks of the Bay of Quinte & Metis Nation of Ontario and have incorporated a partnership with them in the recruitment social media strategy.
- Indigenous Teacher Education Program community-based now has three community-based programs running in Manitoulin North-Shore, Mushkegowuk Territory, and Lambton-Kent region. Working with members of Tsi Tyónnheht Onkwawén:na (TTO) in Tyendinaga to open an ITEP site in the community beginning in May 2022.
 - o 51 candidates enrolled across all community-based programs. 49 of which have identified as Indigenous.
- The University Archives is working with Arnait Video Productions (originally the Women's Video Workshop of Igloodik) to preserve their film archives at Queen's University 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 library continues to support the Kingston Indigenous Language Nest (KILN) by offering free library cards to members, receiving purchase suggestions for language materials, curating displays of Indigenous language materials, and maintaining the K-12 section of the Library's Indigenous Language Revitalization Guide.



Mohawk Certificate Launch, Tyendinaga Mohawk Territory, 2018

- Annual “Polishing the Chain” Friendship Wampum renewal ceremony was conducted virtually at Senate in January 2021. The ceremony is developed in partnership with Elders and Indigenous community members. The virtual format allowed increased participation of representatives of Indigenous communities, as well as increased attendance for those from Indigenous communities who viewed the ceremony.
- Faculty of Health Sciences remains committed to strengthening relationships with Tyendinaga Mohawk Territory, Akwesasne, and the Weeneebayko Area Health Authority (WAHA).

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

- Senior administrators participated in a series of consultation sessions in support of the development of the Faculty's Strategic Framework 2021-2026, which included specific sessions on advancing inclusion, reconciliation and reinforcing the core principles of Equity, Diversity, Inclusion, and Indigenization (EDII). To support continuous advancement, the objectives and performance measures related to Indigenous initiatives in the Framework will be reported on annually by senior administrators with responsibilities over those files.

- Established in 2020, the Ogichidaakwewak Education Circle advises the Dean to ensure Indigenization continues to be a priority for the Faculty of Education.
- Campus Relations is leading the eCampus Virtual Learning Strategy (VLS) project “Modular Supports for Underrepresented Individuals to Access Internships and Work Integrated Learning.” The project will create modules that can be strategically integrated into relevant programs across Ontario to improve equitable access and inclusivity for students from equity deserving groups, primarily Indigenous, racialized, LGBTQ2S+ and women in STEM. The project is a joint initiative from Faculty of Engineering and Applied Science, FAS, Career Services, the Human Rights and Equity office, and external collaborators.
- The Senior Leadership Team in the Faculty of Health Sciences (FHS) has accelerated their work as champions for meaningful and continuous advancement of Indigenous initiatives. The Indigenous Health Education Working Group continues in their work, expanding their membership of students to a total of 22. The new Dean of the FHS who began in this role in July 2020 has established Equity, Diversity, and Inclusion as a priority.



Outdoor art installation for Soundings: An Exhibition in Five Parts, Ogimaa Mikana, 2018

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

- The Faculty of Law’s Anti-Racism Working Group, established in August 2020, includes student groups representing equity-seeking constituencies to help foster an open and anti-racist environment.
 - The Law Students’ Society also encourages representation through its Reconciliation Committee and Equity & Diversity Committee.
- The Faculty of Law will be launching its Truth and Reconciliation Commission working group, which will steward the implementation of the university’s task force and drive institutional change to create a more welcoming environment for Indigenous students, staff, and faculty. The working group will encourage broad representation from students, staff, and faculty, including those who identify as Indigenous.
- FAS is proactive in nominating Indigenous faculty to participate as members on key university governance bodies, such as Senate, mindful of the time commitment of these contributions in the workload of faculty members.

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

- Four Directions promotes opportunities for student involvement in various governing bodies in its weekly e-newsletter and through its social channels

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

- A major priority of the Indigenous Knowledge Curriculum and Research Working Group (IKCR WG) over the past year has been assisting with the approval process for the Indigenous Studies BAH Major and Medial programs.
 - o Current priorities of the IKCR WG that link to FAS are the discussions around an Indigenous Research-Creation Centre and contributing to discussions with respect to modelling learning outcomes for courses with Indigenous content and pedagogies.

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

- The Faculty of Law's Strategic Framework 2021 - 2026 has identified that by 2022, Queen's Law will initiate an Office of Indigenous Initiatives and EDII programs. In the interim, the Director of Indigenous Initiatives and EDI will support the coordination of academic and advisory supports for students.
- The Director of AAE, FEAS continues to work with the Office of Indigenous Initiatives to ensure OII is apprised of all movement with the FEAS regarding student and academic initiatives that AAE is aware of.
- The FHS Office of Equity, Diversity and Inclusion was established in October 2020 to provide centralized coordination for both academic initiatives and student support within the FHS.



Four Directions Tipi Installation

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

Fundraised for Indigenous student award assistance	\$155,000
Raised for Indigenous programming initiatives	\$3,900,000
Guardian Capital Group Limited donated an Indigenous Art Fund	\$100,000
Wright Family Award	\$1,000,000

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.

