

Yakwanastahente'ha Aankenjigemi: Extending The Rafters



**Truth and Reconciliation Commission
Task Force Implementation Report
Year Five | 2022**







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Background

The National Truth and Reconciliation Commission (TRC) final report was released in 2015. The 94 calls to action span across topics including child welfare, education, justice, language and culture, and many more important areas. As a result of the recommendations for education, a Truth and Reconciliation Task Force (TRCTF) was established at Queen's University to respond directly to relevant TRC calls to action; aiming to enhance the academic experience for Indigenous students, as well as improve campus life for Indigenous students, staff, and faculty.

Over the last 5 years, Queen's has remained committed to the ongoing advancement of both reconciliation and Indigenization throughout the university.

The title of this report, "**Extending the Rafters**," serves as a metaphor for the work of the TRCTF. This concept comes from the Haudenosaunee tradition of building good relations. When newcomers arrive or when the community expands, you extend the rafters of the house to create more room because with an expanded Longhouse, the community will thrive. Such inclusivity is also represented in the Anishinaabe traditions of the medicine wheel.

Executive Summary

This report provides an overview of the progress made over the 2021-22 year through new and continued initiatives, as well as a look at progress made over the last 5 years. Each of the 25 recommendations continue to be fulfilled.

The TRC Roundtable (established in 2018) met twice during the 2021-22 academic year. This committee was recommended by the TRCTF to provide advice, guidance, and oversight at a senior level for all 25 recommendations.



Truth and Reconciliation Commission Task Force (2017)

The Queen's Truth and Reconciliation Task Force (TRCTF) was established to:

- Prepare a comprehensive inventory of existing Queen's initiatives that are relevant to the TRC's calls to action;
- Develop a set of recommendations that respond to the calls to action pertinent to Queen's, building, as appropriate, on the existing initiatives;
- Make recommendations regarding the integration of Indigenous knowledge into existing courses and programs across Queen's University;
- Recommend strategies, programs and services at Queen's University that support the recruitment, admission, transition, retention, and graduation of Indigenous students;
- Recommend strategies at Queen's University that support the recruitment and retention of Indigenous faculty and staff; and
- Recommend initiatives that could be undertaken to enhance the cultural climate at Queen's University for Indigenous students, staff, and faculty, including intercultural programming for non-Indigenous students, staff and faculty.

"Queen's University participated in a number of traditions that caused harm to Indigenous communities, and the university failed to educate our students on the long history of deep-rooted conflicts between Canada and Indigenous Peoples. We must acknowledge these failures in order to move forward and change the narrative together. We can, and will, do better."

Daniel Woolf

Former Principal and Vice-Chancellor



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

Kanonhsyonne, Janice Hill

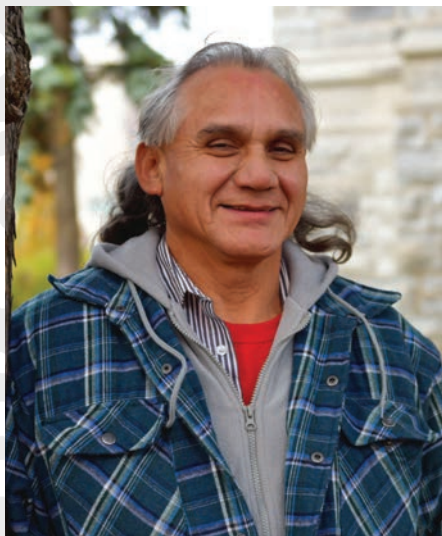
Shé:kon Sewakwe:kon, Wa'tkwanonhwerá:ton'

As I reflect on the last 5 years of the implementation of recommendations from the Truth and Reconciliation Task Force here at Queen's, I am reminded of the many accomplishments, but also the many hurdles we have had to face in advancing reconciliation and Indigenization. Each year I have encouraged the idea of looking beyond faces, places and spaces, and focusing on the heart of the issues and the deeper and more meaningful work that needs to be done. I refer here to the work of critically examining the way that we do business with each other and also examining our governance structures. We have begun this important work and it is crucial that the work continues, especially as we face new, complex issues each day.

Over the last year we have been faced with challenging questions around Indigenous identity, an issue that many other communities are also facing at sister institutions as well as within other sectors across the country. Following the release of the First Peoples Group Indigenous Identity Project Final Report: 'Gii-Ikidaaniwan' • 'It has been said', we have continued this important conversation by ensuring that all voices are given the opportunity to be heard and considered as we determine the best path forward. We have also begun the work of establishing an Indigenous Oversight Council to oversee Queen's University's Indigenous identity policy development and implementation. This Oversight Council will also advise on the implementation of any specific recommendations from the FPG report. As we continue to navigate these difficult yet important conversations, we must continue the hard work of truth-telling, reconciliation, and confronting systemic racism wherever it is found.

Though we have faced many challenges we must not let these overshadow the positive work being done across campus. I am proud to recognize the many new initiatives have happened this past year, on top of the ongoing progress on continued work. The university's efforts to strengthen relationships with Indigenous communities as well as developing Indigenous gathering spaces on campus have both been an incredible example of reconciliation and Indigenization that I hope will continue many years into the future. It is instrumental to include Indigenous community in the work that we are doing at the university and that work begins with building honest and accountable relationships so that we begin from a place of trust.

Skén:nén kénhak,
Kanonhsyonne



Te ho wis kwûnt,
Allen Doxtator



Wendy Phillips

A Message from The Elders

Shekoli, Aanii,

As the Elder-In-Residence and the Cultural Advisor, it has been an honour for us to be here with the Queen's University community. In our post-Covid environment we have been adapting to different ways of functioning. We are increasing our in-person events and ceremonial activities. Cultural advising is vital for our academic learners and faculty. Each year we are fortunate enough to partake in events, ceremony, and learning opportunities with various groups within the university. Over the last few years, as the work towards reconciliation, decolonization and indigenization has increased, it has been encouraging to see these groups take personal responsibility for their own mindset, education, and commitment to approaching this work.

The importance of Indigenization work starts way before all of these initiatives, as many still do not understand the treaties between Indigenous peoples and the government, creating what almost feels like a wall or slight separation between Indigenous and non-Indigenous people. By continuing this work, us as Indigenous peoples continue to uphold our end of those agreements and our responsibility to the Two Row Wampum and the Covenant Chain. Following guidance from the Two Row, we carry the symbolisms of friendship, peace, and respect with us and invest these in the building of good and right relationships.

While this work has many positives there are other aspects that may arise, such as fear, misunderstanding, and confusion. We must approach this work in a way that reflects our teachings and Queen's has been mindful of doing so. An important point to consider, and what we invite you to think about yourselves is, are you facing your truth? When you hear of, and learn about the tragedies of residential schools, are you provided with a deeper understanding of Indigenous peoples and our histories?

