Teaching and Learning Portfolio

Summary Report on I-EDIAA

July 2024

Compiled by

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Summary

As a Teaching and Learning Portfolio, 2023 – 2024 was a year of engagement with the principles of I-EDIAA becoming more embedded into the daily practices and processes. The VPTL team carried out training for team members on Queen's Truth and Reconciliation work since the Extending the Rafters report, and on the Scarborough Charter and discussed how to actively incorporate anti-racism and decolonization into our work. Guided by the Principal's Strategic Objectives and the institutional commitments, the entire Portfolio also explored results of the SHIFT survey that revealed students from equity-seeking groups feeling less belonging at Queen's, and staff were asked to consider ways that they could contribute to a more welcoming campus environment. The CTL provided over 1880 participants with 70+ events that engaged them on many varied aspects of teaching and learning.

Connecting with Queen's community through numerous consultations, including departments and individual educators, has also been vital to the work of the CTL as we promote I-EDIAA strategies and principles into all areas of teaching and learning. This work allows us to positively impact student learning experience across all faculties.

Working with our Community

Members of both the Office of the Vice-Provost (Teaching and Learning) and the CTL actively worked with the Vice Principal Culture Equity Inclusion (VPCEI) office to incorporate training on I-EDIAA in decision making for Senate committees meaningful and relevant by developing tailored scenarios.

Every member of the CTL team sat on at least 1 committee or working group that impacted I-EDIAA on campus and completed 15 publications and presentations on topics related to I-EDIAA.

Committees and Working Groups of Note

- Global Engagement Strategy Development *(Dale Lackeyram)*
- Accessible Learning and Student Retention and Supports Advisory Group *(Dale Lackeyram)*
- Education Developers in Anti-Racism Community of Practice *(Yasmine Djerbal)*
- University Council on Anti-Racism and Equity (UCARE) *(Yunyi Chen)*

- Queen's University Committee for International Student Success (CISS) *(Yunyi Chen)*
- Teaching and Learning Spaces Working Group (Classroom Team) *(Andy Leger, Karalyn McRae, and Kaitlin McDonald)*
- Ventus Project Working Group *(Andy Leger, Karla Coleman, and Selina Idlas)*
- Council of Ontario Educational Developers Curriculum Accessibility Working Group *(Nevena Martinović)*
- Curriculum Diversity Committee *(Emma McCallum)*
- Online Accessibility Community of Practice *(Selina Idlas)*
- Radical Assessment and Ungrading Community of Practice (*Yasmine Djerbal*)

Resource Development

Resources on our Website

- Four new Exemplar Courses were added to our **Globally Engaged Curriculum** resources
- **Managing Difficult Conversations** Resource for building equitable classroom communities
- **Teaching in Times of Crisis** resource on responding to local, national or international crises affecting student learning.
- **Role of Departmental Chairs in Teaching Excellence** to help Departmental Chairs understand and advance I-EDIAA initiatives
- **TAs, Teaching Fellows, and Undergraduate Learners** module to support in I-EDIAA in teaching and learning

Programming

All our programming is delivered with I-EDIAA in mind, but we had 2 major events that focused heavily on I-EDIAA this past year with 1880+ participants.

This year, the **Showcase of Teaching and Learning at Queen's** launched the Queen's Teaching and Learning Month and had presentations on I-EDIAA topics including *"Sorry, what was that?" Hearing Challenges for Students and Instructors in Our Classrooms; Teaching Queer Archives in the Classroom;* for example.

Teaching to Transgress: A Teaching and Learning Speakers Series focused on I-EDIAA and pedagogy hosted 11 speakers discussing topics including *Truth & Reconciliation with BIPOC Educators, Academic Ableism, Trauma-Informed Pedagogies and Inclusive Teaching, Blackness on the in(out)side: Disruptive Pedagogies and Medical Education* and many more.

The **Generative AI in Assessment Institute** provided educators with the opportunity to learn and apply current best-practices and approaches to designing learner-focused, flexible, and authentic assessments with a focus on bias and harm + the myth of disability justice in AI.