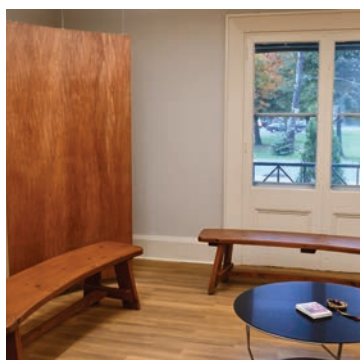
- University Admissions and Recruitment (UAR) supports province-wide outreach activities via Aboriginal Post-Secondary Information Program (APSIP). The Director of the Four Directions Indigenous Student Centre continues as a member of the Council of Ontario Universities Reference Group on Aboriginal Education, a reference table of the Council of Ontario Universities (COU) and Ministry of Training, Colleges, and Universities (MTCU) to further Indigenous students' interests.
- In 2020-21, Government and Institutional Research (GIR) identified the federal government's 50-30 Challenge as a possible program for Queen's to make a public commitment that women and equity-deserving groups, including Indigenous peoples, are represented in our governance and leadership positions. GIR coordinated meetings with the minister's office and program officials at Innovation, Science and Economic Development (ISED) to better understand the program, briefed the Senior Leadership Table, and assisted the Deputy Provost in formally signing on to the program as one of the first universities in the country to do so.
- In Queen's February 2021 Pre-Budget Submission to the federal government, GIR included a call for the government to Support Canadians who have lost their jobs during COVID-19 in undertaking upskilling/reskilling programs, to encourage inclusive growth and recovery, with particular emphasis on Indigenous peoples.
 - o a call for the government to Provide financial support for the Agnes Etherington Art Centre project – leveraging a multi-million-dollar philanthropic gift – to support arts and culture in Eastern Ontario. The submission specifically emphasized the plans for a new Indigenous engagement centre as part of the "Agnes Reimagined" project.
- FAS collaborated with Carleton University and the Canadian Museum of History to host the Society for Ethnomusicology virtual conference which took place in October 2020.
- FAS was a partner (with Carleton) on the successful SSHRC Connection Grant in support of the Society for Ethnomusicology conference pre-conference.

HIGHLIGHTS

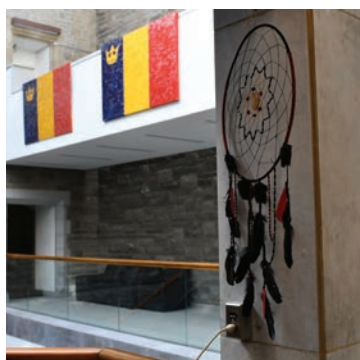


6. Enhance the visibility of Indigenous communities at Queen's and promote inclusive learning and community spaces on campus.

- The Gazette is the digital platform University Relations (UR) uses to help enhance the visibility of EDII communities and initiatives at Queen's and promote inclusive learning and community spaces on campus. Highlights from the 2020-21 year include over 50 Gazette stories and supporting social media posts. A main highlight was the launch of the Declaration of Commitment to Address Systemic Racism.
- In March 2021, Queen's Law welcomed Chief Cadmus Delorme of the Cowessess First Nation for a talk on, "Indigenizing Child and Family Services," and the creation of the Miyo Pimatisowin Act that established Cowessess' jurisdictional sovereignty over their children and families, as well as holistic measures aimed at addressing intergenerational trauma.
- Queen's Law and the Smith School of Business hosted the Indigenous Women in Law panel as part of a three-part series centering Indigenous voices traditionally marginalized from educational institutions.



Four Directions



Craft Show, 2017

- In October, after an extensive consultation process, the university approved a decision to de-name the law school building (removing the name Macdonald Hall).
- Six flags have been hung prominently in Goodes Hall Commons, as well as other locations across campus, in an act of solidarity. Four Indigenous flags are included in the set: Anishinaabe First Nations People, Six Nations Confederacy, Two Row Wampum, and Métis Nation.
- Indigenous flags now prominently displayed in ARC and will also be flown at Richardson Stadium, when we return to activity in the venue.
- In Partnership with Four Directions (4D), Athletics & Recreation (A&R) offered a session as a component of 4D's Gather Together Virtual Workshop Series, including:
 - o An experiential learning webinar on how to engage in Physical Activity while Physical Distancing
 - o A virtual yoga class
 - o Five recreation student-leaders and staff attended a learning session on Land Acknowledgement and the Okanagan Charter as part of the (Virtual) National Intramural-Recreational Sports Association (NIRSA) Annual Conference

- With generous funding from the Stauffer Foundation, the library completed construction on a large Indigenous-focused learning space in the lower level of Stauffer Library, and additional study rooms integrating Indigenous art and in the Bracken Health Sciences library.

- This year, ITEP has fostered highly visible and inclusive community spaces. These include resources and lectures for National Métis Week, Treaty Recognition week, and Indigenous History Month. ITEP and the Dean's Office have also collaborated on events and lectures. A few examples include:
 - o Established the World Indigenous Lecture series that will continue next year. Dr. Tangiwai Rewi was our first guest. Dr. Vanessa Russ is being rescheduled for the fall and we are welcoming Dr. Shawn Wilson in September.
 - o ITEP brought Dr. Leroy Little Bear in to do a virtual lecture as part of the PromoScience project happening across campus. Dr. Little Bear also did a series of one-on-one workshops with various groups across campus. This was also open to community members, we had over 300 individuals in attendance.
 - o ITEP brought Dr. Clelia Rodríguez in to do a virtual lecture for faculty, staff, and students as well as community members. 100 individuals attended.

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

- Plans to devote space to use of the lawn in front of Etherington House.
- A new tipi will be raised in the backyard of Four Directions with the support of an Indigenous Elder and Indigenous students
- The teaching and learning, and Indigenous gathering spaces described above (recommendation 6.0) can be centrally booked for courses and events during regularly timetabled classes. Both spaces can be booked for Indigenous gatherings and events outside of regularly timetable classes through the Office of Indigenous Initiatives.