Within the last 25 years as we have begun teaching Indigenous studies and learning from Knowledge Keepers, it is also significant to recognize that this has given many students the opportunity to find their roots through these teachings offered by institutions like Queen's. An opportunity that was once pushed away as we faced assimilation and colonization, many are able to reconnect with their histories and making the important connections needed.

Al and Wendy



A Message from The Honourable Murray Sinclair C.C., M.S.C., 15th Chancellor of Queen's University

The Honourable Murray Sinclair
C.C., M.S.C.

Our shared journey towards truth and reconciliation is a challenge that we all must rise to meet. We must continue to engage in the hard work of dismantling the systems and structures of racism that have characterized our education system. University must be a place where students engage with the history of this country and its relationship with Indigenous peoples, so that they may reflect on their role in our society. Only then can they begin to learn ways in which they can help build a better future for all our peoples. In this fifth year of the Truth and Reconciliation Task Force Report, the university must look back on the work that has been done and think deeply about the efforts that have been made and how it can address the recommendations that continue to require its labours and ongoing reflections.

The recommendations outlined in the Queen's University Truth and Reconciliation Task Force Report, just like the 94 Calls to Action of the National Truth and Reconciliation Commission, offer crucial guidance and direction for the university. These recommendations and their implementation, however, must not be seen as the end-goal or destination. These recommendations must instead be seen as a blueprint for a way of relating with one another on an ongoing basis. Reconciliation cannot be contained within any one set of tasks or benchmarks; it is a process that must be approached with respect and constant renewal.

In my time as Chancellor, the university has continued to undertake the necessary hard work and addressed the challenges brought about by our efforts to make reconciliation and indigenization a reality. We have faced important questions relating to Indigenous identity, racism, and the colonial nature of post-secondary education in Canada, and we continue to learn and grow together in the process of searching for answers to these questions. Each step we take forward is made in defiance of the colonial past and history of this country, and I remain confident that Queen's University can continue to lead the way in our efforts to educate our youth and future leaders of our shared society.

Chancellor Murray Sinclair

The Truth and Reconciliation Task Force was established and the first report was released.

2017

2018

Queen's announces the inaugural appointment of Associate Vice-Principal (Indigenous Initiatives and Reconciliation), accepted by Kanonhsyonne, Janice Hill.

Kanonhweratónhtshera | G'di-mikwanim
'The Welcoming Room' opened in the Fall of 2019.

2019

2020

Queen's launches Indigenous Initiatives website.

Queen's announces the Honourable Murray Sinclair as the 15th Chancellor of Queen's University.

2021

The university recognized the inaugural National Day for Truth and Reconciliation.



Moose Hide Campaign Day, 2022



Yakwanenhrí:ne'
REPRESENTING

**Ogimaa Mazinigan
E'giigidoomgak**



Representing

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

- Faculty Relations engaged with City of Kingston endeavors aimed at strengthening relationships with, and increasing knowledge on, Indigenous communities in the Greater Kingston area.
- Vice Provost International in partnership with the Office of Indigenous Initiatives (OII) are in discussion on the Matariki Network, focused on strengthening the Indigenous Leads presences within the network. The primary goal is to re-engage Indigenous colleagues within the Matariki network and reinstate the Indigenous student exchange program.
- A new Indigenous Teacher Education Program (ITEP) Community Based site was launched in Mushkegowuk Territory in partnership with Mushkegowuk Council.

ITEP Community Based sites are now operating in Mushkegowuk Territory, Manitoulin North-Shore, and Lambton-Kent; with the hope to expand to offer a fourth site in partnership with Tsi Tyónnheht Onkwawén:na in Tyendinaga once funding is secured.

- The Faculty of Health Sciences (QHS) has reinvigorated its relationship with Weeneebayko Area Health Authority (WAHA), Moosonee and Moose Factory. QHS are formalizing this relationship through the Queen's Weeneebayko Partnership. This partnership will include the co-creation of health professionals programs for Indigenous youth. There have been multiple community visits over this past year to the James Bay region.
- Development of the Queen's Summer Mentorship Program for Indigenous youth (projected to partner with Smith's Ignite your Future Indigenous Summer Camp July 2022)
- The PhD Community Initiative (PhD-CI) project partnered with an Indigenous-led organization for the first time, setting the path for future similar collaborations.

Beginning as a pilot in 2016, the PhD-CI brings together PhD students from different programs of study into inter-disciplinary teams of 3 to 5 members to assist local community organizations in addressing a particular issue or challenge of importance to them.

- The Centre for Teaching and Learning (CTL) adopted a new practice of commissioning a local Indigenous sculptor for awarding a piece of art to recipients of the Principal's Teaching and Learning Awards
- Faculty of Arts and Sciences (FAS) department Arts and Sciences Online (ASO), along with the Vice Provost of Teaching and Learning, partnered with Kenjgewin Teg to support 3 remote course offerings in Languages, Literatures, and Cultures.

- As part of Agnes Reimagined, 4 Talking Circles of Indigenous communities were created as a starting point for what will grow into a continuous conversation. This work will be to translate the physical, sensory, and spatial experiences into a holistic design that is inclusive, equitable, and supports Indigenous traditions, experiences and world views.
- The Research Advisor, Equity, Diversity, Inclusion and Indigenization (EDII) and other members of the Vice-Principal Research Portfolio (VPR) started to develop relationships with several Indigenous communities, including:
 - Kingston Indigenous Languages Nest (KILN) and the Indigenous Food Sovereignty Garden. The RA is supporting a research project about urban forestry for climate resilience, co-led by Queen's faculty member and KILN.
 - The Community Wellbeing unit in Tyendinaga (initiated conversations about research supports for a project about cannabis and culture).
 - Environment Program, Mohawk Council of Akwesasne. The Director, Strategic Initiatives and Institutional Programs and Research Project Advisors supported the development of a CFI grant application in partnership with Akwesasne.
- Queen's Partnerships and Innovation (QPI) continued to work with Okwaho Equal Source, an Indigenous-owned and led organization headquartered in the Tyendinaga Mohawk Territory, to recruit participants, deliver the Kwe-Biz programs to Indigenous women entrepreneurs, and provide support to participants following their completion of the programs. The company's president, Shyra Barberstock, and her husband, Rye Barberstock, are the outstanding leaders of the Kwe-Biz Program for Women Entrepreneurs which is offered as a part of the WE-CAN Project
- Funded by the Women Entrepreneurship Strategy (WES) Ecosystem Fund through FedDev Ontario, the WE-CAN Project is focused on developing and delivering programs and services serving women-identifying entrepreneurs from the underrepresented groups in Kingston and

94

Indigenous women have been supported to date by the WE-CAN Project.

