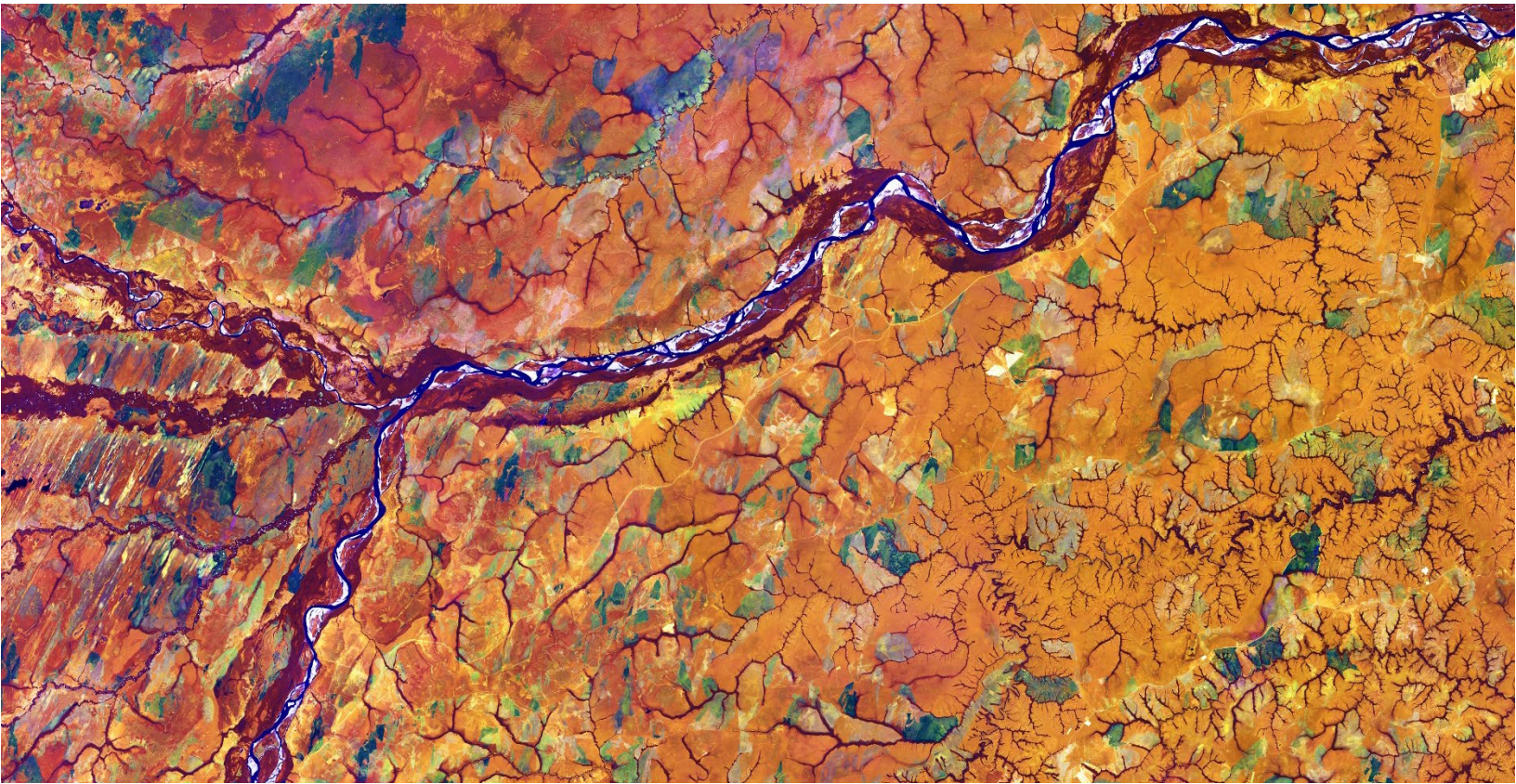# Highlights on Indigenization – Equity, Diversity, Inclusion, Accessibility, and Anti-Racism (I-EDIAA) at the CTL
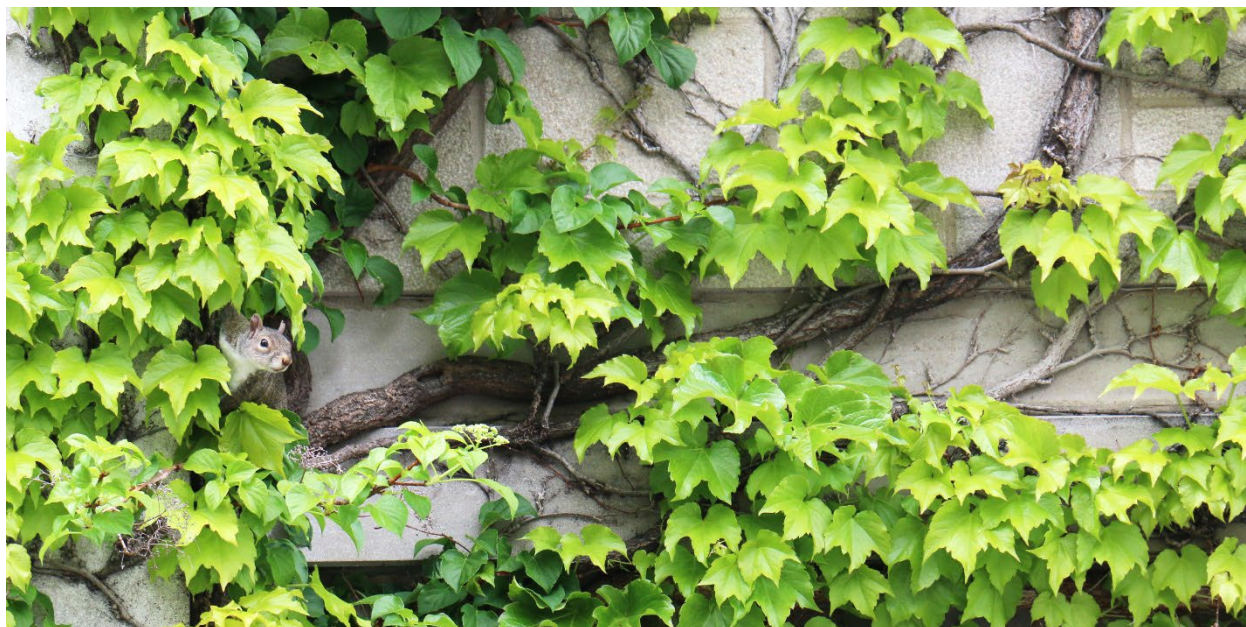
June 2023

