Queen's Faculty of Education

Equity, Diversity, and Inclusion (EDI) Committee

Terms of Reference

The purpose of the Equity, Diversity, and Inclusion (EDI) Committee at the Faculty of Education is to cultivate an inclusive community; create welcoming classrooms and social spaces for all students, faculty, and staff; ensure equitable and inclusive policies, processes, curriculum, and events; and support marketing, recruitment, and retention initiatives that enhance a diverse teaching and learning community at the Faculty.

The EDI Committee is a central point of contact for EDI concerns, and supports and advocates for systemic change for students, faculty, and staff. The committee's milestone objectives in 2019-2020 include:

- Develop, implement, and communicate policies and procedures to report racism, discrimination and other equity issues at the Faculty.
- Enhance equity training available for students, faculty, and staff on EDI issues
- Establish a permanent, visible equity and diversity space in Duncan McArthur Hall
- Create a virtual space where EDI resources can be uploaded, accessed and shared by faculty, staff, students, community

History
Over the summer of 2019, Dr. Anita Jack-Davies led the Faculty in the development of an EDI vision and mission statement, along with a list of recommendations to enhance EDI (Appendix 1). This initiative, coined "The Inclusion Project" will lead the EDI committee as we begin our work implementing the Inclusion Project in fall 2019.

Meeting Frequency
The EDI Committee will meet regularly (approximately once per semester) and more frequently as issues are reported.

Composition and Terms

Committee members for the staff, faculty, term adjunct, and QSoE staff will be nominated by the Dean. The QSoE student rep will be nominated by the Associate Director of QSoE and two co-chairs for the committee will be nominated by the Dean. The Committee will create subcommittees for other stakeholder groups and select a representative from each to serve 2-year terms.

Committee Members

CESA Equity Affairs Representative (1-year term)

ESS Equity Representative (1-year term)

Graduate Student Representatives – 3 positions (2-year term)

QSoE Student Representative (2-year term)

Staff Representative (2-year term)

Pre-tenure Faculty Representative (3-year term)

Tenured Faculty Representative (3-year term)

Term Adjunct Representative (2-year term)

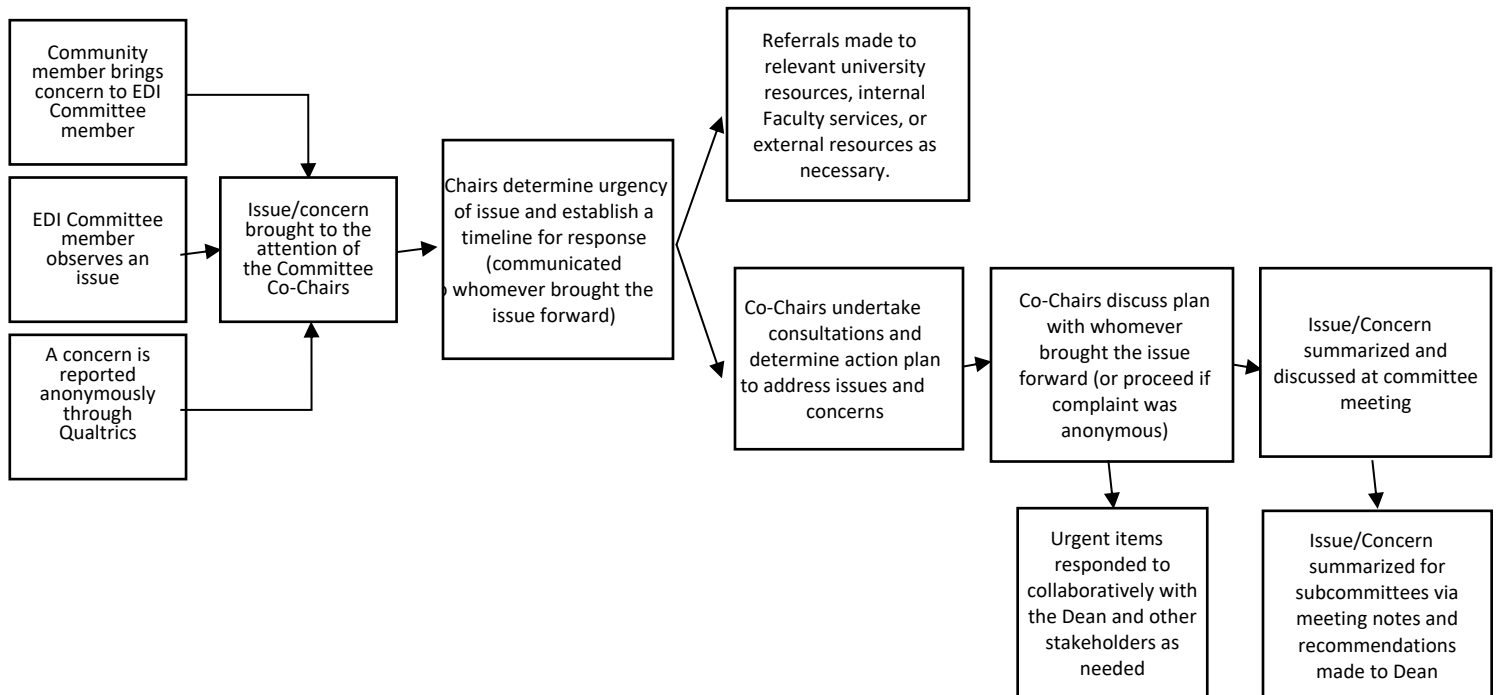QSoE Staff Representative (3-year term)

