Truth and Reconciliation Commission Task Force Preliminary Report

I. the

Truth, Reconciling for the Future,[i] contains 94 calls to action[ii] to advance and sustain the process of Canadian reconciliation. The calls to action addressed directly to post-secondary educational institutions in Canada urge universities to develop Indigenous focused programs in specific fields, including education, health care and law; increase opportunities for intercultural competency training; and promote an awareness of Indigenous rights, histories and perspectives. The report also includes a number of calls to

III. Terminology

The task force acknowledges the social and legal complexities of using terminology related to Š — Š• First Nations, Inuit and Métis Peoples, three distinct groups with diverse cultures, histories and languages. For the purposes of this report, the task force will use the terms Indigenous Peoples and Aboriginal Peoples, which are generally understood to include First Nations (status and non-status), Inuit and Métis. [iv] The word ‹˜›'•'— š• the term most commonly employed in a legal context and the university is obliged to use this term when reporting enrolment data related to Aboriginal students. The term — •'•Ž — has gained support as a global term that encompasses the diversity of histories, identities and experiences of peoples whose presence on these lands predates colonial contact[v] and, as such, the task force will use this term whenever possible throughout this report.

Furthermore, the task force also recognizes that some individuals may prefer to be identified in words that come from their own languages or communities. The task force will respectfully explore the use of languages and terminologies associated with Indigenous Peoples throughout its information gathering process to inform its final report, and will attempt to be inclusive in its language.

IV. Preliminary Report

Purpose of Report

The purpose of the preliminary report is to establish the processes and strategies that the task force will employ to meet the objectives outlined in its Terms of Reference and complete its final report. This document also serves as a brief compendium of some existing initiatives that were designed with the intention of supporting Aboriginal students, creating an inclusive community, and promoting an awareness of Indigenous histories, perspectives, and knowledges. It is important to note that this is not an exhaustive list and therefore includes only a selection of the breadth of factors that the task force will consider throughout its work. More importantly, it should be made clear that this preliminary report does not address gaps that may exist in Aboriginal centered academic programming and student supports; this will comprise the work of the task force during the coming consultation phase. Furthermore, the report only lists initiatives from the perspective of delivery and does not address the experience of Indigenous students and communities with such initiatives; this will also be addressed in the consultation phase.

A central component of the task •˜›' Œ work œ will be to identify areas of strength and effective practices as well as areas in need of improvement. This work will be informed by exploring the lived experiences of Aboriginal and non-Aboriginal students, faculty and staff at žŽŽ — as well as best practices found within the higher education sector.

Consultation and Information Gathering Process

The task forc

Strategic Planning

The details of

identify at any point during their studies, the university will

As noted in the ž — ' Ÿ Ž › œhg Team Strategic Enrolment Framework (2014) and the Strategic Mandate Agreement with the provincial government (2014), broadening the diversity of ž Ž Ž — student population is a priority for the university. In order to support increased rates of Aboriginal enrolment at ž Ž Ž — œ ð

Indigenous Research

ž Ž Ž –is home to numerous scholars conducting research pertaining to Indigenous Peoples.Many of

Training and Development

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Indigenous issues?

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Indigenous practices and perspectives?   ˜ 1 Œ Š — 1 ž ž ž — œ 1 ‹ Ž œ • 1 œ ž ™ ™ ˜ › • 1
postdoctoral fellows?

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

[i] Truth and Reconciliation Commission of Canada Final Report:
http://www.trc.ca/websites/trcinstitution/index.php?p=890
[ii] Truth and Reconciliation Commission of Canada Calls to Action:
http://queensu.ca/provost/sites/webpublish...

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Indigenous practi Œ Ž œ 1 Š — • 1 ™ Ž › œ ™ Ž Œ • ' Ÿ Ž œ õ 1 1 ˜ 1 Œ Š — 1 ž Ž ž — œ 1
postdoctoral fellows?

Possible discussion questions:

¾ 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?

¾

What opportunities exist for the university to engage with Indigenous communities to develop experiential learning opportunities for Aboriginal and non-Aboriginal •Ž Š › — Ž › œ ð 1 Š œ 1 Ž • • 1 Š œ 1 ˜ ™ ™ ˜ › • ž — ' • ' Ž œ 1 • ˜ › 1 • Ž Š › — ' — • 1 ‹ Ž ¢ ˜

¾ What opportunities exist for the university to engage with partner institutions to offer additional Indigenous focused programming?

Awareness and Climate

Possible discussion questions:

¾ 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?

¾ What opportunities are there to incorporate Indigenous knowledge and practices into our support services, training programs, etc.?

¾ 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?

¾ What opportunities exist to increase the visual presence of Indigenous Peoples and Indigenous cultures on campus?

¾ What are the particular space needs of Indigenous faculty, staff and students?

¾ What opportunities exist to further profile the work of our Indigenous faculty, staff and students across campus?

¾ 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.

Truth and Reconciliation CommissionTask Force Data Analysis Summary

,Q WKH IDOO RI WKH 7UXWK DQG 5HFRQFLODWLRQ 7DV of consultationswith student groups, faculty, administration, alumand community members. Attendees at these consultations were broken off into small groups and provided with guiding questions designed to get participants thinking about the position of Aboriginal students, faculty and staff on campus, and ways that the university can support positive change. Each group was encouraged to record their responses which we then collected at the end of the session. These responses were transcribed and coded using emergent coding, and will form the basis of our recommendations for ways to respond to th7UXWK DQG 5HFRQFLODWLRQ &RP action for Canadian post-secondary institutions. Ten main themes emerged from the responses we transcribed: Access, Administration, Barriers, Communication, Faculty/Staff, Inclusivity, Resources, Support, Visibility, and Ways to Incorporate Indigenous Content.