Compiled by

Centre for Teaching and Learning
Yasmine Djerbal, Associate Director; Dale Lackeyram, Director; Kaitlin McDonald, Administrative Coordinator; and Sandra Murray, Program Coordinator.
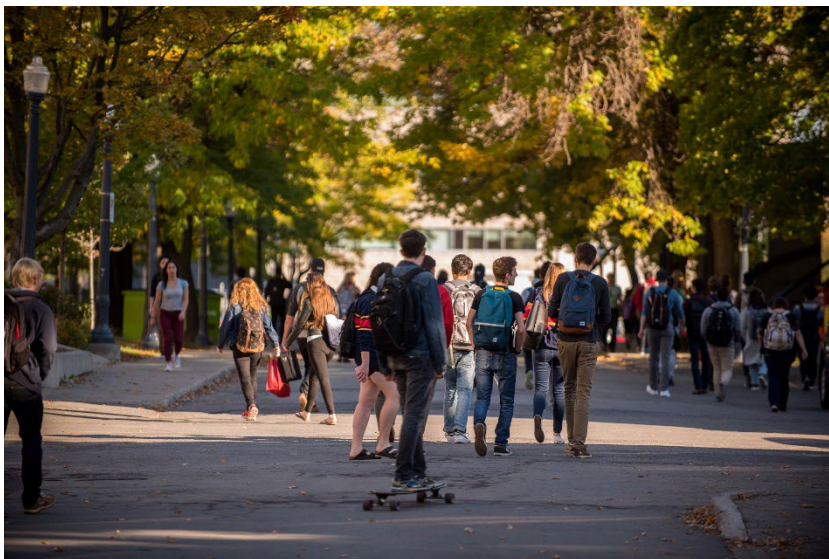
queensu.ca/ctl

Table of Contents

Queen's University is situated on the territory of the Haudenosaunee and Anishinaabek.

Ne Queen's University e'tho nón:we nikanónhsote tsi nón:we ne Haudenosaunee táhnon Anishinaabek tehatihsnonhsáhere ne onhwéntsya.

Gimaakwe Gchi-gkinoomaagegamig atemagad Naadowe miinwaa Anishinaabe aking.

queensu.ca/ctl

Message from the Leadership

Each year, we take a moment as a team to pause and reflect on the work we have done with our many collaborators, partners, and co-conspirators. As a Centre, 2022-2023 was a rich year in community engagements, and this report highlights some of the work we have been engaging with to ground, guide, and mobilize Indigenization, Equity, Diversity, Inclusion, Accessibility and Anti-Racism (I-EDIAA) across the University. Guided by the Principal's Strategic Objectives and honoring institutional commitments to the Yakwanastahentéha Aankenjigemi Extending the Rafters: Truth and Reconciliation Commission Task Force Final Report, the Scarborough Charter, and the Okanagan Charter the impactful practices, accessibility, and inclusive excellence are at the forefront of our mission.

We have expanded our programming to strengthen community partnerships, networks, and leadership in equitable, research-informed, and evidence-based strategies in teaching and learning. As you review this report, you will see that the values that underpin I-EDIAA are deeply entrenched in all the work we do, with the objective of fostering meaningful change not only for equity-deserving students, but our entire Queen's community.

 In the upcoming sections of this document, we outline some of the work we have been engaging in, with units from across the institution and beyond, under the University's Strategic Goals of Research Impact, Student Learning, Global Engagement, Queen's in the Community and Organizational Culture.

700+

Educators at CTL Events

35

I-EDIAA Events

queensu.ca/ctl

Research Impact | Research & Teaching Integration

Showcase of Teaching and Learning at Queen's

This year the CTL returned to an in-person Showcase. It provided an opportunity to meet with colleagues and to learn about the teaching and learning initiatives and innovations that are taking place across the institution. Educators from every faculty across campus listened and engaged with 16 different presentations on teaching and learning initiatives and innovations that are taking place across the institution.

For Presentation Information, see Appendix A.

132
Participants

Evaluation of Showcase

98%
Agreed that participating in Showcase was a good use of their time.

90%
Agreed they would likely implement strategies discussed today.

83%
Agreed they would likely share strategies learned at Showcase with others.

Feedback from participants at the Showcase:

[What did you find most useful?] *Overall, the explanations and considerations that went into each new strategy was helpful for considering my own teaching contexts, pedagogical approach, and intended changes.*

[What did you find most useful?] *The diversity of topics and presenters' departments - as a new employee this gave me an interesting and helpful overview of what is happening in classrooms. Also, the 15 minutes worked well to maintain interest and get such a wide range of topics.*

queensu.ca/ctl

Feedback from participants at the Showcase:

[What did you find most useful?] *Michael Murphy's presentation on Participation Grading was immensely informative. I appreciated that he included anecdotal evidence and provided solutions for the way forward. I also really enjoyed Paul Grogan's presentation. Valerie Bartlett's presentation on an unconventional final project for Business courses was fantastic in that she very clearly explained how she developed the assessment given its unstructured nature and how she incorporated the feedback given into the next iteration. Margaret Walker's presentation was AMAZING and really emphasized how we need to disrupt the Western canon in all disciplines. The Chat GPT session left me wanting more! I look forward to incorporating my notes from these sessions into my course development work.*

I would love to see the topics for these sessions get a bit more radical and offer examples of faculty seriously considering or implementing critical pedagogies in their teaching practice. It would also be great to hear more about the barriers to radical pedagogy - i.e., what needs dismantling. I think others would also find that very thought provoking and inspiring.