Four Directions Tipi

HIGHLIGHTS



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

- Programming works directly with the Faculty of Education to offer yearly Alternative Practicum placements for ITEP (Indigenous Teachers Education Program). During these placements students work with current exhibitions to design Elementary, Intermediate and Senior school educational tours connected to Agnes Exhibitions of Indigenous Artist works. Currently offering Grade 9 Indigenous Arts Curriculum Art Lesson Plan with Lii Zoot Tayr (Other Worlds) and designing Grade 9-12 Arts and cross-disciplinary curriculum connections.
- The Faculty of Law partners with Indigenous communities to bring together Future Leaders Launch, a virtual camp for Indigenous high school students that focuses on business law and pathways to higher education.
- The Vice-Provost and Dean of Students Affairs is participating in a Dean's initiative to expand university-wide outreach and summer programming for Indigenous youth. A new Coordinator position is researching existing pathways at Canadian Institutions and will propose a pathway in conjunction with Four Directions, Queen's community feedback, and work directly with the Indigenous Community Outreach Coordinator in Four Directions
- The Faculty of Education has been working with university partners to build and support Queen's Indigenous Youth Pathways (QIYP).
- FEAS is leading a network of universities and colleges to develop an efficient pathway for students to enter engineering via Ontario's advanced diploma programs, with a specific goal of providing better pathways for Indigenous students to enter engineering.
- The QuARMS program was established 6 years ago in the FHS to recruit students from high school to Queen's with the intent of having them enter the Medical Program after two years of undergraduate education. In the summer of 2020, a major decision was made to focus on increasing access for Indigenous youth into medical school. Therefore, it was decided that 5 of the 10 positions allocated to the QuARMS Program would be designated to Indigenous students. The admissions and applications processes were successfully updated to achieve this goal for the September 2021 entrance.

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

First-year undergraduate applications from self-identified Indigenous students increased by 8%

First-year undergraduate enrolment increased by 20%.

- Smith Indigenous Recruitment & Initiatives Coordinator moved to 100% time from 50% time, to enhance the recruitment and support of Indigenous students to Commerce.
- Commerce-specific Student Experience Information Sessions for Black, Indigenous and Persons of Colour were developed and led by Commerce Diversity & Inclusivity Coordinator and interns to provide prospective students with insight into the Smith Commerce program experience.
- Call campaigns ensured connections with applicants to create connections and provide support throughout the recruitment and admission process

- Library collaborated with the Smith School of Business to support the Indigenous Early Outreach Project and interactive campus map by providing library visuals of Indigenous spaces and artwork to encourage Indigenous youth and their parents to explore the Queen's campus online.
- Queen's, along with 5 other Ontario engineering schools, announced in January 2021, the Indigenous and Black Engineering and Technology (IBET) PhD Project that aims to address the need to encourage and support the pursuit of graduate studies by under-represented groups in Canada that have been ignored as potential candidates for academia. Each Canadian recipients will receive \$30,000 a year (\$25,000 from faculty and \$5,000 from faculty supervisor) for four years as they pursue doctorate degrees and specialized engineering research. Access to mentorship and community support will be an integral component of the program. At Queen's, two awards will be given each year for the next five years.
- FAS is collaborating with the Faculty of Engineering and Applied Science and the Faculty of Health Sciences on a transitional success and ongoing academic and community-building support program for Indigenous students entering Science, Technology, Engineering, and Mathematics (STEM) degree programs. This program ("Stem:InA") has received external funding from the Ontario Ministry of Colleges and Universities.
- The Teyonkwayenawá:kon/Maamdoonan – Graduate Scholarship was established in 2021 to recruit and welcome new Indigenous graduate students to Queen's and help diversify our graduate learning culture.
- The School of Graduate Studies has undertaken an initiative that aims to achieve the following:
 - o Identify EDII status on admission process through narrative-based responses.
 - o Engage Inclusivity and Diversity Graduate Fellows in recruitment activities including 'outreach' and 'talking with' prospective students
 - o Modify the application form to ask if we can give the names of self-identified Indigenous students to FDISC to follow up with them. This would provide more opportunities for FDISC to follow up with prospective graduate students.

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

- 4D hosted a virtual Welcome Day for first-year undergraduate Indigenous students. The new online "Gather Together" program was held biweekly and was rooted in, and framed around, the Anishinaabe 13 moon calendar, Haudenosaunee cycles of ceremonies, and postsecondary student life cycle. The program centers supporting Indigenous students in learning academic and life skills through collaboration with campus partners.
- Elder-in-Residence, Deb St. Amant continues to provide culture-based counselling, guidance, and support to Indigenous students and ITEP weaves cultural elements into students' services and events including a regular sacred fire and activities in the medicine garden.
- Cultural programming utilizing story writing has commenced for the Indigenous students from across the FHS in the Indigenous Health Education Working Group to facilitate their ability to inform as well as to provide support to students, staff, and faculty.



