

As if Equity Mattered...:

The Difference Difference Makes

Highlights of the 16th Annual Cross-Faculty Teaching Forum

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Preface

You hold in your hands a record of the Instructional Development Centre's (IDC) Cross-Faculty Teaching Forum (CFTF), 2004. The Forum was organized in response to an invitation from the Senate Educational Equity Committee to address issues of equity in higher education, and to assist in carrying out Senate policy. The ideas and strategies generated were so dynamic, insightful and inspiring that the IDC Faculty and Staff wanted to create a faculty resource documenting the event. We hope it will stimulate further interest, inquiry, and dialogue among faculty (and students) on issues pertaining to equity and diversity in universities and colleges.

This publication brings together introductory and background material, including the history of the CFTF and a synopsis of the keynote address. We have summarized the concurrent sessions, which addressed equity issues with respect to attitudes and beliefs, policies and resources, curriculum design, teaching, evaluation, and technology. You will read about the experiences of students who identify themselves as homosexuals, aboriginal peoples, international students, and people with learning disabilities. We conclude with an account of the closing session, but hope that you will be motivated to continue exploring issues of diversity. To that end, we provide a list of recommended reading, teaching tips, and an assessment of the CFTF by participants. The IDC welcomes your thoughts, ideas, strategies, and questions.

What is Equity?

What is equity? Equity is more than treating everyone the same. It goes beyond removing discrimination, or barriers and obstacles. Equity is about "levelling" the playing field because we do not all come to higher education with the same privileges. It is about making learning opportunities equally accessible to all.

We are currently experiencing an increasingly diverse context in Canadian higher education: diverse students, diverse faculty, and diverse curriculum. Living in a society that is dedicated to equal rights for all, we must commit to equity in practical, pragmatic, and concrete ways, not just abstractly and theoretically. To make equity happen, we have to work proactively against the existing status quo, which is based on the preservation and maintenance of privilege, resulting in an imbalance of power. If we don't work against it, we reinforce it.

We need to become more aware of how our teaching standards, attitudes, beliefs, and values are often not fully conscious, particularly because we are often left to teach and work without any expectation of critical reflection on these

issues. Diversity presents us with the opportunity to develop our own critical consciousness, to perceive how culture does not affect “them” alone, but ourselves as well.

We need to learn how to critique the ways in which we have unconsciously benefited from being privileged. When our perceptions and world view are openly challenged by diversity, we have the opportunity to grow. When we examine our work and try to see the many ways that groups of people – real people – are habitually “missing, misrepresented, or marginalized” in the content we teach, we will hopefully be compelled to broaden what we mean by “getting” an education.

Education is a right in our society. Our universities are morally, legally, and pedagogically obliged to do everything possible to ensure it is a right that can be exercised by all individuals, and obtainable by all peoples who make up our society. Diversity is not a *problem*. It is not a problem that takes precious time to resolve, detracting from the traditional goals we set. Diversity is a *challenge*. This challenge is “academic gold,” with the potential to produce valuable insights and understanding. Indeed, research has repeatedly revealed that addressing diversity impacts student learning and development positively.

We should say up front – in our syllabi, in our course materials, even in the postings on our office doors – that we are actively working to create positive spaces and embrace all forms of human diversity, whether of language, culture, race, sexual orientation, religion, disability, or gender. Diversity can be a sensitive and emotional issue, which often inclines us to a delicate approach. But it may be that we need to be less delicate and name differences where they exist so as to see them more clearly. We have accomplished much to be proud of, but so much more remains to be done.

We need to help students find or develop the language they need to write their own stories in order that they are not written for them by power structures without their best interests at heart. In the process, however, we must also be careful not to impose our own language on our students. This is a part of what “empowerment” means in education: students can have more power and more self-efficacy in their lives when they have the ability to write their own world and not have it named for them by others.



During the closing session, Dr. Enid Lee spoke of “The Eight Rs,” concluding with “Rejoicing.” She acknowledged that it can be depressing to do the work we do: slow, resisted, ignored, too often unappreciated. At these times, “we need to think about the changes we have made and rejoice in what we have done. We to think that we *can* challenge the status quo and that we

can move the agenda forward in terms of human experience. And it is in human terms that we will always measure this.

Equity is both a legal term and a fact of people's lives that has resonance in their dreams, in their aspirations, and the very breath that they breathe every day they wake up."

During the CFTF, faculty shared many ideas about what can be done as well as their successes with teaching equity and diversity. They touched upon so much but we can only highlight a small sampling here. Participants spoke of the need to be flexible in evaluation and in the design of curriculum, thinking of ways students can be invited into the process. We need to think about the physical design of our classrooms and the architecture of our schools. We have to think of new ways to internationalize the classroom. We need to think about how we can redistribute our classroom and curricular resources to make our pedagogy more equitable.

We need to consider how student comments are solicited in class. We need to reflect on how we decide whose knowledge is authoritative and who should decide what students learn. We need to get away from rigid testing materials and limited, out-of-date syllabi with objectives and prerequisites that may unintentionally exclude and discriminate. We need to give students some ownership in the classroom, inviting their voices and feedback. We need to incorporate more mentoring groups and peer tutoring, breaking down the traditional hierarchy of the classroom. We should set our sights beyond end-of-term finals and quantitative evaluations and seek feedback on how we do, rather than limiting ourselves to thinking only in terms of how well "they" have performed relative to our expectations.

We need to consider how to deal with racism, homophobia, sexism, and other "isms," when they occur in class. As teachers, we should be sensitive to students from different language backgrounds. We need to establish alternative ways to enable better discussion of equity issues between faculty and students. But we need not *only* place the emphasis on what *we* do, because if we do too much we risk becoming paternalistic. We might consider ways to do better by doing less, by letting go of the reins of control in the classroom and letting the students do more to contribute to the process of learning.

Contemplating the incorporation of equity in the classroom can seem daunting. But we can start small and make incremental changes. Make a statement about your philosophy of education at the very beginning of class. Be clear that you value diversity and equity in what you teach. Find different means of inviting students to speak with you or enter into a dialogue with you. Repeat the invitation often.

We hope these highlights of the 16th Annual Cross-Faculty Teaching Forum will assist faculty to share what they know and what they have observed and help carry the equity agenda forward into the future.

Acknowledgements

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- **The Cross-Faculty Teaching Forum (CFTF) Planning Committee** for their hard work and dedication and the time and expertise they devoted to planning and organizing this event:

Joy Mighty (Chair)	Instructional Development Centre
Mary Margaret Dauphinee	University Advisor on Equity
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Stephanie Simpson	Human Rights
Magda Lewis	QUFA Feminist Caucus
Barbara Roberts	Health, Counselling & Disability
Elaine McDougall	VP Academic (Faculty Relations)
Jackie Moore Daigle	Aboriginal Teacher Education Program
Sue Hendler	Women's Studies
Susan Anderson	International Centre
Tony Young	Student
Jonathan Rose	Political Studies & Learning Technology Unit
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Phil Goldman	Law

- **Dr. Enid Lee** for her expert and insightful delivery, grounded in a wide range of personal experiences with inequity, research projects, and consulting assignments.
- **Facilitators** for their efforts to create a teaching and learning environment that values diversity and to elicit questions, concerns, and solutions pertaining to equity.
- **Resource Exhibitors** for displaying and describing for participants the wide range of excellent resources available to help them in their efforts to promote equity in teaching and learning at Queen's.
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- ***Student Panellists*** for their willingness and their courage to speak openly about the challenges they have faced and share their personal experiences with inequity at Queen's. Their honesty and openness revealed the urgent need for action to remove the barriers that impede the achievement of educational equity for all students.
- ***Dr. Suzanne Fortier, Vice Principal, Academic***, for her remarks that affirmed the importance Queen's University places on ensuring that equity is a cherished value in our community.
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Table of Contents

Preface	i
Acknowledgements.....	v
Table of Contents.....	vii
1. Introduction	1
1.1 About the Cross-Faculty Teaching Forum.....	1
1.2 Welcoming Remarks	2
1.3 Introductory Remarks	3
1.4 Introduction to Dr. Enid Lee.....	4
2. Keynote Address: Putting Equity on the Table.....	5
2.1 Defining Equity	5
2.2 Six Aspects of Equity Work	6
2.3 Evaluating the Outcomes of Teaching for Equity	7
3. Concurrent Sessions.....	9
3.1 Exploring the Big Picture	10
3.1.1 Attitudes and Beliefs	10
3.1.2 Curriculum Design	13
3.1.3 Policies and Resources	16
3.2 In the Classroom	18
3.2.1 Evaluating Teaching	18
3.2.2 Evaluating Learning	20
3.2.3 Teaching	24
3.2.4 Teaching	26
3.2.5 Technology	28
3.2.6 Technology: Information and Communications.....	31
4. Student Panel Discussions	32
4.1 Introduction	32
4.2 Rob Bickford.....	32
4.3 Michelle Daigle.....	33
4.4 Soodabeh Salehi.....	34
4.5 William Wegenast	35
4.6 Concluding Comments	36

5. Closing Session	37
5.1 Introduction	37
5.2 Stand Up and Share.....	37
5.3 Evaluating Professional Development Sessions	37
5.4 The Eight Rs	37
6. Bibliography	40
6.1 Books	40
6.2 Articles	44
6.3 Videotapes	51
6.4 Web-sites	52
7. Teaching Tips for Equity in the Classroom	54
7.1 Strategies for Teaching Inclusively.....	54
7.2 Discussion Controversial Issues	55
7.3 Equitable Course Content and Assessment.....	57
8. Evaluations	58

1. Introduction

1.1 About the Cross-Faculty Teaching Forum



The Cross-Faculty Teaching Forum has been engaged in university-wide faculty development at Queen's since 1985. This broadly-based group of faculty organizes an annual conference on teaching and learning issues, bringing to the campus a variety of gifted presenters and offering participants an opportunity to explore important issues of teaching and learning.

The 2004 Forum was organized by the Instructional Development Centre in response to a request by the Senate Educational Equity Committee for an event dealing with equity and diversity in the university.

A series of social, political, economic, historical, and environmental forces have combined to make human diversity, including diversity of race, ethnicity, gender, age, occupation, skills, education, sexual orientation, physical abilities, teaching and learning styles, religion, language, class, or any of the other ways in which we differentiate ourselves from those around us, a fact of life. The university, a microcosm of our society, reflects this diversity. It is a challenge. Unfortunately, classroom diversity is experienced negatively by some of our students while experienced positively by others. In such a situation, inequity exists. One of the greatest challenges we currently face as university teachers is to use the opportunities presented by diversity to enhance the quality of teaching and learning so that every student in our classrooms has an equal opportunity to succeed. At the 2004 Cross-Faculty Teaching Forum, we explored some specific challenges and opportunities raised by diversity in the teaching/learning environment. In particular, we examined how our attitudes and beliefs, policies and resources, curriculum, teaching, evaluation processes, and use of technology, can create barriers to, or facilitate the achievement of, educational equity for all students.

For further background and information on diversity and equity issues and how Queen's policy has been established to deal with these concerns, see www.queensu.ca/secretariat/seec.

1.2 Welcoming Remarks



Dr. Joy Mighty, Director, Instructional Development Centre

Dr. Joy Mighty welcomed attendees, who included not only Queen's faculty, but visiting colleagues from Carleton University, the Royal Military College, St. Lawrence College, Trent University, and the University of Ottawa. She also welcomed the presenters, who included keynote speaker Dr.

Enid Lee, the facilitators of concurrent sessions and student panellists. She was especially grateful to Dr. Fortier, Vice Principal Academic, of Queen's University, whose presence and assistance spoke volumes about her commitment to equity and her recognition of its importance.

After The Senate Educational Equity Committee proposed a session on equity, the Instructional Development Centre invited a wide range of other units to participate in establishing a committee to plan the forum. This committee included members from:

- The Human Rights Office
- The Office of the University Advisor on Equity
- The Senate Educational Equity Committee
- Health, Counseling, and Disability Services
- The Aboriginal Teacher Education Program
- The Aboriginal Council
- The International Centre
- Women's Studies
- Law
- Political Studies' Students
- The Learning Technology Unit
- The Queen's University Faculty Association Feminist Caucus
- The Office of the Vice Principal of Academic, Faculty Relations
- The Queen's University Faculty Association
- IDC Staff

In order to brainstorm session topics, the committee asked themselves, "What if equity mattered"? The questions they asked underpin many of the sessions, conversations, and questions engaged at the forum:

What if we designed our **curriculum** as if equity mattered? What if we **taught** as if equity mattered? What if we **evaluated teaching and learning** as if equity mattered? What if **resources** were provided and maintained as if equity mattered? What if all the **policies** at Queen's were

developed or revised as if equity mattered? What if we used **technology** as if equity mattered? What if the **attitudes and beliefs** underlying all that we do demonstrated that equity mattered? What would our academic community be like? What would it mean for faculty, for administrators, for students? Would we do things any differently? If so, how? What would our world **really** be like if equity **did** matter?

These questions led to the conference title, "... As if Equity Mattered, the Difference Difference Makes."

In response to our invitations to this forum, 72 faculty and students came. Despite diversity, we all share in our passion for equity and commitment to making it work. What we have here are different perspectives on creating an educational environment that values diversity and achieves equity.

1.3 Introductory Remarks



Dr. Suzanne Fortier, Vice Principal, Academic

Dr. Fortier spoke of how Queen's University, as a community, made a commitment to making equity matter. She referred to the Educational Equity Policy Statement which was approved by Senate. (See www.queensu.ca/secretarit/senate/policies)

She firmly believes that one of the essential values at a university is the equal dignity of all persons. Queen's cherishes the diversity of human experience and backgrounds and the freedom of individuals to study, teach, work, and carry out their research without fear of harassment, intimidation, or discrimination. The promotion of diversity is a source of strength and innovation in the university. The acknowledgement of the importance of diversity must inform all levels of the community.