Scholarship of Teaching and Learning

Members of the CTL released 3 publications that have I-EDIAA implications this year:

- [Split-Site Course Design: A Pilot Study on Integrating Traditional and Active Learning Classrooms](#) by Michael P. A. Murphy, Andrea Phillipson & Andrew Leger
- ["Infusion rather than isolation: Integrating principles of equity, diversity, inclusion, decolonization, and Indigenization in toolkits for remote instruction during the COVID-19 pandemic"](#) by Robin Attas, Lauren Anstey, Lindsay Brant, and Karalyn McRae
- [ChatGPT? We need to talk about LLMs](#) by Yasmine Djerbal and Rebecca Sweetman

 Associate Director, Yasmine Djerbal, also co-presented (with Rebecca Sweetman, ASO) a paper on [Designing an Equitable Future of Learning with Activist Multimedia](#) at TESS 2022: The Hybrid Experience, which focused on the newly developed training curriculum called "Activist Design in Educational Multimedia".

Members of the CTL also engaged in ongoing research throughout the university including participating in the RUG Research Project: Reaching Underrepresented Groups, Open Education Resource Committee (OER), Wholistic Curriculum Design and more.

Student Learning

Engaging Critical and Innovative Pedagogies

CTL programming for the 2022/23 Academic year covered a range critical and innovative pedagogies grounded in I-EDIAA, including: "Implementing Equity-Minded Practices in Higher Education"; "Foundations of Indigenous Pedagogies"; "TRC & Me: What Educators can do to Respond to the Truth and Reconciliation Commission's Call to Action"; "Anti-Racist Pedagogies: From Theory to Practice"; "Facilitating Difficult Conversations"; "Panel: How is your Program Addressing Goals for Equity, Diversity, Inclusion, and Decolonization Now and Into the Future?"; "Responding to Racial Microaggressions in the Classroom"; "Effective Feedback: Strategies for Addressing Harm in Writing"; and "You've been called out for causing harm; Now what?"; as well as many more.

350+
Participants

For Workshop Descriptions, see Appendix B.

Feedback from participants in the Foundations of Indigenous Ways of Knowing

"Just hearing Indigenous educators tell me to go for it - and that it's okay to make mistakes along the way as long as I'm honest and open about where I'm coming from - adds to my comfort level. I feel reassured, also, by the idea that I'll feel more comfortable as I continue to learn about the culture."

-Response from a Foundations of Indigenous Pedagogies participant

"It was extremely useful to see the definitions and examples of colonisation versus decolonisation and the very practical vision for increasing Indigeneity at Queen's. It was helpful to see specific recommendations."

-Response from a Decolonization and Indigenization: Finding our Way Along the Path participant

2 New Professional Development in University Teaching and Learning (PUTL) Modules

The CTL was excited to launch two new modules and reimagined an existing module under the Professional Development in University Teaching and Learning (PUTL) Modules. The modules were developed by Educational Development Associate, Clarissa de Leon, with Educational Developer, Karalyn McRae. These modules—which are part of a series of online self-paced modules geared towards graduate students, teaching assistants, teaching fellows, and postdoctoral fellows—have been developed over the past 2 years and guide students through a process of re-imagining post-secondary education in a way that departs from traditional colonial conventions to disrupt systemic racism through teaching practices.

New: Indigenizing and Decolonizing Teaching and Learning

Indigenizing and Decolonizing Teaching and Learning

The purpose of this module is to challenge you to re-imagine post-secondary education in a way that departs from traditional colonial conventions and towards a model that embraces Indigenous ways of knowing and decolonizing practices. Applicants will need to demonstrate the ability to:

- Build your understanding of Indigenous and decolonizing pedagogies.
- Critically reflect on your teaching practice and how you can purposefully and meaningfully incorporate Indigenous and decolonizing pedagogies into your role as an educator.

### New: Anti-Racist Learning Environments

The purpose of this is to highlight the ways university education replicates patterns of systemic racism from our broader social contexts and how we can disrupt these patterns through our teaching practices. You will have the opportunity to explore anti-racist education and pedagogies through self-directed learning activities. Applicants will need to demonstrate the ability to:

- Recognize racist institutional structures in post-secondary education and understand how Black, Indigenous, and students and educators of colour are affected by these structures.
- Explore how you can commit to de-centering whiteness in your classroom by actively creating an anti-racist learning environment.

Reimagined: Accessibility, Disability Justice, and Intersectionality in Education

The purpose of this module is to build your foundational understanding of disability and accessibility and to reflect upon how we can be intentional in our educational design to create more inclusive materials, course environments, and teaching practices. Applicants will need to demonstrate the ability to:
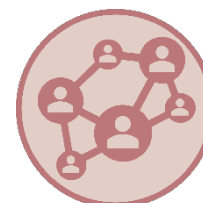
- Explore key concepts of disability, intersectionality and considerations educators need to make about Universal Design for Learning, when preparing and designing for accessible teaching and learning
- Use knowledge about accessible teaching and learning to create and describe learning experiences.

queensu.ca/ctl

Global Engagement

Building on last year's work in co-developing a definition of Global Engagement for Queen's University, *Educational Developer, Global Engagement*, Yunyi Chen was also instrumental in guiding the [Queen' Global Engagement Strategic Plan in teaching and learning (2023-2028)](#). Following its launch, Yunyi Chen developed a Global Engagement website with resources on Globally Engaged Curriculum, Developing Foundational Intercultural Teaching Competence Webinar, Writing Across Borders, and Supporting International Student Success.

For Workshop Descriptions, see Appendix C.