55

Indigenous women have been supported through various Kwe-Biz programs

- A new partnership between Smith's Centre for Business Venturing (CBV) and Spalyan Education Group brought business, entrepreneurship, and management training to all six Indigenous communities of the Tšilhqot'in Nation in BC. The partners developed and delivered 3 certificate programs that incorporated Indigenous worldviews, knowledge, and perspectives. Programs included were Business Applications, Proposal Writing & Reporting, and Indigenous Leadership. A total of 40 students were enrolled across all three programs, with 27 students completing at least one program.

5 Year Reflection

Since 2017, many departments and faculties across campus have continued to create and maintain meaningful, strong relationships with Indigenous communities. In the first year of this report many of these relationships did not exist. In 2022, there are over 10 Indigenous communities partnered with Queen's for educational purposes and programs.

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

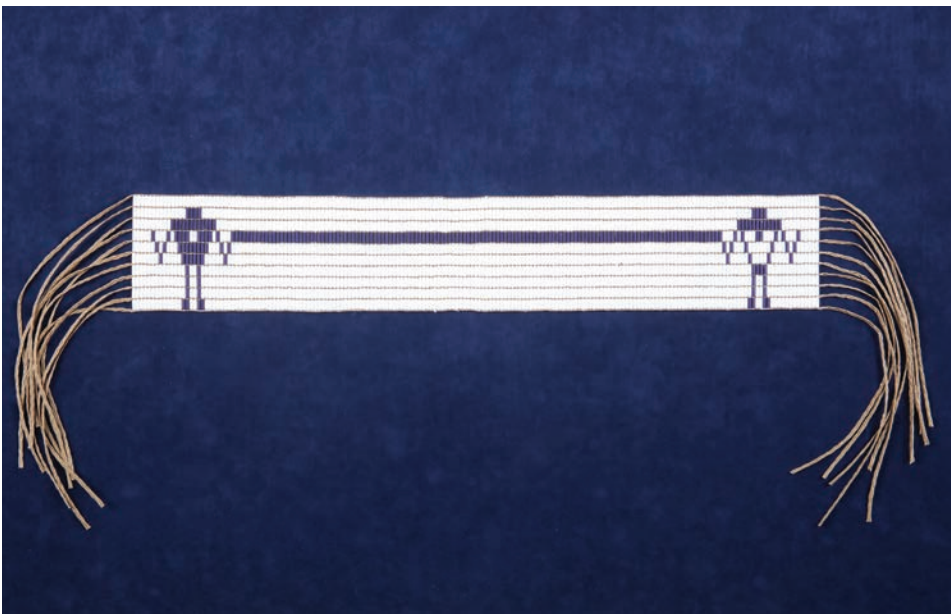
- The VP International has championed the advancement of Indigenization of the university's international collaborations and international presence. The Times Higher Education Impact Rankings for 2022 featured Indigenous initiatives related to the SDGs; SDG 1 No Poverty, SDG 11 Sustainable Cities and Communities, SDG16 Peace, Justice and Strong Institutions. Indigenous faculty, staff and students contribute to all working groups for the new Global Engagement Strategy this past spring.
- The Dean at QHS with her decanal team are champions for Indigenous initiatives. A Senior Advisory to the Dean was appointed in June of 2021 and has been reappointed for a further two year term until June 2024. QHS has been successful in establishing two new roles which have been approved at Senate and the Board of Directors: a Chair in Indigenous Health and an Associate Dean, Indigenous Health.
- Senior leadership approved 2 new postdoctoral fellowships to support and build capacity for Indigenous graduate students to successfully launch into tenure track faculty positions. This is in addition to the 3 pre-doctoral fellowships for Indigenous fellows already in place. The postdoctoral fellowships will provide sustained financial support to allow Indigenous doctoral fellows the opportunity to focus on completing their dissertation research and developing a post-dissertation research program enabling them to be positioned more successfully for faculty positions.
- Changes to Request For Proposals (RFP) process to eliminate systemic barriers for Agnes Reimagined call for design architects to ensure Indigenous firms bid on the project. Hiring of KPMB Architects in collaboration with Riel Cultural Consulting as architects for Agnes.



Anishinaabe and Haudenosaunee Flags outside Richardson Hall

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

- Senior administrators in the Portfolio continue to learn about Indigenous perspectives, histories, and contemporary issues by participating in events and training such as the Indigenous Research Collaboration Day and Indigenous Community Research Partnerships online modules.
- Each year senior administrators are invited to attend the Polishing the Chain ceremony, allowing them the opportunity to gain a deeper understanding of a Haudenosaunee perspective on building and continuing relationships. The ceremony is a reminder of the ongoing relationship between Queen's and Indigenous peoples.



The Friendship Wampum, presented to Queen's on Mar. 7, 2017



Thanyehténhas (Nathan Brinklow) at the Polishing The Chain ceremony, 2020.

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

- QHS has taken steps to increase Indigenous representation on decision making bodies including search committees and the Dean's action Table on EDI. This includes Indigenous peoples from QHS as well as inviting participation of an Elder from the Office of Indigenous Initiatives.
- VP International nominated and supported the appointment of Kanonhsyonne Janice C. Hill's appointment to the Board of Directors with Canadian Bureau for International Education.
- The VPR Portfolio helped to recruit Indigenous students, staff and faculty to serve on the Indigenous Community-Based Research Fund (ICRF) subcommittee and secured Indigenous representation on the ICRF inaugural adjudication panel.

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

- Faculty Recruitment Support welcome packages for new faculty members are refreshed with new materials from the Indigenous Council annually
- The Indigenous Student Access and Support (ISAS) working group of council developed a policy to ensure that awards and other dedicated resources and supports are given to students who have been verified as Indigenous citizens
- Members of the VPR Portfolio continue to support the work of OII and Indigenous Knowledge, Curriculum, & Research Working Group (IKCRWG) of the Indigenous Council, including participation in a new subcommittee created to develop Indigenous language revitalization initiatives on campus.

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

- With the recruitment of Chair/Associate Dean in Indigenous Health, QHS plans to open an Office of Indigenous Health in 2023. Health Sciences anticipate that this office, its leadership and membership will collaborate with the central Office of Indigenous Initiatives.
- In the Fall of 2021, the Office of Indigenous Initiatives formally adopted a new 5-year strategic plan, titled "Restorying Indigenous Leadership".



