



QUEEN'S UNIVERSITY  
**Truth and Reconciliation Commission**  
TASK FORCE  
IMPLEMENTATION REPORT

## Principal's Message

This past year has been a time of working toward reconciliation and conciliation-forming new relationships with Indigenous communities and honouring their contributions to Queen's. It has also been a year of learning across our institution, and many students, staff, and faculty have taken steps to enhance their understanding of Indigenous histories, cultures, and perspectives.

In these pages, you will find details of our progress in implementing the recommendations in the *Yakwanastahentéha | Aankenjigemi | Extending the Rafters* report. In the first year of implementation, we have focused on laying the groundwork to facilitate sustainable progress across the university. I am pleased with what has been accomplished so far, although we still have much more to do.

Our success in implementing the recommendations from the Truth and Reconciliation Commission Task Force is dependent on the engagement of the entire university community, and I am grateful for our faculty, staff, and students who have contributed to the university's reconciliation and conciliation initiatives in this past year. I am positive we will use the momentum we have built to create a welcoming and culturally validating environment in which to study, teach, and work.

Daniel Woolf  
Principal and Vice-Chancellor  
Queen's University





Supplied Photo

Students, faculty, and staff in the Faculty of Law visited Akwesasne Mohawk Territory to learn more about the reserve's unique court system.

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

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

- At a special Senate meeting on March 7, 2017, Principal Daniel Woolf acknowledged Queen's history as an institution that participated in a number of traditions that caused harm to Indigenous communities. He stated that, in many cases, the university has failed to educate its students on the long history of deep-rooted conflicts between the Canadian government and Indigenous communities, and recognized that this lack of knowledge has resulted in damaging consequences for First Nations, Inuit, and Métis people. At the meeting, Principal Woolf was presented with a friendship wampum on behalf of the Clan Mothers at Tyendinaga and the Grandmother's Council in Kingston. The wampum belt has since been placed at the head table at every Senate meeting as a reminder that Queen's sits on traditional Anishinaabe and Haudenosaunee territory.
- The Aboriginal Access to Engineering initiative, part of Queen's Engineering Outreach, provides a broad range of outreach activities and programming materials aimed at encouraging Aboriginal youth to gain the math, science, and technology skills required to pursue post-secondary education in science and engineering. Aboriginal Access to Engineering recently received additional federal funding to expand outreach activities directed at Indigenous youth. The funds will be used to provide free workshops to grade school students to help them build their digital skills and expose them to technologies such as coding and robotics. Queen's Aboriginal Access to Engineering also recently received the Actua Experience Award for Indigenous Youth in STEM, in recognition for their work in the community to increase Indigenous student engagement in STEM fields.
- The Dean of the Faculty of Health Sciences created a faculty-wide task force in 2016 to respond to the national TRC calls to action with respect to health professions education. The task force developed 25 recommendations and a proposal for a five-year plan for implementation.
- The Faculty of Education is exploring a partnership with the National Centre for Truth and Reconciliation (NCTR) to conduct archival research on residential schools in the region and to become a NCTR satellite centre.
- The Faculty of Law recently introduced a workshop on Indigenous law for students, staff, and faculty members in Akwesasne Mohawk Territory. This workshop was hosted by the faculty's Indigenous partners and was presented as an opportunity for the Queen's Law community to learn about Indigenous law, culture, and community.
- The Agnes Etherington Art Centre collaborated with Four Directions Aboriginal Student Centre to offer a new component of the longstanding Aboriginal Youth Leadership Program. The program was expanded to include a series of after-school, hands-on sessions for Indigenous youth to share their stories, and explore the many facets of art making. The program is helping to cultivate cultural pride and build important connections between local Indigenous communities and Queen's Indigenous graduate students who contribute to the program.



University Communications

*Clément Chartier, President of the Métis National Council, speaks at an Indigenous Awareness Week event.*

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

- The Queen's Native Student Association invited Clément Chartier, President of the Métis National Council, to speak at a town hall event as part of Indigenous Awareness Week at Queen's. While on campus, President Chartier met with the Principal, Director of the Office of Indigenous Initiatives, Provost, and Deputy Provost (Academic Operations and Inclusion) to discuss Indigenization initiatives underway at Queen's.
  - The School of Policy Studies continues to explore new opportunities to extend its collaborative engagement with executive staff members at First Nations Technical Institute.
  - In 2018, the Queen's Cares Alternative Reading Week program, run by the Student Experience Office, partnered with Focus Forward for Indigenous Youth. The program provides students with the opportunity to work in teams to complete a project in partnership with a local organization, build relationships, and make meaningful contributions to their community.
  - University Archives has participated in several community events to discuss the diary of Daniel George MacMartin (1870-1921), who served as Ontario's Treaty Commissioner when the federal government was negotiating Treaty No.9, also known as the James Bay Treaty.
  - In October 2018, Principal Daniel Woolf invited members of the Queen's, Kingston, and local Indigenous communities to attend a ceremony to unveil a plinth dedicated to the Anishinaabe and the Haudenosaunee peoples, on whose traditional lands Queen's was built.
- When the TRCTF report was released, Principal Daniel Woolf signaled his commitment to dedicating the time and resources required to ensure the recommendations were carried out in a timely and sustainable manner. To ensure continued progress and accountability, he has directed the university's senior leadership team to incorporate goals and actions related to the TRCTF recommendations into their annual performance plans.
  - Principal Woolf has earmarked \$3 million over three years to support the implementation of the recommendations arising from the TRCTF and Principal's Implementation Committee on Racism, Diversity, and Inclusion reports. These funds will be used to support existing, and launch new, initiatives related to Indigenization, intercultural awareness, equity, and inclusion.
  - Many senior administrative offices have completed, or are in the process of completing, the Indigenous cultural safety training workshops offered by Four Directions Aboriginal Student Centre.
  - Strategic Procurement Services plans to include suppliers and agents of the university in supporting Queen's response to the TRCTF recommendations. The goal will be to create an environment that supports Indigenous suppliers, as well as the Indigenous community at the university for its purchasing of goods and services. Implementation will take place over a two-year period.
  - The following steps have been taken to increase Indigenous student, faculty, and staff representation on senior governance bodies:
    - An official observer position on Senate was established for the Director of Indigenous Initiatives.
    - The Board of Trustees approved a Diversity Statement in 2017, which commits the Board's Governance and Nominating Committee to actively seek out and promote potential Board of Trustees candidates who reflect the diversity of Canadian society, with particular attention toward members of equity-seeking groups, which includes Aboriginal people.
    - A Board of Trustees diversity plan is expected to be completed by December 2018.
    - A University Council Special Purpose Committee on Diversity and Inclusion is overseeing the development of a Diversity and Equity Assessment and Planning tool for governance bodies. The tool will be used to help Queen's decision-making bodies to understand their