SHARE Representative (2-year term)

ATEP Representative (3-year term)

EDI Committee members will:
- have an interest and knowledge of diversity, equity, inclusion and Indigeneity.
- be available to listen to others in the community who have ideas, concerns or suggestions and then willing to bring this information forward to the committee
- attend many of the meetings and occasionally assist with their organization

Process for Communicating Issues/Concerns

Community member brings concern to EDI Committee member			Referrals made to relevant university resources, internal Faculty services, or external resources as necessary.	
EDI Committee member observes an issue	Issue/concern brought to the attention of the Committee Co-Chairs	Chairs determine urgency of issue and establish a timeline for response (communicated to whomever brought the issue forward)		
A concern is reported anonymously through Qualtrics			Co-Chairs undertake consultations and determine action plan to address issues and concerns	Co-Chairs discuss plan with whomever brought the issue forward (or proceed if complaint was anonymous)	Issue/Concern summarized and discussed at committee meeting

Co-Chairs undertake consultations and determine action plan to address issues and concerns

Co-Chairs discuss plan with whomever brought the issue forward (or proceed if complaint was anonymous)

Issue/Concern summarized and discussed at committee meeting

Urgent items responded to collaboratively with the Dean and other stakeholders as needed

Issue/Concern summarized for subcommittees via meeting notes and recommendations made to Dean

Concerns and issues brought to the EDI Committee should be systemic in nature (e.g. faculty policy, processes, services, marketing/communications materials, etc) that the committee can respond to and make recommendations for change, particularly at the Faculty level. The Committee is not equipped to respond to individual complaints regarding racism, assault, or specific incidents faced by individuals. However, the committee can make referrals to the correct resource at the faculty or Queen's.

The Inclusion Project

Equity, Diversity & Inclusion (EDI) Visioning Statement 2019-2024

(A Living Document)

Written by Anita Jack-Davies, PhD

The Queen's Faculty of Education (QFoE) is situated on traditional Anishinaabe and Haudenosaunee Territory. This "acknowledgement of territory" statement is an institutional recognition of the traditional inhabitants of the land on which Queen's University is located and we recognize that their relationships with the land are ongoing to the present day.

Our Mission & Vision

The Queen's Faculty of Education values principles of equity, diversity, and inclusion (EDI). We endeavour to ensure that inclusive principles inform all aspects of undergraduate and graduate programs, teaching, research, scholarship and living and learning communities. We are dedicated to integrating principles of EDI at the Faculty, with specific attention paid to the development of new programs and initiatives, from 2019-2024.

The Faculty aims to develop progressive, ethical, and thoughtful leaders in education through teaching, research and professional collaboration in local and international contexts. We seek to continue working with international partners on a variety of projects and initiatives, recognizing the importance of exchange programs, international alternative practicums and overseas placements for teachers.

We recognize that EDI perspectives are critical to this mission. Our vision is to be a leader in the educational landscape, recognized for our commitment to teaching, international initiatives, innovative programs and influential research. We strive to address the impact of issues of race, gender, social class, sexual orientation, ability, age, religion and other social identity markers, on all spheres of the academic community. We strive to ensure that our leadership is inclusive and representative of the communities that we serve. We seek to employ an EDI lens in the areas of teaching and research, living and learning communities and academic workplaces.

Our Values

Our graduates are ready to integrate theoretical, practical, and experiential knowledge in the understanding and resolution of professional issues. We see the beginning teacher as an active agent in the development of a socially inclusive pedagogy aimed at social justice. In our vision, the critically reflective teacher asks questions that go beyond immediate pressures of daily practice, and has a disposition to work in collaboration with other members of the profession and with all those involved in the education and development of learners.

Teaching & Research (Instructors)

The Faculty is committed to developing future teachers using strategies that are informed by culturally relevant pedagogy. We believe that inclusion is an integral component of academic excellence in teacher education, aimed at meeting the needs of learners in Canada's diverse classrooms. Inclusive teacher education that is learner-centred means that learners develop literacies in equity and practical competencies across a range of issues that speak to the various social locations that our students occupy.

