

Political Studies Department Statement on Diversity and Inclusion in Teaching

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".

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."