

**Draft Policy on Diversity and Inclusion in Teaching
Equity Issues Committee
April 14, 2019**

Context:

The Equity Issues (EI) Committee will circulate a more general list of accomplishments for the 2018/19 year, and priorities for 2019/20. The Committee is using its time on the dept. retreat agenda to discuss a particular policy priority it has been working on. All of the Committee's agenda time and all the material sent in advance of the retreat relate to the proposed draft policy on diversity and inclusion in teaching.

Through the academic year, the Equity Issues (EI) Committee has been discussing a department policy on diversity and inclusion in teaching and associated resources that can be made available to and will govern the activities of our faculty (including regular faculty, adjunct and contract faculty, TFs, and TAs). This is coming off the general support for the idea identified in the 2018 department retreat, and included in our DEAP plan.

We have a draft policy statement, and the start of a resource bank of syllabi, activities, general articles on equity in teaching and curriculum, and the like (a few examples are enclosed) that will be made available to all teaching staff and teaching assistants. Not only would this potentially enhance our curriculum, but it would also enhance our communications internally on equity and inclusion, producing a substantive policy and associated documents that make explicit the norms that have been developing in the department over time, as well as provide suggestions or guidelines about how instructors and TAs can implement a greater focus on equity and inclusion in all dimensions of teaching.

We have attempted to pay attention to various dimensions of equity in teaching and curriculum, and are interested in your feedback too:

- General statement on diversity and inclusion in teaching and curriculum
- Training
- Curriculum and syllabi
- Student assignments and assessment
- Classroom/tutorial environment
- General resources

**Draft Policy Statement on Diversity and Inclusion in Teaching
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The Political Studies Department at Queen's is committed to promoting principles and practices associated with non-discrimination and equity and inclusion in all its activities, including its graduate and undergraduate teaching and curriculum, as well as graduate supervision. This is consistent with broader institutional efforts to address discrimination in all its forms, especially racism, sexism, socioeconomic prejudice, and associated systems of discrimination. Following the report of the Principal's Implementation Committee on Racism, Diversity, and Inclusion (PICRDI), we will work to foster working and classroom environments "that [are] welcoming, respectful, and reflective of diverse identities." Indeed, recommendation #16 of the PICRDI report is diversification of the curriculum (and a revised Queen's University Learning Outcomes Framework is coming from Senate that will incorporate diversity into learning outcomes more robustly).

The Department of Political Studies affirms the conclusion of the PICRDI report that "It is time to move beyond studying the climate of the university and the experiences of faculty, staff, and students. We believe that the time of collecting data should end. It is now time to act." Moreover, "Simply stating that we value diversity is insufficient; we should actively seek to address these issues through systemic change, i.e. change involving student services, curriculum, faculty and staff recruitment and retention, and ethno-racial composition of senior administration."

The Department of Political Studies also affirms the recommendations of the Final Report of the Queen's University's Truth and Reconciliation Commission Task Force, "Yakwanastahentéha Aankenjigemi: Extending the Rafters". Specifically, in the learning objectives listed, we note the demands to "integrate Indigenous knowledge into curricula across academic programs," and to "develop curricula and programs that foster a nuanced understanding of Indigenous knowledge, traditions, cultures, histories, and experiences".

This policy statement is designed to affirm the Department's commitment to diversity, inclusion, and equity in teaching, and to provide a set of recommendations about how we can collectively act to promote this goal.

As the PICRDI report outlines, "when we speak of diversity, we are generally speaking of the representation of the population with respect to designated groups." This can relate to teaching and curriculum in important ways, such as the teaching of a range of courses that make visible the marginalized politics and history of disadvantaged groups such as racial minorities and indigenous peoples, and also to the representation of a broad range of authors on course syllabi. The PICRDI report continues by noting that inclusion refers to "the climate, and of the acceptance of differences that come with diversity, i.e. different ways of living and working." And equity refers to "substantive fairness for everyone in other words, ensuring that members of equity-seeking groups are able to achieve full participation in the university."