demographic profile and assist in developing action plans to enhance equity and inclusion.

- A Senate Equity Census is under development and will be administered in fall 2018.

- Human Resources will create a forum to promote Indigenous participation on various staff and faculty committees. They will work with Four Directions Aboriginal Student Centre, the Director of Indigenous Initiatives, and the Equity Office to develop a network of university employees interested in assisting with the implementation of Indigenous initiatives, serving as mentors for new employees, and providing advice and input on Human Resource materials, services, and programs. Timelines are still to be developed for this work but it is expected to be implemented in a three-year timeline.

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

- The establishment of an Office of Indigenous Initiatives was announced immediately following the release of the TRCTF report, and Kanonhsyonne (Janice Hill) was appointed as the inaugural Director of Indigenous Initiatives in September 2017.



*Kanonhsyonne (Janice Hill) was appointed as the inaugural Director of Indigenous Initiatives in fall 2017.*

- Reporting to the Deputy Provost (Academic Operations and Inclusion), the new Director of Indigenous Initiatives position focuses on fostering positive relationships with Indigenous communities, and promoting an understanding of the histories, knowledge systems, and perspectives of First Nations, Métis, and Inuit communities. Working closely with the university's senior management team, Kanonhsyonne (Janice Hill) will play a central role in supporting the implementation of the TRCTF

recommendations, and assisting in driving progress on Indigenous initiatives across the university.

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

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

### **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.**

- The Office of Government and Institutional Relations has made strides in raising awareness of the TRCTF recommendations with the federal and provincial governments. Building on this work, the office will liaise with the Director of Indigenous Initiatives, Four Directions Aboriginal Student Centre, and the Office of the Provost and Vice-Principal (Academic) to identify opportunities for Queen's to advocate for policies and programs that support Indigenous students at Queen's and throughout the post-secondary sector. This may include, for example, advocating for additional financial support for Indigenous students from the provincial and federal governments, new policies and pathways to improve opportunities for Indigenous students to participate in post-secondary education, and opportunities for greater collaboration between Queen's and Aboriginal institutes.
- Principal Daniel Woolf met with a number of federal and provincial government officials in 2017 to highlight the TRCTF report and to raise awareness of Queen's commitment to reconciliation.
- The Aboriginal Access to Engineering strategic plan 2018-2022 will identify areas of synergy with federal government programs to develop Indigenous PhDs in STEM fields.
- The Faculty of Law is funding three summer students, in partnership with the Ministry of the Attorney General of Ontario, to provide legal support to Indigenous communities through the Debwewin Summer Program.

## Yakyóhnhne Zhi-zhishendamang Reflecting

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

- A plinth honouring the Indigenous communities upon whose traditional lands Queen's was built, the Anishinaabe and the Haudenosaunee, was erected on campus in October 2017.



Principal Daniel Woolf and Director of Indigenous Initiatives Kanonhsyonne (Janice Hill) unveil a plinth honouring the Anishinaabe and the Haudenosaunee peoples, upon whose traditional lands Queen's is built.

- The Faculty of Law initiated a public call for an Indigenous artist to design a permanent artwork for the law school atrium. The Indigenous Art Commission is part of the faculty's response to the need to further the cause of reconciliation by increasing the visibility of Indigenous culture and the recognition of Indigenous territory on campus. The aim of the commission is to create a welcoming space for Indigenous peoples in the Faculty of Law and to help promote awareness around historical and contemporary issues relevant to Indigenous peoples and law.



Bill Flanagan, Dean of the Faculty of Law, and Douglas Cardinal, renowned architect and member of the Queen's Faculty of Law Indigenous Art Commission, examined the commission proposals. Indigenous artists were invited to apply to design, fabricate, and install a permanent artwork for the Faculty of Law atrium.

- The Library opened twelve Indigenous-named study rooms, which include artwork by Indigenous painters and a virtual exhibit. Input will be sought on other opportunities to enhance Indigenous elements in library facilities.
- Plans are underway in the Faculty of Arts and Science for an Indigenous space to be created as part of the newly renovated "student street" area of Mac-Corry Hall.
- The Faculty of Arts and Science Dean's Office contributed resources to assist the Arts and Science Undergraduate Society in their project to modify a common space in Kingston Hall into an Indigenous space, which is now known as the Reflection Room. The Reflection Room project was designed to acknowledge the historical and continuing impacts of colonization in Canada and its implications on the Indigenous staff, students, and community at Queen's.
- Physical Plant Services will implement a phased approach for identifying signage across campus that could incorporate Indigenous languages. A project plan will be developed by summer 2018.
- Queen's Grounds Manager will engage the Director of Indigenous Initiatives to incorporate traditional Indigenous plants on campus.
- Physical Plant Services will initiate a lunch and learn session for project management staff to help them identify opportunities for implementing Indigenous cultural design into renovation projects.