National Day for Truth and Reconciliation, 2021

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

Initiative	Funding
Philanthropic gifts and pledges were raised from May 1, 2021 - April 30, 2022 to support student assistant and university programming trusts and endowments in support of Indigenous Peoples	\$34.3 million
Faculty of Health Sciences (QHS) was very pleased to receive the generous philanthropic donation to establish a Chair in Indigenous Health .	\$1 million

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 Vice Dean Education joined the Council of Ontario Faculties of Medicine's TRC COFM Circle in 2020 following Dr. Michael Green's participation on this working group. This group has representation from all 6 medical schools in the province of Ontario. Information shared includes best practices with respect to implementation of the TRC Calls to action in medical schools in Ontario, as well as advocating for system-wide policies to support Indigenous students.
- FAS collaborated with and supported FAS faculty in presenting Revisioning the Americas through Indigenous Cinema is an international conference held in Montréal and Kahnawà:ke as part of the annual Festival international Présence autochtone First Peoples' Festival. Organized from Queen's University, it brings together a diversity of participants from film and academia to generate a conversation on Indigenous cinema in its multiple contexts and dimensions, locally and globally. Long-standing partnerships and collaborations with the society for the dissemination of Indigenous culture Terres en vues and the Kanien'kehá:ka Onkwawén:na Raotitióhkwa Language and Cultural Center are foundational to this

5 Year Reflection

The success of Indigenousization, decolonization, and reconciliation efforts are contingent upon the full support of our leaders, and Queen's University has made notable progress in the past five years thanks to the work of the university's Indigenous and non-Indigenous leaders. Greater efforts still need to be made to elevate more Indigenous voices within our internal governance bodies, and we must devote greater resources to the development of Indigenous leadership and scholarship within the university. The university must also begin to take steps to move beyond merely including Indigenous voices, it must also move towards Indigenousizing and decolonizing its leadership and decision-making processes, and must center Indigenous voices, knowledge, and ways of being.



Four Directions Indigenous Student Centre flag raising



Yakyónhnhe

REFLECTING

Zhi-zhishendamang



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

- New tipi and permanent flag poles in front of Four Directions Indigenous Student Centre (FDISC), as well as new stadium and Athletics and Recreation Centre (ARC) flags.

The two flag poles at 4D carry six flags: Haudenosaunee, Anishnabek Nation, Metis Nation, Two Row Wampum, 2SLGBTQ+ Pride, and Trans Pride.
(Pictured on pages 18-19)

- A very notable student initiative, which was guided by the TRC's Calls to Actions on education, health, and education for reconciliation, was the development of a resource intended to showcase artwork by Indigenous artists which relate to healthcare education and practice.

Artists were invited to submit artwork that aligns with one or more of the seven themes of the digital collection:

1. Historical Perspectives of Indigenous Peoples in Canada and Implications for Health Outcomes
2. Biases, Racism, and Discrimination in Healthcare
3. Indigenous Ways of Knowing and Healthcare
4. Healthcare Rights
5. Healthcare Services
6. Culturally Safe Healthcare
7. Intersections between Education and Healthcare

This collection of artworks is one way for healthcare learners to meaningfully engage with the TRC's Calls to Action on the path to reconciliation and health equity.

- The Indigenous Advising office space, designed with FDISC, resumed use for in-person advising.
- In partnership with Kingston Frontenac Public Library, Queen's University Library hosted Canada Reads authors in free, virtual events open to community members, including Indigenous authors Clayton Thomas-Müller and Brian Thomas Isaac. Author of the book, *Life in the City of Dirty Water*, Thomas-Müller discussed, among other topics, urban Indigenous experiences, environmental advocacy, and land rights across Canada and the United States. Related to his work, *All the Quiet Places*, Isaac's discussion related to the impacts of colonialism on writing and Indigenous experiences and his creative process.

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

- Development of Indigenous Self Determination spaces in the new architectures of Agnes Reimagined to evolve Indigenous led museum practices for the future of the institution

5 Year Reflection

The continued advancement of the Four Directions Indigenous Student Centre has helped to raise up, assist, promote, and protect Indigenous students at the university. Creating a space for Indigenous students to feel welcomed and supported has greatly increased their experience on campus.



Shé:kon se'önhwentsyà:ke ratinékere
tsi nihá:ti nè:ne yesanorónhkhwa

yakotá:stha karen:na
kanoronhkhwáhtshera karén:na
ne aori:wa
aye'né:ken
tayeri'wakénnha
atónhñets tehshonkwá:wi
ne tetkahítasawh
karihonnyennitshera
tayetsénhoh
atetsénhñshera
aterennayentáhtshera

Installation view of Shelby Lisk's exhibition *Shé:kon se'önhwentsyà:ke ratinékere tsi nihá:ti nè:ne yesanorónhkhwa* (there are still people in the world that love you) at Agnes.



Orange Shirt Day / National Day for Truth and Reconciliation, 2021



Kanonhweratónhtshera

WELCOMING

G'di-mikwanim

Welcoming

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

- Associate Dean Peter Chin (Faculty of Education) is leading the Indigenous Youth Initiative, in partnership with the regional school boards to create pathways to education for Indigenous students and support them in completing a Bachelor of Education degree.
- One of the main goals of the Queen's-Weeneebayko partnership is to develop pathway programs to increase access and mobility for Indigenous youth to QHS.
- Negotiations are underway to develop agreements with partner Universities and departments to create new pathways for Indigenous students to take graduate level courses at Queen's.
- In a pilot program in April 2022, Smith's Institute for Sustainable Finance (ISF) offered a complimentary enrolment to an Indigenous Smith student to attend the ISF's 4-day course that teaches high-demand ESG (environmental, social and governance) investing skills, which give professionals an intensive introduction to sustainable finance and an opportunity to do hands-on work with a select group. The course has a value of nearly \$1,500. Five free spaces will be offered to Indigenous students at Smith in the next session: equivalent to 10% of the participants.
- Queen's Indigenous Pathways (QIP) is an initiative founded by the Deans and University Librarian as a response to the identified necessity to establish pathways for Indigenous learners. To support this work, delegates were chosen by university leadership to form a committee. The program coordinator for QIP and twelve delegates across the institution participated in a series of 8 circles dedicated to articulating a process for identifying and implementing a new pathway. The results of the 8 circles will be shared with university leadership through a formal report with considerations for a pathway and a plan for community collaboration.

Kanonhsyonne, Janice Hill
presenting the Blackfoot
Peoples Mountain Blanket at
convocation, 2022.



