

STANDING SUB-COUNCIL LEAD REPORT TO UCARE

Sub-Council: Academic and Curricular Diversity

2021/2022 Academic Year

TERMS OF REFERENCE

To foster greater academic and curricular diversity by:

- Reviewing existing curricular elements, including academic content, program requirements, pedagogies, and classroom environment, at Queen's for elements of equity, diversity, and inclusion
- Reviewing curriculum to identify aspects of hidden or implicit curriculum which may run counter to principles of EDI
- Consulting with students and instructors about their experience in academic programs
- Identifying potential strategies for encouraging and increasing equity, diversity and inclusion in the academic content, program requirements, pedagogies and classroom environments of programs and courses at Queen's
- Reviewing PICRDI recommendations relevant to the mandate of the sub-council

ACTIVITIES

The Academic and Curricular Diversity UCARE Sub-Council met monthly September to November in the fall, and in March in the winter term of the 2021/2022 Academic Year. The next meeting is scheduled for April 2022.

The Sub-Council discussed and actioned the following items:

- In September, the sub-council discussed ways to address PICRDI recommendation 16
- In October, a curriculum diversity plan template was developed for those who wished to take a systematic approach to curriculum diversity
- In November, guidance documentation was developed to support faculty in establishing a framework for curriculum diversity
- In March, members brought forward exemplars that identified work that has been done within faculties/schools, and outlined next steps to advance curriculum diversity

INVENTORY OF CURRICULUM DIVERSITY ACTIVITY

The following is an example of some initiatives and work done to diversify curricula.

Queen's Health Sciences	<p>Achievements:</p> <ul style="list-style-type: none"> - QHS commitment to Equity, Diversity, Inclusion, Indigeneity, and Accessibility and transforming internal structures is articulated in the <i>QHS Radical Collaboration Strategic Plan</i> - Development of the QHS Inclusive Curriculum Model resulting from an environmental scan by the Dean's Action Table on Equity, Diversity, and Inclusion (DAT-EDI) <p>Next Steps:</p> <ul style="list-style-type: none"> - Complete the development of an audit tool to support implementation of the QHS Inclusive Curriculum Model across programs - Dean's Action Table on Equity, Diversity, and Inclusion to finalize recommendations in fall 2022
Faculty of Arts and Science	<p>Achievements:</p> <ul style="list-style-type: none"> - EDII values and goals in relation to curriculum are explicitly expressed in the FAS Strategic Plan 2019-2024, specifically in a guiding strategic principle to prioritize <i>equity, diversity, and inclusion, including anti-racism, decolonization, and Indigenous resurgence</i> - Hired 7 faculty positions in support of Black Studies, Special Advisory to the Dean on Global and Decolonization Initiatives, an EDII Director, and launched a new major in Indigenous Studies <p>Next Steps:</p> <ul style="list-style-type: none"> - Development of a rubric to identify the level of engagement and course elements that integrate Indigenous knowledge into curricula - Courses continue to be adapted to include more diverse content and embrace inclusive pedagogies and classroom practices - Launch an EDII Council
Faculty of Engineering & Applied Science	<p>Achievements:</p> <ul style="list-style-type: none"> - New strategic plan aligns with UCARE activities, specifically two pillars <i>The Forefront of Engineering Education</i> and <i>Engineering for Everyone</i>, will guide curriculum development - Embedded, well-established curriculum improvement process includes rigorous annual curriculum mapping activities <p>Next Steps:</p> <ul style="list-style-type: none"> - Review first-year curriculum to create an inventory of courses that include activities and course learning outcomes related to EDII; and, document how to improve curriculum moving forward - Development of an EDII rubric in collaboration with the CTL to guide instructors in creating assessment tools to measure student performance on EDII dimensions
Smith School of Business	<p>Achievements:</p> <ul style="list-style-type: none"> - Development of an EDII Strategy and Action Plan that draws from the PICRDI report and TRC Calls to Action; and, a Smith EDII Committee