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

- Four Directions Aboriginal Student Centre is undergoing a significant renovation and expansion, funded by the Division of Student Affairs, which will increase capacity for gathering spaces, community activities, and celebrations of Indigenous traditions.
- A priority for the Faculty of Arts and Science is the establishment of a Centre for Indigenous Research-Creation. The faculty is undertaking preliminary discussions with the Office of Advancement, Vice-Principal (Research), Director of Indigenous Initiatives, and Indigenous and allied faculty members across the university to explore the feasibility of developing the centre.



*In April 2018, members of the community came together at the Agnes Etherington Art Centre to create art designed to inspire a visual response to the Truth and Reconciliation Task Force report's recommendations.*

**Kanohweratónhtshera  
G'di-mikwanim  
Welcoming**

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

- Under the direction of Director of Indigenous Initiatives, Queen's has joined the Pathways for Indigenous Learners collective to develop pathway programming and support services for Indigenous learners in Ontario universities, colleges, and Aboriginal institutes. Articulation agreements developed within this project will support the seamless transition of Indigenous learners across the sector. The Pathways for Indigenous Learners initiative is funded by the

Ontario Council on Articulation and Transfer and is made up of 17 partner institutions, including colleges, universities, and Aboriginal institutes.

- The Director of Aboriginal Access to Engineering is currently involved in initial discussions regarding the development of a pathway for Indigenous students into engineering at Queen's from programs at George Brown College and Mohawk College.

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

**Self-Identified Representation Rates of Indigenous Students, 2015-17<sup>1</sup>**

Year	Total Student Population	% of Total Student Population that	
		Responded to Self-Identification Surveys	% of Respondents that Identified as Indigenous
2015	23,132	56.0%	2.9%
2016	23,714	60.2%	3.2%
2017	24,770	50.8%	3.6%

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

- Since the Aboriginal Admission Policy was implemented in 2011-12, applications, offers, and registrations among self-identified Indigenous students to undergraduate direct-entry programs have increased significantly. As of February 22, 2018, applications from self-identified Indigenous students are up 9.2% compared to the same time last year.
- Queen's Aboriginal Community Liaison Outreach Coordinator within Four Directions Aboriginal Student Centre, in partnership with Undergraduate Admission and Recruitment, coordinates targeted outreach, recruitment, and admissions support for Indigenous students.
- An Indigenous Recruitment and Outreach Coordinator for Queen's professional programs was hired in 2016.
- Chancellor Jim Leech established a bursary for Indigenous students in fall 2017. The \$15,000 bursary is awarded on the basis of demonstrated financial need to Indigenous students in any year, of any faculty or school at Queen's. The bursary will help to ensure Indigenous students can fully participate in the academic and extra-curricular life of the university, and will promote inclusion, retention, and success.

- Alumnus David Sharpe (Law '95) recently established an Indigenous Student Scholarship in honour of Indigenous architect Douglas Cardinal.
- The School of Policy Studies works with program officers at First Nations Technical Institute on student recruitment and student success initiatives. The school, with support from Graduate Studies, has implemented procedures to allow the School of Policy Studies to cover the application fee for qualified Indigenous students seeking admission to the Professional Master of Public Administration. Web- and paper-based recruitment materials relating to studies in Indigenous policy and governance offered by the School of Policy Studies have been revised and expanded to encourage broader interest among prospective Indigenous learners.
- Through targeted recruitment, the Faculty of Law has increased its Indigenous student population in 2017 from 1% of the entering class to 5% of the entering class. With this increase in representation, the faculty is actively collecting feedback from its new student cohort about their first-year experiences inside and outside the classroom. The faculty plans to improve first-year and upper-year experiences based on data compiled.
- A Smith School of Business task force was established in 2017 to focus on diversity in student recruitment, and the task force's mandate includes recruitment of Indigenous students. Goals include broadening Smith's recruitment pool to include Indigenous peoples, creating a welcoming environment where Indigenous students wish to come to study, and supporting Indigenous peoples while working and studying at Smith and Queen's.
- The School of Graduate Studies has increased the value of entrance scholarships for Indigenous students.
- The Queen's Self-Identification Project, funded from the Targeted Initiatives Fund of the Ministry of Advanced Education and Skill Development (MAESD), is up and running. The new self-identification mechanism in Queen's SOLUS system allows Indigenous students to self-identify at any point during their studies, thereby enhancing the university's ability to plan and respond to the needs of Indigenous students.

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

- Beginning in fall 2017, Indigenous and non-Indigenous students can choose to live in the new Bimaadiziwin Ka'nikonhriyo Indigenous and Allies Living Learning Community (LLC) in the Chown Hall residence. LLCs are floors or clusters of rooms where students with similar



Candice Pinto

*The annual Welcome Back Barbecue held in September at the Four Directions Aboriginal Student Centre was attended by students, faculty, staff and community members.*

interests live together. With an emphasis on intercultural understanding and leadership development, the Bimaadiziwin Ka'nikonhriyo LLC welcomes both Indigenous and non-Indigenous student allies who are interested in learning more about Indigenous peoples, histories, and cultures.

- The Faculty of Education recently welcomed Bezhig Waabshke Ma'iingan Gewetiigaabo (Deborah St Amant) as the faculty's Elder-in-Residence. In this role, Ms. St Amant (Ed'82) will support Indigenous students in Queen's Aboriginal Education programs. Students will benefit from Ms. St Amant's culture-based counselling, as well as guidance and support in reaching their academic goals.
- In September 2017, a Deans' Reception was held for incoming Indigenous students in the professional faculties of law, business, and medicine.
- The Supporting Aboriginal Graduate Enhancement Nest hosted a writing retreat at Wintergreen Studios in February 2018. The retreat provided participants with uninterrupted time for research and writing in a supportive and culturally tailored environment. Students had the opportunity to meet with writing instructors to help with their work, and network with other Indigenous graduate students, as well as graduate students whose area of research involves Indigenous communities.
- Self-identified Indigenous students enrolling in engineering at Queen's have access to comprehensive support services through Aboriginal Access to Engineering. Academic, cultural, community, and employment support is available to Indigenous engineering students to support their academic and professional success.