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

- In 2021, Queen's Law began development on an EDII resource microsite to serve as a dedicated hub for the Faculty's EDII initiatives, including academic, accessibility and funding resources, editorial features on the Faculty's community of change-makers, toolkits, information on working groups, opportunities for engagement, and more.
 - o In addition, the Faculty's MarComms team produced online features that focus on Indigenous legal issues, notable students/ alum who are champions of Indigenous causes, and important initiatives. In addition, a series of social media "take-overs" featured past and present students from equity-seeking constituencies. Recently, Lauren Winkler, Law'20, from the Tyendinaga Mohawk Territory, hosted the Queen's Law Instagram channel and its 2,000 followers to discuss her experience as a student, how she has transitioned to professional life, and her most memorable moment at Queen's Law, which was the installation of the Wampum Belt art project.
- A renewed 4D website has been launched, and the centre is currently working to increase subscription to its e-newsletter by implementing online sign-up.
- FAS Communications publishes regular updates and stories related to Indigenous activities and events across the Faculty. These postings are featured prominently on the FAS web site.
- The Indigenous Access and Recruitment Coordinator collaborated with the FHS communication team to curate an inclusive and accessible webpage for prospective Indigenous students

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

- Indigenous candidates may access alternative pathways for admission. Queen's Law has about 620 in-program students in the JD program, and 23 self-identify as Indigenous. As per the Faculty's Strategic Framework 2021-2026, the Faculty will align the Indigenous application category with the University-wide Indigenous Admissions Pathway by 2022.
- The Faculty of Health Sciences offers Indigenous candidates an additional and alternative pathway for admission to the first year of a full-time, first-entry undergraduate degree program, known as the Indigenous Admission Policy. The Indigenous Access and Recruitment Coordinator has been leading the recruitment of Indigenous students and ensuring they are supported while at Queen's.



"Celebrating Queen's Indigenous 2020 Graduates" - Screenshot from a Virtual 2020 Graduation Video

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

- Queen's Law continues to foster strong relationships with internal organizations at Queen's University, including Four Directions, to support expanded enrollment from Indigenous students.
- Four Directions has hired a summer student with support of the SEED program to assist with program planning, administrative tasks, and providing student perspective.



Four Directions Indigenous Student Centre



Indigenous Graduate Handprints

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

- Advancement remains committed to increasing representation of equity-seeking groups among our staff complement. We make a concerted effort in our recruitment outreach to ensure it is broad.
- In 2021, the Faculty of Law has taken steps toward establishing a named Professorship in Indigenous Law, and a recruitment process for an Indigenous legal scholar is underway. The Faculty's new Director of Indigenous Initiatives and EDI is from the Tyendinaga Mohawk Territory and is Deputy Grand Chief of the Association of Iroquois and Allied Indians.
- FAS is committed to building Indigenous faculty capacity in the strategic areas of faculty renewal and programming. Over the past year FAS has been successful in recruiting new ally faculty members who work in Indigenous areas, as well as two new Indigenous faculty members in QNS positions in 2020-2021.

15. Build capacity in strategic areas to support Indigenous programming

- In the Fall of 2020 Agnes offered the Art & Wellness Speaker Series, working with Artist and community facilitator JP Longboat and Elaine Kicknosway to offer the speaker series event: "First Nations creativity, cultural knowledge, language, and spirituality for reclamation: A reconciliation process based on healing time and space" with JP Longboat
 - o "A Traditional Indigenous Way of Life Through Song, Dance, and Rites of Passage" with Elaine Kicknosway

- The Faculty of Education has established a post-doctoral fellow position in Indigenous Education to begin in September 2021. Students also maintain the Sacred Medicine Garden; developing educational resources surrounding Indigenous plant knowledge and support the No.9 Garden Project that aims to see another Indigenous Garden planted on campus.
- o Graduate students have been brought on to develop bundle teachings lesson plans for our new community-based sites.
- The Faculty of Arts & Sciences 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) (e.g., through the EDII Fund, and Teaching and Learning support).
- Two new modules are in production for the graduate student Professional Development in University Teaching and Learning (PUTL) certificate: Indigenousizing and Decolonizing Teaching; and Anti-Racist Learning Environments.

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

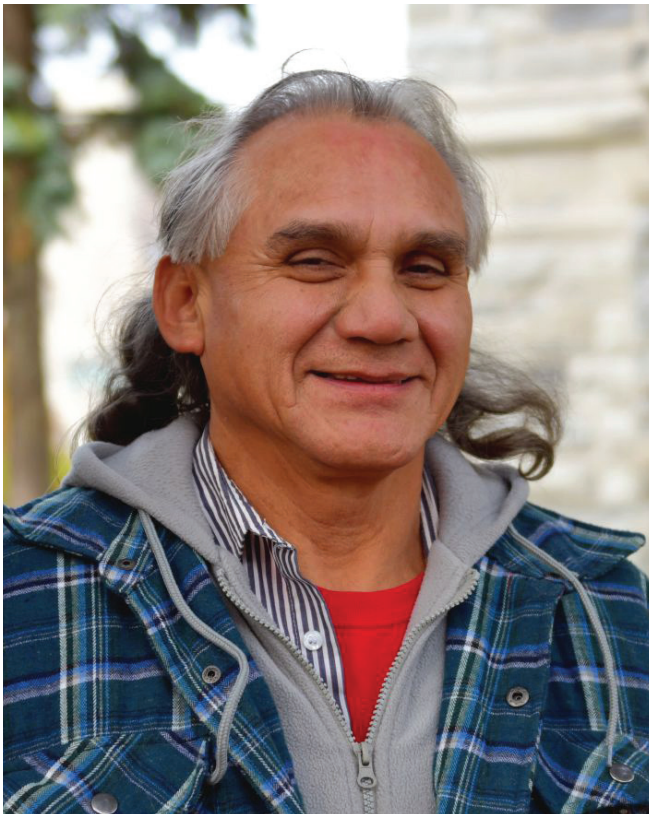
- To support existing practices, the Director of Indigenous Initiatives and EDI (Faculty of Law) will continue to support the HR unit in assessing staff training and development needs, to help ensure that employees receive training required to improve and sustain successful performance, including sustainable workload management.
- Centre for Teaching and Learning (CTL) members have committed to self-education to ensure better support of Indigenous staff members
- Leadership in the Dean's Office works closely with Department Heads in units with Indigenous faculty to ensure that Indigenous faculty members are not carrying excessive workloads. To address this recommendation, the Faculty Office has committed extra resources to units to enable them to create equitable, sustainable workloads for Indigenous faculty, especially in the teaching and service areas.