Dr. Fortier went on to say that it is not enough to put these values into policies, but that we must also think about how we are making policy. If we are truly committed to equity, we must go beyond making policies and ask what we are going to do to make sure these policies are a part of our university, a part of what we do on a daily basis. This is why such an event is so important. It is important to go beyond words and ask questions about what we are going to do in our classes, in our teaching, in our research, to help us make real progress as a community and as a culture.

1.4 Introduction to Dr. Enid Lee

by *Dr. Joy Mighty*



Dr. Enid Lee, Director, Enid Lee Consultants Inc.

Dr. Lee was invited as the keynote speaker not only because she is internationally recognized for her work on diversity in education, but because she already has connections to Queen's University. She received an Honorary Doctor of Laws from Queen's in 1992 for her contribution to the development of antiracist education in Canada.

When Joy Mighty once had the good fortune to hear Dr. Lee speak at a conference on equity, she was struck by Dr. Lee's dynamic manner of presentation and by the authenticity she brought to the subject. This authenticity is the result of over 35 years of work experience in educational systems at *all* levels. Dr. Lee has over 30 publications, largely in the area of race. Although Dr. Lee now does most of her work in the USA, she has made significant contributions to the understanding of diversity in Canadian education. Wherever she works, Dr. Lee stimulates and invigorates her audiences in their journeys to make equity matter.

Dr. Enid Lee is Director of EnidLee Consultants Inc., and began her teaching career as a classroom teacher 35 years ago. Today she is an accomplished "front-line teacher," teacher educator, researcher, writer, consultant, facilitator, and speaker. She has taught in the Caribbean, Canada, and the USA, and has been involved in the professional development of instructors for two decades. She consults internationally on anti-racist, inclusive, and equitable education.

Through her consulting firm, Dr. Lee assists educational institutions to restructure themselves continuously for equitable outcomes for all students. She has pioneered the equity-centred initiative, *Putting Race on the Table*, which is designed to help instructors and administrators develop the skills, knowledge, and wills to create and maintain equity-centred classrooms.

Dr. Lee has served on numerous boards and commissions on equity issues concerned with education, immigration, and employment and has been an advisor to leaders in education, social services, and cultural and arts organizations. She is currently a Visiting Scholar with Teaching for Change in Washington, D.C. and formerly held the same position at The New Teacher Center, University of California at Santa Cruz.

2. Keynote Address: Putting Equity on the Table

2.1 Defining Equity

For Dr. Lee, equity does not mean treating everyone in the *same way*, but rather doing what it takes to get everyone to the *same place*. To change the nature of the educational landscape, we need to engage in activities that level the playing field for those who start from different places. If we continue to do what we have always done, we wind up with what we have always had; if we follow the status quo, we end up with the status quo. Working for ways to change the status quo means non-neutrality in our actions. We need to destabilize the accepted and lived norm.

Destabilizing the status quo can be discomfoting. There are those who would prefer not to change, particularly if they benefit from the system as it stands. Dr. Lee recalled finding a note after one of her presentations. It quoted Lenin, "Forced equal opportunity is not what I am in favour of" adding, "We need to get rid of thinking like yours." Dr. Lee commented wryly that at least the person who left the note understood the presentation. But she is accustomed to such criticism and knows that such responses indicate at a minimum that those present do *not* go home thinking of business as usual.

Equity is a challenge to the existing social order and social process of ordering. Without a doubt, the current social order is inequitable. The inequities inherent in it have to be named. And they have to be named in three areas: content (i.e., course content), climate (the learning environment and context), and pedagogy (the ways in which we teach and learn). We cannot address inequity unless we know what and where it is.

Content too often has the patina of "truth" to our students, if not to the professoriate. Content is our knowledge base, but there are many ways in which particular people(s) are missing, misrepresented, or marginalized. We have a responsibility to investigate who is missing, misrepresented, or marginalized in our course and curriculum content. By way of example, Dr. Lee spoke of how articles had been removed from the government-sponsored education database, ERIC, because they no longer reflected the dominant ideological position. Sometimes we must introduce content, and sometimes we must remove it.

We must always remember that equity is a *human* issue, affecting real, individual human beings. Equity and inequality have personal repercussions, and are not simply abstract statistics or broad social issues. Dr. Lee recalled a teacher who had attended one of her presentations. In order to create a more equitable classroom, he arranged to have his students translate their progress reports at parent-teacher interviews with ESL parents. The teacher's strategy had a

profound impact on one parent, who tearfully expressed his gratitude at finally being able to hear about and understand his child's progress. We must see the human face of our actions to make a difference.

In summary, in seeking to achieve equity we need to:

- Challenge the existing order by recognizing and naming inequities;
- Critique the ways in which the knowledge base excludes some groups; and
- Make sure that we understand the human implications of our actions.

2.2 Six Aspects of Equity Work

In our equity efforts, we must do six things: make inequity tangible and close to home; connect and link oppressions; take an historical perspective; uncover the cultural bias in which we live and work; recognize the importance of social group membership; and maintain a tension between hope and urgency in our equity work.

In order to make equity work, we have to *make inequity tangible and close to home*, and this can be uncomfortable. It is not somebody else's problem in some other place. It is our challenge, here and now. To make equity tangible, we have to name it. Naming inequities can be particularly uncomfortable in Canada, where we tend to be delicate about such matters, but it is necessary. We can bring equity close to home through our personal actions in the classroom. When teaching content, we can question and reveal who we are talking about, who is being addressed, and who is reflected and who is not. We have to point out the everyday experience of exclusion, in terms of who is here and who is not here, whether in terms of gender, race, language, culture, sex, class, and so forth. We have to pay attention to the social groups who are marginalized at the sidelines.

Second, we need to *connect the various kinds of oppressions*. Too often, people engage in "olympics of oppression" in which there is a hierarchy of oppressions. It is easy to think of different kinds of inequities as mutually exclusive, leading to arguments about which inequity is most important and most deserving of being addressed. Instead, we need to see how all inequities and oppressions are linked. While one may choose to focus on a particular oppression, Dr. Lee suggests that it should be a *lens* through which one sees other kinds of oppression. For example, she uses race as a lens through which to analyse oppressions of gender, age, sexual orientation, class, and so on. The picture is incomplete unless all oppressions are recognized.

Third, we need to highlight the *historical perspective* in our work. Inequity is not something new. Canada has a legacy of inequity with deep roots. For example,

the inequities faced by First Nations peoples when European settlers first arrived continue to be faced by more recent immigrants. There are recurring patterns of inequity. We need to be aware of how inequities have come about. Being aware of the historical dimension of inequity also reminds us that it can be changed.

Fourth, we need to uncover the *cultural bias of all curricula*. Every discipline and department has its own histories and values. By way of example, Dr. Lee named technology which tends to be considered innovative and outstandingly “new.” And yet the Internet connects the universe in ways similar to those already long established by other cultures and traditions, such as Native smoke signals and African talking drums. We need to think about how the bases of our curriculum might be fruitful or alienating.

Fifth, we need to acknowledge the significance of our *social group membership*. All social groups – whether based on gender, age, sexual orientation, race, etc. – have a culture. We bring all that we are into our work. We need to acknowledge our own social group identity in order to use it to achieve our equity goals. We also need to recognize which social groups are missing in the classroom, and challenge ourselves to put them there. Individual students are not isolated individuals, but they are rather part of social groups whose stories they then help bring to the classroom.

Finally, we need to maintain a *tension between hope and urgency*. Working for equity can be discouraging because sometimes it feels as though all has been said before, but nothing has changed. That is when we must remember and recognize all that has been accomplished and regain hope. On the other hand, it can be easy to become smug, patting ourselves on the back for attending another diversity forum or organizing another equity workshop. We need to recall a sense of urgency as there is still much to be done.

2.3 Evaluating the Outcomes of Teaching for Equity

To give participants a sense of the possibilities and change that can arise from doing equity work and training, Dr. Lee reported the results of a study she conducted at The New Teacher Center of the University of California at Santa Cruz. She assessed participants’ attitudes towards equity before her program entitled “Making Equity Explicit,” and afterwards. She found a significant shift in attitude as a result of participants’ developing a conviction that equity can be built and embedded into the curriculum. Before the program, participants wrote, “I don’t believe in tribalism,” “I would like to see the day when we don’t mention differences,” and “I know I have blind spots but I don’t know what to do about them.” Afterwards, one participant wrote, “I tried to come with the attitude, ‘what can I change’ rather than ‘what’s wrong with them?’” This

participant accepted responsibility for change rather than attributing a perceived problem to others. Others wrote, "People in all their diversity are riches," "I am examining my own cultural biases with vigour," and "I am taking off my blindfolds and looking at those who are disengaged."

Classroom diversity is untapped academic gold rather than a deficit that has to be managed. Rather than see diversity as a problem, we need to see its benefits. Thus we need to challenge our pedagogical approaches, such as how we ask questions or how we design assignments. We also need to take equity beyond the classroom to committees, hirings, and curriculum review. We can, of course, expect resistance. After all, some people benefit from the status quo and it is not unreasonable for them to resist change and avoid discomfort. We must expect resistance in ourselves, our colleagues, and our institutions. If resistance were not there, everything about university education would be different, from the physical environment to presentation methods. The fact that higher education is the way it currently is attests to the reality of resistance. That is the urgent reality. But we must also remain hopeful that we will effect change in the status quo.

3. Concurrent Sessions

There were several concurrent sessions offered throughout the day. They consisted of facilitated discussions on key topics pertaining to equity and diversity. Sessions were categorized under one of two umbrella themes: “Exploring the Big Picture” or “In the Classroom.” “Exploring the Big Picture” included sessions on: Attitudes and Beliefs, Policies and Resources, and Curriculum Design. “In the Classroom” included sessions on Teaching, Evaluation, and Technology. At each of the sessions, volunteers noted what they considered were the most interesting and significant points. “Bright Ideas” were also identified for each session and displayed for all participants to read during the closing plenary.

Information about each of the facilitators may be found at the following websites.

Mary Louise Adams

www.phe.queensu.ca/faculty/Adams.html

Sheryl Bond

edu.queensu.ca/~bonds

Robin Dawes

www.cs.queensu.ca/home/dawes

William Egnatoff

educ.queensu.ca/~egnatoff

Phil Goldman (not available)

Roberta Hamilton

www.queensu.ca/sociology/Faculty/Hamilton.htm

Diana Hopkins-Rosseel

www.rehab.queensu.ca/faculty.asp?UserID=hopkinsd@post.queensu.ca

Lynda Jessup

post.queensu.ca/~llj1

Jonathan Rose

www.queensu.ca/politics/rose.html

3.1 Exploring the Big Picture



3.1.1 Attitudes and Beliefs

Facilitated by Dr. Roberta Hamilton

Abstract: *Ensuring that classrooms are places in which everyone's contribution is valued may have very personal, as well as technical implications. Equitable teaching challenges and transforms. Our attitudes are formed in relation to our cultures, customs, practices, ideologies, values, and norms. What are some of the attitudes and beliefs (in the community, in the department, in the classroom, in ourselves...) that inform our ability to teach equitably?*

The session began with participants identifying their questions, concerns, thoughts, and interests they had about attitudes towards and beliefs about equity.

University Attitudes & Beliefs

Several participants agreed that the University is either outright antagonistic regarding equity efforts, or at best disengaged. For example, one person called the equity environment at the University hostile. Another worried about the “lip-dance” (i.e., lip service) given to equity issues at the University. Another observed that the 1980s were an exciting time of change but considerations of diversity in admissions seem recently to have diminished in certain departments. Perhaps the University has become so overly concerned about offending someone that the response to equity issues has become too refined and delicate. The concern that invisible disabilities are often forgotten in discussions about equity issues was also raised. At the same time, participants pointed out that we cannot afford the luxuries of anger and hopelessness. We must take action.

Yet another person felt that faculty are no longer encouraged to teach equity issues. Interest was expressed in hearing how other faculty feel about attitudes and beliefs relating to equity. There was concern about how to address equity issues with people who are not inclined to attend sessions such as the CFTF. Another participant wondered why attitudes and beliefs in the University appear to be different from those in industry, and questioned why the University doesn't place more value on experience and make knowledge more accessible.

Addressing Equity in the Classroom

One participant asked how to “incorporate differences” in the classroom when one does not always know what they are? That person wondered if it would be appropriate to ask explicitly about those differences. Another had a similar concern, aware that the knowledge base of even the well-intentioned is always incomplete. Yet another observed that addressing equity issues openly in a course can cause concerns and anxieties for students of colour, who may be uncomfortable with equity content. How can teachers affect climate, segregation,

or “ghettoization”? One participant wanted to find ways to make issues of equity more real for students, particularly those unaware of diversity, or unused to dealing with it. Concern was expressed that there are those who are not concerned with unintended racism, as though only intentional racism has consequences.

Other participants worried about how to address problematic attitudes and beliefs expressed in the classroom. For example, how should a teacher confront impolite expressions of negative attitudes about equity? What if the expressions are actually stated *politely* instead of impolitely? One participant noted that it may be more effective to “make it painful” for people to hold certain attitudes or beliefs than to try to change them.

Participants also commented on:

- Interest in the transmission of cultural and technological knowledge
- Interest in past, present and future attitudes
- Concern about imposing equity measures on equity groups
- Concern about equity in the professions

Dr. Hamilton noted that there seem to be places in the University created to deal with the inequities that the University produces as a result of carrying out its usual business. However, she noted that many of us, as instructors, have tried to revise the curriculum only to be faced with hostile reactions. We cannot seem to change the canon; we just play around the edges. She suggested that she has tried to find ways of minimizing hostility while remaining challenging. Since trying to *force* certain ways of thinking is antithetical to the mission of the University, she asked how we can promote equity and diversity without prompting defensiveness?

