McGILL UNIVERSITY **BOARD OF GOVERNORS**

Memorandum

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TO:	Board of Governors
FROM:	Professor Christopher Manfredi, Provost and Vice-Principal (Academic)
SUBJECT:	Report of the Provost's Task Force on Indigenous Studies and Indigenous Education
DATE:	October 5, 2017
DOCUMENT #:	GD17-09
ACTION REQUIRED:	☒ INFORMATION ☐ APPROVAL/DECISION

ISSUE & EXPECTED OUTCOME

The report of the Provost and Vice-Principal (Academic)'s Task Force on Indigenous Studies and Indigenous Education is presented to Board of Governors for information.

BACKGROUND & RATIONALE

In the fall of 2016, the Provost and Vice-Principal (Academic) created a Task Force on Indigenous Studies and Indigenous Education, co-Chaired by Ms. Paige Isaac, Coordinator of First People's House, Professor Angela Campbell, Associate Provost (Equity and Academic Policies), and Professor Hudson Meadwell, Chair of the Department of Political Science.

The Task Force on Indigenous Studies and Indigenous Education was animated by two core themes:

1. Recognition of Indigenous history, contemporary presence, and ways of knowing and learning.
2. Reconciliation by heeding the Truth and Reconciliation Commission (TRC) of Canada's call to action, specifically through educational and institutional efforts aimed at redressing historical legacies of injustice and restoring relationships with Indigenous peoples.

To these ends, the Task Force was instructed to address five principal questions:

1. How can McGill develop more robust physical representation and symbolic recognition of Indigenous history and presence, and of our University's commitment to engage with, welcome and support Indigenous students, faculty, staff and community members on our campus?
2. How can McGill encourage and facilitate Indigenous student access to McGill at both the undergraduate and graduate levels, and how can McGill best enrich the experiences of Indigenous students who enrol at our University?
3. How can McGill more effectively recruit and cultivate the success of staff members who are Indigenous, both among its academic complement and its administrative and support staff?

	4. How can McGill incorporate Indigenous perspectives, histories, issues, pedagogies and methodologies within its curricular and research missions? 5. How can McGill build on its strengths in research to achieve the goals of recognition and reconciliation in its relations with Indigenous peoples and communities? In pursuit of answers to these questions and the development of a plan of action to implement solutions, the Task Force consulted academic and administrative units, students, researchers, teachers, staff and alumni, as well as, indigenous community members and institutions. The Task Force submitted a preliminary progress report to the Provost in January 2017, and the final report on its findings and recommendations on June 21, 2017.
COMPLIANCE WITH UNIVERSITY POLICY	The report is in compliance with University policies.
COMPLIANCE WITH LEGISLATION/ EXTERNAL REGULATIONS	The report is not subject to any legislation or external regulations but was motivated by the Truth and Reconciliation Commission (TRC) of Canada's call to action for educational and institutional efforts to redress historical legacies of injustice and restore relationships with Indigenous peoples.
RISK FACTORS	There are no risk factors associated with this report.
SUSTAINABILITY CONSIDERATIONS	The final report includes consideration of sustainability in teaching, research and other university decision-making.
IMPACT OF DECISION AND NEXT STEPS	Over the course of 2017 - 2018 the Provost and Vice-Principal (Academic) as well as other members of the University leadership will build a strategy for the implementation of both immediate and long-range initiatives. Deans and other University leaders have been asked to consider how and where action may be taken within the contexts of the academic activity of the Faculties and the operations of their units.
MOTION OR RESOLUTION FOR APPROVAL	N/A
APPENDICES	Appendix A: Final Report of the Provost's Task Force on Indigenous Studies and Indigenous Education (TFISIE) Link to the Final Report of the TFISIE on the Provost's website: http://www.mcgill.ca/provost/strategic-initiatives/provosts-task-force-indigenous-studies-and-indigenous-education

Design by Marcy Maracle B.Sc. '15

PROVOST'S TASK FORCE ON INDIGENOUS STUDIES AND INDIGENOUS EDUCATION

FINAL REPORT 2017

ABOUT THE ARTIST

In 2015, Marcy Maracle graduated from McGill University, earning the first Bachelors degree of Science in her family; she currently studies at OCAD University and is working toward a Bachelors of Fine Arts in digital media and game design. Marcy is part of the wolf clan, and grew up in the rural First Nations reserve Tyendinaga Mohawk Territory, located in Southern Ontario. In her time at McGill, she volunteered with numerous organizations including the Kateri Memorial Hospital Centre, and helped create the Indigenous Student Alliance group at McGill. In the future, she hopes to pursue a career in medicine, and work with rural and remote Indigenous communities in Canada to improve healthcare delivery and cultural integration.

SYMBOLISM IN THE LOGO

This design represents Indigenous peoples (the feather) as supported by the earth (the trees), the moon (on the left), and the sun (behind the feather). The moon phases (on the left) represent the passage of time, as well as the growth and change implicit in the flow of history that surrounds each of us. On the lower right, the three lines represent the three major Indigenous cultural groups in Canada (First Nations, Inuit, Métis), as well as representing emotions through their visual similarity to tear drops (tears, which of course can be the result of both happiness and sadness). The notch in the feather's right side acknowledges pain, and the closed notch on the left acknowledges healing. The modern nature of the design combined with traditional imagery is intentional, as Indigenous culture has not been left behind in history, but is constantly evolving and growing with the contemporary world. Together, each component of the design speaks to ongoing efforts to redress historical legacies of injustice and restore relationships with Indigenous peoples.

ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

*McGill University is located on land which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinaabeg nations. McGill honours, recognizes and respects these nations as the traditional stewards of the lands and waters on which we meet today.**

* see Call to Action 19 (page 10)

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Background & Context

The establishment of this Task Force converged in time with a series of critical developments illuminating the need to foreground Indigenous studies and Indigenous education initiatives. To begin, the Truth and Reconciliation Commission of Canada (TRC),[1] having published its final report in 2015, called on all Canadian institutions and citizens to "honour the past and reconcile the future," with a view to confronting the profound harms inflicted on Indigenous peoples by Canada's residential school system and its legacies. The TRC's Calls to Action highlight the core importance of education to the mission of truth and reconciliation. They further call for public commitments to recognize and reduce gaps in educational opportunity between Indigenous and non-Indigenous persons.

In addition, Universities Canada (UC) has identified Indigenous education as a priority, identifying postsecondary institutions as having a key role to play in confronting and dismantling barriers that Indigenous students face in pursuing higher education, and in contributing to the broader, national imperative of reconciliation.[2] To this end, UC has adopted 13 principles aimed at advancing learning opportunities for Indigenous peoples by boosting university access and by enhancing the experiences of Indigenous students. UC members further commit themselves to partnering and collaborating with stakeholders in the private, public and non-profit sectors in pursuing the UC's 13 Principles on Indigenous Education.[3]

Closer to home, McGill's approaching bicentennial provides an important opportunity to reflect on our University's past and on its ambitions and vision for the future. As the TRC emphasized, reconciliation must begin with the truth. McGill must pursue an unedited truth about its historical and contemporary relationship with First Nations, Métis and Inuit peoples to meaningfully inform its goal of reconciliation. This must include proper and ongoing consultation with Indigenous peoples, and the recognition of the Indigenous traditional territory upon which McGill is situated.

The Provost and Vice-Principal (Academic) (PVPA), Professor Christopher Manfredi, convened this Task Force to advance a priority that he clearly identified at the outset of his term in 2015. For him, it was clear that several vibrant initiatives linked to Indigenous studies and Indigenous education were in place across the campus. Yet these good works were not nested in a holistic University-based reconciliation plan, and were precariously funded at an institutional level. A clear and comprehensive reconciliation plan for McGill was thus required. Moreover, while various students and faculty members had developed reconciliation-based initiatives in community, the promise and the duty of forming responsible, mutually-beneficial partnerships with Indigenous communities, and retooling University policies and practices to support this work, was not fully explored. Finally, this Task Force was convened within a broader context of a renewed commitment to equity and inclusion within the Office of the PVPA. This commitment celebrates McGill's rich and diverse history and contemporary existence, but acknowledges that there is much work to do to achieve a campus that is truly, substantively equitable. While this is the case for all equity-seeking communities on campus, First

[1] Truth and Reconciliation Commission of Canada, Calls to Action (Winnipeg: Truth and Reconciliation Commission of Canada, 2012) online: http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf.
[2] Universities Canada, Priorities: Indigenous Student Education, online: http://www.univcan.ca/priorities/indigenous-education/.
[3] Universities Canada, Principles on Indigenous Education, online: http://www.univcan.ca/wp-content/uploads/2015/11/principles-on-indigenous-education-universities-canada-june-2015.pdf.

Nations, Métis and Inuit peoples experience particularly low levels of representation at McGill, suggesting that positive measures informed by reconciliation are necessary.

There is no question that the time has come for McGill to prioritize, in the most earnest and explicit way, Indigenous studies and Indigenous education. The evolutions required at McGill to render our campus a more accessible, hospitable place for Indigenous students, faculty and staff are significant and will require sizable commitments of human, intellectual and financial resources. Yet the importance of making good on these commitments cannot be overstated if we intend to live up to the duties incumbent upon us, and other universities across the country, to heed the TRC's Calls to Action, recognizing and honouring our Indigenous community members and partners – past, present and future.

The McGill community is ready, willing and able to take up this challenge, and indeed views reconciliation as an important opportunity to greatly enrich academia and uplift our whole society. Canada must, and will, become a country where First Nations, Métis and Inuit peoples and Nations are respected, honoured and valued. We understand that the hard work of reconciliation should be shouldered by us all and we have seen that McGill is prepared to do its part.

In what follows, we set out the observations and learning we were privileged to acquire through our work on this Task Force. We further set out a series of Calls to Action that we deem essential to McGill's own project of Indigenous recognition and reconciliation. The appendices to this Report provide further elaboration and context regarding the endeavours of five working groups established under the auspices of the Task Force over the period of September 2016 to June 2017.

What We Have Learned

McGill is ready to accept its role in relation to responding to the Truth and Reconciliation Commission's Calls to Action and to ensure consistent respect for, and openness to, Indigenous peoples and knowledges. Members of our University community are willing to commit themselves to the project of Indigenization and decolonization with a combined sense of enthusiasm and humility. In our consultations, we consistently heard that a sustained conversation about McGill's engagement with Indigenous studies and Indigenous education is due, particularly in view of the actions and responsibilities to which we are called on by the TRC. Discussions across the campus throughout the course of the Task Force's mandate have galvanized interest, excitement and energy, leaving us with the distinct impression that students, faculty and staff are prepared for and committed to moving, through a series of concrete steps, toward the meaningful integration of Indigenous studies and Indigenous education at McGill.

Our consultations illuminated a range of overarching observations, as well as some distinct conclusions related to the five working groups struck to pursue the Task Force's mandate. Both these overarching and more specific observations animate the Task Force's Calls to Action set out below, which we see as essential to durable change aimed at increasing Indigenous presence, knowledges and recognition at McGill University.

Indigenous initiatives must be both concentrated institutionally and proliferated transversally across the campus to be meaningful. A point commonly stressed in the Task Force's consultations was the need for greater awareness and alignment of various Indigenous initiatives on campus. We thus conclude on the need for a central administrative site for guiding Indigenous strategies and initiatives on campus. This will help to ensure both effective coordination and synergistic support for relevant initiatives across the University. At the same time, it would be a mistake to relegate Indigenous initiatives solely to a few actors working within a single office, as this would risk the marginalization of that space. Instead, Indigeneity must be embedded in all facets of university life, including: teaching and learning, curricular developments, governance, student life, faculty recruitment and development, human resources, campus space and planning, and research and innovation. Hence, actors within each of these parts of the University must be willing and able to prioritize Indigeneity as they advance their respective agendas. These efforts will be most effective if they are coordinated, guided and supported by advisors with expertise on Indigenous initiatives who liaise closely with the University's central senior administration and who have sustained and meaningful relationships with Indigenous community leaders and members.

We have further learned that Indigenization cannot begin simply with efforts to increase the number of Indigenous students, faculty and staff at our campus. Recruitment efforts are crucial, but they will fail without concurrent measures that seek to render McGill a welcoming, hospitable and compassionate place for Indigenous peoples. This calls for initiatives that cut across various parts of the campus. To begin, the physical space of our campuses must exhibit recognition of the traditional territory on which McGill sits through representational symbols such as artwork, flags, ceremony, language, and a meaningful territory recognition statement. Efforts are also needed to create appropriate living and learning spaces designated for Indigenous community members. First Peoples' House is a crucial site for our Indigenous students. For many of them, it is one of the few places on campus where they feel at home. McGill needs a larger space of this kind with greater resources if it wants to realize its goal of welcoming Indigenous students, faculty and staff in greater numbers.

While there is much to learn from examining approaches to Indigenization and decolonization at other Canadian institutions, McGill's way forward must be informed by experiences of colonization and settlement specific to the histories and experiences of Indigenous peoples in Québec. Our approach must be further informed by McGill's own history and its relationships with Indigenous peoples and communities. McGill is situated at the centre of what today is a cosmopolitan metropolis that unites peoples from all over the world, and historically was the village of Hochelaga, an Indigenous meeting place. This unique and rich history, as well as McGill's contemporary social, cultural and linguistic diversity -- which reflects the presence of both Indigenous and non-Indigenous peoples from across the globe -- must animate our approaches to embedding Indigeneity within our academic mission. In the same vein, McGill has an obligation to learn more than is currently known and shared about its relationship with Indigenous peoples and communities. An undertaking of critical self-study that examines where our University has engaged, or not engaged, with Indigenous peoples can illuminate and account for our own contributions to the experiences and effects of colonization, an analysis crucial to our institutional obligations of recognition and reconciliation.

An earnest effort at boosting Indigenous student recruitment and success at McGill will also require a series of concerted efforts to ensure that these students see themselves and their experiences reflected in McGill's workforce, campus and space, and approaches to teaching, learning and research. Apart from matters of physical representation described above, this will necessitate the active recruitment of Indigenous faculty and staff; the explicit presence and recognition of Indigenous community leaders and elders in curriculum delivery, student services and institutional governance; and curricular and pedagogical developments that account for Indigenous perspectives, governances, knowledges, languages, histories and traditions.

Finally, while we began our mandate with an understanding of the vast talent among our Indigenous youth, throughout the course of our work, we have learned that realizing on the promise of welcoming bright Indigenous learners to our campuses requires a range of efforts that target educational and learning experiences from primary school to university graduation. To this end, collaboration with educational centres and councils in communities is essential. We have heard about the distinct need for institutions like McGill to support projects that anchor K-12 students in learning systems and approaches that will help them feel prepared for and confident about postsecondary experiences. It further requires partnerships with CEGEPs and community colleges to develop bridge programs aimed at preparing students for degree programs through the acquisition of prerequisite courses and credits. Active recruitment of Indigenous students and support for them throughout their time at McGill are also essential. In this vein, we heard a great deal about the importance of "wraparound" programs that support incoming students from their first day on campus until and after graduation. Such supports are built upon the principles of esteem-building, confronting and overcoming experiences of isolation and alienation, and building a community within the University that cultivates a sense of belonging and citizenship among McGill's Indigenous students.

The Task Force's Calls to Action, which emerge from and reflect our learning opportunities, follow.

Calls to Action

In imagining the structure of this report the Task Force decided to foreground its Calls to Action, recognizing these as the heart of our work. Rationales for these Calls to Action are often self-evident. Yet, elaboration and context are set out in the appendices, which may be consulted for reference.

Prior to enumerating these Calls to Action, some remarks about language are in order. The Task Force uses the terminology of *Calls to Action* deliberately. This is language that members of Indigenous communities expressed to us as preferable to that of "recommendations." As reflected within the report of the TRC, *Calls to Action* communicates more effectively the imperative nature of the actions needed to move forward on Indigenous initiatives. These are not mere suggestions; they must be taken up in earnest, robustly, by all actors within our University community if we are to take seriously our shared responsibility for, and commitment to, reconciliation.

We note further that the word "reconciliation" is not without its controversy. While we appreciate its forward-looking aspiration, we have heard and take seriously the criticism that "reconciliation" inaccurately conveys the preexistence, at one point in time, of harmonious and respectful relationships between Indigenous and non-Indigenous peoples. Moreover, we appreciate the view that Indigenous peoples in Canada today are entitled to more than reconciliation. Acknowledgments of past wrongs, a commitment to repairing these, and collective efforts and contributions to the resurgence and celebration of Indigenous knowledges, epistemologies, traditions, languages and histories are also due.

Bearing in mind all that we have heard and learned throughout our consultations, the Task Force recognizes the essential nature of responding to the Calls to Action set forth below. Our duties in this respect must be anchored not only to heeding the calls of the TRC, but also to an awareness that, like any other Canadian institution that has endured for nearly 200 years, McGill will have contributed, whether directly or indirectly, to colonial experiences and injustices. The Task Force therefore calls every member of our University community to action, through the substantive measures set out below, and via a process marked by contrition, humility, and recognition of the crucial responsibility that educational institutions bear for Indigenous capacity-building and the cultivation of respectful relationships with Indigenous peoples and communities.

A final note is due about the time-frames proposed for our University to heed our Calls to Action. For each one of them, the Task Force has indicated whether a Call to Action requires response in the immediate, medium or long term. We deem time to be of the essence for every Call to Action, yet the Task Force realizes that the resources required for some will be more than that required for others. Where we signal “immediate term” we mean within 1-2 years; “medium term” refers to within 5 years; and “long term” signals an action that will likely require more than 5 years.

1. STUDENT RECRUITMENT AND RETENTION[4]

a) Recruitment and Admissions

1. **Target-Setting** (immediate term)
   The Task Force calls on our University to establish specific Indigenous enrolment, retention and graduation targets at the undergraduate and graduate levels that are reasonable and that are nuanced by information regarding patterns of enrolment of Indigenous students at McGill (e.g., their greater likelihood to be part-time):
   - 1,000 Indigenous students enrolled at McGill by 2022 is an aspirational target;
   - Undergraduate completion of a degree up to 8 years (instead of 4 or 6).

2. **Funding** (medium term)
   The Task Force calls on our University to systematically identify and apply for more sources of external funding (federal, foundations, provincial) to fund more extensive support services for Indigenous students.

3. **Recruitment Officer Positions** (immediate term)
   The Task Force calls on our University to fund a second Indigenous Recruitment Officer position to promote McGill University in a broader range of Indigenous communities and to support recruitment from any future pathway partnerships (immediate-term).

4. **Outreach to Community Services** (medium term)
   The Task Force calls on our University to collaborate with external services available to Indigenous students in Montreal to support recruitment and retention (e.g., Cree School Board office in Montreal).

5. **Facilitating Access** (immediate, medium, and long term)
   The Task Force calls on our University to expand access to McGill, learning from existing programs at Canadian postsecondary institutions:
   - Medium-term: *Journey McGill/Parcours McGill*: Finalize this bridging program to complement the existing undergraduate Indigenous admission protocol. This includes direct admission to the degree program;
   - Long-term: Establish explicit transition pathways between specific high schools – specific CEGEPs – and McGill;
   - Immediate-term: Award transfer credit or advanced standing toward McGill degree programs for appropriate studies completed at Ontario colleges.
   - Change McGill's current admission practices to include Ontario colleges explicitly (in relevant academic programs, such as General Arts and Science) as a potential pathway to McGill for Indigenous students. Discussions with the Cree School Board suggest that many of Quebec's Indigenous students are studying outside Quebec, often at Ontario colleges.
   - Medium-term: Award transfer credit or advanced standing for land-based Indigenous curricula such as the type offered by the Dechinta Centre for Research and Learning: http://dechinta.ca/.

[4] The Calls to Action in this section correspond to the report in Appendix 4.

- Medium-term: Identify appropriate Ontario college studies as a clear basis of admission to undergraduate programs at McGill.

6. **Outreach to Indigenous Communities** (medium term)
   The Task Force calls on our University to extend the outreach to Indigenous communities to raise awareness about McGill opportunities by dedicating additional resources in order to recruit in a broader range of First Nation and Inuit communities throughout Quebec, Nunavik, Nunavut, and Ontario, notably:
   - One additional Indigenous recruiter and $25,000 in additional travel funds

7. **Communication for Recruitment** (immediate term)
   The Task Force calls on our University to devote resources to creating marketing and mentoring communication tools such as videos and radio advertisements that are culturally and linguistically relatable, including those that target Cree and Inuit audiences in their own languages.

   To this end, the Task Force urges the creation of a video for prospective Indigenous students seeking information about the services and resources available to them at McGill University.

8. **K-12 Outreach and Collaboration** (long term)
   The Task Force calls on our University to increase the enrolment of Indigenous students in university and efforts must begin much earlier than CEGEP. The transitions from primary school to high school to college and then to university represent potential barriers to progress. Students may require comprehensive support through each level to remain engaged. We recommend working closely with Indigenous communities to create transition and support programs to assist with those transitions. For example, enhance pre-high school outreach programs and communication materials to include more schools with significant Indigenous enrolment. In the immediate to medium term, McGill should:
   - Extend the SEDE Homework Zone program to include more Indigenous communities near Montreal. In addition, more recruiting should target younger age groups (immediate term); and
   - Work with local educational stakeholders, such as Kiuna College: http://kiuna-college.com/en/, to establish explicit educational pathways from high school, to CEGEP, to university (medium term).

9. **Increased Indigenous MDCM Allocation** (immediate term)
   The Task Force calls on our University to advocate for an increase in the number of seats specifically available to Indigenous students who plan to study Medicine in the provincial MDCM Quebec First Nations and Inuit Faculty of Medicine Program. Currently just four MDCM seats are allocated for Indigenous students provincially, which the four universities share.

10. **Recruitment to Graduate Studies** (medium term)
    The Task Force calls on our University to open pathways to graduate studies (inspired by McMaster's Indigenous Summer Research Scholars Program (IUSRS): https://gs.mcmaster.ca/skills-opportunities/office-undergraduate-research/iusrs).

11. **Increased Enrollment – Degree Programs** (medium term)
    The Task Force calls on our University to note that many Indigenous students at McGill are enrolled in Continuing Studies programs, and to increase Indigenous student enrolment in degree programs by:
    - establishing growth targets for specific faculties at the undergraduate and graduate levels; and

- establishing faculty-specific admission pathway and retention programs to complement the support offered by First Peoples' House.

b) Retention and Graduation (Student Success)

12. **Wrap-Around Support Services** (medium term)
    The Task Force calls on our University to establish a *Proactive Accompaniment* program: It is essential to provide academic, social, financial, and cultural support to the increasing number of Indigenous students who are recruited to McGill, retain them and support them through to graduation. The success of the MasterCard Foundation Scholars Program at McGill could serve as a model, offering academic, peer, financial, dedicated advising, and social support for Indigenous students that would support them throughout their time at McGill, including career services (i.e., replicate the MCF model, with modifications that are meaningful to the community, includes academic and cultural mentors).

13. **Financial Aid** (immediate and medium term)
    The Task Force calls on our University to improve financial support for Indigenous students through the following measures:
    - Adjust cost structures for Indigenous students, for example, by allocating automatic awards for new and returning students, while establishing a clear and equitable self-identification model to support these measures (medium term);
    - Create a fund to award scholarships for special opportunities, e.g. summer undergraduate research in labs (including STEM programs) with flexible eligibility criteria (immediate term);
    - Ensure Indigenous student recruitment and retention is a key focus for the next University Advancement fundraising campaign, to create new undergraduate and graduate funding opportunities and to expand services to Indigenous students, including those within STEM programs (medium term);
    - Consider implementing a student funding model similar to the *Haudenosaunee Promise* at Syracuse University (http://parttime.syr.edu/tuition-financial-aid/scholarships-grants/haudenosaunee-promise/), which provides tuition and mandatory fee waivers for Indigenous learners from proximate territories, and was created "to recognize Syracuse University's gratitude and appreciation for the historical, political, and cultural legacies of the Haudenosaunee, and to honor the bond that has developed between them" (medium term);
    - Take concrete steps toward the provision of waivers of tuition and mandatory fees for all Indigenous students enrolled at McGill (medium term).

14. **Indigenous Access McGill** (immediate term)
    The Task Force calls on our University to fund Indigenous Access McGill in a sustainable manner to ensure the ongoing support of Indigenous students enrolled in Social Work at McGill.

15. **Student Mentorship** (medium term)
    The Task Force calls on our University to create a mentoring program that could include Indigenous alumni or faculty mentoring current Indigenous students one-on-one.

16. **Program Delivery** (medium term)
    The Task Force calls on our University to advance the development of a variety of academic program delivery options that reflect the diverse needs of Indigenous students (urban, rural, on- and off-reserve,

parents, work responsibilities). These may include community-based, online, on- or off-campus, cohort-based, intensive (e.g., two-week), certificate or summer programs. To this end, it will be essential to seek input from Indigenous communities as to the programs they need.

17. **Graduate Studies** (medium term)
    The Task Force calls on our University to enhance its graduate studies curricula by emphasizing Indigenous ways of knowing within all disciplines.

    It further calls on our University to respond to the need for greater funding opportunities to be made available to Indigenous students seeking to pursue graduate education, accompanied by transparent and clear information about eligibility about that funding and how to access it.

2. PHYSICAL REPRESENTATION AND SYMBOLIC RECOGNITION

18. **Hochelaga Rock** (immediate term)
    The Hochelaga Rock is an enduring historical marker of Indigenous history and settler-Indigenous people's interactions on the island of Montreal and its hinterland. The Rock marks the historical ties and use of the land by Indigenous peoples. It was moved to a more prominent site on the lower campus of McGill in the summer of 2016. The Provost's Task Force was publicly launched with a ceremony at this site on September 22, 2016. On June 21, 2017, National Aboriginal Day, there will be a ceremony at the Hochelaga Rock to mark the submission of the Task Force Final Report on Indigenous Studies and Indigenous Education.

    The Task Force calls on our University to complete the relocation of the Hochelaga Rock on the lower campus by developing a plan for the landscaping of the new site, which will be developed in consultation with local Indigenous communities. Planning will:
    - specify the design of the site;
    - be linked to larger University plans for the lower campus of McGill;
    - ensure that all aspects of the physical and symbolic elements of the design will respect the perspectives and voices of local Indigenous communities;
    - ensure that the wording of commemorative plaques that mark the site, and recognize its symbolic importance in Indigenous history and presence, as well as the history of settler-Indigenous community relations, is chosen in consultation with local Indigenous communities; and
    - establish an Honorary Committee composed of McGill representatives and community knowledge holders and elders who will be tasked with the responsibility of advising on the continuing maintenance of the site.

19. **Acknowledgement of Traditional Territory** (immediate term)
    The Task Force calls on our University to implement a University-wide policy that:
    - Acknowledges the traditional territory on which McGill University is located;
    - Consults directly with Indigenous communities in preparing and articulating this statement; and
    - Establishes and sets out, in a clear and transparent way, when the territory statement is to be used in University activities, events and publications.

The Task Force further recommends that the territory statement articulated by the Joint Board Senate Committee on Equity's Subcommittee on First Peoples (Subcommittee) be used as the baseline for the development of this policy.
The Subcommittee's statement reads: "*We would like to acknowledge that McGill University is located on land which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinaabeg nations. McGill honours, recognizes and respects these nations as the traditional stewards of the lands and waters on which we meet today.*"

20. **McGill's History of Interaction with Indigenous Peoples** (immediate term)
McGill has had a complex historical relationship with Indigenous peoples in the territory in which it is located, and beyond. In our response to the calls to action of the Truth and Reconciliation Commission, McGill needs to demonstrate its own commitment to both truth and reconciliation by critically examining its history.

The Task Force calls on our University to commission a critical self-study of the historical relationship of McGill with Indigenous communities and peoples by supporting an examination of this history led by a group of historians and archivists, including representation from Indigenous peoples and respecting Indigenous oral traditions. This group will be given a mandate and terms of reference that provide independence in their activity. It will be tasked with preparing a report of its findings and conclusions, which will be submitted to the Provost for institutional action.

As a model for this study, the Task Force recommends the terms of reference and process used to prepare a report commissioned by the Provost of Northwestern University: www.northwestern.edu/provost/committees/equity-and-inclusion/john-evans-study.html.

21. **Varsity Teams and the McGill Name** (immediate term)
The Redmen team name was raised repeatedly in our meetings – in Open Forums held on the downtown and Macdonald campuses, in meetings with Indigenous students, faculty and staff, and in discussions with a wide range of other members of the McGill community. Our community questioned seriously the credibility of the University's efforts in relation to Indigeneity given the pejorative connotation of our men's varsity team name.

The Task Force notes past usages of the name 'Indians' to refer to men's teams, and 'Squaws' or 'Super Squaws' to refer to women's athletics teams, as well as phrases such as 'Indians on the warpath' and 'Redman scalped' that appeared in McGill media. Such demeaning and offensive language was used into the 1970s, long after the official naming of the men's varsity team as the 'Redmen'. Further, stereotyped images of Indigenous persons found their way onto McGill jerseys and helmets before a 1992 decision of the McGill Athletics Board to cease usage of the offensive logo, while retaining the Redmen name largely because of the apparently benign origins of the term Redmen: http://mcgillathletics.ca/sports/2015/2/27/GEN_0227154844.aspx?path=general.

With a view to positioning McGill as a leader in post-TRC Canada, and in view of perspectives shared within the McGill community, the Task Force calls on our University to begin a process of consultation inside McGill, and with other relevant external organizations and communities, with the goal of renaming McGill male varsity teams. This consultation should engage all parts of the McGill community, communicate the community-building value of selecting a new team name, and recognize the contributions of student-athletes, past and present, to the University. The consultation will be guided

by the pressing importance for the future of moving forward under a McGill team name that breaks with the associations that 'Redmen' evokes in contemporary society.

22. **Indigeneity and University Governance** (immediate term)
The Task Force calls on our University to establish mechanisms that provide Indigenous community representation in central organs of University governance, in particular, the Board of Governors and University Senate, and at central University ceremonies, including convocations.

23. **Recognizing Indigenous Excellence** (immediate term)
The Task Force calls on our University to ensure that Indigenous leaders in all fields are considered for honorary doctorates awarded at University convocations, and that the process by which individuals are identified allows Indigenous voices and recommendations to be heard.

24. **Elder-in-Residence Program** (immediate term)
The Task Force calls on our University to provide financial support for programs that bring Indigenous elders and traditional knowledge-holders to campus.

25. **Artists-in-Residence Program** (immediate term)
The Task Force calls on our University to establish an Artists-in-Residence Program that brings to campus Indigenous figures in the arts for short periods of reflection, engagement or teaching, ranging from several weeks to a semester in length.

26. **Indigeneity and Public Spaces at McGill** (medium term)
The Task Force calls on our University to establish a dedicated fund to be used:
    - for the purchase of Indigenous art and artifacts which will be added to McGill's permanent collection;
    - to support exhibitions of Indigenous art; and
    - to ensure that McGill's public spaces reflect McGill's commitment to Indigenous education through the display of Indigenous art and culture on our two campuses.

    Moreover, following discussion with Facilities and Campus and Space Planning, the Task Force has identified the reconstruction of Leacock Terrace as an immediate opportunity to embed Indigenous themes in our public spaces.

27. **Cultural and Living Spaces for Indigenous Members of the McGill Community** (immediate and medium term)
The Task Force calls on our University to provide suitable cultural space for Indigenous students, staff and faculty, and suitable living and study space for Indigenous students by:
    - recognizing and respecting the specific, diverse cultural practices of Indigenous persons on campus, such as smudging, or the preparation of culturally-based meals;
    - recognizing the particular needs of some students, such as living spaces that can accommodate a student's immediate family;
    - providing space that can serve the community needs of Indigenous members of our community;
    - providing suitable and culturally-relevant study space for Indigenous students, as well as appropriate educational support such as tutoring, and mentoring, health and social-psychological support, and technical support (e.g., computers, IT, etc.);

- enlarging and improving dedicated living space for Indigenous students who come to McGill by identifying suitable facilities, on or off campus, that can be used for this purpose;
- consulting with other universities in the city of Montreal with regard to sharing space, particularly living space, for Indigenous students; and
- ensuring that the provision of space dedicated to Indigenous persons and groups is integrated into all aspects of University planning, including plans for the Royal Victoria Hospital site.

28. **Flying the Flags of Quebec's Indigenous Peoples** (immediate term)
In recognition of the importance of building respectful and reciprocal relations with Indigenous nations, the Task Force calls on our University to:
    - as of June 2018, replace the Martlet flag, which flies from the Arts building, by the Iroquois "Hiawatha Belt" flag (symbolic of unity among the Haudenosaunee) for one week beginning on National Aboriginal Day (21 June);
    - on a rotating basis every year, fly the flag of each First Nation in Quebec; and
    - place a permanent Hiawatha Belt flag at the recently relocated Hochelaga Rock on the lower campus.

3. ACADEMIC PROGRAMS AND CURRICULUM

29. **Health Professions Training** (has been implemented for fiscal year 2018)
The Task Force calls on our University to implement a five-year program (renewable) to increase the number of Indigenous students in all health-related professions based on Indigenous needs and priorities. The program should:
    - work closely with Indigenous communities, educators and health professionals;
    - specify a series of concrete steps and strategies including proactive intervention (the 'Early Exposure Phase') among Indigenous youth, transition support for Indigenous CEGEP students and mature students, and retention support for students in place;
    - recognize the importance of Indigenous health curricula in health professional programs, and the importance of Indigenous faculty, scholars and support staff who will deliver the program to Indigenous youth and students;
    - encompass a wide range of health professions, including but not limited to the units such as Communication Sciences and Disorders, Nursing, Physical and Occupational Therapy in the Faculty of Medicine; the Faculty of Dentistry; and the School of Human Nutrition in the Faculty of Agriculture and Environmental Sciences; and
    - build out over time to include other health-related programs in other parts of the University, notably in the Faculties of Science and Education (particularly, areas of applied psychology), and in the School of Continuing Studies.

30. **Social Work Training** (implemented for fiscal year 2018)
The Task Force calls on our University to implement a five-year plan (renewable) to increase the number of Indigenous students at McGill in the School of Social Work and provide them with the tools, training and support to graduate and make a difference in their communities while shaping Indigenous issues that affect Canadian society.

    The program should offer dedicated support to prospective students (beginning with initial inquiries, connecting prospective students to other educational institutions for the completion of prerequisites),

support in locating housing, one-on-one support for in-stream students (academic and personal advising, mentoring and tutoring) and career development opportunities, including field placements, and guidance in seeking post-graduation employment.

The program should maintain ties with Indigenous Social Work alumni who can play an important role as ambassadors encouraging the next generation of Indigenous students to stay in school and seek post-secondary education.

31. **Indigenous Studies Program** (has been implemented for fiscal year 2018)
The Faculty of Arts is in the unique position of having an emerging discipline in its Indigenous Studies Program that stands as a significant growth area in terms of research, teaching, student interest, community engagement and alumni support. Although it is only two years old, its success aligns with experience at other institutions in Canada and the United States where full-blown Indigenous or Native Studies programs have been proven successful for the past several decades.

The Indigenous Studies Program needs to be solidified as a minor program before building out as an Institute for Indigenous Studies and Community Engagement.

The Task Force calls on our University to take these steps:

- provide teaching support for the Indigenous Studies Program for three years by hiring of a Faculty Lecturer;
- provide a two-year postdoctoral fellowship to enhance research activities and opportunities in the Indigenous Studies Program; and
- provide support for a part-time administrator and an annual operating budget to support advising activities, the coordination of collaborative relationships with Indigenous communities and organizations, and to sponsor visiting speakers and traditional knowledge holders.

32. **Institute of Indigenous Studies and Community Engagement** (medium term)
The Task Force calls on our University to create and support a stand-alone academic unit in the emerging discipline of Indigenous Studies, which will be staffed by tenure-track faculty. By establishing the McGill Institute for Indigenous Studies and Community Engagement and building on the success of the Indigenous Studies minor program in the Faculty of Arts, the Institute would house a new Indigenous Studies major and honours program, and would have as a long-term goal the creation of a graduate program in Indigenous Studies.

In terms of outreach activities and partnership-building with communities, the Institute would place emphasis on local Indigenous community engagement by prioritizing Haudenosaunee, Anishinaabeg, and Urban Indigenous populations and organizations.

The Institute would be staffed by tenure-track academics, typically cross-appointed between the Institute and other units in the University, who study Indigenous knowledge systems and pedagogies, who seek to understand Indigenous societies from within, while recognizing and engaging with their constitutive philosophies, histories, epistemologies, identities, practices of political governance, cultures, and languages.

33. **Field Courses and Land-Based Pedagogies** (immediate term)

In May 2017, McGill and the School of Social Work offered the 8th annual Indigenous Field Studies course. This unique course provides an opportunity for students from Social Work, Law, Medicine, Anthropology and the Indigenous Studies Minor to learn about Indigenous cultures and worldviews, with a particular emphasis on Haudenosaunee teachings and their connection to the students' areas of practice, all under the instruction of community elders and a multi-disciplinary team of instructors. During this four-week intensive course (including one week in Kahnawake, Mohawk Territory), students are introduced to Indigenous customs, values and ways of life through daily activities/workshops led by Elders from Kahnawake and other community members, with support from McGill instructors. Attention is given to the intergenerational effects of colonization and Canadian policies on contemporary Indigenous society. Stressing hands-on learning, the course strives to enhance relationships and bridge cultural misunderstandings between soon-to-be professionals and the communities they may one day serve.

The Task Force calls upon the University to support and enlarge Indigenous field course activities in these ways:

- a dedicated annual budget;
- relying on the success of this field course as a model to build similar kinds of learning opportunities in other Indigenous communities, as McGill seeks to build collaborative and reciprocal relationships with communities; and
- identifying University partners across Canada by which our students and theirs could participate in field courses across the country. The Task Force has identified one such potential partner—Dechinta Bush University in the Northwest Territories—with which McGill's Indigenous Studies Program already has an existing agreement to transfer course credits.

34. **Language Revitalization and Documentation** (immediate term)

The Task Force has not assumed that Indigenous communities want to see Indigenous languages taught in a university setting for predominately non-Indigenous students while fluency rates in communities themselves are declining or under great pressure. McGill should consider where it can add the most value to language teaching and revitalization in Indigenous communities, while heeding the perspectives and needs of Indigenous communities as voiced by their members.

The Task Force calls on our University to develop a plan and strategy, prepared with educators, administrators and elders in Indigenous communities, by which McGill's resources and expertise in the fields of linguistics, teaching accreditation, educational psychology, Indigenous Studies and other fields can be marshaled to support language revitalization in local Indigenous communities, particularly in the traditional territory on which McGill's campuses are located.

To this end, we recommend that McGill:

- dedicate financial support ('seed money') for this plan, as well as identify who at McGill will lead this initiative for the University. The work of the Task Force suggests there is leadership on language revitalization in the Indigenous Studies Program, the Faculty of Education and the Department of Linguistics in the Faculty of Arts; and
- move to implement the plan once it is approved by communities and McGill University.

35. Online Part-time Degree in Indigenous Business Management and Public Administration (immediate and medium term, feasibility study has been implemented for fiscal year 2018)

Canadians reporting an Indigenous identity in national household surveys represent about 4.3% of our total population, and Indigenous peoples are the fastest growing population in Canada. The unemployment rate among Indigenous peoples is persistently about 2.5 times higher than Canada's average rate and the average Indigenous annual income is substantially lower than that of the general Canadian population. The proportion of the non-Indigenous population in Canada who have attained a university degree is as much as three times higher than the proportion among Indigenous people. As all universities, it is incumbent on McGill to provide a variety of educational opportunities to Indigenous peoples that can respond to these multiple barriers.

Following the success of developing and delivering over 25 online credit courses and 4 undergraduate certificate programs for Indigenous peoples, the School of Continuing Studies has proposed the development of a part-time online degree program in Indigenous Business Management and Public Administration.

The Task Force calls on our University to provide financial support for a study aimed at examining the value and feasibility of such a program. The feasibility study will draw on wide consultation with Indigenous communities and organizations, will identify community and individual interest in such a program, will benchmark for models and best practices, will identify the specific niche that McGill can fill, and will evaluate the projected socio-economic impact of the proposed program.

36. In-Community Delivery of Education (Teaching) Degrees and Certificates (medium and long term)

The Office of First Nations and Inuit Education (OFNIE) in the Faculty of Education designs, develops and administers programs that are offered in First Nations and Inuit communities for First Nations and Inuit teachers. OFNIE works in partnership with First Nations and Inuit education authorities throughout Quebec to deliver community-based teacher education programs and professional development.

This Office offers specialized Bachelor degree and certificate programs. Its B.Ed. Kindergarten/Elementary First Nations Education degree enables graduates to teach anywhere in the province of Quebec and beyond.

In terms of future collaboration with Indigenous communities, OFNIE envisages McGill satellite campuses with all of its partners.

Its most recent innovative program is a Bachelor of Education degree (kindergarten/elementary) offered through McGill University but totally in-community, in Listuguj. This is a McGill degree, infused with Mi'gmaq values. Its courses are taught by community members with Master's degrees and doctorates as well as by McGill professors and course lecturers.

The Task Force calls on our University to recognize the innovative work of OFNIE by providing support to this Office and the Faculty of Education as they roll out this new program in the Listuguj community, and as they develop plans for satellite campuses in collaboration with their First Nations and Inuit partners.

37. Emerging Leaders Program (immediate term)

The Institute for the Study of International Development (ISID), in partnership with Emerging Leaders' Dialogues Canada, is offering an innovative program that promotes relationship building between Indigenous and non-Indigenous communities. The program will bring together 40 emerging Canadian leaders for a six-day program of classroom and community activity on Vancouver Island, and will be held for the first time in June 2017. McGill's partner in this program is Vancouver Island University.

The Task Force calls on our University to provide support that will allow ISID to make this an annual event that will create a network of Indigenous leaders over time.

38. Exchange Programs for Indigenous Students (immediate to medium term)

The financial costs associated with student exchange programs might impede Indigenous students from participating in them. Moreover, exchanges can be challenging, even somewhat intimidating, experiences for students, perhaps particularly for Indigenous students who are already often dealing with the transition to life at McGill. Yet exchanges can be extraordinarily enriching for undergraduate and graduate students and should be as accessible as possible to all our students.

The Task Force calls on our University to facilitate student exchanges for Indigenous students by:

- identifying sister institutions with whom exchange agreements could be struck;
- offering Indigenous students opportunities to learn from each other, and from their different histories and experiences, by working together on different university campuses; and
- developing an academic model in which participating students are connected virtually on different campuses while on exchanges, perhaps even taking shared courses that include online content and interaction.

39. Indigenous Curriculum Content (immediate term)

The Truth and Reconciliation Commission calls on universities and colleges to introduce Indigenous content and engage with Indigenous pedagogies, epistemologies, values and worldviews in their academic curriculum and programs.

A review of actions at other institutions across Canada shows that this call has been heeded in various ways, in some cases through mandatory courses, in other cases through integrating Indigenous content into several or many courses, or some hybrid of these two approaches.

At McGill, there are mandatory courses or course modules with Indigenous content in the Faculty of Law, the Faculty of Education, the School of Social Work in the Faculty of Arts, and the Schools of Nursing and School of Medicine in the Faculty of Medicine.

The Task Force calls upon Faculties and Schools to heed this call to action from the TRC by presenting plans to the Provost in the academic year 2017-2018 and following, which will set out how Indigenous content will be introduced into their curriculum and programs.

4. RESEARCH AND THE ACADEMIC COMPLEMENT[5]

a) Research

40. Research Expectations (immediate term)

The Task Force calls upon our University to review and adapt as necessary research expectations for faculty and students who undertake community-engaged research, given that this type of research commands more time to conduct and disseminate than traditional forms of scholarship. To this end, McGill is encouraged to recognize explicitly alternate, unorthodox modes of knowledge translation and sharing that depart from standard, text-based output.

The Task Force further calls for revisiting the notion of "peers" in academic research contexts. Indigenous scholarship may be best evaluated by individuals in community who hold knowledge and who understand whether and how the research concerned is likely to affect or benefit Indigenous communities, peoples, territories and knowledges.

41. Internal Research Funding (immediate term)

The Task Force calls upon our University to establish internal funding awards to support McGill researchers and students who undertake Indigenous-led or Indigenous-partnered research that exhibits a full commitment to the First Nations Principles of OCAP (Ownership, Control, Access, Possession) and protocols advanced by the *UN Declaration on the Rights of Indigenous Peoples* (UNDRIP), the TRC's Calls to Action, the Tri-Council Policy Statement (TCPS), and the Research Protocol of the Assembly of First Nations of Quebec & Labrador (AFNQL).

42. Community Partnerships (medium and long term)

The Task Force calls upon our University to develop partnerships with Indigenous communities where McGill faculty and students may undertake research, with a view to formalizing OCAP principles. Such partnerships may take the form of memoranda of understanding or agreement between Indigenous communities and McGill University. Partnerships should be premised on allowing Indigenous communities to advise the McGill research community about the most pressing questions within their communities that require investigation. Consideration should also be given to the creation of a bank of research questions or topics formulated by communities, which McGill students can be invited to pursue through independent or graduate research projects. This type of initiative reflects the partnership model toward which McGill should be striving, allowing research inquiry to originate within and ultimately serve to benefit Indigenous communities.

43. Research Protocols and Requirements (medium term)

The Task Force calls upon our University to establish explicit requirements for McGill researchers (including faculty, postdoctoral fellows, students at the undergraduate and graduate levels, and research associates and assistants) who take up work that engages with Indigenous peoples, communities, histories or knowledges, including:

- the creation of a course on Indigenous methodologies, histories and experiences developed and led in collaboration with Indigenous community members, which must be taken by any McGill researcher whose work engages with Indigenous peoples, communities, histories or knowledges;

[5] The Calls to Action in this section correspond to the report in Appendix 5.

- developing a mandatory research protocol premised on OCAP principles for studies that involve data collection and use deriving from research with Indigenous communities and peoples;
- revising McGill's research ethics criteria and review processes to ensure all research affecting Indigenous peoples aligns with UNDRIP, the TCPS, the AFNQL protocol, and OCAP principles, while also in compliance with Indigenous community ethics boards;
- ensuring that all members of McGill's research ethics board have the training necessary to review research proposals affecting Indigenous peoples; and
- requiring any McGill-based researcher who seeks to conduct research within an Indigenous community to demonstrate compliance with any applicable community-based research ethics requirements before the research can be approved by a McGill's research ethics board.

b) The Academic Complement

44. Cluster Hire & Target-Setting (immediate term)

The Task Force calls upon our University to set a target of at least 35 Indigenous tenure-track or tenured professors for appointment by 2032 (approximately 2% representation within 15 years). Strategies for meeting this target must be established both centrally and within Faculties:

- **Centrally**: Initiate a cluster hire led by the Provost and Vice-Principal (Academic) that seeks, over the next three years, to hire 10 new faculty members in the tenure stream who have lived experience and expertise in Indigenous knowledges, epistemologies, methodologies, histories, traditions, languages, or systems of laws and governance. These positions should not be concentrated in one unit or Faculty; the goal must be to deepen Indigenous expertise across the campus.

  The Task Force further urges the allocation, within this cluster hire, of three Canada Research Chairs (CRCs) in the areas of Indigenous Sustainability Sciences, Indigenous Health Sciences and Indigenous Humanities.

- **Within Faculties**: Require the articulation of local targets for Indigenous hires in the next five, ten and fifteen years, with Faculties regularly reviewing their progress and reporting to the Provost annually on this issue in the context of yearly reporting on equity in academic recruitment.

While taking up this call to recruit Indigenous tenure stream faculty in the most robust way possible, the University is also urged to explore the potential to recruit Indigenous academic staff to posts outside the tenure stream, such as Professors of Practice or ranked Contract Academic Staff.

45. Equitable Recruitment (immediate term)

The Task Force calls upon our University to establish and support active, innovative and equitable recruitment strategies that respect and support Indigenous peoples, such as:

- mandatory training for academic search committees in equity and proactive recruitment methodologies to ensure that processes reach and resonate with prospective Indigenous candidates;
- establishing training for all faculty, staff and students regarding the TRC and related proximate Indigenous territories and communities, designed to illuminate how McGill's efforts to recruit,

support and retain Indigenous faculty are part of its commitment to reshaping its relationship with Indigenous peoples,

- bearing in mind the importance of Indigenous connections to land and community, encouraging faculty recruitment from local or proximate territories;
- encouraging search committees, chairs and deans to explore terms for appointments that allow Indigenous professors carrying out community-engaged research to spend blocks of time in their communities, even where the latter are not proximate or local (e.g., condensed teaching in one term, allowing an academic term to be spent in community); and
- allowing search committees to recruit and appoint to tenure-track positions candidates transitioning from McGill postdoctoral or PhD programs. Indigenous talent exists among our Master's students and doctoral and postdoctoral candidates. These young researchers may wish to stay at our University, which may also be close to their home communities. Their ability to do so should not be barred by norms against hiring from our own doctoral or postdoctoral pools. These students might also have mentorship and support networks at McGill, and will not be well served by being expected to leave these behind as they embark on an academic career.

46. Equitable Retention (medium term)

The Task Force calls upon our University to support the retention of Indigenous faculty through:

- adapted and more flexible academic expectations, given the extensive service work done by Indigenous faculty that is not adequately recognized or supported (e.g., mentoring, supporting and recruiting students and junior faculty and consultation on various Indigenous committees and undertakings). This may occur, for example, through adjusted teaching loads and/or expectations regarding what counts as research and research dissemination;
- rethinking the traditional tripartite academic role of teaching, research and service to better reflect Indigenous approaches to scholarship;
- valuing community- or land-based activities (e.g., outreach activities, youth mentorship, recruitment) as part of a professor's teaching, research and/or service record;
- creating opportunities for collaboration among faculty, academic administrators and McGill's Association of University Teachers (MAUT) to reach an understanding of the flexibility needed to ensure the successful trajectories of Indigenous faculty members;
- ensuring that community service is not subjugated in importance to research; and
- developing a mentorship program open to all tenure-track professors.

47. Recognition of Work in Community (medium term)

The Task Force calls upon our University to recognize explicitly that many Indigenous academics will hold a life-long commitment to their communities. These colleagues will thrive, and the University will thrive, if they are not made to choose between their duties to their communities and the requirements of an academic career. Academic appointments, and standards for assessing academic performance (e.g., for merit, renewal, tenure and promotion), must be flexible enough to cultivate the success of Indigenous scholars pursuing community-based research. Understanding how the University might recognize and reward community-based work as teaching, research and service calls for sustained and open dialogue with Indigenous colleagues.

5. BUILDING CAPACITY AND HUMAN RESOURCES[6]

48. Office of Indigenous Strategy (immediate term)

The Task Force calls upon our University to create an Office of Indigenous Strategy, which should:

- be aligned with other high level administrators, appropriately staffed and with an adequate budget; the office should be holistic and inclusive for students, staff and faculty; and
- have a mandate that includes: the ongoing monitoring of the progress in responding to the Task Force's Calls to Action, facilitating cross-campus coordination and collaborations, and ensuring annual reporting to Senate.

The establishment of this Office should occur simultaneously with the University's:

- official endorsement of the TRC's Calls to Action and University Canada's Principles on Indigenous Education;
- development of an Indigenous Education Fund earmarked for encouraging new collaborative initiatives committed to realizing the Task Force's Calls to Action. This fund, administered by the Office of Indigenous Strategy, should be open to the entire McGill community and include support from external partners;
- inclusion of Indigenous education as part of the academic mission statement; and
- inclusion of Indigenous education as part of the University's strategic plan.

49. Reporting on Key Performance Indicators (immediate to medium term)

The Task Force calls on our University to enhance reporting on Key Performance Indicators (KPIs) related to Indigenous student admission, retention and success, and the recruitment and retention of Indigenous faculty and staff, through:

- improved data collection, monitoring, analyses and reporting; and
- formal reporting to Senate and the Board of Governors on KPIs related to Indigenous representation.

50. Communications and Awareness-Building (immediate to medium term)

The Task Force calls on our University to create a coordinated communications strategy on Indigenous initiatives, programs and people. This can take the form of an online hub or occur via print materials. In this connection, the Task Force further calls on our University to explore and develop systematic modes of increasing general awareness and understanding of Indigenous topics and of incentivizing participation in education initiatives by all members of McGill's community.

51. Establishing and Strengthening Partnerships (immediate term)

The Task Force calls on our University to establish new partnerships, and strengthen existing partnerships, with Indigenous communities, through:

- creating a formal Indigenous Advisory Board or Indigenous Education Council with a defined mandate, whose composition includes community leaders and stakeholders at McGill;
- creating more opportunities for the McGill community to visit, experience and learn from Indigenous communities;

[6] The Calls to Action in this section correspond to the report in Appendix 6.

- collaborating with local, provincial, national and international Indigenous scholarly, community and student service organizations to create opportunities for networking and sharing resources and best practices; and
- developing a procurement strategy that supports the Indigenous economy (ex: catering companies, artists, consultants, etc.) and that is respectful and understanding of Indigenous business protocols.

52. Human Resources Strategy (medium term)

The Task Force calls on our University to develop and communicate a strategy to boost Indigenous representation and success within McGill's workforce, by:

- creating a position for an Indigenous Human Resources Consultant and develop a strategy to ensure efficient recruitment, retention and advancement of Indigenous staff at McGill;
- seeking expertise and experience in developing and implementing this strategy through outside consultation (such as with the Canadian Council of Aboriginal Business);
- developing an Indigenous faculty and staff mentorship program; and
- developing an Elder-in-Residence program and hiring Elders as staff, on salary with spaces provided to them for counselling, meeting and spiritual practices.

Effective Responses to the Task Force's Calls to Action: Working Together

As the Task Force is a body mandated by the Provost, the University's principal academic officer, our focus has been on activities closely aligned with the experiences of students and faculty. It is impossible, however, to divorce any activity within a university from the institution's overarching academic mission. In other words, every dimension of university affairs will have a clear capacity to influence the way in which learning and research happens on our campuses. Conversely, academic aspirations can only be realized if these are aligned with and bolstered by efforts in all facets of campus life.

Accordingly, we take the view that responding effectively to the Task Force's Calls to Action will require a coordination of efforts across the campus. The offices listed below fall strictly outside of the Provost's purview, and we have hence not directly or extensively referenced them within our Calls to Action. Nevertheless, these offices are crucial to the success of McGill's Indigenous initiatives. For the reasons set out below, the Task Force invites and encourages each of these offices to commit their explicit support for embedding Indigeneity within McGill's academic mission.

Senior Leadership and Governance Bodies: Throughout its history, McGill has taken pride in the quality and stature of its leadership, recognizing wisdom, vision and stewardship within the University's highest ranks as essential to excellence in the pursuit and delivery of its academic mission. The success of McGill's Indigenous initiatives, and the effectiveness of our collective responses to the Task Force's Calls to Action, depend on support and investment from the University's most senior leadership and its governance bodies. This includes McGill's P7 group (composed of the Principal and her Chief of Staff, all Vice-Principals, General Counsel, the Secretary General, and the Deputy-Provost (Student Life & Learning)), the Board of Governors, and the Senate. These are the central sites of deliberation, decision-making and authority at McGill. As such, concrete measures taken within these settings, which seek to advance Indigenous initiatives, promise to have profound and far-reaching ramifications both on our campuses and beyond. The McGill community has seen and been encouraged by the senior leadership's support for related initiatives in the last year, such as the relocation and landscaping of the Hochelaga Rock and the opening of some 2017 Convocation ceremonies with an Elder's blessing. The Task Force urges P7, the Board of Governors and Senate to pursue and support a range of additional concrete measures that further the goals of reconciliation and relationship-building, such as: participation in education sessions about the TRC, Indigenous cultural competency training, creating space for Indigenous community representation in university governance structures, and devising opportunities for consulting with Elders and community advisors. McGill's senior administration has consistently endeavoured to lead by example; its approach on Indigenous issues should be no different.

Research and Innovation (R&I): The Task Force's Calls to Action highlight the need to revisit and re-establish ethical and respectful requirements for university research carried out within Indigenous communities or on Indigenous territories. R&I will be central to the adoption at McGill of the First Nations Principles of OCAP (ownership, control, access and possession), and to ensuring that any McGill researcher who seeks to conduct research in Indigenous communities adheres to the principles articulated within the UNDRIP, the TRC, the TCPS, and the Research Protocol of AFNQL. R&I will also be the primary site for developing prerequisite training for researchers who seek to conduct research in community, and for

ensuring that the research in question meets McGill's renewed standards for research with Indigenous peoples, as well as any standards that may be set by the Indigenous community concerned.

Procurement Services (PS): In an effort to promote Indigenous businesses and work with Indigenous community members, we encourage PS to consider Indigenous service providers as preferred vendors. This is especially the case for services that support our Indigenous students, such as caterers, food providers, facilitators and consultants. We note that engaging the services of Indigenous community leaders, or those offered within Indigenous communities, may be impeded or barred by McGill's current procurement requirements. Some flexibility in these requirements may be necessary, and we invite PS to review its protocols to ensure that viable business relationships can be formed with Indigenous partners.

University Advancement (UA): UA will have the most important role in identifying and securing sustainable sources of support for Indigenous initiatives. Throughout the Task Force's mandate, UA has shown tremendous interest in and commitment to projects related to Indigeneity. The University can benefit from UA's ongoing support to ensure that Indigenous efforts are foregrounded in the relationships they cultivate with the community. UA is also crucial to cultivating relationships with our Indigenous alumni, which can be of great benefit in recruiting, supporting and mentoring Indigenous students.

Human Resources (HR): Although the recruitment and support of administrative staff falls outside of the Provost's portfolio, the Task Force's Working Group on Building Capacities devotes considerable attention to HR issues. This should not be surprising, given HR's central role in working toward the goal of a representative workforce at the University. Moreover, HR is key to efforts related to the support and mentoring of McGill's administrative and support staff.

A critical question for HR pertains to the need for evolved understandings of health and family care needs, in view of Indigenous experiences and realities. The blight inflicted by Canada's residential schools will be felt throughout Indigenous communities for decades. As a result, issues of disability and accessibility in the lives of Indigenous peoples require greater understanding and attention. Furthermore, the family care responsibilities of many persons, especially Indigenous persons, will not mirror orthodox nuclear models, and the valuing and accommodation of different family forms and care responsibilities are essential. Thus, we encourage HR to consider measures that will permit greater awareness and integration of Indigenous histories, experiences and perspectives in approaches to matters of staffing and benefits.

Campus and Space Planning (CSP): The Task Force's Working Group on Physical Representation and Symbolic Recognition underscores the need to integrate and make visible Indigenous presence at McGill through the design and layout of our campus. Planning for the Royal Victoria Hospital Project provides a major opportunity for thinking about developing and cultivating space in a manner that highlights a commitment to reconciliation. The same is true of smaller scale, more routine decisions and projects that affect campus physical space. Further, the fact that McGill's sustainability office is situated within CSP provides an important nexus for Indigenous initiatives, given the importance of learning from Indigenous perspectives in advancing McGill's efforts toward a sustainable campus community (see below). Whether through the presence of Indigenous art and languages, the creation of greater spaces for Indigenous student life and learning, or the establishment of deliberative and decisional processes about physical space that actively consider Indigenous experiences and viewpoints, CSP will be a critical site for advancing Indigenous initiatives at McGill.

Communications and External Relations (CER): As the site that determines how McGill projects itself to the world outside of the campus, CER is essential to representing our campus as committed to reconciliation and welcoming of all First Nations, Métis and Inuit peoples. We call upon CER to ensure that McGill's public narratives celebrate the work, accomplishments and initiatives of Indigenous students, faculty and staff. This should be so not only on occasions that mark events commemorating Indigeneity or equity (e.g., National Aboriginal Day, the McGill Award for Equity & Community Building celebration), but rather, as a matter of course. Indeed, excellence is celebrated every day at McGill University, and the contributions to excellence that our Indigenous students and colleagues routinely make merit recognition. Such recognition will go to great lengths to supporting McGill's efforts to recruit Indigenous students, faculty and staff and to create a campus environment where they feel at home.

CER is also the site that leads McGill's relations with government officials. As such, it has the potential to foreground Indigenous issues in discussions with federal, provincial and municipal public actors. As an example, throughout the Task Force's mandate, we heard of the need for Universities to support efforts within primary and secondary schools to encourage Indigenous students to pursue postsecondary studies and to ready them for that experience. Beyond partnering with schools, McGill can persuasively engage officials in discussions about adequate support for Indigenous youth, especially those who oversee matters related to primary and secondary education, sports and leisure, and culture and heritage. The Task Force thus invites CER to reflect on its position to prompt and pursue such discussions with federal and provincial ministries. Furthermore, CER is encouraged to ensure that its engagements with governments include connections and ongoing discussions with the Assembly of the First Nations of Quebec and Labrador (AFNQL). That rapport will be crucial to maintaining credible partnerships with Indigenous communities across Quebec, and to the mission of supporting Indigenous youth with a view to fostering their success before, during and beyond postsecondary educational experiences.

McGill Office of Sustainability (MOOS): This Office has a bold and broad vision of sustainability for McGill and supports a wide range of initiatives that promote economic and social aspects of sustainability as well as environmental programs. In partnership with students, staff, and faculty, they are currently crafting McGill's vision for sustainable research, education, connectivity, operations, and governance. Through the Sustainability Projects Fund (SPF), the McGill community has been able to advance new, innovative and collaborative projects to build a culture of sustainability. The Indigenous Education Advisor position, as well as the highly engaging annual Indigenous Awareness Week, are products of the SPF. We see MOOS as a key partner in advancing many of the priorities laid out this in this report and ensuring that the Calls to Action are reflected in McGill's Vision 2020.

Closing Remarks

We wish to acknowledge and sincerely thank everyone who contributed to the Task Force and to everyone who has been involved in supporting and advancing Indigenous education at McGill over the years. It has not always been easy but reflecting on how much has been accomplished over the last twenty or so years, we have made a difference, albeit quietly. There is now a window of opportunity where we can take things further in a more concerted and effective way and we need to take advantage, work together and find creative solutions to bring Indigeneity to the forefront.

Education is a major equalizer and will be key to building reconciliation. TRC Chair Justice Murray Sinclair has stated, "Education is what got us into this mess—the use of education at least in terms of residential schools—but education is the key to reconciliation."[7] Our Report rests fundamentally on the wisdom of this insight and its practical implications.

Residential schools were a major part of Canada's assimilationist policies and have left a destructive impact on Indigenous peoples. It will take time to heal and bridge the major gaps and deficits that exist because of the detrimental effects of colonial policies on Indigenous people's health, education, culture and rights. However, we owe it to the next seven generations to do better and to get it right. This will involve serious attention to the implementation plan that emerges from this Report. We should be guided by, and remain true to, the TRC findings, its principles and the Calls to Action it sets out.

[7] CBC News, "Truth and Reconciliation chair urges Canada to adopt UN declaration on Indigenous Peoples" (1 June 2015), online: http://www.cbc.ca/news/politics/truth-and-reconciliation-chair-urges-canada-to-adopt-un-declaration-on-indigenous-peoples-1.3096225.

Appendix 1: Terms of Reference

BROAD OBJECTIVES

As a national and global academic leader, McGill has a crucial role to play in responding to the Truth and Reconciliation Commission (TRC) of Canada's Calls to Action. More precisely, McGill will heed the call of the TRC by engaging and collaborating with Indigenous communities to identify, explore and advance ideas, initiatives and plans that will embed Indigeneity in the life and activities of the University while seeking to enhance the presence and success of Indigenous students, faculty and staff at McGill. To this end, the Provost's Task Force on Indigenous Studies and Indigenous Education will be animated by two core themes: recognition of Indigenous history, contemporary presence, and ways of knowing and learning; and reconciliation by heeding the TRC's calls to action, specifically through educational and institutional efforts aimed at redressing historical legacies of injustice and restoring relationships with Indigenous peoples.

SPECIFIC OBJECTIVES

The Task Force will explore 5 main questions:

- How can McGill develop more robust physical representation and symbolic recognition of Indigenous history and presence, and of our University's commitment to engage with, welcome and support Indigenous students, faculty, staff and community members on our campus?
- How can McGill encourage and facilitate Indigenous student access to McGill at both the undergraduate and graduate levels, and how can McGill best enrich the experiences of Indigenous students who enroll at our University?
- How can McGill more effectively recruit and cultivate the success of staff members who are Indigenous, both among its academic complement and its administrative and support staff?
- How can McGill incorporate Indigenous perspectives, histories, issues, pedagogies and methodologies within its curricular and research missions?
- How can McGill build on its strengths in research to achieve the goals of recognition and reconciliation in its relations with Indigenous peoples and communities?

FOR EACH OF THESE QUESTIONS, THE TASK FORCE WILL IDENTIFY:

- Specific, concrete recommendations for engagement, action, and innovation.
- A timeline for implementation with immediate- (within 2 years), medium- (2-5 years) and long- (5 years or more) term objectives and deliverables.
- Potential barriers to implementation and modes of surmounting these.

METHODOLOGY AND TIMELINE:

In developing its findings and recommendations, the Task Force shall be guided by:

- Values, objectives, ideas, concerns and experiences (VOICEs) encountered through broad consultation
- The Principal's Priorities
- The TRC's Calls to Action
- The UN Declaration on the Rights of Indigenous Peoples

The Task Force Co-Chairs may convene Working Groups to address any or all of the 5 main questions. Where Working Groups are convened they should be broadly representative of the University community and related stakeholders.

The Task Force (and any working Groups) will be broadly consultative in its efforts. Indigenous communities will be essential to the work of the Task Force and will engage with and advise the Task Force on all aspects of its mandate throughout its term. Furthermore, the Task Force will consult with academic and administrative units, students, researchers, teachers, staff and alumni as and where appropriate. It will hold regular consultations both on campus and within Indigenous communities or with Indigenous organizations (e.g., Native Friendship Centre of Montreal), and will provide a forum for virtual or online feedback.

The Task Force will submit a preliminary progress report in January 2017, with a final report on its findings and recommendations by 1 June 2017, with its report made publicly available on its final submission.

Appendix 2: Task Force Membership

Co-Chairs

Ms. Paige Isaac, Coordinator, First Peoples' House
Prof. Hudson Meadwell, Chair, Department of Political Science
Prof. Angela Campbell, Associate Provost, Equity & Academic Policies

Task Force Members

Mr. Ray Aldred, PhD Candidate, Department of Philosophy, Faculty of Arts
Ms. Jessica Barudin, Indigenous Health Professional Training Project Manager, Faculty of Medicine
Mr. Kakwiranó:ron Cook, Indigenous Outreach Administrator, Office of the Dean of Students
Prof. Ollivier Dyens, Deputy Provost, Student Life and Learning
Mr. Jim Howden, Director, Office of First Nations and Inuit Education
Ms. Kathleen Massey, Registrar and Executive Director, Enrolment Services
Prof. Catherine Potvin, Department of Biology, Faculty of Science
Mr. Christian Quequish, SSMU Indigenous Affairs Coordinator
Dr. Carmen Sicilia, Associate Dean (Academic), School of Continuing Studies
Mr. Allan Vicaire, Indigenous Education Advisor, Social Equity and Diversity Education Office

Advisors at large

Mr. Patrick Brennan, Executive Director, Institute for the Study of International Development
Prof. Allan Downey, Department of History and Classical Studies, Faculty of Arts
Ms. Lee Maracle, Elder in Residence & Instructor, University of Toronto
Mr. Robin McLay, Senior Advisor, The MasterCard Foundation
Tewakierakwa Louise McDonald, Bear Clan Mother
Dr. Kathryn Muller, University Advancement
Dr. Tim Raybould, McGill Institute for the Study of Canada (Professor of Practice)
Ms. Anita Tenasco, Director of Education, Kitigan Zibi Anishinaabeg
Dr. Leigh Yetter, Senior Director, Office of the Provost and Vice-Principal (Academic)

Working Groups

Indigenous Student Recruitment & Retention (Chair: Kathleen Massey)

Members:

Ashley Bach, '16 Alumna; Recruiter, Office of the Dean of Students

Kakwiranó:ron Cook, Indigenous Outreach Administrator, Office of the Dean of Students

Kim Bartlett, Director of Admissions, Enrolment Services

Alison Duff, Admissions Officer, Enrolment Services

Nico Trocmé, Director and Professor, School of Social Work

Christian Quequish, Indigenous Affairs Commissioner, Student Society of McGill University

Bradley Tucker, Executive Director of Analysis, Planning and Budgeting

Orenda Boucher, Coordinator of the First Peoples' Initiative, Dawson College; instructor at McGill

Alison Crump, Academic Projects Manager, Graduate and Postdoctoral Studies

Angela Crowly, Director of Strategic Advancement Initiatives, University Advancement

Nathalie Tufenkji, Professor in Department of Engineering;

Martine Gauthier, Executive Director of Student Services

Academic Programs and Curriculum (Chair: Hudson Meadwell)

Members:

Jessica Barudin, Program Manager, Indigenous Health Professions Program

Jessica Coon, Professor, School of Linguistics

Jim Howden, Director, Office of First Nations and Inuit Education

Carmen Sicilia, Associate Dean, School of Continuing Studies

Sandra-Lynn Leclaire, Current McGill Student, Masters in History

Physical Representation and Symbolic Recognition (Chair: Hudson Meadwell)

Members:

David Covo, Professor, School of Architecture

Gwendolyn Owens, Director of Curatorial Affairs, Visual Arts

Haidee Lefevbre, Current McGill PhD student, Education

Allan Vicaire, Indigenous Education Advisor, Social Equity and Diversity Education Office

Lori Beavis, Visiting Artist in Residence, Faculty of Education

Lori Podolsky, Manager, Archives and Records

Research and the Academic Complement (Chair: Angela Campbell)

Members:

Raymond Aldred, current McGill PhD student, Arts

Cindy Blackstock, Professor, School of Social Work

Spencer Bossaer, Current McGill student, Arts

Orenda Boucher, Coordinator of the First Peoples' Initiative, Dawson College; instructor at McGill

Morrison King, Interim Program Manager, Indigenous Health Professions Program
Pascale Legros, Senior Equity and Inclusion Officer
Dolleen Manning, Visiting Scholar, Institute for Gender, Sexuality and Feminist Studies
André Moreau, Current McGill Law student
Catherine Potvin, Professor, Department of Biology

Building Capacity and Human Resources (Chair: Paige Isaac)
Members:
Susan Aberman, Chief of Staff, Office of the Principal
Christopher Buddle, Dean of Students
Paul Chesser, Assistant VP Development, University Advancement
Ollivier Dyens, Deputy Provost, Student Life and Learning
Carole Graveline, Director and VP, Communications and External Relations
Janine Metallic, current McGill PhD student, Education
André Moreau, current McGill Law student
Alyse VanEvery, Indigenous Student Associate, Office of the Dean of Students

Special thanks to our student work-studies, Erin Gurr, André Moreau, and to Nicholas Dunn for editing support.

Appendix 3: Task Force Consultations and Opportunities for Learning

- Open Fora: Downtown Campus, Macdonald Campus, and Kahnawake
- Roundtable meeting with Ghislain Picard (Chief, AFNQL)
- Indigenous Affairs Working Group
- McGill Subcommittee on First Peoples Equity
- Meeting with Kahnawake Education Centre leaders
- Academic Leadership Forum
- Faculty Deans
- Departments and Units regarding Indigenous student recruitment and support and curricular developments
- Federal Public Officials (Indigenous and Northern Affairs, Employment and Social Development)
- Geoffrey Kelley (Quebec's Minister for Native Affairs)
- Social Science & Humanities Research Council
- Academic Roundtable (Professors Suzy Basile (UQAT), Glenn Coulthard (UBC), Eve Tuck (U of T))
- Meetings with Professor Margaret Kovach (U Saskatchewan)
- Local CEGEPs (Dawson, John Abbott, Vanier)
- McGill community (invitation to submit online: www.mcgill.ca/ptisie2016)
- Maamwizing: Indigeneity in the Academy Conference (Laurentian University)
- Federation for the Sciences and Humanities Conference: Sharing the Land, Sharing a Future
- What's Your Story? (Targeted event for Indigenous students, staff, faculty and alumni)
- Erin Freeland Ballantyne (Dechinta Centre for Research and Learning)
- Presentation to the McGill Board of Governors
- Presentation to Student Services
- McGill Office of Sustainability
- CN: Mélanie Allaire, Senior Counsel, Environmental and Aboriginal Affairs; Daniel Gagné, Manager of Aboriginal Relations; Jared Miller, Student: Aboriginal Affairs
- Indigenous students and staff connected with First Peoples' House
- Kahnawake and Kanehsatake Education Centres, Cree School Board, Kativik School Board Ratihente High School
- U15 (survey and benchmarking research on Indigenous admissions and transfer credit practices)
- CIQAM (élargie) – Committee of medical schools of Quebec (Associate Deans, Registrars, Admissions)
- Canadian Association of Graduate Studies (CAGS) Conference (presentations on "Access" from McMaster, University of Regina, Memorial University of Newfoundland, the University of Winnipeg)
- McGill Enrolment Services, Financial Aid and Scholarship Offices
- Ontario Council on Articulation and Transfer (ONCAT) and British Columbia Council on Admissions and Transfer (BCCAT) (research publications)

Appendix 4: Report of the Working Group on Indigenous Student Recruitment and Retention

"Students should never feel they need to leave part of themselves at the door when they come to university."

(Dr. Bernice Downey, Coordinator of Indigenous Summer Research Scholars Program, McMaster University)

"Access is about more than getting people through the doors."

(Claire Reid, Director of Master's in Development Practice: Indigenous Development, University of Winnipeg)

Guiding question

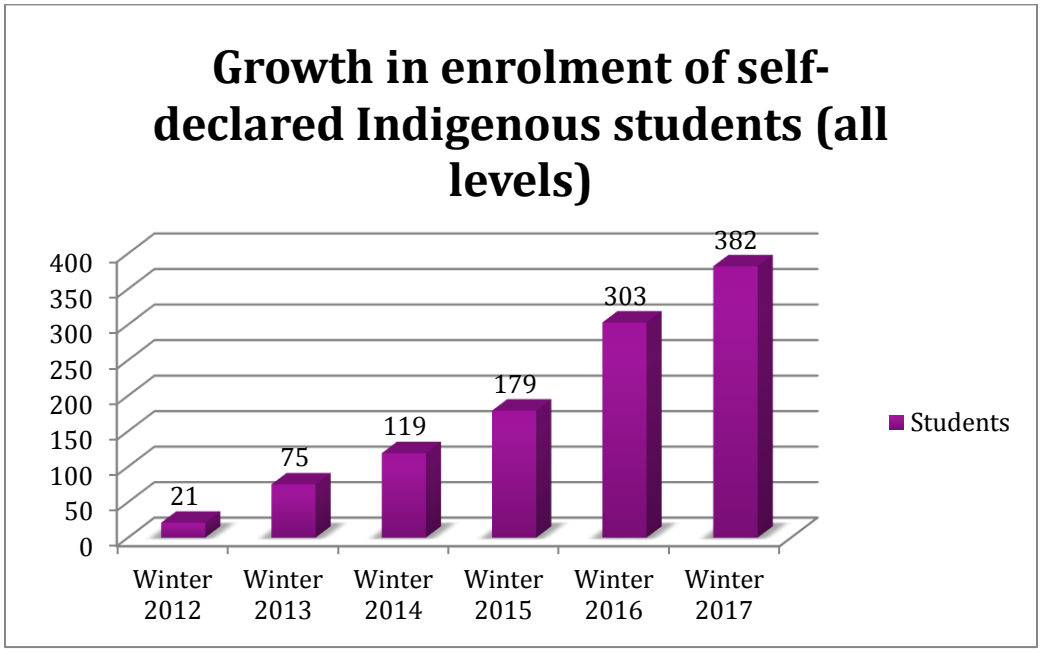
How can McGill encourage and facilitate Indigenous student access to McGill at both the undergraduate and graduate levels, and how can McGill best enrich the experiences of Indigenous students who enroll at our University?

FINDINGS

Enrolment

McGill's winter term enrolment of self-declared Indigenous students has increased over the last six years. Winter term enrolment of Indigenous students is typically higher than fall term enrolment. Self-declared Indigenous student comprise 0.8% of the total student population at McGill, at all levels. Note that self-identification data are collected on the application for admission. Responding is optional. Some Indigenous students do not self-declare. Some non-Indigenous students (including many citizens from countries abroad) also enter values in this field. Efforts are made to correct these.

- Enrolment of self-declared Indigenous students has increased substantially since the Indigenous admission process was adopted. Most enroll in programs in the School of Continuing Studies. The following chart reflects those who self-declared their status and are from Canada or the United States.
- Retention rates for Indigenous students are substantially lower in first and second year than for non-Indigenous students (by 6% in first year and 10% in second year.



Financial Aid

In Winter 2017, Indigenous students received the following financial support:

- External Government financial aid: 79 students
- Need-based McGill financial aid: 44 students
- Merit-based McGill scholarships: 27 students
- External Sponsored Indigenous Contract (e.g. band funding): 292 students

It is possible that some students received funding from more than one of the above sources.

Note that 55 of the students receiving band funding did not self-declare their Indigenous status at McGill in Winter 2017 and are excluded from the enrolment numbers in the above chart.

There is flexibility at McGill in terms of band-funded students accessing additional McGill financial aid. Band funding is considered equivalent to 'government' funding, making it possible for Indigenous students to qualify for consideration for McGill financial aid in the same way that other students who receive provincial financial aid qualify.

There is only one undergraduate award specifically for Indigenous students. Indigenous students may qualify for most of McGill's scholarships and financial aid, if they meet the specified criteria.

There is one centrally administered fellowship for graduate students. It does not appear to be specifically for Indigenous students:

- Eben Hopson Fellowship for Study at McGill
    - Established through a 1988 donation from the North Slope Borough of Alaska in honour of Eben Hopson, Mayor of the North Slope Borough from 1972 to 1980, to advance the pursuit, promotion and sharing of knowledge in areas of common interest and relevance to the scientific, social and economic development, and the greater welfare of the North Slope Borough and the counties of the Circumpolar North.

Canadian scholarships and bursaries are available for Indigenous students:

- Indspire: http://indspire.ca/for-students/bursaries-scholarships/

Discussions with the community in Kahnawake revealed an interest in reparation payments to address concerns about perceived historical debts to the community. One example cited by the Task Force working group as a possible model was free tuition for specific groups of Indigenous students. An example of such a program is the Haudenosaunee Promise at the University of Syracuse: http://parttime.syr.edu/tuition-financial-aid/scholarships-grants/haudenosaunee-promise/. Qualified students receive financial assistance equal to the cost of tuition and mandatory fees for each year of part-time undergraduate study. Criteria are listed at the website.

Transfer credit

Several faculties at McGill do not currently award transfer credit for studies completed at Ontario colleges, yet this is an active pathway for some Indigenous students from Quebec and many in Ontario who start at college and then transfer to university.

a. A survey of U15 universities indicates that all respondents (7 of 14 responded, including UBC, U of Toronto) award transfer credit for relevant studies completed at Ontario colleges. See appendix D for survey results.

b. A review of U15 and other university websites also indicated transfer credit is awarded and often as part of articulation agreements between colleges and universities.

c. Discussions with heads of McGill's undergraduate Faculty advising offices revealed that some faculties have had a practice of granting transfer credit for Ontario college studies. There was general agreement that this practice should be expanded and become more systematically applied across all undergraduate faculties.

Undergraduate admissions and alternative access to McGill

In its commitment to enrich the diversity of its student population, McGill has implemented programming to address the underrepresentation of Indigenous students. In January 2007, McGill's Senate approved the Aboriginal Admissions Protocol, giving admissions offices latitude to consider factors beyond those usually considered, when making decisions on indigenous applicants. Around the same time, recruitment staffing increased in First People's House.

The new admissions protocol seemed to have increased the application traffic, and McGill was admitting those who would have been refused previously. https://www.mcgill.ca/applying/requirements/indigenous. Actual admission was being offered to CEGEP and high school graduates, deemed likely to succeed. These Indigenous

students were admitted with the stipulation that they should be prepared to work very hard. They also received a commitment from McGill that all possible academic support would be provided to aid their success.

Even with this latitude, McGill's historic academic lens was blocking access for some very talented candidates who were either not or not traditionally qualified (for example those without a CEGEP or high school diploma). This led to the development of *Journey McGill/Parcours McGill* in 2016, an additional access route for highly motivated and clearly talented Indigenous applicants. Admission is determined holistically on a case-by-case basis, with input from the community and interviews with McGill staff; such as, the Associate Dean, professors, the Director of Admissions, the Dean of Students and First Peoples' House.

Journey McGill/Parcours McGill admits the student into the first year of a Bachelor's degree program. To continue to year two, satisfactory attainment is required. In 2016, some 20 students were admitted to the Bachelor of Education degree with delivery in Listuguj and one student into the BA on campus.

Indigenous admission processes also exist in the professional faculties of Law and Medicine and are actively used each year:

- https://www.mcgill.ca/medadmissions/applying/categories/indigenous (4 positions provincially, shared among 4 medical schools)
- https://www.mcgill.ca/law-admissions/undergraduates/admissions/policy

There is no explicit admissions option to apply to McGill based on Ontario college studies.

There are relatively few alternative pathways or program delivery options offered at McGill that would advance accessibility (e.g. no joint college/university programs, bridging programs).

Graduate Admissions

During the student discussion at First People's House (FPH), students said that they believe that Indigenous students are not a priority for GPS, the application process is confusing, and poor communication surrounding the process.

They reported that they get many long emails, but nothing from FPH so they do not develop a sense of connection to Indigenous graduate students or to being an Indigenous graduate student. They reported receiving no information about available services for Indigenous graduate students.

Graduate Studies – Models that promote access

A member of the working group attended a Canadian Association of Graduate Schools (CAGS) conference in November 2016. The theme was 'Access'. Four Canadian universities gave presentations regarding their specialized programs to attract or retain Indigenous graduate students. The shared themes and key messages included:

- There needs to be more focus on removing barriers to graduate studies for Indigenous students (most recruitment initiatives and support have focused on undergrads)
- Collaboration and partnerships with Indigenous people and communities
- Emphasizing Indigenous knowledge in curriculum
- Emphasizing cohort models of learning

- Decolonizing methodologies (doing research/ program development WITH, not about or on Indigenous people)
- Need to hire more Indigenous faculty

Role models, mentorship, transition

An invitation was sent to all students on the First People's House listserv to speak with members of our working group about their experiences. The invitation included the following: "For example: do you have ideas you would like to share about changes to admissions, space, services, or resources that would serve Indigenous students' needs?"

The four students who accepted the invitation spoke of not seeing themselves reflected in the McGill community and curriculum (other than at First People's House).

They would like to see more Indigenous people hired in the student support services and among faculty.

They reported feeling isolated. Also, they find it difficult having to be far from family to study and having to give up work in the community to get a degree.

They reported additional challenges such as: The transition from high school/college to university, especially coming from rural communities or a reserve; Large class size making it hard to ask for help; and feeling isolated and lost on campus (falling through the cracks)

They spoke of the importance of First People's House in making them feel at home.

Indigenous Community Resources

Communication with Indigenous Education Centres and Schools Boards suggests there are resources available that could be helpful to support students with admission and success at McGill. However, some schools and School Boards have limited success with transitioning students to university or have limited resources to provide substantial support. Here are observations from two key conversations:

CREE SCHOOL BOARD – *Darryl Diamond, Post-Secondary Student Services*

- Since 2009 they've seen a general increase in enrolment in post-secondary by 25% a year.
- In any given school year, only 20% of post-secondary students are in university
- They still require the full professional ensemble: medicine, law, policing, justice, community services, leadership development
- They certainly want to see an increase in enrolment and graduation from university and are especially targeting youth 16-21
- A future direction of the Cree School Board is to incentivize studying in the province, especially for professional disciplines.

<u>Cree School Board's post-secondary student enrolment this year:</u>

2 at McGill in education and nursing

40 here in Montreal – 20 university + 20 college at Dawson or John Abbott
20 in Val d'Or
15 in Sudbury
70 in North Bay
300 in Ottawa area

KAHNAWAKE EDUCATION CENTRE- *Bethany Douglas, Post-Secondary Distance Counselor*

16 number of students registered at McGill in winter 2017 semester -10 full time, 6-part time

88 number of students presently at Quebec CEGEPS: Vanier, Dawson, John Abbott, Marianopolis, Champlain, Lennoxville, St. Lambert, Kiuna Institute

- Would like to see both McGill outreach events and SEDE's Homework Help program expanded to include the Native Education Student Team (NEST) at Billings High School for the Mohawk and Abenaki students who comprise 1/3 of the total student population
- Would like to see the Aboriginal Post-Secondary Information Program visit a community centre as well for the benefit of non-Kahnawake Survival School students (as about 50% of the community's students attend high school off the reserve)
- Regarding disciplines to promote, they see a definite need to get a critical mass entering the STEM fields of study and professions

External-to-McGill resources exist that McGill can leverage for recruitment and retention purposes:

- The Cree School Board has an office in Montreal that supports its students: https://www.cscree.qc.ca/en/contacts/services-and-departments/post-secondary-student-services
- Videos exist, created by the Cree School Board, that profile Cree students in Montreal and Ottawa, showing the path to success and explaining services available: https://www.youtube.com/watch?v=iIQXQN8Mw4A; https://www.youtube.com/watch?v=19EJe991hW4

Appendix 5: Report of the Working Group on Research and the Academic Complement

RESEARCH

The *UN Declaration on the Rights of Indigenous Peoples* (UNDRIP),[8] the TRC's Calls to Action,[9] the Tri-Council Policy Statement (TCPS),[10] and the Research Protocol of the Assembly of First Nations of Quebec & Labrador (AFNQL)[11] signal the importance of research epistemologies and practices premised on self-governance, autonomy, equity and reciprocity. For Indigenous communities in Canada, this has translated into the "First Nations Principles of OCAP" (Ownership, Control, Access and Possession), that guide research involving the collection and use of data pertaining to Indigenous populations and territories.[12] Canadian education systems have only recently incorporated meaningful content on First Nations, Métis and Inuit peoples. This means that many academic scholars must actively educate themselves on the cultures, histories and contributions of Indigenous peoples to understand academia's role in colonialism and to identify and remedy contemporary manifestations of colonial thinking and research.

All research relating to Indigenous peoples must be based on the self-determined goals and aspirations of First Nations, Métis and Inuit peoples and be guided by UNDRIP and Indigenous research values and principles, including the principles of free, prior and informed consent. Such research must also respect Indigenous knowledge keepers and cultural protocols guiding community engagement, knowledge gathering and accountability. Where effectively conducted, such research can foster the goal of reconciliation by promoting the resurgence and celebration of Indigenous epistemologies, languages, cultures and institutions while also promoting decolonization of non-Indigenous thinking, policies and practices.

Given its research strengths and institutional credibility, McGill has a responsibility to foster and promote scholarship that contributes to reconciliation in Canada, and to the recognition and resurgence of Indigenous knowledges and practices. Research with Indigenous communities requires full collaboration and partnership with the communities affected by or involved in such research on all aspects of a protocol from its design to data ownership, use and dissemination. The strongest models of respectful research in Quebec will be informed by UNDRIP, the OCAP and TCPS principles, and by the AFNQL protocol.
At the same time, the McGill community would benefit from critical reflection on whether conventional Western approaches to research may devalue Indigenous knowledges. University research is typically

[8] United Nations, *Declaration on the Rights of Indigenous Peoples* GA 61/295 (13 September 2007) online: http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf.
[9] Truth and Reconciliation Commission of Canada, Calls to Action (Winnipeg: Truth and Reconciliation Commission of Canada, 2012) online: http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf.
[10] Secretariat on the Responsible Conduct of Research, "Research Involving the First Nations, Métis and Inuit Peoples of Canada" in *Tri-Council Policy Statement on Ethical Conduct of Research Involving Humans* (Government of Canada, 2014): http://www.pre.ethics.gc.ca/eng/policy-politique/initiatives/tcps2-eptc2/chapter9-chapitre9/.
[11] Assembly of First Nations in Quebec and Labrador, Assembly of First Nations in Quebec and Labrador's Research Protocol, 2014 online: https://www.cssspnql.com/docs/default-source/centre-de-documentation/anglais_web.pdf?sfvrsn=2.
[12] First Nations Information Governance Centre, *Ownership, Control, Access and Possession: The Path to First Nations Governance* (23 May 2014) online: http://fnigc.ca/sites/default/files/docs/ocap_path_to_fn_information_governance_en_final.pdf.

forward-looking, striving for discovery and innovation. By contrast, Indigenous knowledge can be both progressive and remembrance-oriented, anchored to a respect for and affirmation of ancestral epistemologies and methodologies. Indigenous approaches thus require a heightened level of humility and responsibility in the research endeavor to appreciate, before the research is undertaken, its potential impacts across time and space. Such reflection promotes a more critical analysis of the assumptions of benevolence underlying terms such as "innovation" and "progress." It also requires recognition of the value of communal and community-led approaches to knowledge gathering.

While non-Indigenous scholars can be helpful allies in conducting research affecting Indigenous peoples, it is essential that they employ the requisite humility and respect required to properly implement research in keeping with OCAP and the UNDRIP. This includes full recognition of Indigenous peoples as principal or co-investigators, financial support for their participation, and partnership in the authorship and dissemination of research findings. The role of Indigenous peoples in research respecting them should not be relegated to an advisory role, nor should non-Indigenous researchers presume authority to conduct such research. Close attention must be paid to community protocols for the identification of research questions, authority to undertake the investigations, and observance of Indigenous research ethics and protocols.

Moreover, from a Western perspective, Indigenous scholars' research may be perceived as "activism" or "advocacy work" or as lacking in objectivity.[13] Yet, this view is both absolute and simplistic, failing to account for the political questions and views driving many research efforts, whether related to Indigeneity or not. Further, for many Indigenous peoples and scholars, research can inform community-directed change efforts to improve the situation of Indigenous peoples and challenge colonial power structures. For them, researchers have a responsibility to be an active partner in the continuum of change. Moreover, the community-directed nature of Indigenous research requires a more expansive view of research dissemination that moves beyond peer review journals and books to include recognition of Indigenous mechanisms of knowledge exchange, such as oral histories.

In setting out the foregoing, we do not mean to bluntly dichotomize "academic research" and "Indigenous research". Some academic work led by or with Indigenous scholars and knowledge-holders exhibits the depth and richness of research that embeds Indigenous perspectives. This work is both "academic" and "Indigenous." Nevertheless, there are many unfortunate examples of research "on" or "about" Indigenous experiences conducted without adequate respect or regard for Indigenous communities. Too often, studies within Indigenous communities have failed to commit to transparency and accountability with respect to the people most affected by the research. As one Chief explained,

> The greatest difficulty with scientists is that they do not tell the truth. They should tell us what they really want to study, and then give us their results. If we had the results, we could make a library and keep the information here so that our youth can learn. Besides, if scientists do not tell us what they study, how can we help them?[14]

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[13] Margaret Kovach, *Indigenous Methodologies: Characteristics, Conversations and Contexts* (Toronto: University of Toronto Press, 2009); Linda Tuhiwai Smith, Decolonizing Methodologies: Research and Indigenous Peoples, 2d (New York: Zed Books, 2012).

[14] Embera Chief Bonarge Pacheco in Rogelio Cansari, "The Scientific Community and the Indigenous Embera Community of Panama" in *Protecting Biological Diversity. Roles and Responsibilities* (Montreal: McGill-Queen's Press, 1996) 26-40.

This passage poignantly reflects the promise of research conducted in meaningful partnership, and points to the moral, ethical and intellectual imperative of honesty, respect and full and equal collaboration with Indigenous communities in research contexts. Accordingly, we call on McGill to take up clear and concrete strategies that recognize, value and encourage research that exhibits commitments to reconciliation and partnership.

Supporting research committed to reconciliation and partnership, which involves, respects and supports Indigenous knowledge and Indigenous peoples, requires changes in university structures, policies and practices. This includes educating all administration, faculty, staff and students on Indigenous peoples and revising academic recruitment, appraisal, support and promotion criteria and procedures to better reflect Indigenous knowledges and experiences.

Further, the resources (in terms of both time and funding) required for community-engaged research must be accounted for in hiring and promotion. This may call for University-supported seed funding to allow Indigenous scholars carrying out territory-based work to develop traction in their scholarship, and for adapted expectations in terms of timelines for research output, as well as modes of dissemination. Internal research funds dedicated to Indigenous-led or Indigenous-partnered research would also go to lengths in exhibiting institutional support for such approaches to scholarship.

Finally, the University must remain mindful that, while research can be helpful in promoting reconciliation, it can also be used in furtherance of colonial goals by delaying action on issues that are already well-documented. Hence, any calls for additional research that could defer the implementation of measures that would benefit Indigenous communities should emanate from these communities or be explicitly supported by them.

THE ACADEMIC COMPLEMENT

Indigenous persons are the most underrepresented of all equity-seeking groups among tenure-track and tenured academic staff at McGill. Only seven of McGill's 1700 tenured stream faculty have identified as First Nations, Métis or Inuit, representing only 0.4% of McGill professors. In contrast, Indigenous persons represent about 2% of the Quebec population, and about 4.3% of Canada's. Further, federal data indicate that about 3.5% of the Canadian workforce is Indigenous, whereas 1.3% of all Canadian University teachers or lecturers are Indigenous.[15] Given these numbers, it seems that McGill should aim for at least 2% Indigenous representation within our tenure-track or tenured professoriate over the coming 15 years. If our total academic complement holds relatively steady, this would translate into a total of 35 or more self-identifying Indigenous professors.

Meeting this goal requires sustained growth over the long term. This growth can be jumpstarted by a cluster hire of 15 Indigenous professors over the next three years, and with targets for further hiring, to be set on a periodic basis. Ongoing monitoring of progress will be necessary, with adjustments to hiring strategies if targets are not met. In addition, as explained below, efforts to retain Indigenous faculty are needed to ensure meaningful support and recognition for these colleagues who often face unique and difficult professional

[15] Employment and Social Development Canada, 2*011 Employment Equity Data Report: Workforce Population Showing Representation by Employment Equity Occupational Groups and Unit Groups (2011 NOC) for Women, Aboriginal Peoples and Visible Minorities* online: https://www.canada.ca/en/employment-social-development/services/labour-standards/reports/employment-equity-data-report/tables/table05-01.html.

demands. This includes ensuring that McGill is a welcoming environment for Indigenous students, faculty and knowledge.

a) Recruitment

While members of the Canadian academy often presume that the pool of Indigenous candidates qualified for tenure-track academic appointments is limited, this perception merits testing. Restricting recruitment efforts to Indigenous scholars who already hold appointments at North American universities will not contribute to the growth of Indigenous professors within the academy. One Indigenous colleague described the phenomenon of universities aiming to boost their own complement of Indigenous professors by luring them away from other institutions as "poaching." This hiring practice is unhelpful to improving the overall climate and conditions for Indigenous academics.

Varied sites for recruiting Indigenous talent thus should be cultivated and explored. These will include taking an active role in ensuring that First Nations, Métis and Inuit students are receiving the supports needed in elementary and secondary school to pursue post-secondary education if they so choose. We cannot ignore the unique barriers that First Nations, Métis and Inuit students face in accessing post-secondary education and thus post-secondary career streams. It will also require reconsideration of the recruitment and hiring criteria in order to reflect Indigenous concepts of knowledge holders. Additionally, it is vital to engage PhD and postdoctoral students in programs across Canada and abroad with McGill's own doctoral and postdoctoral programs. Furthermore, as an institution with a remarkable international reputation, McGill has potential to recruit colleagues who self-identify as Indigenous from abroad (e.g., Oceania, South America, Africa, Asia), yet in so doing must be mindful to avoid the risk of segmenting or isolating individual Indigenous colleagues from diverse community and cultural contexts. Finally, untapped opportunity lies in recruitment to academic posts outside of the tenure stream. Professors of Practice, for example, can be appointed to ranked, secure (indefinite term) posts that will allow them to bring experiential knowledge to teaching and leadership at the University. It may not be the case that a doctorate is required for such appointments.

Consultations also revealed the importance for some Indigenous academics of maintaining flexibility in academic appointments, which would allow them to nurture relationships with Indigenous communities. This may have several important implications. For example, it could require adapted expectations and schedules for Indigenous faculty to provide them with the resources they may need to conduct and disseminate their research, or to teach, within Indigenous communities.

b) Retention

Aside from recruitment, sustained efforts are needed to support Indigenous academic staff. To this end, we recognize that reconciliation is a shared responsibility between Indigenous and non-Indigenous peoples. Unfortunately, the current situation is that a significant and disproportionate burden falls on Indigenous faculty and staff (e.g., mentoring students and junior colleagues, administration, leadership) and too often these additional burdens are not recognized or supported. Because there are so few Indigenous professors at McGill, the University community typically turns to the same handful of people to lead Indigenous initiatives. While these colleagues are crucial to advancing reconciliation at McGill, there is a need to ensure non-Indigenous members of the McGill community shoulder their equitable share of responsibility as well.

Moreover, while mentorship should be available to all pre-tenured academic staff, it should yield a disproportionate benefit for members of Indigenous and other underrepresented groups. A mentorship

program, made available to faculty as an option for them to take up if they feel it would be helpful, could support junior professors by helping them navigate the early stages of academic life while diminishing their risk of isolation. Formalized mentoring and advising responsibilities will facilitate the valuing of this work. This is important, since this mentoring is often an invisible task, and thus is not well recognized in processes associated with performance assessment/merit, tenure and promotion.

We note that while some of the recommendations may appear to create "exceptional" measures for Indigenous faculty, we share the following view expressed an established professor within the McGill community:

> [F]or the foreseeable future, any indigenous professor at McGill will experience the pressure of "special" burdens in the form of extra demands in terms of service, representation, mentoring of indigenous students, etc. We are necessarily going to expend major costs in recruiting indigenous scholars. It is incumbent on us to support them once they are here. If we fail to do so, recruiting will become even harder.

Ultimately, recruiting and retaining Indigenous faculty and researchers requires contemplation about the entire professoriate. Efforts in this regard will be effective only through a collective commitment undertaken by the entire academic community to widening our shared understanding and structure of conventional academic standards, requirements and structures. This work also calls for a broader appreciation of Indigenous knowledges and methodologies across McGill, so that the inherent value of these knowledges and methodologies can be recognized and valued as academic contributions. Ultimately, McGill's commitment to recruiting and retaining Indigenous talent will depend on its ability to create a welcoming environment into which Indigenous students, faculty and staff self-select. Establishing McGill as the "go-to site" for Indigenous individuals requires more creative, flexible and expansive approaches to academic research and faculty recruitment and retention, so that these will reflect the experiences and contributions of Indigenous peoples.

Appendix 6: Report of the Working Group on Building Capacity and Human Resources

To build capacity and to enhance human resources the following elements are central to all proposed recommendations:

a. Partnerships with Indigenous Communities
b. Communication & Education
c. Structure & Transformational Change

a) Partnerships with Indigenous Communities

Central to building capacity and embedding indigenization practices into the university are community partnerships. It is essential that McGill partners with Indigenous communities and ensures its related initiatives are in line with community needs, challenges and aspirations. It will be important to partner and engage in meaningful ways with local, provincial, national and international Indigenous communities. The aim should be to build trusting, productive and respectful partnerships where benefits and efforts flow both ways. It makes sense to maintain and strengthen the relationships that are currently in place (e.g., with Kahnawake, Listuguj, the Cree and the Inuit) and build new ones that will be meaningful both for the communities in question and for McGill.

McGill currently has many working relationships with Indigenous communities. Various Faculty members include outreach and engagement as core project activities within their research and serve as advisors on various councils, boards and in organizations. A few different Faculties and units also have advisory boards, which include Indigenous community representatives such as the Institute for the Study of International Development, the Faculty of Medicine, the Faculty of Education, and the Indigenous Affairs Working Group, to name a few. McGill's Indigenous Outreach Administrator spends a lot of time in various Indigenous communities making connections and promoting the University. McGill First Peoples' House also has many connections with various community organizations, locally, provincially, nationally and internationally.

It is essential that our community partners feel included, valued, properly consulted, and that any benefits that arise can be seen in the community and through the success of Indigenous students, faculty, and staff. There are many ways to ensure community partners are involved and have shared authority in decision-making processes such as designated seats on the Board of Governors and Senate.

<u>Recommendations:</u>

- Create more opportunities for the McGill community to visit, experience and learn from Indigenous communities.
- Establish and maintain a centralized list of all of McGill's outreach, engagement and partnerships with Indigenous communities.
- Create a formal Indigenous Advisory Board or Indigenous Education Council with a defined mandate and which includes community leaders and stakeholders at McGill.
- Designate a seat on the Board of Governors and/or Senate for an Indigenous community representative.

- Invite an Elder to open major McGill events such as Orientation, Homecoming, Convocation.
- Explore ways to enhance and sustain partnerships; ex: MOU, Institutional agreements, etc.
- Collaborate with local, provincial, national and international Indigenous scholarly, community, and student service organizations to create opportunities for networking, sharing of resources and best practices.
- Work closely with Indigenous communities and different levels of government. We all have a stake in the education system and educational outcomes of Indigenous children and youth.

b) Communication & Education

Indigenous affairs at McGill seems to have had a low profile until recently with the launch of the Task Force on Indigenous Studies and Indigenous Education. To strengthen Indigenous affairs at McGill, communication of our existing programs, past achievements and future goals will be essential to keep the momentum and to drive Indigenous initiatives forward. Having a robust communications strategy will help increase visibility, celebrate strengths and identify gaps. The communications strategy should offer information and resources that will empower the McGill community to engage, work collaboratively and assist in the transformation of services and programs.

Considering that many in Canadian and Quebecois society have generally had very little opportunity to learn about Indigenous history and current affairs, there is a considerable gap in overall awareness and knowledge of Indigenous peoples. This needs to be remedied, and McGill is well positioned to provide opportunities and spaces for members of its community to learn and enhance their overall knowledge, and to share this knowledge with the wider public. This will include acknowledging and understanding the impacts of colonization and the experiences of systemic and direct discrimination lived by Indigenous students, staff and faculty. Of course, it is also important to understand sources of resiliency and celebrate the strengths of Indigenous cultures.

Recommendations:

- Create a coordinated communications strategy about McGill's Indigenous initiatives.
- Communicate McGill's commitment to Indigenous Affairs, in print, online and through social media. Examples: yearly magazine with a broad scope compiling all Indigenous initiatives/news at McGill, consolidating all Indigenous services, programs, research on one site and having it highly visible from the homepage (www.indigenousmcgill.ca could be developed and maintained).
- Develop Indigenous cultural safety and sensitization sessions and establish effective ways to incentivize participation by all members of McGill's community.
- Create online resources open to everyone to help answer frequently asked questions and fundamental knowledge of Indigenous peoples.
- Explore ways to increase the general awareness and understanding of Indigenous topics, across campus
- Enhanced resources at the Library and/or create a First Peoples' Library.
- Work with archives to determine and acknowledge McGill's historical relationships with Indigenous communities

c) Structure and Transformational Change

To demonstrate institutional commitment and to create transformational change, McGill leadership should endorse the TRC's Calls to Action, Universities Canada Principles on Indigenous education and champion the implementation of the short to long term priorities from the Task Force on Indigenous Studies and Indigenous Education. Identifying specific ways the McGill community can engage and add these priorities to their agendas will be important. University wide effort to enhance Indigenous affairs at McGill is encouraged to help work towards sustained and transformational change.

The current organization of Indigenous affairs at McGill should be thoroughly examined to improve coordination and efficiencies. The current operational and financial structure is decentralized with services, staff and budgets located in various areas. This approach contributes to a poor level of awareness of initiatives, issues and priorities relating to Indigenous affairs. It also can lead to duplication and competing for resources. The Indigenous Affairs Working Group is currently bringing some partners together but should be leveraged to establish and work toward shared goals and priorities.

To identify best practices, we scanned other university practices and found that in some universities, senior Indigenous leadership is established to guide University affairs on Indigenous initiatives. Less ideally, there is often one Indigenous staff person who is responsible for taking care of the day-to-day student programming and support while also being expected to advise the senior administration on Indigenous affairs. McGill will benefit from a holistic structure that includes support, advocacy and space for Indigenous students, staff, and faculty. This structure needs to have a sustained funding model, and administrative support that is clear and cohesive. To maintain the momentum established by this Task Force, it would be important to identify or establish a working group mandated to oversee the implementation of the Task Force recommendations.

<u>Recommendations:</u>

- Officially endorse the TRC's Calls to Action and Universities Canada's Principles on Indigenous Education.
- Create an Indigenous Initiatives Office with leadership aligned with other high-level administrators at McGill, appropriately staffed and with adequate budget; the office would be holistic and inclusive for students, staff and faculty.
- Align other Indigenous affairs operations and initiatives (e.g., First Peoples' House, Indigenous Affairs Workgroup) under the new administrative office.
- Develop an Indigenous Education Fund earmarked for encouraging new and collaborative initiatives to help work towards the realization of goals recommended by the Task Force. This fund should be open to students, staff, and faculty and include support by communities.
- Institutionalize reporting to the Board of Governors to enhance awareness, request funding, expand research, etc.
- Report on Key Performance Indicators (KPIs), ex: number of degree seeking students who are Indigenous, number of Indigenous tenure track professors, number of Indigenous staff members, etc.
- Include Indigenous education as part of the academic mission statement and/or strategic plans.
- Create a framework for accountability to measure progress.

Recommendations- for Staffing/Human Resources

- Elder-in-Residence or Council of Elders – as staff, on salary.
- Establish fair guidelines for financially compensating Elders and Knowledge Keepers
- Ensuring staff in Student Services (notably counselors) is trained in Indigenous wellness.

- Consider a cluster hire for Indigenous staff – positions across the university, outside of the Indigenous portfolio.
- Develop an Indigenous faculty and staff mentorship program.
- Incorporate Indigenous targets into human resources strategies – for recruitment, retention, and promotion of Indigenous staff.
- Create a position for an Equity and Diversity Human Resources Consultant.