Developing Globally Engaged Curriculum

One key topic that underpins global engagement in teaching and learning is developing globally engaged curriculum. To help educators across disciplines envision what a globally engaged curriculum might look like in their subject field, the CTL developed resources including a Queen's working definition of "Globally Engaged Curriculum" as well as how to develop it. This section included information on backward design, different approaches to globally engaged curriculum, a holistic framework for globally engaged curriculum that builds off of the knowledge of indigenous peoples and provides information from exemplar courses from Political Studies, Black Studies, Music, and Sociology.

"It was a rewarding experience to work on BLCK 380 for global engagement. As an instructor, I was inspired to think further about my approach to teaching, pedagogical development, and student mentorship... I would recommend my fellow instructors and members of Queen's teaching community to join this collective effort to develop globally engaged curriculum to reflect the nature and scale of the challenges facing humanity and the diversity and lived experiences of our student body."

-Kesha Fevrier, Assistant Professor and QNS (BLCK 380) – Black Environmental Ecologies: A Global South Perspective

Enhancing Intercultural Teaching Competence

To work effectively with the increasingly diverse student populations, educators at Queen's University are expected to enhance intercultural teaching competence (ITC) as a direct response to the Global Engagement Strategic Plan.

What is Intercultural Teaching Competence?

"Intercultural Teaching Competence is the ability of instructors to interact with students in a way that supports the learning of students who are linguistically, culturally, socially, or in other ways different from the instructor or from each other, across a very wide definition of perceived difference and group identity."

(Dimitrov, Dawson, Meadows & Olsen, 2014, P. 89)

queensu.ca/ctl

This section reviews the different components of ITC, benefits to educators, and students, understanding positionality in teaching, communication in the intercultural classroom, intercultural group, and how this work related back to a globally engaged overall curriculum.

Writing Across Borders

With the continuous internationalization of the student population on campus, Queen's University is becoming increasingly diverse. However, many international students, particularly those with English as an additional language (EAL), face unique challenges in academic writing. While English language proficiency is often deemed as the primary reason for their challenges, cultural factors also heavily impact students' writing practices.

It is noteworthy that many student groups from diverse linguistic and cultural backgrounds, although are not deemed as international students (e.g., students from diverse high school experiences, Francophone students, or Indigenous students, etc.), are likely to share some, if not all, of the challenges. Therefore, becoming aware of the anticipated challenges in academic writing enables educators to better support the learning needs of diverse students.

This section reviews writing as EAL students and the challenges they must overcome, cultural diversity in academic writing which focuses on cultural differences in communication that must be adapted to study in another country, specifically reviewing how it affects academic writing, critical thinking, and citation practices.

Supporting International Student Success

As a result of global student mobility, some international students (domestic alike) may have spent many years living in different countries and cultures before joining Queen's. Thus, the traditional view or understanding of international students is of limited value nowadays3. Educators are encouraged to get to know international students as unique individuals and leverage their diverse experiences to enrich learning opportunities within the Queen's community.

Resources included in this section explore the challenges international students may encounter, identify best practices to support international students, and look at what is need for international students to succeed in online learning environments.

Along with the website, specialized programming was offered including "Developing Globally Engaged Curriculum: Why, What & How"; and the "Developing Intercultural Teaching Competence (ITC) Series". In collaboration with Human Resources, the CTL was able to offer "An Introduction to the Intercultural Development Inventory (IDI)" to promote diversity and inclusion through cross-cultural competences for faculty and staff.
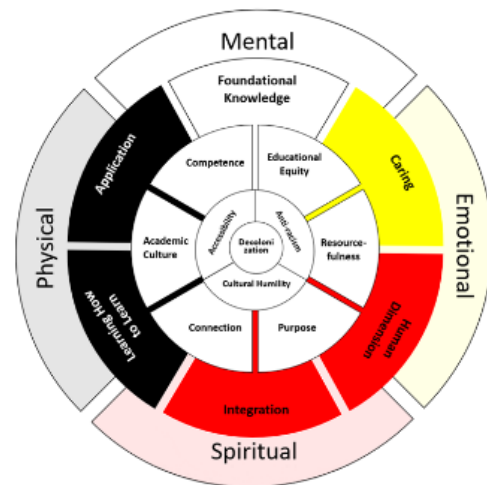
CTL in the Community

CTL team members who have contributed to a wide range of community-focused programming and communities of practice were recognized for their engagement.

Teaching to Transgress: A Teaching and Learning Speakers Series

This year, programming surpassed expectations with the success of the [Teaching to Transgress Speakers Series](#), and welcomed participants from across Canada and the world. Inspired by scholar, educator, and activist bell hooks' critical work on liberatory practices and pedagogy, the Teaching to Transgress Speaker Series sought to feature radical thinkers, practitioners, and pedagogues, and to foster the exchange of critical and innovative pedagogies and teaching practices. Amongst them were: Dr. Eve Tuck, "Nurturing Community for Meaningful Discussions"; Dr. Clelia Rodriguez, "Decolonization in Education and Global Engagement"; Sharry Aiken, "Human Rights and Social Justice in Law: A Conversation"; Jeff Preston, "Disability Justice in Higher Education: A Conversation"; Dr. Juliane Okot Bitek, and Dr. Vanessa Thompson, "Liberatory Pedagogies and Imaginaries"; and Dr. Özlem Sensoy, "Microactions: Moves in Research, Teaching, and Service that can Shift Equity Creeds into Deeds."

340+

Participants in the Teaching to Transgress Series

For Teaching to Transgress Descriptions and Biographies, please see Appendix D.

Communities of Practice

The CTL also aimed to foster [Communities of Practice](#) in teaching and learning. A community of practice (CoP) brings together individuals who share a set of problems or interest in a topic to learn from each other, share ideas and experiences, and collaborate on active solutions. Current communities are *Pedagogy of Peace*, Radical *Assessment and Ungrading, and Scholarship for Teaching and Learning;* with a new community being developed for *Global Engagement in Teaching and Learning*.