After having identified areas of concern and interest, participants suggested strategies for affecting attitudes towards and beliefs about equity.

1. Start with understanding your own situation and personal challenges; model openness and respect for equity. You have the personal power to create a space where differences can be heard.
2. “Each one, teach one.” It may be too much for us to expect to reach everyone all at once. But we can aim to affect at least one student.
3. Allow even racist ideas to be expressed so that they can be questioned. We need to name the issues, and we need to provide the opportunity for students to test their ideas with their peers.
4. Professors would do well to remember what it was like to be a student on the other side of the desk.

5. Learn to value *discomfort* because it signals learning. Nobody ever said learning was easy. We should write experiences of discomfort down and reflect on them.

Dr. Hamilton commented that a number of years ago, she aimed to change *behaviour* with the expectation that *attitudes* would follow. She is no longer convinced that this approach actually causes attitudes to change. She now challenges inequity while continuing to value the individuals who express it. She “hates the sin but loves the sinner.”

Dr. Hamilton concluded by summarizing the discussion, and suggested that we should remain aware of ways in which equity and diversity have become sanitized and decontextualized. Inequity is about entrenched power, unearned privilege, and undeserved disadvantage. We all need to reflect on where we locate ourselves within the power structure.

Bright Ideas





3.1.2 Curriculum Design

Facilitated by Dr. Sheryl Bond

Abstract: *What knowledge, skills, and attitudes do we expect our students to have when they leave our programs? What assumptions about our students underlie the choices we make about the structure and sequence of our course content, the learning environments we create, and our assessment procedures? This session explored factors to be considered in designing our curriculum to meet the diverse needs of all our students.*

Participants were asked to comment on factors that make a difference to equity in their work environment.

Curriculum

Many participants focused on curriculum. One was interested in introducing an appreciation of diversity into the curriculum. Another, when formulating new curricula, is very conscious of issues of ability and how students might engage in coursework. A third was particularly interested in the relationship of international students to the curriculum. Indeed, one participant was undertaking research examining how faculty understand the concept of “internationalization” on our campuses. A fourth observed, “My discipline of art in a sense ‘feeds’ off inequity and is inspired by inequity. As faculty, how might I fashion courses that address this phenomenon?” Finally, someone expressed concern about the “inherent biases in assessment instruments.”

Networking & Resources

“Networking” of different types came up several times during the discussion. One participant wanted more opportunities for faculty to support each other. Another pointed out that good resources are already available on our campuses but we need to expand our networks in order to make better use of them. Faculty are also learners in this process. Curriculum ultimately should give space for learners to explore, but also for faculty to grow. One participant wanted to know, “Can I be put in touch with others who are doing this work?”

Some participants spoke of the potential of networking beyond faculty, and the barriers to it. For example, one person wanted faculty, staff, and students to be brought together to determine more directions for equity-related initiatives. Another observed that it was beneficial for her Head of the Department to have taken Positive Space Training. But someone else noted that with the present

structure, it is difficult for staff to become partners with faculty in equity matters. Another lamented, “I find what is missing is the human face in our administration work.”

One person is concerned with those who are *missing, marginalized, and misrepresented*, as Enid Lee put it in her opening plenary. Some have turned to theorizations of inequities, including Queer Theory, foreign language education, and feminism, to make a difference in equity in their work environments. One person requested a reading list, which has been provided at the end of these Proceedings.

Of course, time is always an issue. One participant urged, “We need to ask ourselves manageable questions so as to maintain that creative tension between hope and urgency to which Enid Lee referred.”

Admissions

Three participants raised concerns about admissions. As one said, “I am concerned about the existing climate in terms of admissions. Some of our selection policies might be counter-productive.” Someone from St. Lawrence College noted that some programs are “gendered,” such as child-care, making it difficult to admit an equal number of men and women.

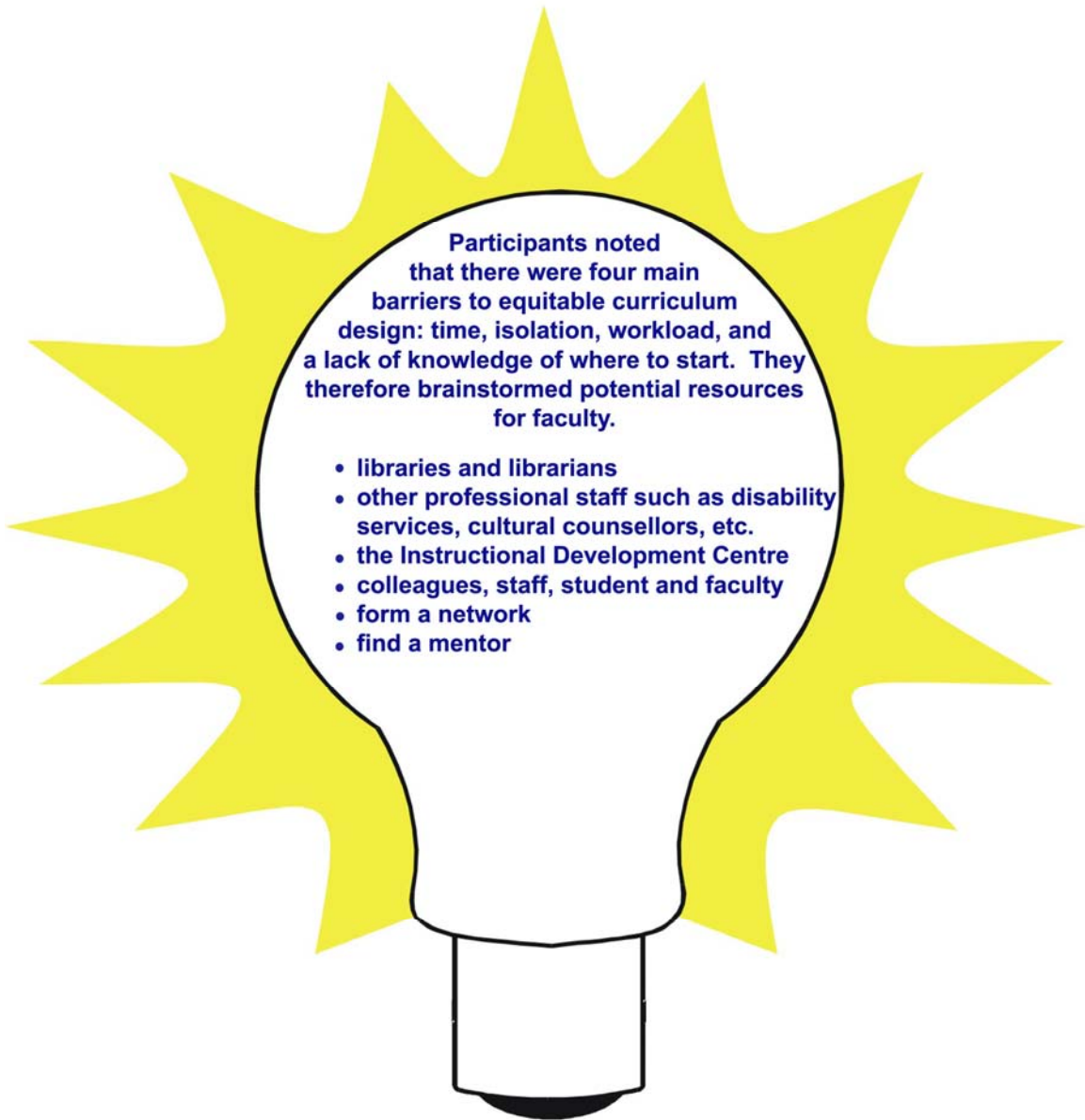
Additional Comments & Observations

Participants raised a number of other issues and concerns:

- St. Lawrence staff want to recognize the effect of “difference” in the classroom by providing appropriate resources. What opportunities might follow?
- I want to see more empowerment of students.
- I have been retired for a few years and want to see what progress might have happened of late.
- Resources are sometimes used to shut us down or to evaluate academic direction.
- How do I get to meaningful change? There are barriers to understanding another’s experience, e.g., language.

Participants planned to establish an internet discussion list, called the Curriculum Support Network, dealing with some of these issues.

Bright Ideas





3.1.3 Policies and Resources

Facilitated by Dr. Jonathan Rose

Abstract: *Policies are generalized rules designed to benefit all, but in the context of diversity, benefits may not always be the case. Are you aware of the relevant policies and the resources that are available to you as a teacher? How do they facilitate or impede equity in the classroom at Queen's?*

The comments made and questions raised in this session fell into two broad topics.

Limits and Problems of Policy

The session started with one participant noting that equity *requires* discrimination given that treating everyone the *same* is discriminatory if people have specific circumstances that need different attention and response. To begin, therefore, we need a new definition of “discrimination.” Another participant asked, “Are policies *bound* to be exclusionary and disabling?” Policies privilege certain experiences that need to be interrogated. We need to uncover the taken-for-granted. We expend a lot of energy demonstrating continually why or how policies create a negative impact on those to whom they do not apply. We have a need for a consistent way of documenting exceptionalities, an indication of policies that do not accommodate. Finally, we need to monitor whether the results of policies meet the expectations that motivated them.

Creating Policy

The relationship between policy and culture is key, as one participant put it. We need to be aware of the tension between the policy (“the letter of the law”) and the real lives of people. We also need to clarify what is the *ideal* policy versus what is *actually* possible. We must also query the purpose of policy in equity: do we need policy to ensure that no additional barriers are put in place?

In writing policy, the connections with equity have to be determined ahead of time, recognizing that treating everyone the same is not necessarily equitable. Individual policy, for example, challenges the policies that assume equal treatment of everyone. But is individualized policy possible as, for example, with accommodation? We need to challenge ourselves: how far away from the norm are we moving? Should policies be written in response to specific situations? What resources do inclusive versus non-inclusive policies require, and are we prepared to pay the price?

We need to collect data about what is being done elsewhere, rather than reinvent the wheel. We also need to interrogate the assumptions we make when we write policy. Whose interests do we take into account? Whose do we not? The University's? The students'? Which students? Which faculty? Which staff? We must also consider how we define the community for which policy is being made: how do we define ourselves at Queen's University? And how does this definition influence what policies we might create?

Bright Ideas



3.2 In the Classroom

3.2.1 Evaluating Teaching Facilitated by Dr. Phil Goldman

Abstract: *We tend to view evaluation as a neutral concept. But the processes of evaluation in our teaching have huge implications for the creation of equitable learning environments. This session explored how, why, and what we evaluate.*

Dr. Goldman began the session by asking a question: “How would you, as teachers, make sense of classroom equity in the evaluation of teachers?”

Student evaluations may be (indeed, often are) used to measure an instructor’s teaching. However, the Collective Agreement between the Faculty Association and Queen’s University stipulates factors to be kept in mind when interpreting student evaluations:

In using the University Surveys of Student Assessment of Teaching (USSAT) in evaluating Members’ teaching, Heads and Deans shall consider, any relevant factor, including but not limited to, whether the course is elective or required, introductory or advanced, whether it is being taught for the first time, whether new or alternative teaching approaches are being used, the facilities available given the requirements of the course, the subject matter, and any issues related to Article 9.1. (Article 29.4.8; Article 9 is the non-discrimination article)

Dr. Goldman and participants asked questions to stimulate discussion. How do we consider a faculty member’s race, gender, or disability when evaluating teaching? Should we give faculty at a disadvantage extra time or assistance during the pre-tenure process, for example? In other words, should we change standards of teaching, or accommodate people with special needs in order to assist them to meet the standards? The Ontario Human Rights Code says that we need to alter, but not drop, standards. It is important to note that “equity” does not mean lowering standards, but rather about making standards equally possible for all. How should one rate someone who is up for tenure when excellence in teaching is required but s/he has received comments like “difficult to understand” on his/her teaching assessments? Dr. Goldman suggested that we need more sophisticated measures of teaching effectiveness.

Participants also expressed concerns about student evaluations. One person talked about the issues arising from the professor’s lack of control. In some cases, for example, the number of returned surveys was greater than the number

of students attending the class when the survey was administered. The professor has no way to determine who completes a survey. Another person pointed out the problem of measuring faculty against departmental averages. The very nature of the “average” means that 50% of departmental faculty will be below the departmental average, even if all are excellent professors. Is the measurement of individuals against a departmental average equitable? Another faculty member commented that a minority of students who, in the qualitative comments area, write about a similar concern are heard by administration more loudly than the silent majority who may be silent because they do not perceive any problem at all. Thus, if a small number of students writes that they could not understand a professor, their comment will be given more weight and consideration than the fact that the vast majority of students did not think it necessary to comment on the teacher’s comprehensibility.

Dr. Goldman noted that USSAT is used exclusively for evaluating in the Promotion, Renewal, Tenure/Continuing process whereas an attendee suggested that student evaluations could effectively be used for formative feedback. Formative feedback provides opportunities for faculty to improve their teaching, whereas summative feedback evaluates teaching.

Bright Ideas





3.2.2 Evaluating Learning

Facilitated by Professor Diana Hopkins-Rossee

Abstract: *We tend to view evaluation as a neutral concept. But the processes of evaluation in our teaching have huge implications for the creation of equitable learning environments. This session explored how, why, and what we evaluate.*

To start the discussion, Professor Hopkins-Rossee asked participants to recall the last time they were formally evaluated, and the last time they formally evaluated someone else. Participants recorded how they felt about each experience, both in terms of positive and negative reactions. From there, Professor Hopkins-Rossee differentiated between measurement (collecting information on the frequency or extent of something), assessment (a broader term involving collecting information on the progress of a student's learning which may include measurement), and evaluation (judging the degree of merit or worth of the information collected).