Orange Shirt Day, 2018

17. Recognize and support Indigenous scholarship and traditional knowledge.

- Four Directions continues to infuse Indigenous knowledge in all programming and supports.
- The Library created and uploaded numerous subject guides (libguides) to assist students and faculty to locate and use Indigenous scholarship in their research, teaching and learning
 - o The Spotlight on Indigenous Presses guide was revised and expanded.
 - o Featured selection of library collections for National Indigenous History Month
 - o In support of GIS Day across Ontario, presented You CAN Handle the Truth... and Reconciliation! Decolonizing your world with maps
- DDQIC continues to support Indigenous traditional knowledge by allowing a space for Indigenous people to create meaningful work that represents their culture. Many of DDQIC's practices in this respect have been informed by partners such as Okwaho and Indigenous alumni of our programs who share their traditional ways of learning and knowledge and provide suggestions for how we can improve our programming accordingly.
- An Indigenous Elder-in-Residence in the Faculty of Health Sciences has been providing a weekly educational offering to Indigenous and non-Indigenous learners to support Indigenous Ways of Learning commencing in October 2020. This extra-curricular addition to our educational offerings to members of the Faculty of Health Sciences is to support life-long learning with Indigenous Knowledge, Indigenous ways of Knowing and to support the community spirit



Elder-in-Residence, OII,
Allen Doxtator



Elder-in-Residence, OII,
Wendy Phillips

SUMMARY

KEY HIGHLIGHTS

In 2021, Queen's Law partnered with the Smith School of Business and the communities of Wiikwemkoong, Akwesasne, and Tyendinaga to deliver the Future Leaders Launch, a virtual camp for Indigenous high school students that focuses on business law and pathways to higher education.



The Teyonkwayenawá:kon/Maamdoonaan – Graduate Scholarship was established in 2021 to recruit and welcome new Indigenous graduate students to Queen's and help diversify our graduate learning culture.

First-year undergraduate applications from self-identified Indigenous students increased by 8%; first-year enrolment increased by 20%.



A new tipi will be raised in the backyard of Four Directions with the support of an Indigenous Elder and Indigenous students.

The Indigenous and Black Engineering and Technology (iBET) PhD Project that aims to address the need to encourage and support the pursuit of graduate studies by under-represented groups in Canada that have been ignored as potential candidates for academia.



HIGHLIGHTS



Yakyónhnhe | Zhi-zhishendamang | Creating:

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

- Research promotion and thought leadership initiatives implemented by the Integrated Communications team specifically target and promote the Indigenous research conducted at Queen's. In addition to several Gazette stories focused on highlighting Indigenous research, the team has worked with both Indigenous researchers and settler scholars pitching and writing for 'The Conversation' Canada on research related to Indigenous and community-based research.
- Queen's Law's MarComms team continues to promote legal research on Indigenous issues, and the Faculty holds events aimed at raising awareness and cultural capacity building, including:

January 24, 2020	A Quiet Genocide? The Coerced Sterilization of Indigenous Women in Canada
February 26, 2020	Voice, Value, Vulnerability: Knowledge Rights, Food Sovereignty, and the Duty to Consult Indigenous Women
March 6, 2021	Queen's conference to inspire future leaders of economic reconciliation
March 15, 2021	Guest Lecture with Chief Delorme: Indigenizing Child and Family Services

- Virtually hosted the Faculty of Arts & Science Fireplace series on March 19, 2021, and prepared a suggested reading list for attendees on "Timely Teaching for a Globalizing Present and Decolonial Futures"
- DDQIC highlights the experiences and accomplishments of Indigenous entrepreneurs, including most recently, the work of Dr. Peter Jones, North America's first Indigenous Doctor, and a Mississauga Ojibwe (also known as Kahkewaquonaby) who made a profound impact on Indigenous communities and the health industry. DDQIC hopes to continue discussion and education of these achievements moving forwards.

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

- The Faculty of Law continues to partner with Indigenous communities to support their local Justice Centers and their legal needs, particularly with respect to self-governance. Other projects underway by faculty and/or students with the Akwesasne Justice Department involve child welfare, international trade law, and providing resource materials to assist in training justices of the peace.

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

- In collaboration with Dr. Janet Jull and nation-wide project advisors, Julian Enright and Rebecca Sweetman designed and developed the open online training resource for researchers and researchers-in-training on how to conduct ethical research with Indigenous communities. This training resource has been adopted by the Office of Indigenous Initiatives in collaboration with the Centre for Teaching and Learning and the VP Research.