This policy applies to and is directed at all instructors, including TFs, adjunct and contract faculty, and regular faculty. And relevant parts also apply to and provide resources for TAs, though TAs do

not have much discretion over most aspects of teaching and curriculum, which is the responsibility of the course professor. This policy and access to the resource bank should be made available to new instructors (regular faculty, adjunct/contract faculty, and TFs) early in their course planning.

The EI Committee has begun to put together a “resource bank” of materials (syllabi, assignments, in-class exercises, general articles on equity in pedagogy, etc) to accompany this policy statement. The resource bank will be made available to all teaching staff in electronic and hard copy form. The plan is that the bank will grow and evolve over time. We hope people will send us their materials to add to the common pool. This effort at building resources is consistent with the PICRDI report’s emphasis on the “increased visibility of equity and inclusion goals and resources”.

In addition to this resource bank, instructors are also advised both to contribute toward and draw from the Indigenous Learning Portal that is being developed in response to Recommendation 21.2 of the TRC Report, which called for the University to “create an Indigenous learning portal to support faculty members as they integrate Indigenous knowledge into their courses and programs.”

Recommendations

These are organized thematically, though there is overlap across categories.

Training

- The Department should hold an annual fall training seminar for all faculty on equity in teaching/the classroom. This is a priority identified in the PICRDI report’s focus on faculty, which emphasizes “building [faculty] capacity in intercultural competence, equity, and inclusion.”
- The TA equity training workshop should occur mid-way through the fall semester rather than before the semester starts. Most TAs have never done the job before, and might get more from the training if they’ve had a chance to experience the various aspects of TA’ing before doing the equity workshop. Alternatively, there could be an equity component in the required training for new TAs at the beginning of the year, and a follow up session on equity, perhaps for all TAs, in October or November.

Syllabi

- All instructors should consider adding an equity statement to their syllabi. This is motivated in part by the PICRDI report’s recommendation for the “increased visibility of equity and inclusion goals and resources.” See enclosed memo on “drafting an equity statement for your syllabus”.
- All instructors should pay attention to the representation of a broad range of scholars, as appropriate, on their course syllabi. The exclusion of racialized, indigenous, women, Global

South, and other categories of scholars diminishes their contributions to political studies, their stature as scholars, and may also result in a partial curriculum on the topics we teach. Some resources are:

- The CPSA's *Indigenous Content Syllabus Materials: A Resource for Political Science Instructors in Canada*. <https://www.cpsa-acsp.ca/documents/committees/Indigenous%20Content%20Syllabus%20Materials%20Oct%209%202018.pdf>
- Celia Romulus' *Exploring the Scholarship of Teaching & Learning in Political Science - Innovative practices and Decolonizing Teaching in Political Studies* (enclosed).
- Jane Lawrence Sumner's (University of Minnesota) Gender Balance Assessment Tool – see: <https://www.janelawrencesumner.com/tools.html> You can upload your syllabus and it uses names to assess the proportion of likely male and female authors on the list.

Assignments/Assessment

- Instructors should consider building diversity and inclusion criteria into assessment activities, providing a strong incentive for students to comply and setting a strong example of inclusion in the process.
 - For example, a writing assignment could require students to include no fewer than a specified number of female scholars or racialized scholars in the citations list. See example in Resource Bank from Stéphanie Martel's winter 2019 course.
 - Another example, is Celia Romulus' in-class activity (see enclosed) for reflecting on positionality (this can be thought of under the category of classroom environment too). This is a more involved activity that should be used with upper-year students (preferably in a seminar setting) and by an instructor who has experience in equity training-issues etc.

Evaluations of Teaching

- Some instructors and TAs would like USAT questions that are better designed to assess their success at facilitating an inclusive learning environment. Tailored questions could be adopted for those USATs.
- Instructors and especially grad students are also concerned that course evaluations have negative repercussions for women, racialized people, people with accents, etc. The research supports this observation, noting the race, gender, and other biases in course evaluations. Graduate students would like course evaluation forms and/or instructors to explicitly direct students to assess instructors/TAs on teaching quality and skill only (and not on appearance, personality, or other extraneous factors).
- TAs also have expressed a desire for their teaching to be evaluated mid-semester rather than only at the conclusion of the Fall and Winter terms (and for TAs employed in full-year courses, to be evaluated mid-year rather than only at the conclusion of Winter term).