Participants then considered the purposes of evaluation from both the instructor's and the student's perspectives. From the instructor's perspective, evaluation ensures that students are competent, helps students identify strengths and weaknesses, documents the level of skill attained by students, counsels and guides, relieves students' anxiety regarding their progress, motivates students, reviews performance and makes learning explicit, and identifies patterns of performance. From the student's perspective, evaluation determines pass/fail status or standing, provides information on performance to the university, highlights areas for growth, reveals successful improvement in response to feedback, provides encouragement on progress, and confirms suitability for a profession.

Despite the goals of evaluation and its potential benefits, there are many barriers to conducting thorough evaluation, such as the fact that it is a time-consuming process, it may be (perceived as) subjective, it introduces or calls attention to a power component of the student-teacher relationship, it may be an indirect evaluation of student performance, and it may evoke student hostility. Moreover, the evaluator may be unclear regarding criteria or standards of evaluation, resulting in inconsistent evaluations or the teacher's avoidance of evaluation. Evaluators may not be skilled in the evaluation process and may therefore be wary of it. Evaluators may also avoid being completely honest if they sense student anxiety.

Professor Hopkins-Rossee provided an overview of the elements of evaluation. Instructors may evaluate course components such as knowledge, skills, and

attitudes and behaviours, each of which may be relevant to cognitive, psycho-motor, and/or affective domains. She also introduced Bloom's taxonomy of learning, which provides a hierarchy of thinking skills from low-order thinking to high-order thinking. From the bottom to the top, the levels are: knowledge, comprehension, application, analysis, synthesis, and evaluation.

Evaluation may be provided in numerous ways, such in oral, written, practical, peer review, apprenticeship, audio-visual, and/or mixed formats. Evaluators also have flexibility in terms of how they collect information for evaluation, such as through direct observation, directed discussion, review of written records, simulations, case study analysis, journals, portfolio management, peer/employer/instructor feedback, outcomes (productivity, effective practice), client satisfaction surveys, problem solving/critical thinking tasks, and examinations.

Once evaluation has taken place, feedback is provided and again, there is much to consider. The evaluator should first consider whether the evaluation and feedback is summative (concluding a learning process) or formative (part of a continuing process of learning). Evaluation criteria should be specific, reliable, constructive, supportive, balanced, valid, useful, private, fair, honest, timely, and focused on outcome. Evaluators should be prepared for a range of reactions from students upon receiving feedback. They may respond with denial and isolation, anger, depression, acceptance, or hope.

The session discussion focused on equitable evaluation. Participants noted the difficulty of detecting inequity or ensuring equity in evaluation, not least because there are problems with defining equitable evaluation. Professor Hopkins-Rosseel noted that evaluators must be aware of common pitfalls in evaluating, such as the error of central tendency (if the evaluation is not specific or precise, a rating in the average range is often given), halo effect (the tendency to make a global judgment about a performance based on one or two incidents and to continue to perceive all future performance in a similar way), contrast error (the tendency to evaluate the student using oneself as the standard), and leniency bias (the tendency to avoid giving negative or critical evaluations).

To ensure equitable evaluations of students, Professor Hopkins-Rosseel suggested that evaluators be cognizant of a number of factors. First, one must be aware of student characteristics such as socio-economic background, culture, disabilities, literacy, language, gender, and others. The evaluator must also be aware of the implications of using particular evaluation methods in terms of scheduling, language, criteria and standards, cultural bias, access, format, and environment.

Faculty can come to a better understanding of equitable evaluation by asking students what they consider to be equitable, pilot testing new methods, and reading and contributing to research in this area. To ensure equity, faculty need to employ a variety of evaluation methods to be sure to address diverse students' different strengths.

To encourage equitable evaluation of learning, faculty should ask themselves the following questions:

- i) Am I measuring what I *think* I'm measuring?
 - What's important? Why?
 - Does my instrument capture this?
- ii) Am I treating everyone *equally* or am I treating everyone *equitably*?
 - Does my evaluation treat everyone the same, or does it address diversity (learning styles, cultural backgrounds, linguistic abilities, social factors, etc.)?
- iii) What are my personal biases and assumptions?
 - Why should a bell curve apply to the final marks?
 - What assumptions are we making in relying on a bell curve to identify fairness/ability?
- iv) Am I using accessible, comprehensive language that is broadly understood?
 - Am I creating barriers by using jargon?
- v) How do I know that my evaluation tools are appropriate and equitable?
 - Do I seek and/or invite feedback and comments from "evaluatees" and from other stakeholders?
- vi) Have I incorporated flexibility into evaluation processes?

Bright Ideas





3.2.3 Teaching Facilitator: Dr. Lynda Jessup

Abstract: *What are some of the pedagogical challenges that arise in the context of diversity? Can we use the inherent benefits of diversity to facilitate student learning? This session explored how diversity affects the teaching/learning dynamic and identifies effective strategies for teaching with a heightened awareness of student diversity. Participants left with a set of practical actions for achieving equity in the classroom.*

Participants first identified some of the barriers to teaching for diversity. Their list included:

- classroom architecture
- inflexible course scheduling structure
- difficulties for students with hearing impairments
- faculty members' reliance on preconceived ideas about their students and about learning
- untested assumptions about what constitutes legitimate knowledge
- untested assumption that expertise lies exclusively with the faculty member
- rigid testing requirements

Participants then discussed strategies to help remove those identified barriers. If our assumptions are untested, and often unnoticed, then one obvious strategy would be to try to uncover and explore those assumptions, as well as to be explicit and upfront about them. One dimension of doing that would be to establish guidelines for the class at the beginning of a course, and to do so in a way that invites students to contribute to those guidelines. That allows students to share ownership in how the course will be conducted and can build a greater sense of community and commitment to course learning goals. Other strategies that emerged in this discussion included finding ways to invite student voices more consistently into the classroom and inviting and responding to feedback about the course content and climate. The latter could begin with an instructor designing a flexible course syllabus that could be modified through constructive student input.

Participants also focused on *listening*, observing that, as instructors, we often do not listen long and hard enough to our students. To feel heard is to be validated as a member of a community of learning. So participants suggested that instructors should work to *notice* their students, as learners and as human

beings. We should walk around our large classrooms, observe what is going on, listen carefully, and make eye contact when we speak.

Participants also discussed the value of using collaborative learning strategies (for example, buzz groups, jigsaws, web discussion groups) as a way of making big classes feel smaller, and as an additional way to spread around classroom expertise and to help students understand that they can learn from each other.

Finally, participants noted that it is important for instructors to be aware of the services that are available to us and to our students, and both to use and encourage our students to use them.

Bright Ideas





3.2.4 Teaching

Facilitated by Dr. Mary Louise Adams

Abstract: *What are some of the pedagogical challenges that arise in the context of diversity? Can we use the inherent benefits of diversity to facilitate student learning? This session explored how diversity affects the teaching/learning dynamic and identifies effective strategies for teaching with a heightened awareness of student diversity. Participants left with a set of practical actions for achieving equity in the classroom.*

The session began with the identification of barriers to equity in the classroom.

Participants were concerned about being labelled as “the” equity teacher, as though equity issues require a specialist rather than existing as part of an integrated curriculum. Lack of time is another barrier for faculty; they do not have the time needed to address issues of equity. Support is also needed to do equity work. Currently, there is a lack of recognition that everyone works as partners in the education process (i.e., staff, faculty, students, etc.).

Some faculty find it difficult to learn how to treat people differently with the goal of equity. Morale is low as things that are supposed to be in place are not. “Lists” make it look as though we are doing well equity-wise, but are we? Faculty are treated inequitably, as in the case of mandatory retirement.

Individual students experience different and various barriers in mainstream teaching. Access to resources is an issue for both faculty and students. Diverse knowledge is not always accessible, particularly if it requires translation into another language. And yet, it can be difficult to address equity in the classroom when faced with students who are uninterested in learning about equity. One participant commented that students with limited reading abilities present a barrier to equity.

The group then discussed ways in which to facilitate equity.

Faculty will benefit from mentor relationships or organic/informal networking in which professors respond to each other if, for example, negative comments are made. Faculty will feel more positive if they, in fact, do less or feel that they can do less. Faculty need more opportunities to learn about equity, such as through IDC workshops and events. Equity resources need to be made available. Perhaps there should even be equity awards to give more value and visibility to equity work. Faculty hiring processes also need to be more equitable.

In the classroom, professors need to state their openness to issues of diversity and equity and need to ask questions rather than make assumptions about (dis)ability, sexuality, etc. Faculty also need to remember that nothing magical happens between high school and the first year at university: the student panel reminded us that students will still have the biases they learned in high school. Finally, faculty should create opportunities for students to learn from each other by encouraging students to bring their individual experiences to the table.

Bright Ideas





3.2.5 Technology Facilitated by Dr. Robin Dawes

Abstract: *Various technologies currently in use in the classroom can have a dramatic effect on student learning. This session explored how technologies can be utilized to create a positive learning environment for everyone. It explored how technology has changed learning, how it enables learning, and how it sets up barriers to learning.*

Comparisons were made between old and new technology in the classroom. Technology was considered in its role as a barrier and as an enabler. For example, email can enable equity by being accessible to all and by building new ways of networking. But video is not always available, either to produce or to access via the web, and when used in the classroom may turn some students into passive recipients of information. Technology was also considered as a substitute for experience and as an addition to experience.

As it gets more complicated, technology requires a steep learning curve both for instructors and students. The time invested in it may detract from doing other things, like interacting with students.

Competing technologies may make work redundant. For example, in using WebCT, files may be designed in HTML or WebCT or in Adobe Acrobat, creating more work for faculty and confusing students.

Does PowerPoint de-skill students? By providing slides are we giving notes to students who would otherwise have to make up their own and learn something by doing so?

The selection of technology for delivery can make technology inaccessible or accessible. For example, consider the case of PDF files versus html files. Some students may not know what PDF or Acrobat Reader is nor be set up to access such files readily on their computers, and as a result, miss those parts of the presentation.

Those with knowledge of technology may not be involved in pedagogy. Web sites are often designed by technical people who have different experiences and ways of interacting with technology than those who are non-technical.

Technology reinforces economic inequity. The wealthier students and more advantaged departments rely on them more. Should programs make the technology accessible or required, i.e., as they provide laptops in the School of

Business? This may seem like the playing field is being levelled but really it is being made accessible only to those who can afford the higher tuitions. Should the university absorb the costs in order to ensure accessibility to all? Technology assumes economic equality. It assumes that each person accessing it has the same means and the same amount of time to access it for viewing or download, e.g., Ethernet or dialup access or DSL.

There is no coherent “vision” about how technology is used in the classroom; hence many ways of using it may have conflicting assumptions, none of which may be understood by students.

Ideas presented by means of technology may make some ideas appear more authoritative than others when it is the ideas that should be evaluated and not their medium of delivery.

Ultimately, however, technology is an enabler, opening up learning to diverse student needs. For example, simulation allows for diversity in teaching tools. The Adaptive Technology Lab helps some with learning disabilities (some of the time). The technology sponsorship fund allows for experimentation in pedagogy. Technology allows for collaborative learning and teaching, e.g., email can be more democratic and participatory.

Web sites can make learning more collaborative and allow for more complex and alternative organizations of knowledge that are never permanent. This in turn helps to change students’ view of knowledge from knowledge as given, authoritative, and complete to a view that knowledge is constructed, collaborative, and never fixed in time.

Technology allows for diversity of participation both in and outside of the classroom, e.g., electronic bulletin boards and email. Quieter students might be more likely to participate. On-line courses allow for students who have different needs in different locations, i.e., students who have different schedules, are employed, have children, or live in areas previously unable to access higher education. Technology creates different kinds of learning communities, involving mature and working learners as well as traditional learners. It can make some individual differences (gender, age, colour) unseen as the ideas and the writing are all that others see and evaluate. But technology cannot entirely replace student-faculty interaction.

Bright Ideas





3.2.6 Technology: Information & Communications Facilitated by Dr. Bill Egnatoff

Abstract: *Various technologies currently in use in the classroom can have a dramatic effect on student learning. This session explored how technologies can be utilized to create a positive learning environment for everyone. It explored how technology has changed learning, how it enables learning, and how it sets up barriers to learning.*

The group raised the following questions:

- How does technology mediate the way one individual responds to others?
- How does the particular medium (e.g., an email, an “interactive” form of communication) affect how articulate participants are?
- What are some of the identified barriers to using ICT?

Are there inequities of which we should be aware? Follow-up inquiries need to occur in order to identify some of these inequities. Different modalities present different barriers for various groups. The ethos and language of Information and Communications Technology (ICT) is predominantly masculine. Women need safer places to connect to the internet and also need safer Internet media. We still don't have types of human connections and interactions to the extent and in the forms we would like to see.

These were some of the issues/questions which were raised but could not be discussed extensively due to time constraints.

- Issues of empathy on-line: How do we do it? It's superficial out there.
- How do we shape the curriculum around that?
- How do our cultural backgrounds affect how we use technology?

Bill Egnatoff mentioned that he likes to organize how he thinks about access in terms of three forms: physical (spacial, temporal, resources), psychological (cognitive, personal), and social. He also mentioned the work of Turkle and Spender in relation to our discussion and the ways in which people invent media and forms of communication.

Spender, D. (1995). *Nattering on the Net: Women, Power, and Cyberspace*. Toronto: Garamond Press.

Turkle, S. (1995). *Life on the Screen: Identity in the Age of the Internet*. New York: Simon & Schuster.

4. Student Panel Discussions

4.1 Introduction

Four students were invited to create a panel, each student identifying with a group in the university with equity and diversity concerns: Rob Bickford, Michelle Daigle, Soodabeh Salehi, and William Wegenast. These students identified as gay, Aboriginal, international, and learning-disabled students, respectively. Although identifying with only a few of the diverse groups on campus, these four students speak as members of groups traditionally excluded or marginalized. However, it is important not to assume that anyone “represents” or “speaks for” entire groups of people, whose experiences and perspectives may differ substantially.

Ahmed “KC” Kayssi moderated the panel. Ahmed was the 28th Rector of Queen’s University. The Rector, a student position within the Administration, is the third officer of the University, after the Chancellor and the Principal, and is heavily involved with student governance. KC was pursuing a Master’s degree in physiology after completing a dual undergraduate degree in Engineering Chemistry and Business German.

4.2 Rob Bickford

Rob is a third-year Concurrent Education student who is pursuing an LGBT Studies Certificate. Active in the Concurrent-Ed Student Association and Co-Chair of the Alma Mater Society’s “Project Outreach for Secondary School Education,” Rob also finds time to contribute to *Outwrite* and *Culture Shock*.

Rob introduced himself by telling the audience how his mother did not want him to come and present at the CFTF. She is protective of him and felt that presenting might endanger his chances of success at Queen’s. Rob commented that her perception is a part of what he sees as the problem, a problem he is trying to address. The same problem appears in the context of issues such as same-sex marriage rights, sex re-assignment, and Bill C-250, which – although made to protect sexual orientation from hate crimes – is opposed by over one hundred Members of Parliament.

Rob spoke of how, at first, he sought indicators of an acceptance of his orientation at Queen’s, indicators that his identity would be valued and honoured. But he could not find them. Rob observed that Queen’s focuses on tradition and spirit, such as the emphasis on its one hundred and fifty-year-old buildings and plaques and its own flag, almost as though it were its own country. Such an

emphasis on history, which includes a history of marginalization, has meant that Rob, as a queer coming to Queen's, has felt silenced. Looking for indicators of acceptance, Rob commented simply, "it's a search."

In Rob's word, queers' experiences of high school "sucks." Teachers are not prepared to deal with gay issues and the words *gay* and *fag* are used pejoratively. Rob cited some statistics: 97% of students hear homophobic remarks, 89% of gays report severe isolation, and 90% of gays face victimization. Amongst the gay population, one in ten females and one in ten males are beaten. In the absence of addressing gay issues in the university, Rob argued that we have a system that endorses hate.

Rob pointed out that every discipline has a history regarding gays, generally a history of exclusion or marginalization. In history, for example, it was a matter of exclusion, and in biology of medicalization.

While sitting in classrooms, Rob senses something below the surface: "If something is said about gays, will a professor stand up for me? Or, instead, will a professor endorse homophobic talk? Will they allow the trans-identified to be referred to by the names they prefer?" For some, these worries prevent them from going to class. Rob recommends that, at the start of a course, the professor state that the trans-identified do not have to use the name that appears on the class list.

Rob ended his presentation by noting that Queen's has a reputation. We are going to have to catch up with it and de-construct it to include queer identity. Until we do more about equity, we are devoid of a social conscience.

4.3 Michelle Daigle

Michelle is originally from Northern Ontario, having both Aboriginal and French heritage. She is a third-year Sociology student focusing on race and ethnic relations. Michelle has worked in educational programs at both the university and community levels. She wants to pursue graduate studies in either equity policy or international relations.

As a woman with Aboriginal and French ancestry, Michelle reported that her experience has not been predominantly negative and, in fact, that her education had been mostly positive. But she *has* encountered obstacles. For example, she spoke of a course in race relations that purported to incorporate equity concerns but had nothing on Aboriginal peoples, apparently because Aboriginal people were not considered a minority group. Michelle pointed out that Developmental Studies does cover Aboriginal issues. When she received feedback from her professors on her papers, she was told to address racial

groups other than Aboriginal peoples. She felt it was a devaluing of Aboriginal experience to subsume Aboriginals into other racial groups.

She pointed to the Sociology Department, which has a required course on “Social Problems in Canada.” In the text for the course, there is a chapter on Aboriginal groups. But there she felt the professor was uncomfortable with even the terms used to describe Aboriginals, such as First Nations, Inuit, and so forth. She interpreted this to mean that he was not knowledgeable regarding Aboriginal issues. She asked whether he should not do something about this lack of knowledge. She generally finds professors uncomfortable talking about these issues. And if they do not know something about what they are teaching, can they not ask colleagues?

4.4 Soodabeh Salehi

Soodabeh is pursuing a Ph.D. in Education. Her research is grounded in seven years of teaching art at the university level in Iran. She is developing a theory of art teaching that is responsive to post-modern views of learning and knowing art and creativity.

Soodabeh opened her presentation by asking what the purpose of accepting international students at Queen’s University is. What is the market and what is the motivation? Is it a need for money? She acknowledged that the present international student policy does open doors for many. But Soodabeh noted that she has to spend a lot of money to attend Queen’s. She pointed out that Queen’s international students are of the highest calibre in their respective countries.

When Soodabeh first arrived here, everything was different and confusing. While many helped her, she found that people would look at her as if she were stupid when she had language difficulties. Too often, no one would help her. For example, she applied for a teaching assistantship but was told she would have to have some prior teaching experience in Ontario. She applied then for a research assistantship and was also turned down.

Soodabeh argued that it is the university’s responsibility to open up ways for international students to be involved in Canadian society. She spoke of how, in Iran, she had everything but gave it up to come here and learn more about her field. She anticipated that everything would work out well for her because she was coming to a developed country. But she does not even have an appropriate supervisor (her supervisor works in the sciences while her background is in art).

She concluded that professors should not assume that international students have *only* difficulties and problems. They are human beings with successes and struggles. Canadians should open doors for them.

4.5 William Wegenast

William is a mature student graduating in psychology this year. He has dyslexia, a form of learning disability affecting reading. He has developed many strategies to manage this disability throughout his years at Queen's.

William called dyslexia the “invisible disability” because there is no obvious or overt indication that someone is dyslexic. Many dyslexics do not understand their own condition. William was always told in public schools and high schools, “You don't have a disability; you're alright. If you'd only apply yourself...” William himself was only diagnosed later in life. When he came to Queen's, he deliberately chose courses with professors who were accommodating. But in high school, he was always at the back of the class, whether by choice or because he was placed there. He was rarely called upon to speak in class. Teachers used him as an example of what happened to students who didn't behave well and work hard. William's early experiences of being reprimanded for not paying attention have had a lasting impression. He found that he soon stopped raising his hand.

William attended a special education school in Florida, the Sarasota Student Center. The students there knew they were segregated and marginalized and therefore stupid. Students had to perform jobs around the school, such as digging ditches for the Horticulture Center or attending upon teachers during lunch hours. The students of the centre referred came to call it the “Stupid Student Center.” When William finished high school, he had no skills and was functioning at a grade one reading level. When he considered university, he was told, with good intentions, “We don't want to see you get hurt. University is for people who like school and are good at it. You never really liked it.” He was already being conditioned to expect and accept failure.

At Queen's, William studied Behavioural Pharmacology and loved it. As a dyslexic in the class, he was given the option of not presenting seminars. But he wanted to. He told his professor, “If you want to help me out, do not give me exemptions; help me out with spelling, punctuation, and grammar. Be aware of the reasons why I have not been able to master everything. Mark me on what I know and have learned.” In this case, William pointed out that good intentions could sometimes marginalize students they are meant to benefit. In the end, his presentation received the highest mark in his class.

William raised a question that many have: Does being given extra time on tests marginalize some students? A wheelchair ramp is an alternate mode of access for the physically handicapped so that they may access the same benefits as others. Similarly, being allowed extra time gives the learning disabled extra time to process what they know. William reported that his reading speed will always

be slow. But having extra time gives him the chance to compete with others. Extra time is like being provided with a wheelchair ramp. He would like to be treated equally for equal effort.

William reported that disability services have been very helpful to him, particularly with professors who are resistant to special requests and needs, such as extra time for tests. The Adaptive Technology Office also provides beneficial services. William does not need to have his hand held; he simply asks that he be granted equal access to the experience of learning that others already have.

4.6 Concluding Comments

The moderator, Ahmed “KC” Kayssi invited each participant to give one recommendation that they would like the audience to consider as a result of the discussion. Participants made the following recommendations:

- International students’ concerns are *not* represented. The amount they pay is not the chief concern, but rather that if they pay and do *not* learn, then there is a problem.
- Faculty should also find a way of defining equity equally among the departments, which are currently very unequal because of amounts of funding available.
- Professors should say at the *start* of the course that they embrace equity in the classroom.
- It is the responsibility of faculty to teach students that different worldviews exist and that different cultures perceive different worlds.
- It is also important to have students involved in equity issues, not just faculty. This is because students are the future.
- Professors should advise students with disabilities to get in touch immediately with the special needs office and staff and faculty who can help.
- Professors should endeavour to internationalize the education of their students.

5. Closing Session

5.1 Introduction

In this session, Dr. Enid Lee, the opening keynote speaker, sought to synthesize some of the day's discussions. She encouraged participants to reflect on their experiences during the day and to respond during the session, and to continue their reflections as they returned to their classrooms. To help participants take action in the future, she provided an analytical framework for evaluating the effectiveness of the day's lessons.

5.2 Stand Up and Share

As a way of bringing the Cross-Faculty Teaching Forum to a conclusion, Dr. Lee had participants engage in an activity called, "Stand Up and Share." Participants were asked to think of a word that best captured the emotion they felt at the end of the day. They were asked to do this while standing. Then, in no particular order, the participants were told to say their words. Participants were instructed that if a word they heard resonated with them or reflected what they felt, they were to snap their fingers. But if the word matched *exactly* the word they had chosen, then they were to sit down.

As words were spoken one at a time, fingers snapped and people sat. Some of the words participants used were: harmony, opportunity, understanding, energizing, invigorated, encouraged, persistence, growth, perspective, respect, and joy.

Dr. Lee suggested that perhaps the most important activity we can engage in – the single most immediate and practical way of getting equity to work – is to invite our students to bring their lives into the classroom. We can do this in the ways we teach, in the content we include, and in the climate we create. In addressing issues of equity, we too often only think of students whose differences we have mapped, but we also need to think of those students who belong to what we may think of as the "mainstream." Continuing to reflect on the experiences of the Forum and finding ways to act on lessons learned ensures that our work will be ongoing, rather than ending with the conclusion of the Forum.

5.3 Evaluating Professional Development Sessions

Dr. Lee then spoke about Tom Guskey's method of evaluating the effectiveness of professional development sessions. Guskey's method consists of asking five questions:

- 1) Did you like what you did or learned?
- 2) What did you learn?
- 3) What did you *do* with what you learned?
- 4) What kind of institutional support did you get to actually do what you have learned (e.g., time put aside for equity or having evaluation procedures reflect equity concerns)?
- 5) What did your students learn or what are they able to do as a result of your experience in professional dialogues?

Most evaluations only go as far as point three. Dr. Lee therefore asked us to think about what difference today's Forum will make for our students?

5.4 The Eight Rs

Confessing to a fondness for alliteration (see her 3Ms in the keynote address on people who are missing, misrepresented, or marginalized), Dr. Lee went on to describe the following framework for future equity action:

Recognition: We must recognize inequity when it occurs and recognize that it impacts human beings. Resistance arises when inequities are intangible. After all, why work towards equity if there isn't a clear and identifiable problem?

Redistribution: How do we use our time, resources, and anything else under our control to keep equity on the table?

Redefinition: We need to redefine terms and take back territory. For example, Dr. Lee has heard teachers complain about students who "don't have a language." In fact, they *do* have a language, although English may not be their dominant language.

Recommitment: We need to recommit on a regular basis to equity.

Reconnecting: When we are weary, worn out, or made ill by our efforts, we need to reconnect with our allies so as to remain hopeful, committed, and effective.

Recruitment: We need to recruit others to take equity work forward.

Rewards: We must reward ourselves when equity work is successful.

Rejoicing: We must take the time to recognize and rejoice when the status quo has been successfully challenged and when the equity agenda has been moved forward.

Dr. Lee concluded with a call for both hope and urgency. If we feel hopeful, we must recall how deep the existing systemic problems are. And if we feel too strong a sense of urgency, we must remember all that has been accomplished.

6. Bibliography

The following selected references are available in the IDC library, Room B176 Mackintosh Corry. All instructors at Queen's are welcome to use the library, which is open Monday to Friday from 8:30 a.m. to 4:30 p.m. An online database of the IDC library is available: <http://db.library.queensu.ca/idc/>. Items may also be accessed by calling 533-6428 or emailing idcentre@post.queensu.ca. IDC Staff are happy to assist with locating resources pertaining to particular topics or issues.

6.1 Books

1. Adams, M. (1992). **Promoting Diversity in College Classrooms: Innovative Responses for the Curriculum, Faculty, and Institutions.** New Directions for Teaching and Learning, No. 52. San Francisco: Jossey Bass.

Describes the challenges inherent in developing the multicultural campus and presents insights and case studies illustrative of the progress being made by individuals and institutions. Includes innovative perspectives on teaching and administrative practice, accounts of curricular and pedagogical changes, and thorough discussions of strategies already undertaken by faculty at public universities and at community and private colleges.

2. Bensimon, E.M. (Ed.). (1994). **Multicultural Teaching and Learning: Strategies for Change in Higher Education.** University Park, PA: National Center on Postsecondary Teaching, Learning & Assessment, Penn State University.

A sourcebook intended as an intellectual framework for difficult dialogues about the educational and social transformational aims of multiculturalism, multicultural knowledge, and multicultural pedagogies.

3. Border, L.L.B. and Chism, N.V.N. (Eds.). (1992) **Teaching for Diversity.** New Directions for Teaching and Learning, No. 49. San Francisco: Jossey Bass.

Speaks to administrators, instructors, faculty/TA developers, and support staff who work in the multicultural classroom, and offers valuable information that will serve as a basis for recognizing and solving issues in diversity.

4. hooks, b. (1994). **Teaching to Transgress: Education as the Practice of Freedom**. New York: Routledge.

bell hooks shares insights, strategies, and critical reflections on pedagogical practice. She counters the devaluation of teaching with constructive commentary that conveys the pleasure and joy she experiences in teaching. She raises critical questions about how we can rethink teaching practices in order to teach students to “transgress” against racial, sexual and class boundaries.

