Truth and Reconciliation Commission Task Force Themes and Questions for Discussion

The following themes and questions are meant to encourage discussion and generate input from the Queen’s, Kingston, and local Indigenous communities.

Governance and Strategic Planning
Possible discussion questions:

➤ What opportunities are there to further engage Aboriginal students, faculty and staff members in university governance and decision making?

➤ How can the university further embed a focus on the needs of Indigenous students, faculty and staff when undertaking strategic planning exercises in the areas of academic, operational, recruitment and campus planning?

➤ What are the particular space needs of Indigenous faculty, staff and students?

Indigenous Faculty/Staff
Possible discussion questions:

➤ What strategies and initiatives could be implemented or enhanced to increase Indigenous faculty and staff representation as well as faculty with a specialization in Indigenous issues?

➤ What role can Queen’s play in creating and improving employment opportunities for Indigenous Peoples?

➤ What opportunities exist for Queen’s to expand existing mentorship programs and employee resource groups?

➤ What opportunities are there to increase equitable access for Indigenous Peoples to employment, leadership positions, and professional development opportunities at Queen’s?

Research
Possible discussion questions:

➤ What role can Queen’s play in advancing and promoting research excellence in Indigenous histories, contemporary issues, and reconciliation? How can Queen’s support research that meets the needs of Indigenous communities?

➤ How can Queen’s increase the number of faculty members with a specialization in Indigenous issues?
How can Queen’s support the use of research methodologies influenced by Indigenous practices and perspectives? How can Queen’s best support Indigenous postdoctoral fellows?

Access, Transition, Recruitment and Student Support Services
Possible discussion questions:

- How can the university capitalize upon and leverage its distinctive strengths and identity in student recruitment (undergraduate, graduate, professional, etc.) to increase the number of Aboriginal students at both the undergraduate and graduate levels?

- How can the university engage with the Kingston and local Indigenous communities to improve support services, increase recruitment, and develop new pathways for Aboriginal students?

- What opportunities are there to improve and/or develop additional culturally appropriate academic support and peer mentorship services for Aboriginal students?

- How can the university further facilitate access to financial aid, both internal and external, for Aboriginal students?

- What are the systemic barriers faced by Aboriginal post-secondary students? How can Queen’s help alleviate those barriers?

Academic Programming
Possible discussion questions:

- What role, if any, is there for undergraduate and graduate distance studies and off-campus (on reserve) delivery? What distance offerings could be pursued?

- What new credentials could be introduced at the undergraduate level?

- What new credentials could be introduced at the graduate level?

- How can we appropriately embed Indigenous practices, ways of knowing, and principles in our academic programs in a manner that is relevant to each particular field of study?

- How can the university encourage and support the use of Indigenous pedagogies?

- What opportunities exist for the university to engage with Indigenous communities to develop experiential learning opportunities for Aboriginal and non-Aboriginal learners, as well as opportunities for learning beyond the “Western” approach?
What opportunities exist for the university to engage with partner institutions to offer additional Indigenous focused programming?

**Awareness and Climate**

Possible discussion questions:

- What opportunities are there to develop new certificates or programs to educate staff and faculty on the histories, rights, and contemporary issues of Indigenous Peoples?

- What opportunities are there to incorporate Indigenous knowledge and practices into our support services, training programs, etc.?

- How can the university encourage a culture of inclusivity and respect for students, staff and faculty from a diverse range of backgrounds and beliefs in its policies and practices?

- What opportunities exist to increase the visual presence of Indigenous Peoples and Indigenous cultures on campus?

- What opportunities exist to further profile the work of our Indigenous faculty, staff and students across campus?

- What issues impact the work climate of Aboriginal employees? Are additional support services and development resources required for Indigenous staff and faculty members?

The task force welcomes comments on these questions as well as general input from members of the community at trctaskforce@queensu.ca. All feedback will be considered as the task force develops its report.