

Appendix B: I-EDIAA Guidelines for Policy Development and Review

This document is intended to guide those developing/reviewing policy at Queen's in incorporating I-EDIAA values and considerations to promote a culture of respect, inclusion, and trust among Queen's community members.

Inclusive Language:

All policies should use inclusive language. Below are some tips to help you achieve this:

- Be cognizant that language has limitations. Not everyone will self-identify with the terms you choose (for example, using the abbreviation "LGTQB" does not encompass all possible identities).
- Pay attention to your language, choose your words carefully, and use inclusive terms (for example, mental well-being vs. mental illness, fireman v. firefighter).
- Avoid making group generalizations or categorizing people based on their identity (for example, all women are emotional).
- Seek feedback from your audience, especially from designated groups and equity-deserving groups whose experience might differ from yours.
- Avoid adjectives to refer to a group of people (for example, "the homeless").

Intersectionality:

The term "intersectionality" refers to the interconnection of a person's identity and characteristics and how many separate aspects of one's identity interact to build one's complete identity (for example, a black disabled woman).

- An intersectional approach to policy recognizes the unique positionality that individuals experience based on the intersection of multiple grounds (for example, discrimination can occur because someone is black and a woman with a disability).
- In policy development, think about the following:
 - Are groups of interest differently affected by the policy?
 - How does each identity category (race, gender, etc.) interact with the policy?
 - Based on categories, which groups/individuals are the most advantaged and disadvantaged?
 - Can the policy be written to ensure groups/individuals are not differentially affected by it?

Indigeneity, Equity, Diversity, Inclusion, Accessibility and Anti-Racism:

Each aspect of I-EDIAA plays a role in policy development. When developing your policy, try to reflect on each of them, using the tips below to help.

- a) **Indigeneity-Indigenization:** Indigeneity refers to the characteristics of being Indigenous and Indigenous people, ways of knowing, experiences, and relationship with the world, etc. Indigenization refers to a process or action that focuses on incorporating Indigenous knowledge into approaches in recognition of the value and importance of incorporating them in the university system.
 - Does the policy-making process contribute to reconciliation with Indigenous people in the region where Queen's is located?

- During consultation, have you been able to build a relationship of understanding and respect with Indigenous communities?
 - Does your policy address, impact, or deal with Indigenous ways of knowing and epistemologies, such as, for example, Indigenous crafts/art or use of traditional medicine on campus?
 - Are you able to use the policymaking process as an opportunity to dialogue and engage with Indigenous people at Queen's?
 - Will there be any particular impact on Indigenous communities from implementing your policy?
- b) **Equity** refers to guaranteeing fair access, treatment, and opportunity. Consider how the policy-making process may impact fair or just treatment.
- Policies that seem neutral can disproportionately impact a group of people. For example, an employment requirement of specific physical characteristics unrelated to job performance will likely impact women.
 - Think about empowering diverse equity-deserving groups and racialized communities (particularly in consultation) so that their voices can be heard.
 - Ask yourself about taken-for-granted practices and disentangle the assumptions that lie behind them. For example, the idea that certain equity-deserving groups are not predisposed or prepared to learn a particular subject.
 - Consider that your policy can generate disparities that can be multilayered and cover different aspects of I-EDIAA, such as income, access to education, etc. For example, equity in accessing education does not necessarily equate with equity in accessing employment. Inequities have various drivers, and they are interdependent.
- c) **Diversity** refers to any dimension used to differentiate people/groups from one another. Some dimensions, such as race, can be more salient than others.
- In developing your policy, practice cultural awareness and be sensitive to other cultures, and groups representing those cultures on campus.
 - If your policy deals with different groups, validate cultural differences. One way to do this is by addressing minorities specifically by their name rather than using an umbrella term. For example, instead of using "international students," address the different groups within it (Latinxs, Asians, etc.). The idea is to assert their own identity rather than dissolve them into a single category.
 - Which dimensions of diversity interact with your policy (gender, race, age, ethnicity, skills, experience, values, personal characteristics, etc.)? Although some dimensions can be more salient, remember the intersectional approach to recognize the unique individual's experience based on the confluence of diversity dimensions.
- d) **Inclusion** is an individual's experience of feeling respected, included, supported, and valued. It consists of a sense of belonging that comes from being a community member and implies a space where differences are welcomed and leveraged. Inclusion comes from an intentional and ongoing engagement with diversity.
- Does your policy foster a system based on blame or denial? For example, in framing a particular situation, such as the low performance of students, try to

shift the attention onto your own practices instead of placing the burden on equity-deserving groups.

- Have you considered your policy as an opportunity to integrate diverse communities on campus?
- Reflect on the status quo the policy addresses and how the status quo reflects imbalances and asymmetries, such as discrimination, microaggressions, stigmatization, privileges (for example, class privilege), and tokenism.
- How can the policy improve opportunities for equity-deserving groups?
- Consider that integrating diverse racialized and vulnerable communities does not imply assimilation into the mainstream campus culture.

e) **Accessibility** is the administrative, environmental, attitudinal, pedagogical, and physical structures that either enable or impede a person's full participation on campus.

- When socializing your policy, consider using accessible web formats, screen reading technology, digital forms, etc.
- Does the policy deal with any administrative, environmental, attitudinal, pedagogical, or physical structure that becomes a barrier to full participation? If so, how does the policy contribute to removing such barriers?
- Reflect on the exclusionary effects that policies can have unless they consider the combination of impairments and barriers altogether. For example, a person with a physical disability can also be limited by the social construct of bias and stereotypes about said disability.
- Consider whether your policy reinforces these biases and stereotypes, and becomes an obstacle to integration or contributes to creating a sensitive environment for people with disabilities.
- If applicable, does your policy consider inclusive or universal design for physical access on campus?

f) **Anti-Racism** is positioning oneself against racial inequity and discrimination, often built upon power dynamics and structures that are hard to disentangle. Racism relates not only to race but to ancestry, ethnic origin, and place of origin.

- Does your policy contribute to these power dynamics and structures? For example, racial profiling, stereotyping, and racialization (defining people by their race) based on accent, clothing, citizenship, etc.
- Think about who is involved in the decision-making process and implementation of the policy. Try to have a diverse implementation team.
- Reflect on whether stereotyping or assumptions based on social categories such as race (positive or negative) have contributed to gathering and processing information used in drafting the policy.
- Reflect on how your policy could disadvantage racialized groups by thinking about how the policy may affect marginalized communities. For example, is there a change between a past version and the current policy? In that case, ensure you remove old practices that have negatively impacted these communities.
- Be mindful of accounting for cultural differences in standardized procedures. For example, some candidates might fail in a hiring process evaluation due to cultural differences, which can become a barrier to racialized persons. Be mindful that procedures can be designed to benefit a particular candidate or group of people.

- Identify the dominant norms, stereotypes, patterns, and behaviours in place in your department/unit. Have these been inadvertently incorporated into the policy?

Resources

1. Ontario Human Rights Commission, "Policy and Guidelines on Racism and Racial Discrimination," 2005.
2. Ontario Human Rights Commission, "Policy on Ableism and Discrimination based on Disability," 2016.
3. Simon Fraser University, Library Student Learning Commons, "Inclusive & Antiracist Writing Resources."
4. Olena Hankivsky, Daniel Grace, Gemma Hunting, Melissa Giesbrecht, Alycia Fridkin, Sarah Rudrum, Olivier Ferlatte, Natalie Clark, "An Intersectionality-Based Policy Analysis Framework: Critical Reflections on a Methodology for Advancing Equity" (2014) 13-1 Intl J Equity Health 119–119.