5. Hortade, S.; Milem, J.; Pedersen, A.; Clayton; A. W. (1999) **Enacting Diverse Learning Environments: Improving the Climate for Racial/Ethnic Diversity in Higher Education**. San Francisco: Jossey Bass.

This book attempts to realize the potential benefits of racially/ethnically diverse student environments and intentionally create opportunities for learning and interacting across communities of difference.

6. Lewis, V. and Habeshaw, S. (1990). **53 Interesting Ways to Promote Equal Opportunities in Education**. Bristol, United Kingdom: Technical and Educational Services.

This book suggests practical and relatively simple ways in which teachers can foster equal opportunities for disadvantaged groups on a daily basis throughout the academic year.

7. Magolda, M.B.B. (Eds) (2000). **Teaching to Promote Intellectual and Personal Maturity: Incorporating Students' Worldviews and Identities into the Learning Process**. New Directions for Teaching and Learning, No. 82. San Francisco: Jossey Bass.

Offers an alternative diagnosis of the expectations gap: that professors' expectations and students' ways of making meaning are inconsistent. It introduces faculty to how students think and how multiple dimensions of meaning-making affect learning. Collectively, the authors offer succinct accounts of students' ways of thinking about knowledge, themselves, and their relationships to others, including dynamics such as gender, race, culture, and sexual orientation. The chapters offer ways to engage in dialogue with students to tap into their particular ways of making meaning and describe teaching practices that effectively link teaching and students' diverse ways of meaning-making. These theoretical perspectives and their practical application in teaching help faculty create learning environments in which students make progress toward learning goals, diversity is valued and used to advantage, and students move closer to the complex ways of making meaning expected in higher education.

8. Newton, J., Ginsburg, J., Rehner, J., Rogers, P., Sbrizzi, S. and Spencer, J. (Eds.). (2001). **Voices from the Classroom: Reflections on Teaching and Learning in Higher Education.** Toronto: Garamond Press.

Reflects the broad diversity of a large urban university community, with contributions from undergraduate and graduate students, teaching assistants, contract and full-time faculty, staff and administrators. Issues of equity, diversity and power form the foundation of this community's thinking about pedagogy, and the topics span a continuum from the theoretical to the practical.

9. Pearl, M. and Singh, P. (Eds.). (2001). **Equal Opportunities in the Curriculum.** Oxford: Oxford Brookes University.

Consists of a collection of papers given at a conference entitled Equal Opportunities in the Curriculum held at Oxford Brookes University in September 1997. The book provides an important source of current thought and practice in the area of equal opportunities in the curriculum.

10. Peterson, E.A.; (Ed.). (2002). **Freedom Road: Adult Education of African Americans** Malabar, Florida: Krieger Publishing.

This book provides a history of African Americans' contributions to and participation in adult education. It questions why we have lost the history of antiracist activity of African American adult educator professionals, and provides a glimpse of the Black intellectuals who brought energy and ideas to adult education. It celebrates the contributions of individuals like Alain Locke, W.E. B. Du Bois, Booker T. Washington, Kelly Miller, Marcus Garvey, Septima Clark, Fanny Jackson Coppin, and Mary Ann Shadd Cary. If we really celebrate diversity, we should celebrate the African American traditions, heroes, and symbols by including this book in our teaching and adult education practice.

11. Pye, J. and Rust, C. (Eds.). (1994). **Diversity Challenge: How to Support the Learning of an Increasingly Diverse Student Body.** Oxford: Educational Methods Unit: Oxford Brookes University.

This book is a compilation of ideas and practical suggestions for change and development discussed at a series of seminars on supporting learning for all students hosted by Student Services and the Education Methods Unit at Oxford Brookes University.

12. Ryan, J. (2001). **A Guide to Teaching International Students**. Oxford: Oxford Brookes University.

For instructors who wish to improve their skills in teaching international students, who recognize that the first step towards this is to review their teaching practices and examine their own cultural values and practices, and who are prepared to change some of what they currently do or believe. It will assist you in: 1) valuing the diversity of your student population 2) understanding the importance of cross-cultural knowledge and understanding and 3) improving your ability to interact with people from culturally diverse backgrounds.

13. Sandler, B.R., Silverberg, L.A. and Hall, R.M. (1996). **The Chilly Classroom Climate: A Guide to Improve the Education of Women**. Washington, D.C.: National Association for Women in Education.

Discusses: gender and the classroom experience; women in the curriculum; gender and the faculty evaluation process; and recommendations for making the classroom more equitable for everyone.

14. Williams, J.A. (1994). **Classroom in Conflict: Teaching Controversial Subjects in a Diverse Society**. Albany, New York: SUNY Press.

Transcends recent debates about political correctness to address the underlying problems of teaching controversial subjects in the college and university history classroom. Also discusses framing rules of discussion by which sensitive issues can be discussed with diverse audiences, the relationship of American pluralism to a world perspective, and what can be accomplished through an education in pluralism.

15. Winkelmes, M. and Wilkinson, J. (2001). **Voices of Experience: Reflections From A Harvard Teaching Seminar**. New York: Peter Lang.

The essays in this book grew out of a seminar at the Derek Bok Center for Teaching and Learning, which was devoted to topics that teachers early in their academic careers wanted to explore with their colleagues: effective teaching techniques, students' and teachers' motivation, discussion in the classroom, collaborative learning, lecturing, diversity, grading and feedback, and balancing teaching and professional concerns. *Voices of Experience* offers the reader an opportunity to share the results of this interdisciplinary exchange.

16. Wlodkowski, R.J. and Ginsberg, M.B. (1995). **Diversity and Motivation: Culturally Responsive Teaching**. San Francisco, CA: Jossey Bass.

Every day college and university faculty ask themselves the question, “How can we become more effective teachers of a culturally diverse student body?” This book provides a comprehensive and useful answer to that question. Drawing upon years of experience and research with students from various cultural backgrounds, the authors offer faculty an integration of theory and practice – full of the kinds of insights and strategies they can use today.

6.2 Articles

1. Adem, T. (2001). Engaged Pedagogy Checklist. **Core**, 11/1, 4. Toronto, Ontario: Centre for the Support of Teaching, York University.

A short checklist for engaged pedagogy designed to encourage teachers to create a more liberating classroom environment.

2. Anderson, S.K.; MacPhee, D.; Govan, D. (2000). Infusion of Multicultural Issues in Curricula: A Student Perspective. **Innovative Higher Education**, 25/1, 37-57.

This article explores student perceptions of the impact of a multicultural infusion project. It reports long-term impact with benefits not specific to classes targeted for curriculum revision.

3. Banks, J.A. (1995). The Historical Reconstruction of Knowledge About Race: Implications for Transformative Teaching. **Educational Researcher** 24/2, 15-25.

This article argues that attempts to clearly distinguish the objective and subjective elements of knowledge are a key feature of mainstream Anglo-American epistemology and are inconsistent with the ways that human beings know. It uses a historical case study of the construction and reconstruction of race between the late 19th century and the 1940s to document the ways in which the social, cultural, political, and historical contexts in which knowers are embedded influence the knowledge they construct and reconstruct. It discusses the implications of the historical construction of race for transformative classroom teaching.

4. Bean, M.S.; Kumaravivelu, B.; Lowenberg, P.H. (1995). Students as Experts: Tapping the Cultural and Linguistic Diversity of the Classroom. **Journal on Excellence in College Teaching**, 6/2, 99-112.

Outlines the dynamics of the culturally diverse classroom, and proposes strategies for reducing miscommunication and increasing understanding of

different educational practices and varieties of English that may emerge in the classroom.

5. Briskin, L. (1998). Negotiating Power in the Classroom: The Example of Group Work. **Canadian Woman Studies**, 17/4, 23-28.

This article argues that power is always a part of the curriculum and that gender and race neutrality is impossible. It advocates proactive interventionist strategies to deal with power dynamics which can otherwise undermine progressive practices such as collaborative group work.

6. Briskin, L. (1998). Using Groundrules to Negotiate Power in the Classroom. In **Centring on the Margins: The Evaded Curriculum**. Proceedings of the Second Bi-annual Canadian Association for the Study of Women and Education (CASWE) International Institute, 25-32, 49, 80. Ottawa, Ontario: Canadian Association for the Study of Women and Education (CASWE) International Institute.

This article argues that acknowledging the centrality of power in teaching and learning shifts attention away from the formal curriculum to the classroom process and recognizes that power dynamics often produce exclusion, marginalization, disempowerment and silencing that impede learning. It discusses how negotiating ground rules at the beginning of the semester can create safer and more inclusive learning spaces for students and promote an openness to alternative teaching practices.

7. Brooking, D. (1995). Putting a Moustache on the Mona Lisa: Violating Expectations in Teaching. **Journal on Excellence in College Teaching**, 6/2, 79-97.

Examines how violating traditional expectations about teaching assists in changing, shaping, and focusing student ability to extract meaning from works of art. The alternative modes of teaching described include heuristics (or inquiry methods) rather than lectures; in-class reading of the artwork as text instead of assigned readings about the artwork; and group presentations based on a modified version of Bloom's Taxonomy (emphasis is placed on posing questions rather than on collecting information or providing answers). Finally, the relationship between inquiry methods and increased creativity is discussed.

8. Frederick, P. (1995). Walking on Eggs: Mastering the Dreaded Diversity Discussion. **College Teaching**, 43/3, 83-92.

This article discusses the need to find effective teaching and learning strategies to help students explore multicultural content and work with

each other in our classrooms. It argues that a genuine intercultural education only begins when students of different cultures, classes, ethnicities, ages, sex, and learning styles interact with each other. It discusses nine strategies for engaging students in multicultural discussions.

9. Grayson, J.P. (1995). Does Race Matter? Outcomes of the First Year Experience in a Canadian University. **The Canadian Journal of Higher Education**, 25/2, 79-109.

A study of the outcomes of first year students at a large Canadian University found that there was a considerable degree of equality in outcomes across various races. Differences in outcomes were explained by classroom experiences, contacts with faculty and academic involvement.

10. Greene, J.A. (1996). Capitalizing on Diversity in the Classroom. In P. Seldin (ed), **Improving College Teaching**, (pp. 103-113). Bolton, MA: Anker Publishing.

This chapter encourages faculty to use the diversity in their classrooms to increase the breadth and depth of students' learning.

11. Goodman, D.J. (1995). Difficult Dialogues: Enhancing Discussions about Diversity. **College Teaching**, 43/2.

The author describes some concepts and tools he has found helpful in anticipating and responding to some of the dynamics that occur in discussions about diversity. In particular, the author uses a five-stage model of social identity development to help inform her work with students.

12. Groundrules for Constructive Dialogue (2001). **Core**, 11/1, 5. Toronto, Ontario: Centre for the Support of Teaching, York University.

Offers advice on using ground rules to establish a classroom climate for constructive interaction and dialogue, especially in discussions that are potentially controversial or otherwise difficult in nature. Ground rules can ensure that the broadest range of ideas is expressed in a climate of openness, fairness and respect.

13. Heuberger, B.; Gerber, D.; Anderson, R. (1999). Strength Through Cultural Diversity: Developing and Teaching a Diversity Course. **College Teaching**, 47/3, 107-113.

This article describes the process of developing and implementing a course on diversity: "Interdisciplinary Studies: Strength Through Cultural Diversity" at Miami University.

14. Holm, G. (1995). Cultural Awareness through Biographies. **College Teaching**, 43/2, 72-75.

This article describes the use of biographies and autobiographies of significant figures to help students better understand the inequalities and cultural diversity in schools, and move beyond narrow stereotypical views of diversity.

15. James, C. E. (2001). Dialogue and Resistance in the Classroom. **Core**, 11/1, 3-5. Toronto, Ontario: Centre for the Support of Teaching, York University.

The author discusses the contradictions, conflicts and tensions that are inherent in the ways we engage students in the classroom. He argues for a critical dialogical approach that will help to create conditions that allow students to know how they learn and what they wish to learn, as well as help them come to terms with new or contradictory information.

16. Koger, A.K (1995). Dismantling the Wall: A White Professor and African American Students. **College Teaching**, 43/2, 43-46.

A personal account of a white female professor's struggles to break down the walls created by historical racism, oppression and bigotry, as she taught a new course on Black Theatre History to African-American students.

17. Ledingham, J. (1993). The Multicultural Classroom. **TAG**, 7/2. Vancouver, B.C. Faculty Development Program, University of British Columbia.

Discusses models for dealing with multicultural classrooms with special emphasis on learning styles.

18. Lockhart, M.; Borland Jr., K. (2001). Incorporating Diversity in ALL Faculty/Staff Development Programs...Regardless of the Content. **The Journal of Faculty Development**, 18/2, 57-64.

This article discusses the importance of and practical strategies for incorporating diversity in college and university faculty and staff development programs, regardless of content. Malcolm Knowles' classic seven-step program planning model serves as a framework.

19. McClosky, L. (1992). What is Fair? Access and Equality Under Review. **About Teaching and Learning**, 2/2. Ottawa, Ontario: Carleton University.

Short articles addressing a range of disabilities and their accommodation within the university setting.

20. Mighty, E.J. (2001). Teaching for Inclusion: The Challenges and Opportunities of Diversity in the Classroom. **Focus on University Teaching and Learning**, 11/1, 1-8.

Extracted from the keynote address at the 4th Annual Dalhousie University Conference on University Teaching and Learning, this article explores some of the specific challenges raised by diversity and suggests answers to three common pedagogical questions that the context of diversity requires us to rethink.

21. Nolinske, T. and Graf, D. (Eds). (2001). Creating an Inclusive Learning Environment. **Teaching Excellence**, 11/4.

Describes strategies used to create an inclusive learning environment.

