



Equity, Diversity and Inclusion Committee

Faculty of Education, Queen's University

2019-2020



FACULTY OF
EDUCATION

The Equity, Diversity, and Inclusion (EDI) committee at Queen's Faculty of Education was established in September 2019. This report, written at the end of a tumultuous 2020, shares the work accomplished during the inaugural year of the committee and lays out our priorities for the future.

The EDI committee was created in response to an EDI audit of the Faculty and the resulting set of recommendations led by Dr. Anita Jack-Davies, currently Assistant Dean, Equity, Diversity, Inclusion, and Indigeneity (EDII) at Queen's Faculty of Arts and Sciences. Coined, *The Inclusion Project*, these recommendations aimed to ensure that equity, diversity, and inclusion were infused in every aspect of our Faculty from recruitment and marketing to curriculum and assessment. The EDI Committee, and objectives of *The Inclusion Project*, aim to work collaboratively with our community to create a welcoming, inclusive, decolonized, and anti-racist Faculty.

We would like to thank everyone who continues to support and guide the vision and initiatives shared by the EDI committee. Dr. Anita Jack-Davies brought her keen insight and leadership to our Faculty during her time with us and we are grateful to have her recommendations guiding our work. We would like to thank Lavie William from the Human Rights and Equity Office who shared her time to consult and provide feedback at the start of this process. In summer 2019, the Inclusion Project Working Group shared their ideas and feedback to Dr. Jack-Davies and were critical to framing this work – thanks to Hassina Alizai, Karen Burkett, Dr. Alana Butler, Dr. Jamie Pyper, Dr. Holly Ogden, Liv Rondeau, and Dr. Jordan Schurr. We would also like to thank Drs. Chris DeLuca and Andrea Martin for providing invaluable input to create a resource to support teacher candidates on practicum.

Our inaugural committee brought together a committed group of students, faculty, and staff. Thanks to all our fellow committee members that made all this possible in 2019-2020: Karen Burkett, Clarissa De Leon, Jacob DesRochers, Liv Rondeau, Shelley Mulrooney, Jamie Pyper, Mingyuan Li, Mandeep Gabhi, Sarah Bentley, and Anna Seguin. This has truly been a community effort.

We hope you take the time to read the following pages and if you would like to be involved with any of the committee's work, please don't hesitate to reach out.

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A more detailed outline of the committee's work is shared in the following pages, but below we are excited to share the following highlights of our work in 2019-2020. The EDI committee will continue working and adapting these supports and resources.

- An EDI vision and mission has been established, shared with our community, and integrated into our Faculty's Academic Plan
- A system to anonymously report EDI issues was created and is available on our webpage: educ.queensu.ca/community/equity-diversity-and-inclusion
- [Anti-Racism and Diversity](#) and [Indigenous Teaching Resources](#) webpages were developed and promoted to our community and educators across Canada
- Created a [resource for teacher candidates](#) who experience harassment, discrimination, bullying, or racism on practicum
- Undertook an environmental scan of EDI policies and resources across Canadian Faculties of Education that will inform our future policy and resources development
- Supported the Faculty's [Anti-Oppression/Anti-Racism Resources for Educators](#), including developing alternative practicum placements to create additional resources, teaching guides, lesson plans, infographics, videos that will be integrated into this resource

Many of the EDI committee's initial objectives worked to ensure that EDI had a central, visible space in our building and our plans included an EDI space on Student Street (the main entrance to our Faculty), which has unfortunately been delayed due to COVID-19. We were still able to hang a growing collection of Indigenous and LBGQTQ+ flags in our main entryway in response to the repeated acts of racism at Four Directions and to create an inclusive welcoming entrance to the building for our community.

Our work in 2020-2021 will focus on:

- Developing anti-racism and EDI training for GTFS and TAs
- Working with [SHARE](#) on an anti-racism policy for the Faculty
- Incorporating orientation to our EDI vision for incoming faculty and staff
- Reviewing recruitment and marketing to ensure is imbued in all our communications and recruitment, including translation of webpages into Anishinaabe and Mohawk
- Working with faculty and students to share EDI-related work online and eventually, at Duncan McArthur Hall
- Establishing an international subcommittee to create a work plan to create welcoming space and increase global engagement at the Faculty
- Working with TCs on alternative practicum to develop teaching materials in support of the Anti-Oppression/Anti-Racism Resources for Educator