Community & Collaboration

Sharing of Ideas

Practice & Support

Teaching & Learning

Community of Practice

queensu.ca/ctl

Recognized Leadership

We would also like to take this opportunity to highlight the work of individuals within the CTL who have been acknowledged by their communities as leaders within I-EDIAA. This year several staff members at the Centre were honoured with awards acknowledging their work and impact, including: Yasmine Djerbal who accepted the [2023 Ban Righ Foundation Leadership Award](#), Clarissa de Leon, who accepted the [2023 Equity, Diversity, Inclusion, Indigeneity Impact Award](#), Nishana Ramsawak, who accepted the [2023 Agnes Benidickson Tricolour Award](#), and Karalyn McRae and Kaitlin McDonald who were part of the Teaching and Learning Spaces Working Group that received a [Staff Recognition Award](#).

Organizational Culture

Committees

The CTL serves on over 50 committees and working groups and engages in research at the university, provincially, and nationally including:

50+

Committees and Working Groups

- Scarborough Charter: Teaching, Learning and Student Success Subcommittee
- Council of Ontario Educational Developers Curriculum Accessibility Working Group
- Queen's Senate
- Senate Cyclical Program Review Committee
- Senate Educational Equity Committee Working Group on the I-EDIAA Senate Statement
- RUG Research Project: Reaching Underrepresented Groups
- Shift Survey
- Canadian Anti-Racism Educational Developers CoP
- Indigenous Knowledges Curriculum Research Working Group
- Ventus Project Working Group
- International TA Support Working Group (informal collaboration with SGSPA, QUIC, SASS)
- Arts & Science Equity, Diversity, Indigeneity, and Inclusion Council

Embedding Indigenization-Equity, Diversity, Inclusion, Accessibility and Anti-Racism principles into the culture of Queen's is a core value of the Centre for Teaching and Learning. As we continue to work at all levels of the university with educators, learners, staff, departments, and Faculties, the CTL remains committed to continuing to enact equitable teaching excellence principles.

queensu.ca/ctl

Appendix A

Programming from the CTL – Research Impact | Research and Teaching Integration

Showcase of Teaching and Learning at Queen's

This year the CTL returned to an in-person Showcase. It provided an opportunity to meet with colleagues and to learn about the teaching and learning initiatives and innovations that are taking place across the institution. Educators from every faculty across campus listened and engaged with 16 different presentations on teaching and learning initiatives and innovations that are taking place across the institution.

Presentations

Accessibility, Inclusion, and Indigenous Pedagogy

- **Adapting Team Presentations to Foster Accessibility and Inclusion**
  Nicole Bérubé, Smith School of Business
- **Write It: A Strengths-Based Skills Approach to Academic Writing**
  Johanna Amos, Student Academic Success Services; and Lydia Skulstad, The Queen's International Centre, and Student Academic Success Services
- **The Participation Grading Project: Fairness and Inclusion in the Classroom**
  Michael Murphy, Political Studies
- **Curating an Online Course: French Language for Indigenous Contexts**
  Isabelle St-Amand, French Studies; and Department of Languages, Literatures and Cultures; and Bobbie Osbourne, Arts and Science Online
- **Some Naive and Tentative Attempts at Introducing Indigenous Perspectives into my Biology Teaching**
  Paul Grogan, Department of Biology

Decolonization, Anti-Racism, and Pedagogy and Educational Technology

- **Practical Challenges and Opportunities for Globally Engaged Learning**
  Samantha Twietmeyer, Political Studies
- **Strategies for Anti-Racist and Anti-Oppressive Pedagogies in the Classroom**
  Alana Butler and Thashika Pillay, Faculty of Education
- **Lessons in Cultural Humility: Teaching Music History Globally**
  Margaret Walker, Dan School of Drama and Music
- **Examining QEVAL: A Community-Engaged Interdisciplinary, Experiential Program Evaluation Course**
  Michelle Searle, Paisley Worthington, Katrina Corbone and Jennifer Hughes, Faculty of Education
- **Creative Solutions in Your Classroom**
  Aynne Johnston, Faculty of Education

Pedagogy and Educational Technology

- **Post-Pandemic, Re-Engaging Students in the Large Lecture Class: Help for Worn-Down Instructors**
  Fiona Kay, Department of Sociology
- **Tales From the Adventures of Self-Grading**
  Courtney Szto, School of Kinesiology and Health Studies

queensu.ca/ctl

- **Humanitarian Health Emergencies and Wicked Problems: Facilitating Emergent Creativity through the Application of Systems Thinking and Design Thinking**
  Anthony Masys, Faculty of Health Sciences; and Gautham Krishnaraj, School of Medicine
- **Sparking Creativity**
  Valerie Bartlett, Smith School of Business
- **Fostering Institutional Open Education Practice through the development of OERs**
  Nasser Saleh and Mark Swartz, Queen's Library
- **Pedagogical Approaches to ChatGPT and Other Large Language Models**
  Stephen Larin, Department of Political Studies

Appendix B

Programming from the CTL – Student Learning

Decolonizing and Indigenizing

National Day for Truth and Reconciliation

TRC & Me: What Educators can do to Respond to the Truth and Reconciliation Commission's Call to Action
Facilitated by Lindsay Brant and Monica Garvie, Centre for Teaching and Learning

In this webinar, we explored the TRC's Call to Action that pertains to education, and how we as educators can work to create changes that will address these calls in meaningful ways. We explored ways of learning and sharing the truth about Indigenous histories so that the path to reconciliation can be embarked upon with, and alongside, Indigenous peoples, and communities.

Taking up the Truth and Reconciliation Commission Recommendations in your Classroom
Co-sponsored by the Centre for Teaching and Learning; and the Agnes Etherington Art Centre
Facilitated by Yasmine Djerbal, Centre for Teaching and Learning
Panelists: Clarissa de Leon, Faculty of Education and Centre for Teaching and Learning; Rebecca Hall, Development Studies; Carolyn Prouse; Geography and Planning; Toni Thornton, Arts & Science Online

As we reflected on our responsibilities to fulfill the TRC recommendations as educators and to fight for Indigenous sovereignty and self-determination, this panel of non-Indigenous educators shared some reflections and strategies they have employed in their classrooms, curriculum, and research. The panel consisted of educators who engage in this work as instructors, curriculum developers, researchers, and as activists.