- Queen's continues to offer incoming undergraduate Indigenous students a tailored orientation day, including early move-in, workshops, and socializing activities that build connections and link students and their families to campus supports through the Four Directions Aboriginal Student Centre.
- Queen's continues to offer culturally tailored transition and student support services for Indigenous students, including academic support, wellness services, and social programming offered through Four Directions Aboriginal Student Centre. Examples of Indigenous-focused student support services include peer mentorship programs, and access to an Aboriginal Advisor and Cultural Counsellor based in the centre.

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

- The Director of Indigenous Initiatives is working with stakeholders across the university to develop an asset map that provides information on academic programs with Indigenous-focused content, as well as supports, resources, and services for Indigenous learners at Queen's. The asset map will be a living document and will be made available on the Office of Indigenous Initiatives website, once launched.
- University Relations is working with the Director of Indigenous Initiatives to develop a framework for a communications strategy to highlight the role of the newly established Office of Indigenous initiatives.

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

- Under the Aboriginal Admission Policy, established in 2011-12, entrance criteria for first-year undergraduate Aboriginal applicants to any faculty or school are expanded to include consideration of non-academic factors through the submission of a personal statement of experience and/or applicable supplementary essays. Successful applicants must meet the general academic admission requirements for each program.
- The Faculty of Law and the Faculty of Health Sciences offer alternative pathways for admission for Aboriginal students to their graduate and professional programs.
- An Indigenous Student Admission regulation was created in 2018 to expand access for Indigenous graduate students

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

- Work is underway on a significant renovation and expansion of Four Directions Aboriginal Student Centre. The project will double the size of the centre and is scheduled to be completed in fall 2018. Two Row Architect firm, based in Six Nations, completed the initial conceptual design and is advising on the Indigenous components of the design. In conjunction with this work, accessibility upgrades to both buildings are underway which have been



The Four Directions Aboriginal Student Centre will be expanding in 2018.

made possible through a \$50,000 grant from the federal government's Enabling Accessibility Fund, with matching funds from the university. These upgrades will ensure students, staff, faculty, and community members can easily access the centre and participate in their many community events and activities.

- Kandice Baptiste joined Four Directions Aboriginal Student Centre as its new Director in February 2018. Kandice previously managed the Indigenous Student Centre at Wilfrid Laurier University and served as senior project coordinator at the Council of Ontario Universities where she guided the development of the "Future Further" campaign.
- Mishiikeh (Vernon) Altman joined Four Directions Aboriginal Student Centre in the newly established Cultural Counsellor position. Students, staff, and faculty benefit from Mishiikeh's 30 years of Anishinaabe Ezhichigenywin (Ojibwa philosophical) experience, as he brings his skills and compassion to one-on-one and group counselling, spiritual advising, workshops and education, facilitation, and cultural awareness activities based at the centre.

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

##### **Indigenous Staff Representation Rates, 2015-17<sup>2</sup>**

Year	% of Total Staff that Responded to Survey <sup>3</sup>	% of Indigenous Staff that Responded to Survey	% of Indigenous Canadian Workforce
2015	88.4%	2.3%	
2016	88.7%	2.3%	3.5%
2017	88.7%	2.5%	

##### **Indigenous Faculty Representation Rates, 2015-17**

Year	% of Total Faculty that Responded to Survey <sup>4</sup>	% of Indigenous Faculty that Responded to Survey	% of Indigenous Canadian Workforce
2015	79.7%	1.6%	
2016	80.3%	1.7%	3.5%
2017	79.7%	1.5%	

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

<sup>3</sup> Includes Executives, General Support, Research, CUPE 229, CUPE 1302 and CUPE 254

<sup>4</sup> Includes Professors, Adjunct Professors, Post-Doctoral Fellows, Academic Assistants, Librarians and Archivists

- As part of Queen's faculty renewal process, which will lead to about 200 hires over the next five years, the Deans have been asked to develop a five-year hiring plan that includes diversity and equity as core principles. To support this initiative, academic units who are hiring have been directed to consult with the Equity Office and use the Diversity and Equity Assessment and Planning (DEAP) Tool. The DEAP Tool was developed by Queen's Equity Office to assist units in:

- Understanding the demographic profile of their unit to address representation gaps, including those related to representation of Aboriginal people
- Assessing how inclusive the unit is
- Providing an opportunity to reflect on areas in need of improvement using the
- Diversity Score Card assessment template
- Supporting requests for resources for equity and diversity initiatives
- Developing an action plan and timeline to enhance inclusion

- The Office of the Vice-Principal (University Relations) has developed a comprehensive marketing and communications plan for the faculty renewal initiative, which includes support for increasing Indigenous faculty hires.

- The Deputy Provost (Academic Operations and Inclusion), the Equity Office, and Human Resources have developed formal employment equity processes for staff recruitment. These processes will help ensure Indigenous candidates, and other members of equity-seeking groups, are not denied staff positions due to systemic barriers that may unintentionally exclude individuals for reasons not related to ability or qualifications. The pilot phase of this project was completed in late 2017, and a rollout is underway in preparation for mandatory participation in 2019.

- Human Resources plans to increase the university's presence on Indigenous focused job boards and list serves. This work will include developing a list of external employment advertising resources focused on Indigenous communities, and exploring options for the purchase of an annual subscription with the Inclusion Network, a national Aboriginal job site.

- Human Resources, in consultation with the Director of Indigenous Initiatives, will develop and encourage the use of targeted interview questions during the recruitment and selection process to assess candidate skills and knowledge in areas related to the development of Indigenous and other diversity initiatives. This work will begin in spring 2018.