RECCOMENDATION	PROGRESS NOTES
1. PHILOSOPHY & MISSION	
Create an EDI vision and mission statement	This was completed and shared on the Faculty website in fall 2019.
Create an EDI Strategic Plan that is aligned with the Academic Plan and based on the vision statement	Two themes in the Academic Plan , <i>Celebrate and Champion Indigenous and Decolonizing Education</i> and <i>Enhance Inclusion, Equity, and Diversity</i> speak to this work directly. The recommendations drafted by Dr. Jack-Davies act as a living document and work plan to guide our EDI vision to reality. The Ogichidaakwewak Education Circle to advise the Dean and ensure Indigenization continues to be a priority for the Faculty.
2. SPACE & PHYSICAL ENVIRONMENT	
Develop an EDI climate survey to assess experiences of inclusion for designated/underrepresented groups	The EDI Committee decided not to proceed with a formal survey in 2019 due to the extenuating circumstances of COVID and the need to determine the objectives and structure of a survey to ensure actionable data. Rather, an RA was hired to complete a scan of EDI related policies that will inform next steps and survey development. The EDI committee is currently using the information gathered in this scan in our work with SHARE to draft an anti-racism policy for the Faculty.
Ensure that images, posters, paintings, and decorations reflect a wide variety of cultures, experiences, and identities.	Anishinaabe, Mohawk, Mètis, and Pride flags were hung in a highly visible area in student street in solidarity with the racist attacks on Four Directions, and as a highly visual welcome to our students when they enter the building.
Create a virtual space where EDI resources can be uploaded, accessed, and shared by faculty, staff, students, and community	Anti-Racism and Diversity and Indigenous Teaching Resources webpages were developed to share teaching and learning resources with our community. Contributions from our faculty, staff, and alumni have already been shared and we will continue to promote and build these spaces.
Circulate and physically display faith dates as recognized by Queen's University's Chaplain's Office, with attention paid to observances such as Ramadan and Yom Kippur for accommodation purposes.	Faith dates have been circulated in our community, including to our marketing, communications, and events team to consider these dates in planning.

3. WORKPLACE CLIMATE	
Create a part-time EDI Advisor/Coordinator role to support faculty, staff & students and to manage EDI initiatives.	A grant proposal submitted to fund this position was not successful. It is a priority to continue looking for funding to support an EDI position at the Faculty. Starting in May 2021 an EDI Coordinator role will provide a .5 release for a Faculty member to work on EDI initiatives.
Create a media campaign to disseminate knowledge about EDI activities	EDI work has been shared on our website and social media and we will continue in 2020-21 to build awareness in our community about the work of the EDI committee and other dedicated faculty, staff, and research groups working in this area.
Update the website to ensure that videos and text copy reflect increasing diversity	This is ongoing work by the marketing and communications team and a priority for 2020-2021.
Review existing marketing materials used to recruit students at all levels (B.Ed, ConED, grad students, CTE, etc.) using an equity lens, and update text and images	This recommendation is being incorporated into the Faculty's Marketing and Communications Strategy as part of an effort to ensure recruitment practices are diverse and inclusive.
4. FACULTY SUPPORT & INVOLVEMENT	
Create opportunities for instructors to receive training on inclusive teaching and assessment practices	The Committee is working to create specialized training for TAs and GTFs on inclusive teaching. Additionally, the Committee promoted opportunities for training at the Human Rights and Equity Office (HREO) and the Centre for Teaching and Learning (CTL) to faculty and staff. We will continue to promote existing resources at Queen's to leverage campus-wide expertise and build specialized training as needed.
Expand on the Indigenization, Inclusion, and Equity (IIE) Series to foster diversity in research and scholarship	This series, established in 2019, brings speakers and workshops to our community. A list of potential speakers has been created, and we are planning increased events and promotion of this series in 2020-2021.
5. CURRICULUM, PEDAGOGY, RESEARCH	
Provide training for instructors (in-class, online) on the use of Universal Design for Learning (UDL) to address diversity in student learning styles	The Committee promoted, and will continue to promote, the UDL training provided by the Human Rights and Equity Office.
Ensure that instructors cite a range of authors and perspectives, beyond Eurocentric examples, in each course syllabus.	This recommendation is being addressed in the training mentioned in section 4. The objective is to deliver this training for GTFs and TAs in 2021-2022.
Hire instructors with expertise in non-traditional scholarship in education.	The committee will begin to track this data.

6. FACULTY/ STAFF ENGAGEMENT & INVOLVEMENT	
Create opportunities for faculty staff to receive EDI training.	Dr. Anita Jack-Davies offered unconscious bias training to the Faculty in the summer of 2019. The committee is considering what further training should be offered in 2020-2021.
Ensure that new hires are trained on the EDI vision of the Faculty	This is being added to the orientation process for 2021.
Create an EDI campaign that features staff & their contributions to the Faculty internally, externally and on all social media platforms.	This recommendation is being incorporated into the Faculty's Marketing and Communications Strategy.
7. STUDENT KNOWLEDGE & SKILLS	
Create EDI opportunities for the alternative practicum for students wishing to pursue work in EDI-related fields	Under the leadership of Dr. Alana Butler, the document, Anti-Oppression/Anti-Racism Resources for Educators was created in response to, and support of, the Scholar Strike. The EDI Committee plans to work with TCs during alternative practicum placements to create additional resources, teaching guides, lesson plans, infographics, videos, etc. to build on this excellent resource.
Create opportunities for students to participate in EDI projects that can be displayed in the building and on social media channels	This is a priority for 2020-2021 and the committee will work with faculty and students to share student work online and eventually, at Duncan McArthur Hall.
8. ADMINISTRATIVE LEADERSHIP	
Develop a plan to recruit students, faculty, and staff from under-represented groups, track progress, and analyze results	This recommendation is being incorporated into the Faculty's Marketing and Communications Strategy.
9. INSTITUTIONAL SUPPORT	
Ensure that job ads and applications (faculty, staff) are accessible to people with disabilities.	The Faculty is working to ensure that all communications are AODA compliant and will regularly review to ensure compliance and equity.
Review existing policies and update language using an equity and human rights lens.	Anti-Racism policy currently being drafted in collaboration with the SHARE research group and other policies will be reviewed as time and resources permit.