22. Pascarella, E.T.; Edison, M.; Nora, A.; Hagedorn, L.S.; Terenzini, P.T. (1996). Influences on Students' Openness to Diversity and Challenge in the First Year of College. **The Journal of Higher Education**, 67/2, 174-195.

This multi-institutional study sought to determine the factors influencing students' openness to diversity and challenge during the first year of college. Controlling for student background characteristics and other confounding influences, a non-discriminatory racial environment, on-campus residence, participation in a racial or cultural awareness workshop, and extent of involvement with diverse peers had positive effects on openness to diversity/challenge. Conversely, Greek (sorority/fraternity) affiliation had a negative effect.

23. Petrie, O. (2001). Anti-Racist Teaching in the Context of the Events of September 11th. **Core**, 11/1, 1-2. Toronto, Ontario: Centre for the Support of Teaching, York University.

This article provides strategies for responding to heightened emotions, tensions and incidents of racism in the classroom

24. Seward, L.G. (2002). A Time for Inclusion: Strategies for Encouraging the Success of All Students. **AAHE Bulletin**, 54/7, 3-6.

This article is the result of classroom experiences, discussions with students, and personal reflections on the challenge of developing and teaching a diversity course for a decidedly non-diverse population (93% white) in a small Midwestern private religious university. It addresses the dilemma of fostering a supportive environment for members of racial and religious minorities while encouraging dialogues that examined controversial issues from a variety of perspectives.

25. Skelton, A (2002). Towards Inclusive Learning Environments in Higher Education? Reflections on a Professional Development Course for University Lecturers. **Teaching in Higher Education**, 7/2, 193-214.

This article proposes that inclusive learning environments need to be re-conceptualized as contexts within which a democratization of knowledge occurs and there is equal access for all. It explores particularly experiential knowledge, gender and sexuality.

26. Smikle, J.L. (1994). Practical Guide to Developing and Implementing Cultural Awareness Training for Faculty and Staff Development. **The Journal of Staff, Program, and Organization Development**, 12, 69-80.

Describes an interactive workshop for faculty/staff development in diversity and cultural awareness. The article illustrates the mechanics of introductory awareness training which focuses on identifying institutional barriers, communication across cultures and action planning for diversity. The article details a workshop which focuses on practical applications of the major theories and principles of diversity.

27. Stanley, C.A. and Gillespie, K.H. (Eds). (2001). Teaching in Action: Multicultural Education as the Highest Form of Understanding. **Teaching Excellence**, 12/2.

Discusses approaches to multiculturalism teaching.

28. Terenzini, P.; Cabrera, A. F.; Colbeck, C. L.; Bjorklund, S. A.; Parente, J. M. (2001). Racial and Ethnic Diversity in the Classroom: Does it Promote Student Learning. **The Journal of Higher Education**, 72/5, 509-531.

This study indicates that the racial/ethnic composition of a classroom may indeed be related to the development of students' problem-solving and group skills.

29. Tierney, W.G. (1992). Building Academic Communities of Difference. **Change**. 24/2, 41-46.

Explores how to create an academic climate which recognizes and values diversity. Six steps for improving the campus climate are offered.

30. Tracks, E. (2000). Enacting Diverse Learning Environments. **The National Teaching and Learning Forum**, 9/6, 9-11.

What the latest research shows about how diversity works in the classroom.

31. Warren, L. (1999). Class in the Classroom. **Teaching Excellence**, 10/2.

Discusses class, a diversity issue that is rarely acknowledged, and how it affects learning. Explores how we can recognize class differences in the classroom and the pedagogical implications of acknowledging class.

32. Webb, N.M.; Nemer, K.M.; Chizhik, A.W.; Sugrue, B. (1998). Equity Issues in Collaborative Group Assessment: Group Composition and Performance. **American Educational Research Journal**, 35/4, 607-651.

This article reports on a study that investigated the effects of group ability composition on group processes and outcomes in science performance assessments in eighth-grade science classes. Group composition was found to have a major impact on the quality of group discussion and on student achievement.

33. Whitt, E. J.; Edison, M. I.; Pascarella, E. T.; Terenzini, P. T.; Nora, A. (2001). Influences on Students' Openness to Diversity and Challenge in the Second and Third Years of College. **The Journal of Higher Education**, 72/2, 172-204.

Investigates the relationships between various experiences in the second and third years of college, and students' openness to diversity as well as challenges to their beliefs and attitudes.

34. Wilson, R. (1996). Educating for Diversity. **About Campus**, 1/2, 4-9.

A noted scholar explains why achieving cultural diversity on our campus requires nothing less than a complete transformation of our institutions of higher learning. This means reinventing everything, from the canon to the classroom and beyond.

6.3 Videotapes

1. Bensimon, E. and Bensimon, E.M. (Eds). **Multiculturalism in Higher Education**. University Park, Pennsylvania: Pennsylvania State University Press.

Designed to be used jointly with the sourcebook *Multicultural Teaching and Learning: Strategies for Change in Higher Education*. Stimulates discussion and addresses questions that naturally arise when implementing a multicultural curriculum.

2. McLeod, K.A. **Putting It All Together - Ethnic and Race Relations: Creating a Positive Learning Environment**. Toronto, Ontario: Faculty of Education, University of Toronto.
3. Solar, C. (Ed). (1992). **Inequity in the Classroom**. Montreal, Quebec: Concordia University.

Video and manual designed for university professors meant as another step toward the elimination of inequity in the classroom in universities, college and adult settings.

4. **A Panel Discussion on the Report from the Queen's Task Force on Race Relations**. Kingston, Ontario: Cross-Faculty Teaching Forum, Queen's University, 1991.
5. **Race in the Classroom: The Multiplicity of Experience**. Cambridge, MA: Derek Bok Center for Teaching and Learning, Harvard University, 1992

A series of short vignettes depicting moments in college classrooms when the race or culture of participants, a race-related topic, or racial dynamics becomes a major factor in teaching and learning. Each is based on an actual classroom incident. The five vignettes, which range in length from one to five minutes, can be used to initiate discussion about how issues of race affect learning and teaching.

6. **Race Relations Paper Discussion.** Kingston, Ontario: Cross-Faculty Teaching Forum, Queen's University, 1991

6.4 Web-sites

1. Association of American Colleges and Universities. (2002). DiversityWeb: An Interactive Resource Hub for Higher Education. <http://www.diversityweb.org/>
2. Association of American Colleges and Universities. (2005). Diversity. <http://www.aacu.org/issues/diversity/>
3. The University of Western Australia. (1999). Teaching with Diversity Checklist. <http://www.csd.uwa.edu.au/tl/99TDChecklist.htm>
4. Center for Instructional Development and Research, University of Washington. (2004). Inclusive Teaching. <http://depts.washington.edu/cidweb/inclusive/>
5. Intergroup Relations Center, Arizona State University. (2003). Classroom Management Tools. <http://www.asu.edu/provost/intergroup/resources/factools.html>
6. Teaching Resources and Continuing Education, University of Waterloo. (2000). Classroom Management: Creating an Inclusive Environment <http://www.adm.uwaterloo.ca/infotrac/tips/classroommanagement.pdf>
7. Indiana University – Purdue University Indianapolis. (2002-3). Multicultural Classroom Resource Guide. <http://www.opd.iupui.edu/resourceguide/index.htm>
8. Diversity Education at Southwestern University. (N.d.). Diversity Links. <http://www.southwestern.edu/student-life/diversity-education/page7.html>
9. Center for the Integration of Research, Teaching and Learning, University of Wisconsin Madison. (2005). Diversity Institute. <http://cirtl.wceruw.org/diversityinstitute/>
10. *Electronic Magazine of Multicultural Education* (free online journal). <http://www.eastern.edu/publications/emme/>
11. Center for Research on Teaching and Learning, University of Michigan. (n.d.). Multicultural Teaching: Occasional Papers <http://www.crlt.umich.edu/crlttext/multipaperstext.html>

12. Paul Gorski. (2003). McGraw Hill Multicultural Supersite.
<http://www.mhhe.com/socscience/education/multi/index.mhtml>
13. York University Senate Committee on Teaching and Learning. (2000). How do you handle a sexist, racist or other excluding pejorative comment from a member of your class? *Inclusive Teaching at York University*, Bulletin No. 1.
<http://www.yorku.ca/univsec/senate/committees/scotl/bulletin1.htm>
14. York University Senate Committee on Teaching and Learning. (2000). What do you do to establish a positive climate in the classroom? *Inclusive Teaching at York University*, Bulletin No. 2.
<http://www.yorku.ca/univsec/senate/committees/scotl/bulletin2.htm>
15. Multicultural Paths (collection of resources pertaining to multicultural education)
<http://www.edchange.org/multicultural/sites1.html>

7. Teaching Tips for Equity in the classroom

7.1 Strategies for Teaching Inclusively

Adapted from "Ensuring Equitable Participation in College Classes" (1992) by Myra & David Sadker, *New Directions for Teaching and Learning* 49, 49- 55.

Find out what your biases are

A helpful way to discover your biases is to **code your teaching**. Ask someone to do a frequency count of your teaching. It is best to have this done two or three times to get an accurate picture of what is going in your classroom.

Using a seating chart, the "counter" should put a mark beside students' names as they interact with you. Have the person distinguish between students who volunteer to say something and those who are called upon by you.

You can use these records to explore any biases that you may have. Are you calling on men and women equitably? How often do you call on students from minority groups? Who remains silent in your classroom?

Another way to code the class is to **have your teaching videotaped**. You can use the video to analyze how you interact with students in the classroom.

Increase reflection time

In most cases, we do not give students very much time to think before we ask them to respond to our questions. This can discourage some students from participating in discussion.

Consider coding the length of time you give students to reflect after you ask a question (by having someone count the wait time or by videotaping your teaching).

Find a way to consciously increase wait time. Some people count for 3 to 5 seconds after they ask a question. Some give themselves physical reminders to wait (by putting their hands over their mouths, for example). The key is to find a strategy that will help you to increase reflection time for your students so that you give everyone a chance to come up with an answer.

Encourage active participation from all students

Quiet and shy students will not always volunteer in the classroom. However, it is important for their learning that they engage in discussion as much as possible. Encourage them to participate by proactively but respectfully calling on them to

answer questions or to offer their opinions. This will show all students that you care about everyone's learning.

Desegregate student seating

Discourage students from sitting in clusters according to gender, race, language, etc. This sets up an artificial environment for discussion and can lead to power imbalances in the classroom.

You could create a seating chart for students. You could also ask students to sit in cooperative-learning groups that you create according to gender, race, language, and ability. Alternatively, you could ask students to work together to find a more inclusive seating strategy. Whatever you decide, it is useful to discuss why you think it's beneficial to students' learning to desegregate their seating.

Use neutral tactics to call on students

There are a number of strategies you can use to call on students in a more fair and equitable way.

Create name cards for each student. Shuffle the cards, choose one at random, and then call on the student whose name you have drawn from the pile.

Walk around the room. If you move around the class, it will encourage more students to participate, especially those who sit in the back.

Use a poker chip technique. Give every student a certain number of poker chips at the beginning of class. In order to participate, students must hand in a chip. Tell students that they must spend all of their chips before the end of class but that they cannot speak once they have used them all up. This will encourage students who talk a lot to choose their comments wisely; it also means that quieter students must contribute something to the discussion.

Have students fill out comment cards. When students make particularly interesting points, give them "comment cards". At the end of each class, ask them to hand in their cards and write down how many they have; these comments can count towards participation points. Once in a while, review the points and encourage those who have not received comment cards to increase their participation.

7.2 Discussing Controversial Issues

Adapted from "Teaching Controversial Issues" (1993-4), by Suzanne Cherrin, Teaching Excellence: Toward the Best in the Academy 5/1.

Establish ground rules for discussion

Determine guiding principles for discussion. What do you hold to be true? For example, students could decide that racism, sexism, and heterosexism would be unacceptable in the classroom since they violate basic human rights.

Agree on a set of rules for discussion that will respect your guiding principles. For example, it may be decided that stereotyped remarks are not allowed.

Decide on a model for discussion that develops good communication skills. For example, you could suggest that before responding to someone's statement, participants must first restate what that person said in a respectful way.

Set the tone for the discussion

Discuss the moral and social implications of the discussion topic.

Ask students to use respectful language and to avoid using stereotypes.

Remind students that prejudicial remarks may offend or hurt their colleagues.

Find strategies to promote discussion

Give students the opportunity to voice their opinions from their frame of reference. Ask them what their thoughts are on the topic or what their experiences have been.

Provide students with discussion questions ahead of time so they have time to develop opinions and to consider how they will convey them to others respectfully.

Allow students time to reflect, even if this means that they are silent for a few minutes. If you give them time to think about the question, they will be able to give a more carefully worded and well-thought out response.

Consider using alternative ways of discussing material. Ask students to work on a question in pairs or small groups before discussing it as a large group.

7.3 Equitable Course Content & Assessment

Change the course readings and syllabus to reflect the missing, marginalized, and misrepresented groups that have traditionally not been included in the curriculum in the past.

Change the language in course materials to eliminate sexist, homophobic, racist, classist, Eurocentrist and other forms of discrimination.

Allow students to have input into what is read, what is studied, and what is discussed in courses.

Let students provide feedback on evaluation methods other than the traditional ones of multiple choice testing and formal written essays.

Use anonymous testing and evaluation so that students' personal characteristics and group membership do not affect judgment.

Use alternative methods of evaluation that do not favour only those with traditional written English language backgrounds.

Make diversity, equity, and discrimination the content of the classroom rather than remain only a part of the hidden curriculum.

Set up support groups, student mentoring, and peer pairing to change the power structure and authority relations in the classroom.

Ask students from different cultural backgrounds to voice their reactions to their experiences of inequity in the classroom so that other students can share their perspectives.

Announce right up front, in your syllabus, on the first day of class, or even on your office door, that you and your class are proactively supporting equity and explain the meaning of related concepts for those who are not yet conscious of these concerns.