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

- Faculty of Education Equity, Diversity, Inclusion, and Decolonization (EDID) Committee has a recruitment and retention subcommittee looking at recruiting and ensuring a safe and welcoming spaces at the Faculty. This year, the committee has developed a climate survey to determine next steps.
- QHS Equity, Diversity, Inclusion, Indigeneity, and Accessibility (EDIIA) funded studentship project gathering data to inform Indigenous student recruitment to the Bachelor of Health Sciences program. STEM: Indigenous Academics (STEM:InA) program offers academic support and community-building program for Indigenous students enrolled in STEM programs. This program was established in the summer of 2021 and promises to be highly subscribed in 2022.
- A second transition program for Indigenous students will be offered by QHS in 2022. This is for 22 Grade 9-12 students from Moose Factory and Northern Lights Secondary School. This new program, offered with the support of Enrichment Studies, will host students interested in health professions, on campus.
- Faculty of Arts and Sciences (FAS) works closely with central services to ensure that Indigenous students are being reached and supported. For students already enrolled, FAS is working to ensure Indigenous Students are a part of new experiential learning opportunities. One example of this is the Experience Ventures partnership, which prioritizes reaching students who identify as a visible minorities to ensure that EV opportunities are being offered to students who may face challenges accessing other experiential learning opportunities. The Experience Ventures team at Queen's took priority with advertising to Indigenous students on campus. Specifically, the EV team reached out to Alma Mater Society (AMS) clubs such as Queen's Native Student Association to advertise the EV placement opportunities that occurred during the 2021-2022 school year.
- The Library supported second-year students with their Indigenous Early Outreach project, an interactive Indigenous map of the Queen's University campus, providing library resources and other content to be added to the map with the goal of increasing the Indigenous community's visibility at Queen's Library.



Inside Four Directions Indigenous Student Centre, design inspired by a Haudenosaunee longhouse.



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

- VP International, Office of Indigenous Initiatives, Human Right and Equity Office collaborated to create a Decolonizing Global Engagement module that will be mandatory for outbound Queen's students on mobility programs.
- A student in the Health Sciences program, Caroline Instrum, has been working with the Office of EDIIA to establish a safe space for Indigenous learners entitled: Learners of Health Sciences. This will be a program to support Indigenous students and to have them enjoy opportunities to interact with invited Indigenous health professionals as guest speakers.
- The new Indigenous Academic Advisor (FAS) is working closely with FDISC and other Indigenous support providers to direct students to resources such as the Queen's Indigenous medicinal garden, and ensures that Indigenous students have access to holistic wrap around supports to help improve their ability to thrive at Queen's.

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

- International Programs Office created enhanced resources for equity seeking groups wishing to participate in mobility programming which includes Indigenous Students. Faculty international offices link to this site as well.
- The QHS webpage has created a link to all stories related to Indigenous initiatives and activities. This provides prospective and current students with easy access to relevant information with respect to Indigenous news, events, and activities.

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

- Policies and processes to enhance admission of Indigenous students to QHS have now been in place for a number of years across all of our programs. The current admission policies continue to be maintained by the Indigenous Recruitment and Student Advisor in collaboration with the respective Admissions Committees.
- The Indigenous Admissions Policy allows Queen's to increase the number of Indigenous applicants to Graduate Studies. This policy welcomes and encourages inquiries and applications for all our graduate programs from Indigenous candidates. To be considered, applicants must self-identify as Indigenous upon application for admission.

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

- In 2021-22, the Centre expanded student staff positions to lead more programming and activities as students returned to campus.

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

- A new post-doctoral fellowship in Indigenous Education was established.
- Self-identification questionnaires provide information to view how members of the designated groups fare throughout the entire appointments process. Of the total applicants, 56.9% self-identified as women, 29.4% self-identified as racialized, 3.2% identified as Indigenous peoples and 7.1% identified as a person with a disability. In terms of representation, the percentage of women and racialized/visible minorities met the Canadian Workforce Participation Rate (CWP) but Indigenous peoples and persons with disabilities fell short. The percentages of all of the designated groups shortlisted decreased at the interview stage. At the appointment stage, the percentage of women, racialized/visible minorities and Indigenous Peoples increased.
- Recruitment efforts are underway to recruit a new staff member in the Office of Professional Development and Educational Scholarship. This is a newly created role entitled: Indigenous Ways of Knowing Educational Developer.
- An Indigenous Educational Development Associate was hired at the Centre for Teaching and Learning
- The BA Honours Major and Medial in Indigenous Studies were launched in 2021. As interdisciplinary Honours degrees, they draw together a range of course offerings from 14 departments within Arts and Science. Two new Indigenous positions have been advertised this year (2021-2022) with the focus of supporting this new Indigenous Studies Program (major, medial, minor plans). Three Indigenous Predoctoral Fellowships were also awarded this year.
- The Agnes developed a 3 year, full time position of Associate Curator, Care and Relations (Sebastian De Line). We also changed job descriptions to include lived experience and relationship to communities for Indigenous hiring
- A new faculty adjunct position was created in 2021-22 to focus on Indigenous Curriculum and Ways of Knowing at Smith



Sebastian De Line, Associate Curator, Care and Relations leads a workshop in front of Agnes for *An Institute for Curatorial Inquiry*.

5 Year Reflection

Over the last 5 years, Queen's University has seen an increase of 17% in Indigenous students via self-identification. Ongoing outreach and advancement initiatives targeted at Indigenous youth have played a large role in ensuring more Indigenous students have the opportunity to study at Queen's. However, while Queen's has made noteworthy progress in recruiting greater numbers of Indigenous students, more efforts are required to coordinate recruitment efforts across the university, and more resources are needed to retain new and existing Indigenous students. Additionally, Queen's should look to increase the number of Indigenous hires amongst its staff and faculty, as the lack of Indigenous representation at the institutional level has been identified as another obstacle to recruitment and retention.

15. Build capacity in strategic areas to support Indigenous programming

- The QHS recruitment of a Chair/Associate Dean in Indigenous Health as well as the newly created Educational Developer position in the Office of Professional Development and Educational Scholarship (OPDES) have both been created to build capacity in education and research.
- Lindsay Brant (CTL) has served as a member of the newly formed Indigenous Studies Program Committee and in her role, she has supported curriculum development for the academic program. Curriculum diversity plans reviewed by the The University Council on Anti-Racism and Equity (UCARE) sub-council on academic and curricular diversity show that several faculties hired senior leaders such as the Faculty of Law's Director of Indigenous Initiatives and Equity, Diversity, Inclusion, and Indigenization (EDII) Programs, and the Faculty of Arts and Science's EDII Director.
- FAS Student Services has hired an Indigenous Academic Student Advisor who fills a critical gap in providing support for Indigenous students in FAS, as well as providing leadership on decolonizing academic advising more generally.
- The Faculty of Arts and Sciences has also hired a Director of EDII who is working directly to support 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).
- Smith's Centre for International Management (CIM) created an Indigenous Student Pathway for Indigenous students in Smith Commerce going on an international exchange.