 Because much of this labour and reflection has fallen on already over-burdened Indigenous colleagues, we hoped to shift the narrative and take on some of the responsibility in thinking about this work ethically and collaboratively. Participants were invited to read "Yakwanastahentéha Aankenjigemi Extending the Rafters:

Truth and Reconciliation Commission Task Force Final Report " and "Calls to Action Accountability- A 2021 Status Update on Reconciliation" by the Yellowhead Institute to fully engage with the conversation.

15-minute Guided Tour

Following the panel, participants were invited to visit the exhibition Land Protectors curated by Paige Van Tassel or attend a guided tour with Nasrin Himada, Associate Curator of Agnes Etherington Arts Centre.

Image: Installation view of Land Protectors at Agnes Etherington Art Centre. Photo: Paul Litherland

AGNES
ETHERINGTON
ART CENTRE
AT QUEEN'S

Foundations of Indigenous Ways of Knowing in Curricula Series

This series was designed for educators with limited, or no knowledge, of Indigenous approaches to learning and ways of knowing. There were opportunities for members of the Queen's community to learn about Indigenous pedagogies and learn/share practical tips for implementation in a safe and supportive environment.

Foundations of Indigenous Pedagogies

Facilitated by Lindsay Brant and Monica Garvie, Centre for Teaching and Learning

This webinar introduced Indigenous pedagogies and ways of knowing. It provided an open forum for discussion on ways to balance western and Indigenous approaches to teaching and learning, while offering participants a chance to gather practical ideas for implementation in classroom environments.

Decolonization and Indigenization: Finding our Way Along the Path

Facilitated by Lindsay Brant and Monica Garvie, Centre for Teaching and Learning

This webinar examined how Decolonization and Indigenization can be defined in a variety of contexts to build common grounds. Bringing together Indigenous peoples and settlers, this conversational style workshop allowed us to explore ways we could, collectively and individually,
connect and build strong and healthy co-existences within shared spaces. Participants and facilitators shared with one another how to achieve respectful, reciprocal, and mutually beneficial relationships, towards meaningful reconciliation.

Anti-Racism, Equity, Diversity, and Inclusion

Teaching Development Conference

Panel: Fostering Supportive Environments as Educators

Moderated by: Yasmine Djerbal and Karalyn McRae, Centre for Teaching and Learning
Panelists: Dan Vena (Film and Media), Jo-ann Ferreira (Student Wellness Services), Megan Ingram (Sociology), and Paul Boonmak (Public Health Sciences)

This panel discussion featured "Superstar Champions for Mental Health" who shared their strategies, challenges, and successes in the role they played in r fostering a campus environment that supports mental health, wellbeing, and belonging. To them, this means attending to one's own mental health and wellbeing, as

well as adopting strategies to support students in the classrooms and in broader teaching and learning landscapes at Queen's.

Implementing Equity-Minded Practices in Higher Education

Facilitated by Yunyi Chen, Centre for Teaching and Learning

To effectively respond to the diversification of student populations at Queen's, educators, including TAs and TFs are expected to develop equity-mindedness so as to better support students in their academic studies. This session aimed to spark initial conversations [with TAs and TFs] on what equity mindedness means in higher education, why it is important, and how to implement equity-minded practices in their teaching role. Participants worked to co-define equity mindedness as well as identify a few equity-minded teaching strategies that they could apply in their practices of teaching and learning.

Nurturing Community for Meaningful Discussions

Facilitated by Clarissa de Leon, Centre for Teaching and Learning, and Faculty of Education

This session explored how to nurture community for meaningful discussions from the very first day of class and/or tutorials. Questions discussed included: what are co-created community guidelines and how can we use them throughout a course? What is the hidden curriculum of class discussion? How can we diversify facilitation strategies?

Foundational Series

Anti-Racist Pedagogies: From Theory to Practice

Facilitated by Yasmine Djerbal, Centre for Teaching and Learning

Setting the ground for anti-racist practices in course design, this workshop was intended for instructors who are interested in expanding their knowledge and skills, but don't know where to start. Thinking about what anti-racist and inclusive teaching can look like, participants considered key pillars to creating change through learning outcomes, content, assessment, and classroom environments.

Facilitating Difficult Conversations

Facilitated by Yasmine Djerbal, Centre for Teaching and Learning

In this workshop, participants co-developed proactive strategies for facilitation and ways to create accountable spaces in face-to-face or online settings. This conversation was centered around the many debates in recent years about the place of difficult conversations in classroom discussions-especially when it comes to race, class, religion, gender and sexual identity, and experiences of what bell hooks has called imperialist white supremacist heteropatriarchy (2009)-and how instructors can facilitate conversations that can be politically charged, conducive to learning and accountable.

Facilitating Difficult Conversations (Practice session)

Facilitated by Yasmine Djerbal, Centre for Teaching and Learning

Using a "theatre of the oppressed" as methodology, participants practiced facilitation skills using "real life" scenarios, and to address "difficult situations" in class.

Curriculum Commons

Panel: How is your Program Addressing Goals for Equity, Diversity, Inclusion, and Decolonization Now and Into the Future?
Moderator: Nevena Martinovic, Educational Developer, Centre for Teaching and Learning.

Panelists: Emma Mccallum, Education and Learning, Equity Advisor, Human Rights and Equity Office; Yasmine Djerbal, Educational Developer, Anti-Racism and Inclusion, Centre for Teaching and Learning; Lindsay Brant, Educational Developer, Indigenous Ways of Knowing, Centre for Teaching and Learning; and Yunyi Chen, Educational Developer, Program and Curriculum Globalization, Centre for Teaching and Learning

This panel discussed impactful changes departments can make to programs, while ensuring learning activities and assessments are aligned with program learning outcomes. Participants had the opportunity to consult with an expert panel on goals for equity, diversity, inclusion, reconciliation, and Indigenization.