Introduce student portfolios into your assessment methods to ensure that students from all groups get an opportunity to demonstrate what they know.

Point out that learning about diversity and equity is a part of learning in today's world and assists in the development of critical consciousness.

These and other recommendations can be found in Lewis & Habeshaw and Pye & Rust. See the Bibliography.

8. Evaluations

16th Annual Cross-Faculty Teaching Forum May 3, 2004

~ Summary of Evaluation Forms ~

	Mean
<p>1. Did you find the day worthwhile? (circle a number)</p> <p>5 = very worthwhile 1 = not at all worthwhile</p>	4.1
<p>2. What session or aspect of the day did you find most worthwhile? Why?</p> <ul style="list-style-type: none">▪ voices of the students, because they explained many things that I lived like a student▪ student panel▪ teaching session before lunch – excellent – very well facilitated▪ technology session at 1:45 –small group!▪ student panel – great to hear from students▪ keynote speaker – Enid was very enthusiastic – lots of “food for thought”▪ enjoyed talking informally with people at lunch▪ student panel, also talking to colleagues and students▪ Enid Lee and Phil Goldman▪ “Evaluation” by Phil Goldman▪ student panel▪ keynote address – provided insight into concrete ways to address equity – “make it tangible” in order to address it▪ Times when I thought of what I could do to improve our common commitment to equity occurred periodically. I also liked the opening plenary – how Enid presented.▪ teaching and the student panel▪ opening remarks – Dr. Enid Lee was very pleasant and eloquent▪ students’ session – it’s what this should be all about!▪ Enid Lee’s presentation made me think about my practices. The student presentation gave me great ideas about what should be done.▪ the guest speaker – incredible!▪ student panel – very thought –provoking!▪ Enid Lee’s Putting Equity on the Table▪ keynote address▪ ground-level experience was expressed with passion and conviction▪ student panel – real experiences toward equity issues	

- student panel – guilt! shame! conviction to act!, vivid picture of what I need to address more fully
- keynote
- almost all, particularly student Panel
- student presentations
- Enid Lee – great speaker – thanks
- Enid Lee presentation
- The student panel presented relevant information – many perspectives- and pointed out the need for improvement at Queen’s – as well as the urgency of the need.
- keynote speaker – most relevant; most informative
- networking
- keynote address – clear, tangible, inspiring
- student panel, but I hear from students all day long so....
- breakout sessions and “Bright Ideas” as summaries of ideas
- keynote speaker was excellent – raised important issues, provided comprehensive framework, role model
- opportunity to meet others interested in the issues, including hearing students’ experiences
- large group content and speakers – valuable, informative content, dynamic speakers
- student panel – puts a face to equity
- brainstorming teaching ideas
- Enid’s comments were invaluable
- Enid Lee and session on Technology
- I enjoyed Enid Lee’s talk and Joy Mighty’s enthusiasm. I am so glad that Joy is at Queen’s!
- Enid’s address very effectively laid out some large issues – softened the brain and heart to be open to hearing what went on.
- The student panel was brilliant. Nothing is as effective as hearing from the people who are most effected by (un)equity with respect to learning.
- student panel and Enid Lee
- student panel
- Enid Lee’s presentation was wonderful as usual
- Joy Mighty’s organization and leadership – Thank you
- The sessions were all very well presented.
- keynote – the principles (statements were meaningful without being confrontational. They were inviting for thought - made me want to open my awareness more).
- Teaching: This gave me the opportunity to better understand my professors and the things that make their job more of a challenge.
- student panel – strong insight

3. What aspect of the day did you find least worthwhile? Why?

- I think the main problem was the time.
- Evaluation (2pm session), Attitudes and Beliefs
- Attitudes and Beliefs – we didn't really discuss what I had hoped
- Sessions were a great idea, but unfortunately they were too rushed. Smaller groups would facilitate more discussion. – less focus on aspects only relative to Queen's.
- my first workshop – not focused enough – not enough time for in-depth discussion
- student speakers need more of a roundtable format so that the discussion can be more personal and intimate
- Evaluation by Phil Goldman, Student Panel
- All topics were thought provoking.
- Session on Attitudes and Beliefs took too long to get going
- time for breakouts too short to be particularly helpful
- Attitudes and Beliefs – no focus, weak discussion
- the sessions – they never led to in-depth discussion
- The 3 smaller group sessions were short (time wise). I suggest only 2 next time.
- Some of the concurrent sessions were too specific and not applicable to my teaching situation.
- The breakout sessions – never got into any deep dialogues or conversations.
- lesser concurrent sessions and more time devoted to each session
- concurrent sessions – unfocused – time wasted in process concerns
- The self-introduction in the discussion session consumed too much time.
- panel on evaluation
- Teaching session at 11:15am – concentrated on issues such as “classroom layout” as the barrier to equity in classrooms (I don't mean this session was not worth attending).
- the discussion on policy – oddly resistant group
- superficial – would have liked to work through specific problems
- session spent introducing everyone with 15 minutes for discussion
- All of the sessions were relevant and I enjoyed them. The single most negative factor was the shortage of time. A longer day is recommended so that more lively and detailed discussions or plans can occur.
- not enough time per session to really cover issues - day could have been longer
- display tables – no time to enjoy
 - limited
 - no one took my material...
- workshop time was too short
- I can't say a “least”, but I could not attend the entire day due to meetings in the middle. I missed the student panel!
- sessions were too short!
- some breakout sessions were too short
- I enjoyed all of it – I learned lots, and was reminded about things I had forgotten. I am glad to have given the time to this today.
- The short timelines made it difficult to get into a discussion with only a short time. It was disappointing only a short time was given to listening to students' perspective.

- nothing - it was all very helpful
- session on curriculum – everyone introduced themselves, which left no time for discussion
- concurrent sessions were too short, especially when running late
- no time for depth of discussion
- the gripe sessions – Curriculum Design (10:30) – time spent examining and complaining about issues unique to Queen’s – It is necessary for the faculty at Queen’s to vent (they obviously don’t get enough opportunity – it is necessary). Once the venting is done – all faculty in various institutions can discuss issues common to all faculty. This would be invaluable - best practices across institutions.

4. Is there anything you learned from today’s Forum that you plan to incorporate in your future teaching practices?

- I understood the concept “Equity” is important, but more important to use with people.
- finding common ground, setting ground rules
- no assumptions!!
- from the teaching session: I will now listen more to the students in terms of *their* feelings about learning and the community of learning.
- an open attitude – put this on the syllabus somehow – try to make this clear and more evident to students
- curriculum changes
- Yes, I will include some of Dr. Lee’s principles.
- not so much learned, but was reminded to do – involve students more in setting direction for the course
- the ideal that expertise does not lie only with the faculty member
- nothing really was ever stated – too superficial – it seems people just skirted the issues
- Yes –
 1. document my equity principles
 2. articulate them to my students
 3. use voice and collaborative learning strategies
 4. ask students how they want to be named in class
- I will include more consideration of welcoming diversity at the start of my classes.
- yes – think more about my practice and pedagogy and how it effects students
- yes, we all have common problems that need a proper forum
- nothing specifically, but I’m encouraged to continue to strive for equity in my teaching
- to be sensitive in equity issues
- framework from keynote for rethinking many aspects of curriculum design and approach in my teaching
- yes – the request to identify my class as equitable - also that students fear close- mindedness here
- yes

- on-line learning initiatives
- yes – the suggestion of making a statement about one’s philosophy and the importance of declaring value in diversity will be considered
- input from student panel – insightful and helpful feedback in practical terms
- invitation to speak with me at the beginning of class regarding diversity issues and inclusion (a good reminder regarding this!)
- embedding equity in every aspect of university activities
- checking assumptions, listening, re-invigorated to go back to my department and continue the work
- yes – I’ve talked with the Social Activities Commissioner (AMS) with an idea for a student follow-up
- yes – start each class with acknowledgement of equity
- providing greater opportunities for feedback from students
- to be more clear with students about the inclusive environment that I intend to support
- the principles of hope and urgency
- story telling
- ground rules for group work
- allowing discomfort and remembering to allow discomfort when broaching these issues
- yes – many -- look through the lens of equity when developing, implementing, and evaluating teaching
- what would I change in content, climate and pedagogy if equity mattered?

5. What suggestions do you have for future events on equity? (If possible, please include specific topics and formats.)

- include more students
- smaller group conversations with students concerning topics of equity and general learning at the post-secondary level
- let’s organize a Queen’s conference on actually increasing diversity on this campus (teachers & students)
- religious accommodation
- I was in the evaluation session and I believe that more action should be taken to resolve some of these issues.
- I like the students’ idea of doing one for students – to engage them in thinking about equity.
- *practical* ideas for teachers
- more suggestions for how we can improve....
- more discussion of the research that has been conducted on the topic!
- It appears there’s a need for a session on coping with equity burnout – a theme which was repeated by older faculty who seemed quite bitter about Queen’s lack of movement in regards to equity.
- Concurrent Sessions: A “short” description of what each session will cover would be useful. Titles may be deceptive. (Perhaps descriptions were on the website and I missed them!!)

- age diversity in the classroom
- to hire people technically doing equity jobs; set up an Equity Award
- have longer time for discussion sessions with focused questions
- need a panel on equity issues that instructors face, i.e. “Instructor Panel” – teaching and learning involves students and instructors and we need to address equity and equality for all involved parties! Phil’s session on Evaluation was not long enough as we had to be at the closing plenary (2:30pm).
- tactics with administration – how to *speed up* change...
- problem-based approach – an issue regarding students, an issue regarding faculty, etc.
- more time for sessions – smaller groups – theme progresses throughout the day. Two sessions instead of three – meeting for a longer time.
- more publicity!
- A student forum would be positive – a faculty review/administration review of the value placed on “spirit and diversity” (to quote this folder) would be interesting.
- longer breakout sessions
- a little tighter management of the sessions topics [more guidance(subject-specific; goal/objectives to help focus) to facilitators]
- have fewer workshops and thereby have more time for discussion
- resource workshop or fair, sharing time management for equity workers; Union-Management cooperation for equity
- one topic – one day follow up for each
- specific techniques regarding equity
- roundtable with students
- any specific topic? Accommodating disability and respecting different cultures and backgrounds seem to be big ones
- While the time seemed short, I think it’s good to keep things moving. We have such little time as faculty so one day was great and it was concentrated. This too helps focus and remind.
- maybe extend the times
- senior administration participation
- Bring in a staff or faculty member who is challenged in some way, to speak about the issues this person must face as a faculty member with an equity issue.
- a follow-up with more workshop style to deepen “how to”
- provide a/many hands-on sessions to help faculty implement the principles of equity
- longer group sessions for networking, perhaps smaller

6. What topic would you like to see next year’s Cross-Faculty Teaching Forum address?

- strategies
- please ask later
- as always – how to teach well in increasingly difficult working conditions *or* something on graduate student teaching in an entrepreneurial climate (i.e., students as workers vs. students as learners)
- evaluation
- Internationalization – a day focused on students and how we can support them in and through their program.

- Equity Part II – in sessions that look at specific examples of successful equity practices and incidences (like the example by Enid about the grade 4 parent) – student conferences in the mother tongues
- What works and what does not – Experiences of Persons from the “School of Hard Knocks”!students with learning disabilities
- what we have achieved according to what we have discussed today
- Creating Learning Communities for the Knowledge Age
- Backlash
- Problem-based approach
- on-line learning
- Intercultural awareness in teaching and learning
- Enid was a delightful and inspirational speaker! I would love to have her return!
- This is my first – no suggestions yet.
- Changing the “Climate” at Queen’s or universities in general
- I’d like to see a series on equity in the format similar to what Enid Lee suggested she did with teachers. We need repetition and practice.
- topics today were fine – choose 1 or 2 and give people the whole day
- the same!!
- Homophobia more specifically – need to think about how to encourage acceptance of gays and how to get the non-converted faculty to come
- to promote more dialogue between faculty and student and a way that our students can be made to feel safe with staff and faculty
- Teaching in a Global Context (Internationalization)
- Lifelines in teaching: - how to help resources to address teachers who perceive they are overworked, or losing the battle with time or technology, etc.
- collaborative teaching/collaborative learning
- Evaluation – illnesses which develop *after* tenure has been created...i.e., early stages of Alzheimers...Many systems have very weak structures for dealing with/ accommodating situations which aren’t really accepted (early enough) by LTD.

7. Other comments?

- The sessions seemed to be more about criticizing Queen’s and expressing frustrations. I had hoped for suggested solutions. The 2 p.m. evaluation session was specific to the Queen’s faculty collective agreement. I think it is great to include other post secondary institutions. If they are to be included then the program and the facilitators should keep the day fairly generic to post secondary education. There seemed to be very few Queen’s faculty.
- Thank you for a wonderful day.
- Thanks for including non-Queen’s faculty.
- Thanks
- Well done—it was a great session.
- Each concurrent session was *too short* a time. I am concerned that the majority of attendees were presenters or persons involved with equity issues for a living. Where were the front-line classroom teachers? Were they missing because Queen’s is so “old boys?” and white?

- Thanks for doing this.
- Great day!
- Communication skill as an instructor should not be evaluated based on how “well” the instructor could speak English as a first language, i.e., the “accent” cannot reflect the communication skills of an individual and should not be used for this purpose.
- wonderful day – should be 3 days
- Thank you for a most enjoyable day.
- a wonderful environment for the conference!: good food and nutrition breaks; well organized, friendly environment
- enjoyed the event – thank you!
- very, very well organized – thank you Sandra and Sera!
- need to make sure library is adequately funded!!
- There needs to be more opportunities for students and faculty to informally communicate about these issues.
- great work, thank you
- great
- thanks for having me
- an inspiration and yet overwhelming...thank you!
- Thank you. – lots of food for thought – looking forward to accessing website and future networking
- an interesting day!