- The Faculty of Arts and Science has introduced Pre-Doctoral Fellowships for Indigenous doctoral students working in the creative arts, humanities, social sciences, or natural and physical sciences at an accredited university other than Queen's. The intention in undertaking this pilot project is to support Indigenous scholars at a formative moment in the completion of their PhDs. The fellowships will bring new scholars and Indigenous ways of knowing into undergraduate classrooms and foster conversations at Queen's that advance the university's commitment to Indigenousization. The pilot project is the first of what is envisioned as a program of Pre-Doctoral Fellowships in support of scholars in equity-seeking groups.
- The Aboriginal Access to Engineering strategic plan, which is currently under development, will look at ways to grow the Indigenous PhD pool in engineering, in partnership with other institutions across Canada.
- The Smith School of Business has formed two task forces to focus on diversity in the areas of faculty recruitment and staff recruitment. Each task force will include recruitment of Indigenous peoples as part of their mandate. Goals include broadening the recruitment pool, creating a welcoming environment where Indigenous peoples wish to come to study and work, and supporting Indigenous faculty and staff at Smith and Queen's.
- In line with direction from the federal government, the Office of the Vice-Principal (Research) has developed an equity, diversity, and inclusion action plan to guide efforts in sustaining the participation, and addressing the underrepresentation, of individuals from designated groups, including Indigenous peoples, among their Canada Research Chair allocations.
- The School of Nursing has established a tenure-track position with a focus on Indigenous health.

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

- The most recent Queen's National Scholar appointments will contribute significantly to Queen's scholarship in Indigenous studies. Dr. Isabelle St-Amand was appointed as a QNS in Aboriginal and Migrant Literature in the Departments of French Studies and Languages, Literatures and Cultures. Dr. Michael Doxtater joined the Departments of Languages, Literatures and Cultures and Global Development Studies as a QNS in Indigenous Studies, Land- and Language-Based Pedagogies and Practices. Since the program was re-launched in 2012, it has successfully attracted leading scholars in Indigenous focused fields of study.

- The Library has developed an Action Plan to Support Anti-Racism, Diversity, Inclusion, and Indigenous Cultures to ensure there is appropriate information resources, services, and spaces for new programming.

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

- The Office of the Principal plans to engage the Director of Indigenous Initiatives to discuss how senior offices can ensure the same group of Indigenous faculty and staff members are not repeatedly called upon to support central initiatives or serve on senior administration committees and working groups.
- A number of Dean's offices work with Indigenous staff and faculty to clarify expectations and help manage requests on their time.

### **17 Recognize and support Indigenous scholarship and traditional knowledge.**

- In 2017, the School of Graduate Studies revised the regulations around the format of a thesis to be less restrictive, in recognition of the different types of research and creative works that constitute scholarly work and the importance of providing an opportunity for student reflections on their experience and work.
- The School of Graduate Studies recently introduced Indigenous Travel Awards to support thesis-based masters and doctoral students conducting research that necessitates travel to engage with Indigenous community members.
- To strengthen the Agnes Etherington Art Centre's approach to Indigenous representation in its collections, Dylan Robinson, Canada Research Chair in Indigenous Arts, is joining the gallery's External Acquisition Committee and the Agnes' Acquisition Policy is being revised to better reflect the distinct cultural traditions underpinning Indigenous materials. In addition, a new Indigenous Art Collection Research Fund will enable consultation with Indigenous advisors to shape a meaningful and respectful collection strategy for Indigenous art.
- The Agnes Etherington Art Centre has created a new Research Studentship in Indigenous Art to support senior undergraduate research in art history, art conservation, or Indigenous studies. The studentship is made possible through a generous donation from alumna Margaret McGowan (Artsci'78), who also donated twenty-three stone cut and stencil print works from Puvirnituk. The artwork will add to the university's growing collection of Indigenous art and offer unique possibilities for programming, exhibitions, and community-based research.

- Working with Indigenous scholars and community leaders, the School of Policy Studies is developing a formal proposal for a new Graduate Diploma in Indigenous Governance.
- The proposed curriculum incorporates traditional knowledge and Indigenous cultural practices into the content and learning process. The development of this diploma seeks to respond to the needs of Indigenous communities and their leaders, as well as enhance capacity for self-governance.

## Yakyóhnhne Zhi-zhishendamang Creating

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

- The Research Promotions team has identified Indigenous research as a target area of its activities and is working closely with Communications, Marketing, and the Research portfolio to enhance the visibility of Indigenous-focused research at Queen's. Robust communications have been developed to celebrate achievements in garnering funding to support Indigenous focused research.
- The Government and Institutional Relations unit has taken steps to support the Office of the Vice-Principal (Research) and academic units in highlighting Indigenous research priorities and impacts to government bodies.
- Profiles of Indigenous researchers working in various fields of study, including new Queen's National Scholar recruits, have been featured in the Queen's. Gazette. Feature stories will also be developed for the new digital research hub in September 2018.



Queen's Adjunct Professor Alex McComber (DSc'16) delivers a lecture about Indigenous research collaboration.

- The Centre for Social Impact in the Smith School of Business will host an Indigenous Business Research Symposium with scholars from across the country in spring 2018.
- The Office of the Vice-Principal (Research) is consulting with the Office of Indigenous Initiatives to engage Indigenous scholars in various fields, as well as Indigenous and non-Indigenous scholars working in Indigenous focused fields of study.
- Research papers on First Nations, Inuit, and Métis topics completed by Indigenous students enrolled in the Professional Master of Public Administration in summer 2017 are being published electronically as individual and collected papers on QSpace, Queen's scholarship and digital collections platform.
- The Office of the Associate Vice-Principal (International) is highlighting Indigenous scholarship to incoming international university and government delegations, and when representing Queen's abroad.

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

- In response to the TRCTF recommendations relating to research, Queen's 2017 Annual Symposium on Indigenous Knowledge included a session on research collaboration with Indigenous communities, hosted jointly by the School of Graduate Studies, Four Directions Aboriginal Student Centre, and the Aboriginal Council of Queen's University. More than 80 members of the Queen's community attended the session, which included panel presentations and discussions from students, faculty, and members of the Aboriginal Council. The workshop marked the beginning of what is envisioned as a long-term initiative that will lead to meaningful and respectful relationships between researchers and Indigenous peoples, and the development of research that meets the needs of Indigenous communities.
- An Ad Hoc Research Collaboration with Indigenous Communities Working Group has been established to provide guidance in the development of research collaborations between the School of Graduate Studies and Indigenous communities engaged in the Aboriginal Council of Queen's University. The immediate objective of the initiative is to prepare a research outreach plan for the Council; however, the results of this initiative may be useful to the broader Queen's research community.
- The Faculty of Education is exploring ideas and solutions related to the remuneration of Indigenous communities participating in research.