Critical Conversations Series

Responding to Racial Microaggressions in the Classroom

Facilitated by Yunyi Chen and Clarissa de Leon, Centre for Teaching and Learning

Racial micro-aggressions are just as likely to occur outside the classroom as they are to occur inside the classroom. In line with the university's commitment to anti-racism and inclusion, this session aimed to explore what microaggressions are, and how they operate in the classroom. Participants co-developed strategies to effectively respond to racial microaggressions to facilitate inclusive and safer learning environments for all students.

You've been called out for causing harm; Now what?

Facilitated by Yunyi Chen and Clarissa de Leon, Centre for Teaching and Learning

Following our previous conversations on how to respond to microaggressions and/or harm as witness or as recipient, this session talked about ways instructors can respond to being called out for harm. Centering accountability and ongoing learning, we devised strategies and processes for receiving feedback and being accountable to those who we may have harmed.

Effective Feedback: Strategies

Effective Feedback: Strategies for Addressing Harm in Writing

With Johanna Amos, Student Academic Success Services (SASS), Yasmine Djerbal and Karolyn McRae, Centre for Teaching and Learning

From the humanities to the sciences, many courses have assessments or activities that engage students in writing. As instructors, teaching fellows and teaching assistants, we often aim to support student learning by providing feedback on these written submissions, focusing on strengths and opportunities for growth. However, in some cases, student writing may contain harmful language and/or arguments, which can make the

work difficult to assess. In this workshop, we considered the foundations of effective feedback and introduce strategies for assessing student writing in a way that addresses harm and curricular violence.

Appendix C

Programming from the CTL – Global Engagement

Developing Globally Engaged Curriculum: Why, What & How
Facilitated by Yunyi Chen, Centre for Teaching and Learning

Queen's is becoming increasingly diverse with students from around the world joining the university community to pursue their education. To effectively respond to the cultural, linguistic, and educational diversity students, educators are in need of reorienting their curriculum for global engagement to enrich student learning experience and enhance student success.

In this workshop, participants explored their own 'why, what and how' of developing a globally engaged curriculum. They worked together to envision what a globally engaged curriculum may look like in one's own disciplinary field or academic context and start enacting their visions in practice through small steps.

Developing Intercultural Teaching Competence (ITC) Series

Exploring Cultural Orientations and Positionality in Teaching and Learning
Facilitated by Yunyi Chen, Centre for Teaching and Learning

This workshop aimed to help participants explore how their cultural orientations and positionality may shape their teaching beliefs and approaches, engender their interactions with students, and place impact on students' learning experiences.

Communicating Effectively in Culturally Diverse Classrooms
Facilitated by Yunyi Chen, Centre for Teaching and Learning

Despite the critical role communication plays in academic interactions, communicating in culturally diverse classrooms often results in misunderstandings or even conflicts. To communicate effectively with students from diverse cultural and linguistic backgrounds, educators need to equip themselves with intercultural communication competence.

In this workshop, participants explored intercultural communication in terms of identifying anticipated communication barriers and working collaboratively to navigate the cultural landscape in communication styles.

Promoting Intercultural Engagement and Collaborations in Class
Facilitated by Yunyi Chen, Centre for Teaching and Learning and Ian Garner, Student Academic Success Services (SASS)

Intercultural engagement such as group work has become more of a challenge in Queen's classrooms with the continuous diversification of student populations on campus. On the contrary to the prevalent assumption that will students "simply" interact in the classroom despite of their diverse cultural, linguistic, and educational backgrounds, educators need to intentionally plan and support intercultural group work to enact meaningful and effective collaboration.

In this workshop, participants explored the 'intercultural collaboration for learning framework' designed to promote engagement and collaborations in culturally diverse classrooms. They worked together to explore

various instructional strategies and resources that help better navigate intercultural group work in their own practice.

An Introduction to the Intercultural Development Inventory (IDI)
Thursday, November 24, 2022; 10:30am - 12:00pm, Mackintosh-Corry Hall, Room E202

The lntercultural Development Inventory, or IDI, is a tool used to give a person an impression of his or her intercultural competence. Prior to this workshop participants will be asked to complete a SO-question online inventory. In the workshop participants learned about the theories that supports IDI, and were presented with the group's results or 'IDI Profile'.

Appendix D

Programming from the CTL – CTL in the Community

Teaching to Transgress: A Teaching and Learning Speakers Series

This year, programming surpassed expectations with the success of the [Teaching to Transgress Speakers Series](#), and welcomed participants from across Canada and the world. Inspired by scholar, educator, and activist bell hooks' critical work on liberatory practices and pedagogy, the Teaching to Transgress Speaker Series sought to feature radical thinkers, practitioners, and pedagogues, and to foster the exchange of critical and innovative pedagogies and teaching practices.

Dr. Eve Tuck: Meaning-Making with Youth and Communities

With Dr. Eve Tuck, Associate Professor of Critical Race and Indigenous Studies at the Ontario Institute for Studies in Education (OISE), University of Toronto

This presentation engaged researching with youth and communities as a set of beliefs about knowledge and knowing, and as an approach that can be built into social science and humanities-based inquiry.

Dr. Clelia Rodriguez, "Decolonization in Education and Global Engagement"

With Dr. Clelia Rodriguez, Ontario Institute for Studies in Education at the University of Toronto

Dr. Clelia O. Rodríguez is a global scholar, author, mom, and auntie, born and raised in the ancestral lands of the Nawat, the Chorti-Maya and the Lenka Peoples, what is presently El Salvador. Her teaching focuses on decolonization in Education, Settler Colonialism, Pedagogies of Liberation, Popular Education, Social Action and Anti-Discriminatory based curricula. She is the founder of SEEDS for Change, a learning transnational collective bringing together Black, Indigenous and people from the Global Majority to co-create pedagogies of liberation. She is committed to ancestral sustainable pedagogies, decolonizing approaches to learning and teaching beyond the binary, critical race and cultural theories, anti-oppressive transnational cooperation and learning in community. She recently received the 2022 ACPA Latinx Network Community Advancement Service Award for her support and encouragement towards the needs of Latinx students and professionals in higher education and has been nominated twice for awards in excellence in teaching.