Elements of the Pathway are:

- Indigenous students who are applying for exchange will be guaranteed at specific international business school partner destinations
- IM staff will work closely with these students, to ensure that they are provided with an experience that fits their criteria and goals; specifically with students who are not comfortable leaving their community.
- When they return from exchange, Pathway students will be encouraged to be ambassadors for future Indigenous students, to help support their exchange experience.
- This Pathway starts as Indigenous students begin the Commerce program through to graduation to create opportunity and community within the program and exchange.
- 3 students went through the new Pathway in 2021-22, which involved providing guidance and support through the exchange application process. They go on exchange in 2022-23.
- Commerce Indigenous alumni are providing support by advising, mentoring and networking with current Indigenous students.

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

- Educational Developers in the CTL have engaged in ongoing consultations over 2021-22 with members of the Faculty of Arts and Science regarding noted and ongoing concerns for Indigenous staff and faculty well-being and safety on campus, recognizing the lack of resources and formal avenues of addressing complex factors.
- In addition to the leadership team's work with department heads, the Faculty of Arts and Sciences has created an EDII council whose representatives do the work as part of their departmental service. One of the key mandates of this council is to build capacity for doing work around Indigenization (decolonizing the curriculum, without placing the burden on Indigenous faculty. FAS recognizes that Indigenous faculty and community members have already identified the work that needs to be done and now allies must do the work to operationalize that vision while remaining accountable to Indigenous scholars and community members.

17. Recognize and support Indigenous scholarship and traditional knowledge.

- 40% of VP International staff members continued to participate in the Elder Meet and Greet sessions.
- The World Indigenous Education Series brought scholars and knowledge from Indigenous communities across the world.
- In February 2022, the CTL hosted Dr. Eve Tuck (University of Toronto) for an invited speaker event. Dr. Tuck, who spoke about researching with youth and communities as a set of beliefs about knowledge and knowing, and as an approach that can be built into social science and humanities-based inquiry.
- Arts and Sciences Online (ASO) with Janet Jull, project staff, and a team of Indigenous advisors, are currently developing a web-based Open Educational Resource to center Indigenous voices on the issue of shared decision making in health for health care professionals. ASO has also developed courses to support teaching of Indigenous ways of knowing. These courses include DEVS 392 - The Decolonial Struggle and ENGL 218 - Indigenous Literatures of Canada. The latter course received the Principal's Curriculum Development Award. The Associate Dean Research portfolio has prioritized the incorporation of an Indigenous knowledge component and Indigenous partners in a CFI Infrastructure Fund application under preparation by Steve Loughheed (Recommendation 1).
- Queen's University Library launched a virtual exhibit on the 18th Century text, A Primer for the use of Mohawk Children, a recent addition to our Special Collections. With research and writing by HIST212 students Camille Prevost and Sam Russel, and under the supervision of QUL's Curator Brendan Edwards, the exhibit is designed to showcase an important primary resource that was possibly ghost written by an Indigenous author and contributes to our understanding of the complex relationship between the Kanyen'keha:ka (Mohawk) people and British colonists in the late 18th century.
- VP Research Project Advisors provided researchers with guidance and support in grant applications and research planning in relation to Indigenous research initiatives. The VPR have been offering more dedicated support to Indigenous Early Career Researchers and helping them with their Social Sciences and Humanities Research Council Institutional Grant (SIG) applications, discussing their research programs and positioning them for success in bigger SSHRC competitions.



Indigenous Pieces displayed at Four Directions



Yakyónhnhe
CREATING
Zhi-zhishendamang

Creating

18. Raise awareness of Indigenous research at Queen's

- The QHS Communications team has been very effective in their communication of Indigenous research being conducted in QHS. The communications team highlights the success of researchers and these include those who are conducting Indigenous research. Examples include: Dr. Janet Jull's work with healthcare providers working with the Inuit and her work with Indigenous community research partnerships, and Dr. Mary Smith's work which aims to improve kidney health in Indigenous populations.
- Lindsay Brant (CTL) collaborated on the creation and development of an Indigenous Community Research Partnerships training resource geared towards non-Indigenous researchers.
- Librarians have created or updated numerous subject guides to assist students and faculty in identifying, locating, and using Indigenous resources in their research, teaching, and learning, including topics on health, restorative justice, language revitalization, and K-12 teaching resources. Librarians have also produced a library guide for resources for decolonizing teaching and they curated collections for National Day of Truth and Reconciliation, Treaty Recognition Week, National Indigenous History Month, and EDI and Indigenous Resources related to STEM (Science, Technology, Engineering, Math). The profile of the STEM Equity, Diversity, Inclusion, and Indigenous Resources Collection, have been increased through the creation of a purpose-designed space in Douglas Library.
- The VP Research Portfolio (VPR) hosted a Resources for Research at Queen's (R4R@Q) session about Indigenous land-based research and learning methodologies.
- VPR has provided funding for the additional Indigenous Research Community Partnership modules focused on Queen's context. The modules are in development and the work is led by Lindsay Brant and Janet Jull.
- Indigenous Research Collaboration Day: A flagship annual event organized by the Office of Indigenous Initiatives and the School of Graduate Studies and Postdoctoral Affairs (SGSPA). This event highlights research conducted by Indigenous Graduate Students and research collaboration with Indigenous communities. The event has a keynote address and graduate student/postdoc presentations followed by an opportunity for discussion bringing Indigenous and non-Indigenous academics, community members and invited guests together. The theme for 2021 was *"Weaving sustainable futures for the generations to come: Insights from Indigenous research."*

5 Year Reflection

Indigenous Research Collaboration Day has played a large role in showcasing and promoting Indigenous research over the last 5 years. The first Indigenous Research Collaboration Day took place in 2017 as a workshop to introduce the ethical, philosophical, and practical foundations for research partnerships between Queen's University and Indigenous communities.

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

- Key library team members involved in supporting research data management and data services for researchers attended a course developed by the First Nations Information Governance Centre at Algonquin College called OCAP (Ownership, Control, Access, and Possession) training, related to First Nations data collection, management, use, and governance.
- Research Legal Services team engaged in staff training sessions to enhance knowledge about Aboriginal law, Indigenous law and protocols/policies relevant to conduct of Indigenous research.
- The recently developed Research Data Management Institutional Strategy draft includes the right of Indigenous peoples to control the governance of their data among its core guiding principles.
- Research Legal Services developed an internal Process Document for Contracting with Indigenous Bodies which aims to further advance equitable research partnerships with Indigenous peoples.
- Research Legal Services has developed a draft Memorandum of Understanding (MOU) model specific to Indigenous partnership.
- Research Legal Services has a designated specialist for Indigenous research contracting with expertise in Aboriginal law as it relates to the constitutional rights of Aboriginal peoples and the relationship between Aboriginal peoples and the Crown, as well as Indigenous laws, existing apart from Aboriginal law, and consisting of legal orders rooted in Indigenous societies.