- The Faculty of Health Sciences is taking steps to support and promote research in Indigenous health and healing practices. Dr. Carrie Bourassa, Scientific Director of CIHR's Institute of Aboriginal Peoples' Health, was invited to meet with the faculty's leadership and Indigenous students. She was also the plenary speaker at the annual Faculty Board meeting where she presented on the state of health of Indigenous peoples in Canada, and a respectful approach to research in the field of Indigenous health.
- The Faculty of Law is seeking funding to support an Indigenous legal research centre and is partnering with Indigenous communities to support their local Justice Centers and their legal needs, particularly with respect to self-governance.

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

- The Office of the Vice-Principal (Research) is working to establish a concrete training strategy to address Chapter 9, "Research Involving the First Nations, Inuit and Métis Peoples of Canada" in the Tri-Council Policy Statement (TCPS).
- Queen's General Research Ethics Board will establish a committee to develop a training module for ethical guidelines for Indigenous research (based on Chapter 9 of the TCPS) in spring 2018. A business case will be developed to request funds to support this initiative and build an online course.

## Yonkwaweyentehton'hátye Kinoomaagasing Learning

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

#### Central Initiatives

- The Centre for Teaching and Learning is hiring an Educational Developer (Indigenous Curriculum and Ways of Knowing) to develop programs and services to support professional teaching development in integrating Indigenous knowledge and ways of knowing into courses and programs. Working in collaboration with other members of the Centre for Teaching and Learning staff, the incumbent will also develop resources and materials to support faculty members' knowledge of Indigenous curriculum, ways of knowing, and pedagogical practices. The Educational Developer will be an important resource as faculties and schools respond to the TRCTF



University Communications

*Lee Maracle, an early Indigenous feminist, activist, and writer, speaks to ENGL218: Introduction to Indigenous Literature in Canada, taught by Heather Macfarlane, Assistant Adjunct Professor in the Department of English.*

recommendation to integrate Indigenous content into curricula across all academic programs.

- The Principal's Dream Courses initiative includes a focus on the theme of Indigenous identities, including exploring themes of indigeneity, nationally or globally. The purpose of the program is to support the enhancement of undergraduate courses in a way that encourages undergraduate research and inquiry as key approaches to learning. Course proposals must address at least one of the identified themes of sustainability, Indigenous identities, or diversity of perspectives.
- The Associate Vice-Principal (International) is managing the application process for the Matariki Indigenous Student Mobility Program (MISMP), a two-week experiential learning program focused on Indigenous Knowledge. This year's program will take place in July 2018 at Dartmouth College and Queen's will fully fund three students from any faculty to participate.
- Through winter 2018, the Agnes Etherington Art Centre presented an exhibition by a renowned Indigenous artist that vividly renders Canada's history of mistreatment of Indigenous peoples, Shame and Prejudice: A Story of Resilience: A project by Kent Monkman. With support from the Ballymenagh Foundation, the Agnes delivered learning-through-art academic engagement programs involving over 1,700 Queen's students in custom course-related tours, talks, and seminars highlighting the Indigenous cultural perspectives and histories embedded in this award-winning project. In addition, Queen's staff from Financial Services and Human Resources took part in special tours to explore the themes of the exhibition and enhance their understanding of Indigenous histories.

### **Faculty of Engineering and Applied Science**

- The Faculty of Engineering and Applied Science has established a Curriculum Diversity Plan Working Group. The working group will engage in an extensive consultation process to seek feedback as it formulates its guiding principles and drafts the Curriculum Diversity Plan. The plan will go to FEAS Faculty Board for adoption by the end of 2018.
- The APSC 100 Engineering Practice course is a design and professional skills course that provides students with opportunities to conduct design projects in the Kenhteke (Tyendingaga) community. The Faculty is exploring the possibility of expanding Indigenous community-based projects into APSC 200 and/or 400 level capstone projects in next academic year.
- As part of Queen's NSERC CREATE Sustainable Engineering in Remote Areas program, the Department of Civil Engineering has established a new graduate course that addresses Indigenous cultural, legal, and policy matters; social considerations and sustainability standards; and business skills training.
- The Faculty of Engineering and Applied Science hired a curriculum content developer in 2017 to incorporate Indigenous issues as part of the equity modules in professional skills. Learning outcomes include fundamental issues of ethics; equity and rights in the context of Canada and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP); and practical engineering applications such as identifying the benefits of engaging Indigenous communities in natural resources and infrastructure projects. The modules will be rolled-out as core third-year content in all engineering programs for 2019-20.

### **Faculty of Arts and Science**

- Work is underway on the Indigenization of curriculum across the Faculty of Arts and Science. Since the release of the TRCTF report, the Dean's Office has organized a series of KAIROS blanket exercises, part of the Indigenous Cultural Safety Training program, for department heads, the faculty leadership team, advancement team, continuing and distance studies, and student services. In addition, workshops were held for department heads and undergraduate/graduate chairs, which focused on understanding and adopting Queen's DEAP tool in diversifying curriculum. An important part of this ongoing conversation is the engagement of the various departments across the faculty in discussing real ways of Indigenizing teaching and learning. The faculty intends to foreground these discussions within the context of the equity, diversity, and inclusion priority in the coming year.