HIGHLIGHTS



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

- The Faculty of Arts & Science developed a case for support related to Indigenous initiatives across the university, including Language and culture courses, writers in residence program in English, Indigenous Creative Writer in English Language and Literature and establishing a pan-university Indigenous Community Research Fund.
- After a first phase of curricular reform in response to the TRC, Aboriginal legal issues are taught as components of the mandatory first-year program to all students. As part of the Faculty's Strategic Framework 2021-2026, the Faculty will launch a second phase of its curricular reform that will focus more squarely on Indigenous law and Indigenous perspectives. The Faculty is exploring innovative approaches to teaching and learning about Indigenous law, including 'on the land' teaching and learning classes in Indigenous communities. Queen's Law presently offers upper-year electives in Aboriginal Law, Aboriginal Child Welfare, and First Nations Negotiations.
- Five workshops were offered for Smith faculty to learn how to embed EDII into their teaching. Three of the workshops were created and delivered by Smith and Queen's Indigenous staff educators. Workshop topics were:
Power, Privilege & Bias; Navigating Difficult Conversations; Conversations on Decolonization; Inclusive & Responsive Teaching; and Universal Design for Learning.

The live, remote workshops built on corresponding online modules created by Queen's HREO and Centre for Teaching and Learning, in conjunction with UBC. The modules offered frameworks, self-reflective exercises, informative activities, videos, and other resources to explore the application of EDII in teaching pedagogy.

- A new elective course in Commerce, "Relationships & Reconciliation in Business and Beyond," developed and led by instructors Kate Rowbotham and Lindsay Brant. The course examines Indigenous worldviews, philosophies, and values as they relate to commerce, exchange, and capital.
- The Faculty of Education's online graduate program is preparing a course outline template in which they will ask course developers to indicate what course activities and learning outcomes are related to the TRC Report and note which Calls to Action in particular.
- The VPTL has worked with the Indigenous Knowledge, Curriculum and Research Working Group to develop a tagging system for Indigenous-based courses so there can be tracking of student participation in these courses.
- The School of Policy Studies has developed new courses in Indigenous policy and governance which support the Indigenous Governance Certificate or Diploma (launched in 2021)
- The Health and Humanities Committee hosted Dr. Ojistoh Kahnawahere Horn, a Haudenosaunee family physician, to speak about the reality of practicing within one's own community.
- The Master of Health Professions Education has created a new course entitled: Indigenous Health Professions Education

21.1 Indigenous content must be linked to learning outcomes.

- Course-integrated library instruction and individual/group consultations support course learning outcomes and the Queen's Learning Outcomes Framework.
- Having membership on the Academic Diversity Sub-Council of UCARE, the CTL has been collaborating to introduce elements of the Queen's Revised Learning Outcomes Framework in ways that facilitate instructors' ability to identify meaningful learning outcomes related to both Indigenous content and Indigenous ways of knowing and doing. The Queen's University Quality Assurance Processes (QUQAPS) and self-study templates are being revised in ways to support programmatic changes toward Indigenization.
- FAS is now using criteria for revised or new course submissions that must consider learning outcomes related to the Principal's Implementation Committee on Racism Diversity and Inclusion (PICRDI) and TRC recommendations. Led by the Associate Dean (Teaching and Learning), including Arts and Science Online (ASO), and in collaboration with advisors from the CTL and the Equity Office, consultations, and workshops on EDII learning outcomes are being held for Departments and Programs across the Faculty. The goal here is to use the curriculum process to broaden awareness and to gather information on the work being done by departments and individual instructors to make their curriculum and/or learning Queen's University - Faculty of Arts & Science, June 2021. 15 environments more inclusive with respect to Indigenous ways of knowing.



Camille Georgeson-Usher, *through, in between oceans*, 2018, vinyl transfer on Mackintosh-Corry Hall.

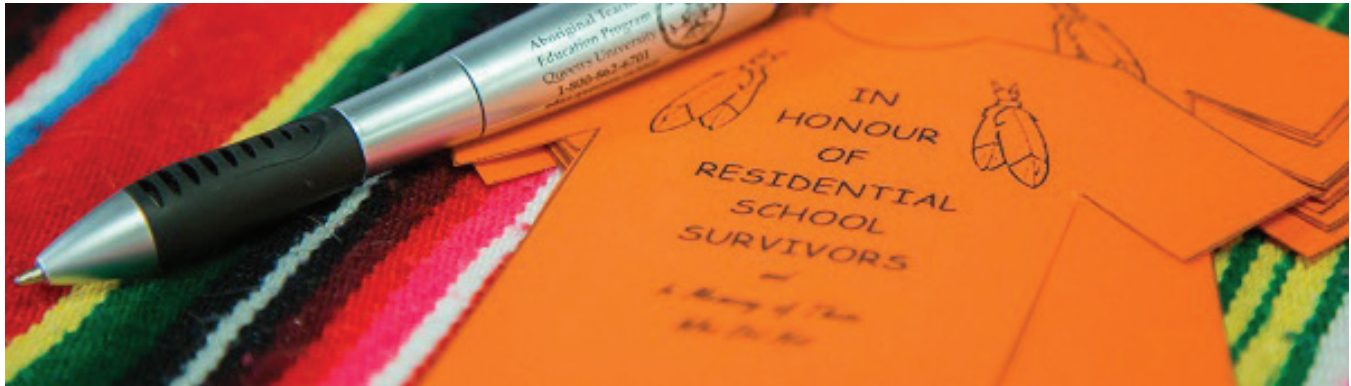
21.2 Create an Indigenous learning portal to support faculty members as they integrate Indigenous knowledge into their courses and programs.

