

NEW THIS YEAR!

As you develop and/or revise your courses this year, we invite you to do so within the context of the Queens' Learning Outcomes which have recently been revised taking into account recommendations from the PICRDI and TRC reports. Please take a moment and review the draft revised Queens Learning Outcomes Framework (attached.) **Note that this document has not yet been approved by Senate and will undergo further consultation this fall.**

We wish to draw your attention in particular to the following section of the Revised Learning Outcomes Framework preamble, which reads:

Among Queen's highest aspirations is achieving an authentically inclusive learning experience for students, where historically underrepresented identities, experiences and perspectives are reflected in the curriculum and where inclusive pedagogies and universal design enable access for all students across race, ethnicity, gender identity, gender expression, sexual orientation and ability. Queens has played an important role in creating, disseminating and preserving knowledge, and it is also incumbent upon us to question assumptions about which knowledges are included in the curriculum and which ones are absent. We are committed to recognizing hidden bias in our own pursuit of evidence, acknowledging our colonial history and respecting traditional Indigenous knowledge and ways of knowing. For these reasons, the Framework emphasizes multiple forms and sources of knowledge and intercultural competence.

Our goal this year is to use the curriculum process to broaden awareness and to gather information on the work being done by departments and individual instructors to make their curriculum and/or learning environments, more inclusive.

Please consider the TRC and PIRDI recommendations as you discuss and develop your new or revised courses. Then, on the Learning Hours form, describe how, if at all, the new or revised courses address these recommendations, providing specific examples where possible. We do not expect each course to directly address diversity or Indigeneity but we do want to identify those that do and understand how these perspectives have been acknowledged or incorporated. We have purposely left these concepts undefined so that we can gather the richest information possible.

Two new items for the learning Hours Form

Please describe how, if at all, this course and/or your department's curriculum process addresses PICRDI recommendation to actively diversify the curriculum.

Examples:

Course - the reading list has been revised to include more diverse voices, with particular attention to those from equity-seeking groups such as...

Department - our department has begun using the DEAP tool to evaluate our progress towards increasing diversity and inclusion and has conducted a student survey for the purpose of consulting and collecting any student suggested ways in which we can increase diversity and inclusion in the classroom.

Please describe how, if at all, this course and/or your department's curriculum process addresses the TRC recommendations to integrate Indigenous knowledge into curricula across academic programs and to link Indigenous content to learning outcomes.

Examples:

Course - A new assignment was added which asks students to choose an Indigenous [author, playwright, musician, activist, lawyer, etc.] and identify the impact of colonialism on their life and work.

Capstone assignment - Applying one of the five qualitative research methods we're learning about, investigate and make recommendations for a plan to build a central space on campus for Indigenous activities and the celebration of Indigenous traditions.

Dept - Last winter our department invited the CTL in to facilitate a workshop on decolonization; some of our instructors have connected with Indigenous resource centers on campus and in the community.