Critical self-reflection is at the cornerstone of our teacher education curriculum as we strive to develop educators with the reflective lens needed to make ethical and responsible decisions in classrooms, schools and the wider community. We will continue to hire scholars with expertise in a variety of fields whose teaching, research and scholarship contribute to our vision of inclusivity. We will work with subject matter experts to ensure that our curriculum speaks to the various learning styles of our students, while contributing to differences in paradigms, perspectives and thought. Our goal is to create a learning environment that fosters safety and respect. This is achieved when instructors approach the curriculum with the needs of learners in mind, whether such learners are international students, first generation students or students for whom English is an additional language. Mentorship for faculty from under-represented groups is an ongoing commitment that will contribute to their career development and contributions to the wider academic community.

Living and Learning Communities (Students)

At the Faculty, we provide students with cross-cultural opportunities through our international connections, exchanges, Alternative Practica and events hosted by Queen's School of English students. Education students can specialize in Aboriginal/Indigenous education with First Nations, Métis and Indigenous instructors. Indigenous students interested in applying to our programs are provided with financial and social support throughout the application process. We endeavour to develop new teachers who can act as agents of change in classrooms where pupils face systemic barriers to learning and achievement. We strive to cultivate educators with the ability to question, challenge, support and advocate in ways that are meaningful to the teaching profession, communities across Canada and globally. We endeavour to foster a spirit of inclusion into living communities to ensure that classroom learning is extended to residences and wider campus initiatives.

Bachelor of Education Programs

The Faculty will continue to offer exceptional programming with a focus on inclusivity. Students enrolled in our Bachelor of Education programs (B.Ed. and Concurrent), the Aboriginal Teacher Education Program, Technological Education, Artist in the Community and the Outdoor Education Program can expect to engage in pedagogical discourse on the impact of EDI on teaching and learning. At the Queen's Faculty of Education, we acknowledge the systemic barriers impact the achievement of under-represented groups. As such, we will actively recruit Teacher Candidates from recognized under-represented groups, including:

- First Nations, Métis, Inuit people & Indigenous Peoples
- Racialized groups and individuals
- People with disabilities
- Women
- Members of 2SGLBTQ++ communities

Inclusive recruitment will ensure that our B.Ed. programs reflect increasing diversity.

Graduate Programs

The Faculty will continue to attract the best and brightest future researchers to our graduate programs (Masters, Doctoral & Diploma in Professional Inquiry). We will ensure that graduate students are provided with ongoing professional development on EDI. Such training will impact work in classrooms as Graduate Teaching Fellows (GTFs), teaching assistants (TAs) and research assistants (RAs). We will also work with faculty to incorporate various paradigms and research perspectives into the graduate curriculum.

Inclusive Workplaces (Staff)

The development of future educators is impossible without the dedication and expertise of staff at the Faculty. We are committed to developing a culture of inclusion such that staff can work in an environment that recognizes and values their contributions. From 2019-2024, staff will engage in a series of professional development activities aimed at increasing their cross-cultural competencies. Staff will be provided with professional development opportunities designed to identify and crystalize cross-cultural practices, while also focusing on team building and critical self-reflection of their work and its impact on faculty, students and communities. In summer 2019, we began this process for faculty, staff and graduate students.

The Faculty created an EDI Advisory Group in summer 2019 that will support staff on a variety of issues that impact workplace policies and practices – for example, sexual harassment. A critical aspect of this EDI Vision Statement is the ability for the Queen's Faculty of Education to monitor and track the effectiveness of projects and initiatives. We will work towards the development of an EDI tracking framework that will gauge our progress on this initiative from 2019-2024 and beyond. By tracking our progress, we will be able to celebrate milestones and

make improvements on unfulfilled deliverables in the three foci areas identity by staff, including:

   a) Workplace Climate
   b) Curriculum & Pedagogy
   c) Skills & Development

This EDI Vision Statement will provide the foundation for the development of a comprehensive strategy that will engage faculty, staff and students, the wider Queen's University campus community and external stakeholders.

International Contexts

The Faculty is recognized for research, international programs and partnerships with global education stakeholders. Faculty members collaborate with international research partners on project and initiatives. We offer students the ability to participate in international projects, exchanges, internships and practicum placements. We also offer advice on international work opportunities through our Education Career Services unit.

We will continue to work with our international partners to support the professional development of students from Korea and other countries overseas. We recognize that EDI is an important component in the development of cross-cultural exchanges as the Faculty works to successfully integrate international students into the fabric of life at the university and the academic culture of the unit.

Community Engagement

The Queen's Faculty of Education will work with community partners using an EDI lens. We will strive to ensure that our Faculty reflects the communities that we serve. We will continue to develop projects and initiatives that promote our work on the wider Queen's campus and externally to national and international stakeholders, including:

   ● International Student Exchange
   ● Teachers Overseas Recruiting Fair
   ● International Alternative Practicum
   ● International Education Week
   ● 1MT (1 Million Teachers)

Inclusion Project Overview & Next Steps

The Inclusion Project began as an initiative to develop inclusive practices for faculty, staff & students at the Queen's Faculty of Education. The project was born out of a Faculty retreat held in April 2019. Participants at the retreat identified a need to develop EDI policies and practices to guide the work of faculty, staff and students. Below are completed activities of the project thus far: