



Topic: Reconciliation

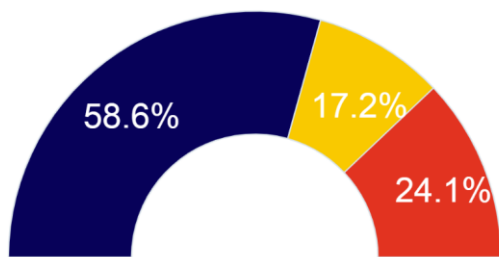
Introduction:

- The Truth and Reconciliation Commission's Call to Action 28 highlighted the special role of the law and of legal education in realizing the constitutional commitment to reconciliation. The Faculty of Law has undertaken a variety of initiatives to address the recommendations of the Truth and Reconciliation Task Force.
- In 2021, Queen's Law will be progressing its Truth and Reconciliation Committee working group, which will steward the implementation of the university's central task force recommendations and identify other opportunities to drive institutional change to create a more welcoming environment for Indigenous students, staff, and faculty.
- Queen's Law is committed to increasing Indigenous representation within the legal profession, and supporting the Indigenous students who choose Queen's. In October, after an extensive consultation process, the university approved a decision to de-name the law school building. In late 2020, the Faculty began a recruitment process for the David Sharpe Professorship in Indigenous Law to advance our commitments to the research and teaching of Indigenous legal studies, including the laws, legal traditions, and systems of governance of Indigenous peoples.

Context: As reflected in the Discussion Paper and in this survey, the Strategic Planning Committee has identified three policy-making pillars—(A) the role of a Queen's legal education, (B) enhancing research excellence, and (C) funding our mission—and three values to be pursued and realised within each pillar: (1) reconciliation, (2) internationalization, and (3) equity, diversity and inclusion.

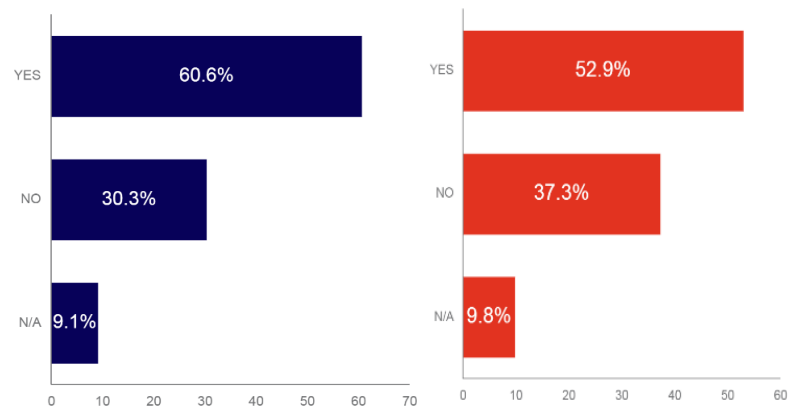
Are the three policy-making pillars the right ones?

■ YES 59
 ■ NO 17
 ■ N/A 24



QUESTION:

Should the Faculty hire for a position expressly in Indigenous Law, perhaps by fundraising for a Chair?



All respondents

Student responses



“We need to create a climate in which Indigenous students will flourish, and provide a legal education that trains jurists to navigate the commitment to reconciliation with sophistication, care, and understanding.”

Strategic Framework Discussion Paper

Respondents were asked to rank the following measures to Indigenize the curriculum by the order in which Queen’s Law should prioritize them, from most essential or most urgent priority first, and then the other measures in descending order:



QUESTION	1	2	3	4	5
Mandatory first year seminar	16.67%	27.78%	20.37%	22.22%	12.96%
Indigenous full-time faculty	37.04%	24.07%	14.81%	16.67%	7.41%
Indigenous speaker/scholar series that invites Indigenous scholars and Knowledge Keepers to Queen’s Law	20.37%	33.33%	25.93%	20.37%	0.00%
Assisting Faculty in introducing Indigenous perspectives in their respective courses	12.96%	14.81%	37.04%	33.33%	1.85%
Other	12.96%	0.00%	1.85%	7.41%	77.78%

QUESTION: How can we support and encourage existing faculty who wish to introduce Indigenous perspectives into their course offerings and research so as to ‘mainstream’ Indigenous perspectives into Queen’s Law more generally?

Prominent responses:

- Introduce courses into the curriculum that provide Indigenous perspectives
- Permit faculty to take professional development/ competency training around Indigenous rights and incorporating Indigenous perspectives into their courses
- Promote open discussion, debate, and critical thinking about Indigenous perspectives and matters that relate to Canadian law
- Invite/ retain guest speakers who have expertise and experience with Indigenous perspectives (potentially provide an honoraria for speaking)
- Dedicate an event during Orientation Week to showcase how faculty members are incorporating Indigenous perspectives into their course offerings
- Establish mandatory modules in each course that relate to Indigenous perspectives
- Establish a balance whereby Indigenous perspectives, which are often introduced in a theoretical manner, are addressed and explored in a practical, tangible way
- Incorporate Indigenous issues as part of traditional courses such as property, criminal and constitutional courses
- Take a measured approach through respectful engagement with Indigenous communities, and incorporating research and reflection on how prominent issues should be best addressed, and ultimately taught