- Development began of an Indigenous Knowledge and Initiatives Resource Bank at Smith by Ann Deer, Indigenous Recruitment & Initiatives Coordinator, faculty members Matthias Spitzmuller and Arcan Nalca, and Smith IT. The initiative received funding from the new Smith Blue Sky EDII Fund and will house all resources on Indigeneity specific to Smith faculty, researchers, and students. It will streamline resources across campus and bring together in one place academic research around Indigenous Business, Entrepreneurship, Funding, Initiatives and Protocols to faculty and students.
- The Associate Dean (Teaching and Learning) and leadership in Arts and Science Online) work in collaboration with the Centre for Teaching and Learning to create portals to support Indigenous learning.

21.3 Expand opportunities for experiential Indigenous programming.

- Queen's Conference on Indigenous Reconciliation was held virtually, chaired by two Commerce students. The conference, formerly known as "Reconciliation on Bay Street", is open to Commerce and Queen's Law students with the goal of building understanding and promoting reconciliation in business and law.

- Career Services piloted an Employer Networking Event for Indigenous Students in partnership with Four Directions and Aboriginal Access to Engineering.
- Hosted a second Queen's University Internship Program (QUIP) student in the library to support inclusive collections and EDI/TRC work, and to provide experiential learning experiences within the library/archives/heritage sector.



Orange Shirt Day, 2018

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

- After a first phase of curricular reform in response to the TRC, Aboriginal legal issues are taught as components of the mandatory first-year program to all students. Queen's Law presently offers upper-year electives in Aboriginal Law, Aboriginal Child Welfare, and First Nations Negotiations. 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.

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

- The Indigenous language programs offered every year (Haudenosaunee; Anishinaabemowin; Oneida) are foundational to the BA Indigenous Studies programs. Established in 2019, the Indigenous Languages and Culture Certificate, and the Mohawk Language and Culture Certificate now run on an ongoing basis.

22.2 In support of Call to Action 24, the task force encourages the work underway in the Faculty of Health Sciences to significantly enhance cultural competencies training and expand Indigenous-focused curricula for all students within the Schools of Medicine, Nursing and Rehab Therapy.

- The Library is currently collaborating with Queen's University colleagues and the Northern Ontario School of Medicine (NOSM) on an e-Campus Ontario grant funded project entitled 'Indigenous Healthcare Education and Practice: A Community Led and Community Informed Collaborative Initiative' which will result in the creation of several digital assets aimed at health sciences students and related to the Truth and Reconciliation Commission of Canada (TRC) calls to action and healthcare education and practice

- The opportunity to develop educational materials through e-Campus Ontario has led to an exciting collaboration between our FHS and NOSM. We have committed to the joint creation of digital educational materials for all 16 relevant TRC Calls to Action with respect to healthcare education and practice to enable implementation in our programs for our healthcare learners

22.3 In support of Call to Action 28, the task force encourages the work underway within the Faculty of Law to enhance the integration of Indigenous law, rights, and histories across the curriculum for all Law students as well as those pursuing the undergraduate Certificate in Law.

- Bursary support is provided to Indigenous students through The Douglas Cardinal Bursary, The Queen's Law Student Society (LSS) Indigenous Entrance Award, and The Law Society of Upper Canada Education Equity Award. The Queen's Law Equity, Diversity, Inclusion, and Indigenization (EDII) Fund has been established and will be used to launch and develop governance, policies, and programming that promote EDII. Finally, the Faculty aspires to hire a prominent Indigenous scholar and create a professorship.
- Created an Indigenous Environmental Law subpage in the Aboriginal Law and Indigenous Laws libguide.
- Created a Treaty Recognition Week Libguide, Ebooks and Online Resources on Treaties, which was promoted by the library and the Faculty of Law

22.4 In support of Call to Action 62, the task force encourages the ongoing work of the Faculty of Education to ensure all teacher candidates are educated on Indigenous contemporary issues and histories, including the Residential School system.

- Cultural safety, the KAIROS blanket exercise, and a 12-hour Aboriginal Education course are core elements of the B.Ed. Program.
- In support of the Indigenous Teacher Education Program's (ITEP) new Mushkegowuk Territory community-based program, the library acquired electronic books focusing on Cree-centered knowledge
- Hosted a virtual gallery of Indigenous library materials to support the Faculty of Education and ITEP in the session "Bringing FNMI Resources into the Classroom".