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

- QHS researchers and members have contributed substantially to the Group for Ethics and Engagement in Indigenous Community Research Partnerships.
- The VPR Portfolio finalized data collection for the study about wise practices in the ethical review of Indigenous-related research and a potential new model of Indigenous research ethics review at Queen's. A Working Group was established to discuss the implementation of the recommendations that emerged from this study.
- The Research Assistant, EDII in VPR delivered sessions about Indigenous research ethics to students and researchers in Faculty of Health Sciences and Faculty of Education.





Shelby Lisk (pictured left) and Liv Rondeau lead the workshop Tetewatsinehta'rá:ron – let's all bead! in Agnes's studio.



Yonkwaweyentehton'hát'ye

LEARNING

Kinoomaagasing

Learning

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

- There is an ongoing review of BEd course outline template with an EDI, Indigenous, and decolonizing lens.
- Many efforts have been made over the past year to integrate Indigenous knowledge into curricula across QHS programs. A wonderful article written by Dr. Mala Joneja in The Conversation has served to provide potential solutions to achieving equitable solutions to healthcare professions education.
- The CTL continues to build decolonizing, anti-racist, and Indigenous perspectives into aspects of our programming and services, including our Course Design Institute, teaching of SGS 902, and other workshops/events.
- The undergraduate Commerce elective course "Relationships & Reconciliation in Business and Beyond," developed and led by professors Kate Rowbotham and Lindsay Brant, won an international Ideas Worth Teaching Award from the Aspen Institute. The course examines Indigenous worldviews, philosophies and values as they relate to commerce, exchange and capital, and was first offered in January 2021.



Robert Spade drummed in the graduands and did a teaching prior to convocation, 2022

21.1 Indigenous content must be linked to learning outcomes.

- The Queen's University Undergraduate and Graduate Degree Level Expectations were updated to include focus on Indigenization, equity, diversity, and inclusion. For example, the expectation is stated explicitly that students should recognize different worldviews, including Indigenous perspectives. The VPTL led this collaborative revision with detailed input from CTL staff.
- Course-integrated library instruction and individual/group consultations support course learning outcomes and the Queen's Learning Outcomes Framework, including workshops on Selecting Indigenous Resources for the Classroom with Lindsay Brant, CTL, Indigenous Pedagogies and Ways of Knowing.

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

- Lindsay Brant (CTL) formed and hosted a community of practice, bringing together educators interested in teaching practices that engage her Pedagogy of Peace.

21.3 Expand opportunities for experiential indigenous programming.

- The QHS Office of Professional Development and Educational Scholarship has created a new position for an Indigenous Health Education Developer. This role has been created to expand opportunities to increase our ability to provide experiential Indigenous programming.
- The Masters of Health Professions Education introduced a new course in September 2021 entitled: Indigenous Health Professions Education. This course introduced health professionals who are also academic teachers to Indigenous ways of knowing, Indigenous core values, approaches to providing culturally safe care and education while providing clinical care. This course will expand opportunities for many learners in multiple programs.
- Programs, exhibitions, and projects, which are public facing, community-based and pro-active are at the core of what the Agnes does. Last year the Agnes hit a stride with a stunning and ground-breaking roster that embodies our new vision and institutional priorities. Among these highlights are the residency and solo exhibition of regional (Tyendinaga) artist, Shelby Lisk, the residency Along the Way and Decolonial Ecologies Playgroup, the exhibition, Lii Zoot Tayr (Other Worlds), curated by two Metis artists, Amy Malbeuf and Jessie Ray Short, an exhibition that included all Metis artists. Shelby Lisk was also part of the micro-residency program, Studies in Solitude, in which a beading workshop run by both Lisk and Liv Rondeau, was organized and many community members attended. The most recent exhibition up at Agnes, is Land Protectors, curated by Paige Van Tassel, which includes works by seminal artists, Robert Houle, Rebecca Belmore, and Alanis Obomsawin.

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

- The TRC Call to Action #24 is specifically identifying the need to have all healthcare professional students take a course dealing with Indigenous health issues, including the history and legacy of residential schools, UNDRIP, Treaties and Indigenous rights and Indigenous teachings. This is the reason that QHS have developed the modules on Indigenous Healthcare Education and Practice that are now ready for inclusion for all of learners.
- Partnership with Kenjgewin Teg Indigenous Educational Institute (KT) was initiated in summer 2021 to offer a pilot program in Winter 2022 involving 3 Indigenous Studies courses that were part of a learning bundle gifted to KT by the University of Sudbury. All course materials were provided by KT and 3 Indigenous instructors were hired in collaboration with KT Queen's ASO provided the development of the courses in onQ for remote delivery to a total of 70 students. Feedback from the instructors and students is being collected to inform future course offerings.



16. We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal languages.
24. We call 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.
28. We call 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 anti-racism.
62. We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:
 - i. 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 Twelve students.
 - ii. Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.
 - iii. Provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms.
 - iv. Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in education.

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

- One of the courses offered for the first time in Winter 2022 following the partnership agreement with Kenjgewin Teg is "Indigenous Languages: Expressions of Peoplehood". This is not a language instruction course but explores the significance of Indigenous languages, factors that led to their erosion, and revitalization strategies.

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.

- Indigenous Healthcare Education and Practice: Applying Digital Teaching and Learning Resources to the TRC's Calls to Action, e-campus funded project. Interactive digital collection that translates the TRC's Calls to Action into strategies that can be implemented in meaningful, accessible, practical, and culturally appropriate ways within healthcare education and practice.
- Formation of a QHS Indigenous artwork committee to identify Indigenous Artwork that will be (1) integrated into the Indigenous Healthcare Education and Practice digital collection and (2) displayed in the QHS EDIIA Office.
- Master of Health Professions Education Program course titled, "Indigenous Health Strong focus on Indigenous health in the Bachelor of Health Sciences course titled, "Racism and Health in Canada" and Dr. Janet Smylie Tatham-Henderson Lectureship visit at QHS
- The interim AVPTL Klodiana Kolomitro led the development of a project that she began in the Faculty of Health Sciences. A community-led and community-informed collaborative initiative on Indigenous Healthcare Education and Practice was completed in March 2022. Digital educational content funded through the Ontario government's virtual learning strategy was made available to post-secondary institutions across Ontario. This will enhance healthcare learners' awareness of their own biases and how issues such as systemic racism disproportionately impact Indigenous peoples.
- Working with a multi-institution team of health sciences educators, students, and Indigenous stakeholders, the Library's Health Sciences library contributed to the creation of a grant funded series of digital educational resources to recognize the Indigenous Health related calls to action outlined in the Truth and Reconciliation Commission Report, which include calls to action for Education: 10, Health: 18-24 and Education for Reconciliation 62-63. Work continues in 2022.



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.

- Added an Indigenous Environmental Law subpage to the already extensive Aboriginal Law and Indigenous Laws guide.

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.