Access
Under access, we coded FRPPHQWV WKDW LGHQWLILHG ZD\V WR LQFU to post-secondary education. 28 of these responses suggested providing a bridging program of some kind to help Indigenous youth transition to university. These included suggestions for bridging or transition programs from high school to undergraduate programs which could be partnered with college programs, as well as from undergraduate to graduate programs.

Twenty-eight responses were related to ways to improve recruiting to target Indigenous youth. Suggestions for recruitment included creating a recruitment video specifically for Indigenous VWXGHQWV HQVXULQJ DQ ,QGLJHQRXV SUHVHQFHmaking sure that campus tours include information about resources available to Indigenous students, and including Four Directions on campus tours. The majority of responses related to recruitment suggested that 4XHHQ¶V WDNH D-based approach for the recruitment of Aboriginal students by making connections with youth groups such as those at the Kingston Community Health Centre, doing more direct recruiting in Indigenous communities, including speaking to parents, grandparents, elders, and providing transportation and accommodations for families and community members who wish to tour the campus.

Thirty-two responses were coded as general accessibility, of which seven suggested providing more online courses, particularly those related to Indigenous studies, and that these courses should be offered for free, or at a greatly reduced rate for Indigenous students. Other suggestions included having facilitators travel to communities to provide support for those taking online programs, with a combLDWLRQ RI Rn-line and support with distaeducation, rotating, VRPHWLPHV .LQJVWRQ VRPHWLPHV 0DQLWRXOLQ ´ 2WKHUV VWXGHQWV DSSO\LQJ DW 4XHHQ¶V DUH SURYLGHG ZLWK LQ are provided with assistance to help them navigate band funding.

Administration
 Under administration we coded items that were specifically related to governance (51 responses) and planning (17 responses). Seventeen of the responses related to governance referred to increasing Indigenous representation on the board of trustees, on committees and on student groups. These suggestions also included ensure diverse representation from First Nations, Metis,

Other responses suggested increasing collaborations with Indigenous communities and
LQFU Hawareness among community members of opportus for collaboration at

issues; increase community based research; and the criteria for assessing the impact of research; broaden the kinds of research outcomes; and have elders sit on thesis committees.

Twenty-nine responses were related to opportunities to education others/ increase awareness of

We coded twelve responses under the subheading of language. These responses included offering a broader range of Indigenous language courses on campus and online, including Anishinaabe, and making Indigenous languages more visible on campus.

There were thirty-nine responses coded under training, ten of which suggested the use of the Kairos blanket exercise. One response suggested that all new senator should have this training, while three suggested that it should be mandatory for all resident Dons. One response suggested that it should be offered as part of the orientation week activities. Of the remaining twenty-nine codes, the majority suggested some kind of cultural safety training or bystander training. One response suggested "teach Aboriginal Students how to deal with awkward situations, questions."

Resources
One hundred and eight of the responses we coded were related to resources. Of these 48 responses for general resources many included an Indigenous portal for Indigenous resources. People responded "add an Indigenous portal for Indigenous resources" and to form a "make sure that this resource is well advertised on campus. This could include a bibliography of Indigenous scholarship. Other suggestions included a liaison librarian for each faculty, and support to develop Indigenous pedagogies and embed Indigenous content in the curriculum. One response suggested "access to resources in diverse disciplines vetted by the Indigenous knowledge working group and/or external body of Aboriginal Educators." Another suggestion was to "look at OCRE student catalogue of courses addressing race and equality to see how they could be adapted for Indigenous pedagogies." One resource that was "create circles of subject specialists who have knowledge of resources and access to i Networks of Indigenous scholarship e.g. researchers who are Indigenous specialists in a topic (e.g. business, law, planning, etc.")

Resources for students included having an option to choose an Aboriginal roommate in residence, as well as the creation of subsidized Aboriginal housing as well as a subsidy for Indigenous students living in Brandt house. Other suggestions included mobilizing Indigenous alumni as mentors and role models for a "Q Search" for "I would like to see a "my career" for "I would like to see a "buddy" program of alumni to make counselors available to faculty and students."

Twelve responses were coded as resources related to communication, which included more advertising for Indigenous minors and better communication of information to Indigenous students. "free destove behind "that are educated accurate and trained."

Twenty-three responses expressed the need for some form of Indigenous knowledge centre on campus since Four Directions is stretched thin trying to be a resource for students and faculty. Some responses suggested that space in the new Wellness building could be set aside for this purpose.

Twenty-five responses suggested looking to other programs and institutions as resources to see how they have implemented changes. Suggestions include looking at the Cree language course

offered online at the University of Saskatchewan; the Indigenous Initiative Office at Lakehead University; the Indigenous content embedded in core courses at the University of Winnipeg;

Eighty-one responses were coded under the subheading curriculum. We differentiated between classroom and curriculum by keeping the curriculum code reserved for recommendations that would impact more than an individual course such as designing new programs or certificate programs, the creation of a new introductory Indigenous course. Suggestions that were coded under curriculum include the creation of a credential certificate based on local Indigenous communities; and undergraduate course in any discipline offered completely in an Indigenous language; more programs for mature students; develop first and second year courses with experiential elements; create a module based on issues in local Indigenous communities; a

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learning outcomes; how do we best use the concept of open learning? a certificate on Indigenous methodologies; funding for 2 Aboriginal certificates from the Office of the Provost;

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presence of Indigenous programs; increase the number of spots in Indigenous studies courses; and create initiatives to redesign a course with Indigenous content. One response suggested that

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