- Working in collaboration with participating departments, and in consultation with Queen's Aboriginal Council, the Faculty of Arts and Science is facilitating the design and introduction of a course, or set of undergraduate courses, in Indigenous Studies that could be taught by Indigenous doctoral students working as Teaching Fellows. The courses will provide a venue for advanced training of doctoral students whose research and/or career aspirations focus on Indigenous knowledge production, and will advance Indigenous ways of knowing in undergraduate classes at Queen's.
- Work is underway to expand the Indigenous Studies minor to a medial. The current minor in Indigenous Studies is an interdisciplinary degree, which includes course offerings on Indigenous histories, cultures, experiences, languages, and ways of knowing from several departments within Arts and Science. The expansion of the program will improve the breadth and depth of Indigenous Studies at Queen's and allow for more concentrated study.
- The foundational courses in the Indigenous Studies minor, DEVS 220, Introduction to Aboriginal Studies and DEVS 221, Topics in Aboriginal Studies, are being revitalized.
- Queen's Master of Art Conservation program has received a \$632,000 grant from the Andrew W. Mellon Foundation to diversify the program's curriculum and develop conservation research and online courses with a focus on Indigenous material culture.



Marissa Monette

*Conservation student Paige Van Tassel is mechanically surface cleaning a 19th century Iroquois beaded frame. The internationally-recognized Master of Art Conservation program at Queen's recently received a grant of \$632,000 over five years from the Andrew W. Mellon Foundation to develop conservation research and online courses with a focus on Indigenous material culture.*

### Smith School of Business

- Smith School of Business has set a goal for 2018-19 and onward that all Commerce students experience course content in each year of their program that features Indigenous knowledge. The Smith leadership team is working with graduate program leaders on ways to implement a similar goal.
- Two new Living Cases are being developed to further integrate Indigenous content into curricula. The Living Cases can be included in the regular business curriculum in undergraduate and graduate courses, at the instructor's discretion.
  - *What's in a Name* – a case about naming conventions of public parks, statues, etc., specifically focusing on the controversial naming of the Port-la-Joye-Fort Amherst National Historic site in PEI, involving the Mi'kmaq Confederacy of PEI, Parks Canada, and the Acadian and francophone communities of PEI. The case focuses on Indigenous partnership and collaboration and was used in Comm 105 with 240 students in winter 2018. It is available to all Smith professors.
  - *AltaGas* – a case currently being written, about how one can build relationships across cultural divides, and communicate across cultures (Indigenous communities in this case).
- In March 2018, all first-year Commerce students will complete Cultural Intelligence (CQ) training as part of COMM 105, the core first-year business communications course. The two 1.5-hour lectures will explore why culture matters and the importance of cultural intelligence in our effectiveness in working with others. By adding CQ into the Commerce program, Smith now delivers cultural intelligence training to over 650 Commerce, Master of International Business, and MBA students annually.
- Discussions are underway with faculty who teach required Commerce courses (such as COMM 181 Introduction to Human Resources) and elective Commerce courses (such as COMM 356 Gender and Diversity in Organizations) to encourage the use of Indigenous content where applicable and include discussions about the unique challenges and issues facing Indigenous peoples.
- The Undergraduate Curriculum Committee is considering recommendations from the TRCTF and Principal's Implementation Committee on Racism, Diversity, and Inclusion reports as they review the Commerce curriculum. The committee's interim report is expected by the end of spring 2018.
- Content on diversity, equity, inclusion, and Indigenous content, has been introduced in the annual PhD/MSc Consortium.

- The Centre for Social Impact Annual Summit consistently includes Indigenous content, such as Indigenous guest speakers. Over 300 students attend the summit each year and all Smith students enrolled in the Certificate in Social Impact must attend at least one Summit as part of the requirements of the Certificate. The Certificate is offered in the Commerce Program as well as the Queen's Full-Time MBA, Accelerated MBA for Business Graduates, Master of International Business, and Executive MBA.

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

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



Supplied Photo

*Mishiikenh (Vernon Altman) leads an Anishinaabemowin language class. Launching in fall 2018, a new Certificate of Indigenous Languages and Cultures will provide an introduction to Mohawk, Inuktitut, and Anishinaabemowin.*

- Two Indigenous language certificates are in development within the Faculty of Arts and Science. A Certificate in Indigenous Languages and Cultures, and a Certificate in Mohawk Language and Culture, offered in partnership with Tsi Tyónnheht Onkwawén:na Language and Cultural Centre in Tyendinaga. The Faculty of Arts and Science Dean's Office and the Office of the Provost and Vice-Principal (Academic) have provided significant funding and support for these certificates in recognition of the national TRC calls to action and the importance of Indigenous language revitalization as part of the reconciliation process.

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

### **Faculty of Health Sciences**

- The Faculty of Health Sciences established a task force in 2016 to address the national TRC calls to action that are pertinent to health professions and the education of health professionals. The task force's report was completed in March 2017, and includes 25 recommendations and a five-year implementation plan. A strategy to operationalize the recommendations was subsequently developed and a Health Sciences Committee on Indigenous Affairs is being created to assist in implementation. The faculty hopes to hire a Co-Director of Indigenous Initiatives who will provide leadership for the Health Sciences Committee on Indigenous Affairs and direction for the implementation plan.
- The School of Medicine has provided support for a faculty member and staff member to complete the Indigenous Educators' Certificate in Indigegogy, and for one faculty member to complete the Decolonizing Education Certificate at Wilfred Laurier University in their Centre for Indigegogy. These commitments have been made to increase capacity for the integration of Indigenous knowledge into the curricula for healthcare professionals.
- As an initial response to the TRC's calls to action #23(iii) and #24, the Course Director for Population and Global Health in the School of Medicine, and the faculty's Director of Teaching, Learning, and Integration, applied for and received a Queen's Principal's Dream Course grant to assist in expanding the Indigenous Health curriculum.
- Work is underway to expand the Indigenous Health thread across the entire medical school curriculum. Dedicated Indigenous related sessions have included:
  - KAIROS Blanket Exercise, an interactive learning experience which teaches Indigenous rights and histories
  - Indigenous Culture Module, an online module introducing foundational concepts about Indigenous culture and history
  - Indigenous Culture Panel, a two-hour panel discussion on the importance of Indigenous culture and key historical and contextual factors on health and healthcare experiences of Indigenous patients
  - Indigenous Health DIL, online materials with information and background on specific health concerns of Indigenous Peoples and challenges interacting with healthcare systems
  - Indigenous Health Panel that is focused on care in remote communities
- Steps are being taken to provide appropriate training to all Faculty of Health Sciences local and regional faculty to support the delivery of culturally safe care in practice and a culturally safe environment in education.