- The renovation of the Education Library has been completed, making it more welcoming, accessible, and inclusive. The new design features a learning circle for students underneath a ceiling featuring a medicine wheel inspired design. Art from a local artist from Tyendinaga has been commissioned; the theme of the art represents one of the strategic pillars for the Faculty of Education, Enriched Wellbeing.

The Library Project in support of the Indigenous Teacher Education Program (ITEP) has several parts:

- To migrate the ITEP Library catalogue over to the library's Alma / Omni interface . The ITEP catalogue is currently stored in an Inmagic database. Library staff have worked with the ITEP Library over the years to support their catalogue but with the Inmagic software reaching "legacy" status it is time to act to keep the records sustainable. As such, we are continuing to support the ITEP Library into the future
- To set up a self-check out and a check-in station in the ITEP Library to facilitate tracking of borrowed material and strengthen stewardship of the collection.

- To consult with the Indigenous Teacher Education Program faculty and staff on the respectful Indigenous Subject Headings available from the Library Services Centre and to add those subject headings to the ITEP Library records once they are in the new library catalogue.
- The anticipated impact of this project is improved access and management of the ITEP collection for the benefit of ITEP students and faculty, higher profile and discovery of this collection, and a first-step at improving subject headings for all library collections after a successful pilot.

5 Year Reflection

Since 2017, all calls to action from the original Truth and Reconciliation report continue to remain a priority within framework and curriculum at Queen's University. The 4 specifically listed under recommendation 22 of this report have continued to be fulfilled and are advanced as each year passes. Each unit has continued to educate their staff and faculty, as well as their students on the complex Indigenous histories, ongoing issues, and traditional ways of being, knowing, and conducting business. The hope for the future is that this education will continue, and Indigenous practices will become a staple in each department.

Installation view of Shelby Lisk's exhibition
Shé:kon se'onhwentsyà:ke ratinékere tsi nihá:ti
nè:ne yesanorónhkhwa (there are still people in
the world that love you) at Agnes.





Four Directions Staff and Grad Students inside Tipi



Teyonkwayenawà:kon

INCLUDING

Maamdoonaan

Including

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

- Advancement continues to promote EDII in the Altogether Now Newsletter. Specific to Indigenous Peoples and histories:
- Why June is Important to Me (Jun 7, 2021);
- June 21 is National Indigenous Peoples' Day (Jun 21, 2021);
- National Day for Truth and Reconciliation (Sep 20, 2021); and
- A further commitment to equity, diversity, inclusion and Indigeneity (Mar 28, 2022)
- In April 2022, Te howis kwûnt (Allen Doxtator), Cultural Advisor facilitated a discussion with Advancement Staff after reading *Colonized Classrooms*, by Sheila Cote-Meek.
- For National Day of Truth and Reconciliation 2021, the CTL hosted a special session titled, TRC & Me. The Associate Vice-Principal (Teaching and Learning) participates on the planning committee for the National Day of Truth and Reconciliation. As chair of the Senate Committee on Academic Development and Procedures, which approves sessional dates for the University, the AVPTL worked with others to operationalize a request from Faculty of Health Sciences for cancellation of classes on the afternoon of September 30, 2022.
- As part of ongoing efforts to strengthen our engagement and knowledge about Truth and Reconciliation, the library arranged virtual tours of the Mohawk Institute Residential School for staff. Over two thirds of all library staff attended the tours, which were facilitated by Cultural Interpreters from the Woodland Cultural Centre and included a debrief/Q and A session. This was a powerful learning opportunity providing unique opportunities for reflection based on a greater insight into the history and continued impacts of residential schools in Canada.

5 Year Reflection

Recommendations #23, #24 and #25 speak to the importance of not only including Indigenous cultures in the life of the university, but also to the necessity of infusing and centering Indigenous ways of knowing and being into the very fabric of our thoughts and practices across the institution. The university has made important strides over the past five years as Indigenous ceremonies, cultural trainings, and land acknowledgments have become commonplace in our institution and in many others. As we move forward, the university must continue these practices but must envision new ways to incorporate Indigenous culture and teachings into our lives and take what we have learned and acknowledged and act upon those understandings.

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

- The CTL offers ongoing and extensive programming on decolonizing course content and incorporating Indigenous ways of knowing and being. Lindsay Brant has developed a Pedagogy of Peace that is now being adapted in ways that will facilitate instructors understanding of decolonial approaches to teaching and student engagement.
- In addition to ongoing training sessions (i.e., Cultural Safety Training), Arts and Science Online is a Faculty leader in the training area. This year ASO staff completed the Coursera course Indigenous Canada. Other departments focus on and encourage their members to focus professional development on increasing competencies on Indigenous subjects and methodologies. Working to further develop the skills of multimedia professionals at Queen's, Rebecca Sweetman is collaborating with Elliot Chapple (FAS), Erin Clow (HREO), and others across campus to develop a training program (asynchronous Open Educational Resource and synchronous, inter-faculty team training workshops) in equity-informed multimedia production work. This training will involve both theoretical and technical skill development to give multimedia professionals at Queen's competency and confidence to undertake their work with a critical justice lens. ASO has put together this RISE module for students, staff and instructors- currently on the OII website.
- Approximately 35 Smith staff participated in the KAIROS Blanket Exercise in 2021-22 (delivered virtually due to the pandemic), adding to the same number who participated the previous year. This is part of ongoing Indigenous education training for Smith faculty and staff that started in 2020.

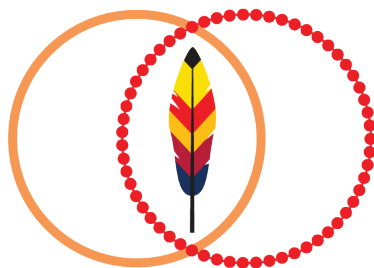
25. Incorporate Indigenous ceremonies and traditional practices into university events.

- Continue to conduct Land Acknowledgement to open higher level meetings hosted by the VP International. For example: when international visitors are on campus we provide a Land Acknowledgement which sometimes generates discussion about Reconciliation.

Land acknowledgements have become an operational standard at Queen's.

- Spring 2022 convocation ceremonies began with a recording video of the FDISC drum group. As the celebrations fell over National Indigenous Peoples Day, additional elements were integrated into that day's ceremonies, specifically guest Indigenous drummers to lead the Academic procession. In addition, a banner was created for the venue lobby that details the significance of the Indigenous blanket that is gifted on stage to graduating Indigenous students.
- It has become a natural part of the work in QHS to include a land acknowledgment at the outset of all events. Given the commitment to the TRC and its Calls to Action we recognize that this is not to be conducted pro forma but requires a thoughtful and personally meaningful acknowledgment to be authentic.





OFFICE OF
INDIGENOUS INITIATIVES