Sharry Aiken, "Human Rights and Social Justice in Law: A Conversation"

With Sharry Aiken, Faculty of Law, Queen's University

Sharry Aiken is a law professor and founding Academic Director of a new Graduate Diploma in Immigration and Citizenship Law. A long-time activist for human rights and social justice, she is a past president of the Canadian Council for Refugees (CCR), and the former co-chair of the Canadian Centre for International Justice. Prof. Aiken currently serves on the board of a refugee serving agency in Toronto and is co-editor of the PKI Global Justice

Journal, published here at Queen's. Formative experiences, before coming to Queen's, included a few years working with Canada World Youth facilitating youth exchange programs as well as a year in Sioux Lookout developing a popular education program on legal literacy.

Jeff Preston, "Disability Justice in Higher Education: A Conversation"

With Dr. Jeff Preston, Assoc. Professor, Disability Studies, King's University College, Western University

Dr. Preston is an associate professor of Disability Studies at King's University College at Western University where he teaches classes on disability, popular culture and policy. A long-time advocate and motivational speaker, Jeff's work focuses on the intersection of disability, subjectivity, biopower and culture. Jeff's first book, The Fantasy of Disability, was published in 2017 by Routledge.

Dr. Juliane Okot Bitek, and Dr. Vanessa Thompson, "Liberatory Pedagogies and Imaginaries"

With Dr. Juliane Okot Bitek, in Black Studies with joint appointment in English and Gender Studies; and Dr. Vanessa Thompson, Black Studies

Dr. Juliane Okot Bitek is a poet and scholar. She teaches in Black Studies and Gender Studies and holds a joint appointment in English. She is the author of A is for Acholi (2022), a poetry collection, by Wolsak and Wynn. Her 100 Days, a collection of poetry on how to remember the 1994 Rwanda Genocide, won the 2017 Glenna Luschei Prize for African Poetry and the INDIEFAB Book of the Year (Poetry) Award. It was also nominated for several writing prizes. Juliane's most recent academic articles and contributions include: "What Choices Between Nightmares: Intersecting Local, Global and Intimate Stories of Pain in Peacebuilding" Peace Building and the Arts (Palgrave/MacMillan, 2020); and "Conversations at the Crossroads: Indigenous and Black Writers Talk", Ariel: A Review of International English Literature (2020) and "Treachery as Colonial Intent: A Poetic Response" Critical African Studies (2022); and "States of Being: The Poet & Scholar as a Black, African, & Diasporic Woman", Nuances of Blackness in the Canadian Academy: Teaching, Learning and Researching While Black, edited by Awad Ibrahim et al (U of Toronto Press, 2022).

Dr. Vanessa Thompson is an interdisciplinary social scientist cross appointed to Black Studies and Gender Studies at Queen's University. Her scholarship and teaching explore the relation between state violence, racial capitalism, politics of (un-) breathing, black transnational resistances and abolitionist feminist worldmaking. Grounded in traditions of activist scholarship, anti-colonial theories and black feminist methodologies, she engages with black social movements in and beyond Europe, transnational connections, and relations as well as the many forms of alternatives developed and rehearsed by activist collectives and movements. Vanessa's publications include her research on black social movements in France and Europe more broadly, Fanonian thought, struggles against policing as a method of racial capitalism, the politics of breathing, black and multi-racial abolitionist struggles, politics and world-making, reproductive justice, and black feminisms in Europe. She is Assistant Professor and Distinguished Professor in Black Studies and Social Justice. Vanessa organizes with feminist abolitionist collectives in Europe and beyond.

Dr. Özlem Sensoy, "Microactions: Moves in Research, Teaching, and Service that can Shift Equity Creeds into Deeds."

With Dr. Özlem Sensoy, Faculty of Education, Simon Fraser University

Dr. Özlem Sensoy is professor of social justice education in the **Faculty of Education**, the inaugural director of the **Cassidy Centre for Educational Justice**, an associate member of the **Dept of Gender Sexuality and Women's Studies**, and an affiliated faculty member with the **Centre for the Comparative Muslim Studies** at Simon Fraser University. Her primary field of research is social justice education. Her research examines the opportunities and barriers inherent in advancing a more equitable society, through social justice education. Dr.

Sensoy studies this in two ways: analyzing how inequities are reproduced in social institutions (such as schools, media, policing), and identifying constructive interventions to interrupt these inequities (such as thinking critically about knowledge, pedagogical approaches, and political activism). Dr. Sensoy teaches courses on social justice education, critical media literacy and popular culture, and anti-oppression theories. Her research has been published in journals including Radical Pedagogy, Harvard Educational Review, Gender & Education, and Race Ethnicity and Education.

Session Description

Most people would agree that one does not need to become a mechanic in order to drive a car more competently, nor a chef to cook a great meal, nor a tennis pro in order to improve one's game. Yet while many people "agree with" the core values associated with equity, and "believe in" the importance of anti-racist, anti-hetero/sexist, anti-colonial, anti-ableist action, they are hesitant to themselves engage in equity work. There are a few reasons for this, among them a fear of doing harm to already vulnerable or marginalized peoples; As well, action for equity can be difficult to imagine outside of mental images we have of activist marching in the streets, hanging from trees, or laying down in front of traffic on bridges and highways. These images of macro-actions as well as the sheer magnitude of social injustice can easily make one immobilized in the face of it all. In this talk, Özlem Sensoy will draw on her decades of academic work, teaching, and professional development in equity in educational settings to identify small things – microactions – every faculty member can incorporate into their research, teaching, and service that can result in major moves toward greater equity in our campus work life for ourselves, our colleagues, and our students.

queensu.ca/ctl