	<ul style="list-style-type: none"> - Commitments to EDII are structured around 6 core dimensions: Responsible Conduct, Accessible & Inclusive Student Experience, Teaching & Learning, Support, Resources & Capacity, Research & Thought Leadership, and Community - Mandatory EDII training for faculty and onboarding for new staff and faculty <p>Next Steps:</p> <ul style="list-style-type: none"> - Two specific commitments, Accessible & Inclusive Student Experience and Teaching and Learning, will be measured against a detailed action plan that includes specific key performance indicators
Faculty of Law	<p>Achievements:</p> <ul style="list-style-type: none"> - Identified benchmarks in the Strategic Framework, including the reforms needed to fulfill TRC's Call to Action no. 28 for Law Schools - Hired Queen's Law's inaugural Director of Indigenous Initiatives and EDII Programs <p>Next Steps:</p> <ul style="list-style-type: none"> - Curriculum continues to be revised annually to prioritize and include content related to racism, diversity, Indigeneity, and inclusion - Development of new courses that align with Queen's Law's Strategic Direction #1 and #2ⁱ
Faculty of Education	<p>Achievements:</p> <ul style="list-style-type: none"> - Increased diversity in library resources, specifically Indigenous materials related to education - Annual Faculty Retreat focused on EDI, wellness, and improving diversity - Fall 2018, first Ontario Faculty of Education to grant B.Ed. degrees to MS ITEPⁱⁱ graduates <p>Next Steps:</p> <ul style="list-style-type: none"> - Revise course outline template to reflect EDI aspects in course design and pedagogical practice - Examine what questions still need to be asked, who else we need to hear from, and how have we improved access

FUTURE ACTIVITIES

- Explore systematic ways in which Shared Services can continue to support Faculties/Schools to operationalize diversification of curriculum.
- At the April meeting, discuss how to use Indigenous Ways of Knowing and Being through the Pedagogy of Peace framework, presented by Lindsay Brant.
- Analyze how the Pedagogy of Peace framework and a holistic approach to teaching and learning can inform curriculum diversity to positively impact student mental health and wellbeing.

MEMBERS:

Name	Title	Department
Klodiana Kolomitro, Chair	Associate Vice-Principal (Teaching and Learning)	Office of the Provost and Vice-Principal (Academic)
Samara Lijiam	Social Issues Commissioner	AMS
Yasmine Djerbal	Educational Developer in Inclusion and Anti-racist Pedagogies	Centre for Teaching and Learning
Brittany McBeath	Indigenous Graduate Liaison	SGPS
Cory Laverty	Information Services Librarian	Library Services
Lydia Skulstad	Intercultural Academic Success Coordinator	Student Academic Success Services
Katie Fizzell	Projects Coordinator in the Experiential Learning Hub	Career Services
Jenn Stephenson	Associate Dean, Academic	Faculty of Arts and Science
Rebecca Carnevale	Director of Operations, Advancement & Communication, Co-Chair, Faculty of Education EDII Committee	Faculty of Education
Marianna Kontopoulou (previously Fady Abdelaal)	Associate Dean, Academic	Faculty of Engineering and Applied Science
Colleen Davison (previously Mary Smith)	Associate Dean, Equity and Social Accountability	Faculty of Health Sciences
Ben Ewing	Assistant Professor	Faculty of Law
Chris DeLuca	Associate Dean	School of Graduate Studies
Arcan Nalca	Associate Professor and Assistant Dean, Teaching and Learning	Smith School of Business
Lisa Francis (support)	Teaching and Learning Coordinator	Office of the Provost and Vice-Principal (Academic)

ⁱ To enhance the legal educational experience and to address inclusion and reconciliation by increasing the diversity of our community and supporting communities that have been historically underrepresented in the legal profession

ⁱⁱ MS ITEP – Primary-Junior Consecutive Community-Based Bachelor of Education Program – Indigenous Teacher Education Program