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



*The Queen's Engineering Outreach Team accepts their Actua Experience Award – Indigenous Youth in STEM. Actua is a Canadian charity that focuses on science, technology, engineering, and math (STEM) education among youth.*

Martin Lipman

### **Faculty of Law**

- The Faculty of Law is currently redesigning its orientation program to address Indigenous-focused topics.
- The first-year law curriculum is being reviewed to ensure that all students increase their awareness of Indigenous peoples, histories, their place in Canadian society, and their relationship to Canadian law.
- Students, faculty, and staff in the Faculty of Law recently visited Akwesasne Mohawk Territory to learn more about the reserve's unique court system, treaties, and how certain aspects of the law are practiced in that community.
- An intensive course in First Nations Negotiations was recently developed.
- The faculty recently created an undergraduate Aboriginal Law course which covers historical, social, and political contexts in the development of current laws and emerging developments, such as the United Nations Declaration on the Rights of Indigenous Peoples, the Truth and Reconciliation Commission, and the national inquiry into missing and murdered Indigenous women and girls.
- The faculty assesses current course content with regard to Indigenous law through a yearly survey and relies on this data for course planning and development.

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

### **Faculty of Education**

- The Faculty of Education continues to offer the mandatory B.Ed. course on Aboriginal education to prepare teacher candidates to teach Aboriginal topics and create an inclusive environment in their future classrooms.
- The Aboriginal Teacher Education Program provides an opportunity for teacher candidates to specialize in Aboriginal education and participate in community-based study.
- The online Professional Master of Education Graduate Diploma and Degree offers the option to choose a concentration in Aboriginal education.
- The Master of Education in Aboriginal and World Indigenous Educational Studies is a part-time blended (online and on-campus) program intended for students with experience in Aboriginal communities.
- The Faculty of Education is developing Indigenous Professional Development Workshops. A survey was sent to all faculty and staff to inquire about their training needs. Based on their responses, the following workshops will be offered in the coming months: Cultural Safety Training, Indigenous 101, Incorporating Indigenous Content, and the Queen's Truth and Reconciliation Report.

## **Teyonkwayenawà:kon Maamdoonaan Including**

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

- Since the release of the TRCTF report, there has been a marked increase in conversations on Indigenous histories and experiences across campus. A snapshot of recent Indigenous focused events held across campus include:
  - The Queen's Native Student Association organized a series of engaging events for Indigenous Awareness Week 2018. The activities focused on enhancing awareness of reconciliation, and included educational and social activities such as a mass KAIROS blanket exercise, panel discussions, and a chance for Queen's community members to connect with local Indigenous vendors, artists, and craft makers. Clément Chartier, President of the Métis National Council, was the guest speaker at the culminating town hall event.
  - The 2017-18 Queen's Reads program focused on *The Break*, a novel by Katherena Vermette that tells an intergenerational story of members of a Métis family as they navigate the effects of trauma. The common reading program is designed to engage members of the Queen's community in a dialogue around difference and diversity in connection with our own identities. More than 4,000 free copies of the book were distributed and a range of activities was offered throughout the year, including an author visit and a panel entitled: "What does it mean to be Canadian? Exploring Identity in Light of Canada 150".
  - The 2018 Isabel Bader Centre for the Performing Arts Human Rights Arts Festival included screenings of short films by Indigenous directors. *Nucca (Take)* and *Nimmikaage* by Michelle Latimer, *Savage* by Lisa Jackson, and *Indictment: The Crimes of Shelly Chartier* by Lisa Jackson and Shane Belcourt. These screenings were offered in collaboration with the Department of Film and Media and the Four Directions Aboriginal Student Centre.

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

- **Intercultural Awareness Certificate.** Four Directions Aboriginal Student Centre and the Queen's University International Centre within the Division of Student Affairs collaborated to develop an Intercultural Awareness Certificate. The certificate consists of five workshops that cover concepts of intercultural learning, the cultural self, the intercultural development continuum, and Indigenous rights and histories. The workshops are meant to promote an inclusive campus community and respectful interactions among individuals with diverse perspectives and backgrounds. In fall 2017, 152 students completed the certificate, and participants reported high satisfaction scores.
- **Indigenous Cultural Safety Training.** Queen's Aboriginal Cultural Safety Coordinator facilitates regular Indigenous cultural safety training workshops. To meet the increased demand for training, the Aboriginal Cultural Safety Coordinator position was expanded, effective September 2017, to full-time, year-round appointment.
- **Training for Student Leaders.** The residence don and student orientation leader training programs have been expanded to include the KAIROS Blanket Exercise and Indigenous cultural programming.

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

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

- An acknowledgment that Queen's is situated on traditional Anishinaabe and Haudenosaunee Territory is included in many campus events, including all Senate and Board of Trustee meetings, convocations, and all student-focused events organized by the Division of Student Affairs.
- Several Indigenous ceremonies and practices have been incorporated into regular events across Queen's faculties, schools, and shared service units.
- When University Relations is contacted to assist with special events, they advise units to consider inviting Indigenous community members to incorporate Indigenous ceremonies and practices, where possible.
- The Agnes Etherington Art Centre is developing a Smudging Policy to facilitate the use of smudging practices for public events held in the Agnes. Smudging in other areas across campus can be facilitated by contacting Environmental Health and Safety.



Members of the Queen's community take part in a Haudenosaunee round dance at the event marking the release of the Queen's Truth and Reconciliation Commission Task Force's final report.

Garrett Elliott