HIGHLIGHTS



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

- The Vice-Principal (UR) portfolio supported the embedding of land acknowledgement practices into events hosted by UR and others on campus. The Queen's Gazette channels shared stories on topics that explored Indigenous identities, languages, culture, and reconciliation.
- Planning was completed by the Office of Advancement in 2020-21 for two staff events:
 - Kairos blanket exercise
 - Reading of Colonized Classrooms by Sheila Cote-Meek and a facilitated session to discuss the book.
- The curricular reforms undertaken and anticipated in response to TRC call-to-action no. 28 include materials that address the complex histories and modern realities faced by Indigenous Peoples. With the appointment of a new Director of Indigenous Initiatives and EDI, we will examine what further supports are needed to assist faculty and staff members to understand more fully these issues.
- Staff across Student Affairs continue to attend workshops and professional development opportunities including the Land Acknowledgement workshop, use of inclusive language, Indigenous Paradigms in Practice: Relationships, Story and Academic Integrity, EDII and Decolonization in International Education, trauma-informed training.
- In July 2019, Laura Maracle (Four Directions, Indigenous Cultural Safety Coordinator) was invited to lead an interactive KAIROS Blanket Exercise for the whole Queen's Innovation Centre Summer Initiative (QICSI) cohort and DDQIC staff. This session consisted of an introduction to the full history of the Indigenous Peoples of Turtle Island and ended with a debrief session where everyone had an opportunity to reflect on their experience in circle. This exercise allowed all cohort and staff members to be their authentic self, and challenge unspoken norms. During this session, a cohort member who identifies a Native from the Deninu K'ue First Nations in the Northwest Territories touched on a heartfelt story from their family upon reflection of the activity. The ability of this individual to share their story emphasized cultural safety.
- The Indigenous Health Education Working Group engaged with our Dean, Dr. Jane Philpott to think about the province of Ontario's Treaties Recognition Week. The outcome was a blog that urged us to consider this week as a springboard for contemplation, understanding, action and as a beginning to see ourselves – settlers or Indigenous – as treaty people. AND The Interprofessional Education Committee hosted an educational event that was open to learners, staff, and faculty on January 18, 2021. The event highlighted the interdisciplinary healthcare team which is situated in Tyendinaga Mohawk Territory. This educational offering was attended by more than 130 participants. The audience was provided with the history and means of establishing an interprofessional healthcare team who are culturally sensitive to the needs of their Indigenous patients. It was extremely well received by the audience. The Registered Nurse on the team graduated from the Queen's Nursing program in May 2020. The clinic has established a relationship with the FHS as an educational site for our learners. Dr. Ojistoh Horn delivered a lecture titled "Can Indigenous physicians work in their own community."

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

- Agnes Student docents receive training on “Crafting a Land Acknowledgement”, and Cultural sensitivity training.
- Queen’s Law will ensure that staff have the necessary resources and expertise to support students and ensure that these staff members are themselves adequately supported with respect to EDII training and tools.
- Queen’s University International Centre (QUIC) and Four Directions continue to deliver the Intercultural Awareness Certificate program to students, that includes the KAIROS Blanket Exercise and Cultural Safety Training.
- Lindsay Brant (CTL) has developed a ‘Pedagogy of Peace’ that is now being adapted in ways that will facilitate instructors understanding of decolonial approaches to indigenization.
- Increasing cultural awareness with respect to Canada’s history and the history of First Nations Peoples is a high priority for the FHS. This is provided in both formal and informal methods. The Dean has written multiple blogs on highly relevant topics that are widely read by students, staff, and faculty members. These included subjects such as Treaties Recognition Week, Operation Remote Immunity, and Mourning the Children of Tk’emlups te Secwepemc. Further, the Office of Professional Development and Scholarship has created a learning module for faculty members on Equity, Diversity and Inclusion in Teaching and Learning.

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

- Land Acknowledgements are included in major meetings of Smith faculty, staff, students, alumni, and advisory bodies. These include Faculty Board meetings, Faculty Forum, staff, and faculty town halls, opening sessions for incoming graduate program classes, alumni events, etc.
- Land acknowledgement, feasts, and offering tobacco are woven through Faculty of Education events. Working closely with Elders and the Ogichidaakwewak Circle to ensure ceremony and traditions are entered into with respect
- CTL regularly engage in smudging, have had a sweetgrass ceremony to start off a new academic year and, as a community of staff, learned to make tobacco bundles as gifts of thanks.
- FHS Members are encouraged to provide tobaccos ties when inviting Indigenous students, staff, and faculty to participate on a committee or speak at an event. In recognition of the importance of smudging as an important process in the opening of ceremony and traditional practices, we have sought and acquired approval to include smudging within the space that has been designated to the FHS Office of EDI
- To integrate additional Indigenous content into convocation ceremonies, a congratulatory video from Indigenous staff at the university was developed for Spring 2020 graduates, and Kanonhsyonne-Janice Hill was featured in virtual Fall 2020 convocation broadcasts, and in a special video message to all graduates of Spring 2020



Indigenous Plinth



Pendleton Creation Blanket over Indigenous Plinth

LOOKING AHEAD

“Education is the key to reconciliation. Education got us into this mess, and education will get us out of it.”

– Chair of the Truth and Reconciliation Commission and
Queen’s University Chancellor, Murray Sinclair

The Office of Indigenous Initiatives would like to acknowledge the work of Indigenous elders, knowledge keepers, students, staff, and faculty at Queen’s University towards making reconciliation a reality on our campus and within our community. We would also like to acknowledge our friends and allies who advocate for and work with our office and our community.



This past year has been especially challenging for the Indigenous community at Queen’s with the continued ill-effects of the Covid-19 pandemic and with the uncovering of unmarked graves at residential schools, and we would like to acknowledge the hard work that has been done to help further the cause of reconciliation.

Going forward into another year, the Office of Indigenous Initiatives and Indigenous initiatives staff across campus will continue with the planning of new events and future projects, as well as further efforts towards reconciliation across Queen’s University. This upcoming year will feature new Indigenous programming, more cultural centres, more diverse learning opportunities, and continued Indigenous education for all Queen’s community members.

2022 will mark five years since the initial release of the the Yakwanastahente’ha Aankenjigemi: Extending the Rafters, Task Force Implementation report, and much progress has been made towards implementing the recommendations laid out in the report. Each year brings new and unforeseen challenges, and each year brings time to reflect on truths that have been told and on our own reconciliation efforts.

The Office of Indigenous Initiatives looks forward to continuing to lead the implementation of the Yakwanastahente’ha Aankenjigemi: Extending the Rafters plan, and together with the Indigenous community and our community allies we will work further towards building conciliation and a better future for all.

Nyá:wen, Miigwetch, Thank you.



OFFICE OF
INDIGENOUS INITIATIVES