Purpose

This rubric is a self-assessment tool to guide the adaptation and decisions around I-EDIAA (Indigenization, Equity, Diversity, Inclusion, Accessibility, and Anti-Racism). This rubric is a means for you to identify the suitable level in which your course actively diversifies the curriculum. As a university for the future, Queen's will continue to advance highly effective pedagogies, leverage new technologies, and reconceive educational programs of all levels and types so as to better prepare students for their impact on the world.

Instructions

1. Department/School to review the resources linked below and annotate the rubric by sharing examples on how this area is addressed in the Details/Examples of Application column.
   Note: If you have checked off the Not Yet column, please share the next steps that the Department/School plans to take to address I-EDIAA in the future using the Details/Examples of Application column.

2. The completion of the I-EDIAA Rubric is normally required for all new course proposals. If it does not apply, please explain what the reasons are.

I-EDIAA Overview and Resources

Indigenization - Equity, Diversity, Inclusion, Accessibility, and Anti-Racism
Source: https://www.queensu.ca/hreo/i-ediaa-announcement

The Human Rights and Equity Office has chosen to adopt I-EDIAA in response to the expressed needs of equity deserving communities at Queen's. The first "I," for "Indigenization," is separated from EDIAA with a hyphen to foreground responsibilities to honour obligations to Indigenous communities which are separate and distinct from equity and inclusion efforts. Further, the distinct placement of Indigenization in this formulation encourages more careful reflection and accountability around exactly how the unit/equity initiative is, in fact, addressing Indigenization before a decision to adopt the full acronym is made.

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Undergraduate Degree Level Expectations
Source: https://www.queensu.ca/provost/Quality-Assurance/DLEs
>Ability to explore diverse worldviews, ways of knowing, abilities, and experiences, including Indigenous perspectives.
>Describe limitations of methods they use, recognizing potential inequities, biases, or implicit assumptions.
>The ability to communicate information, arguments, and analyses: a) accurately and reliably; b) orally and in writing; and c) to a broad range of audiences in ways that are accessible and inclusive.
>Exercise intercultural sensitivity.
>Explore problems from local and global perspectives.

Centre for Teaching and Learning
Source: https://www.queensu.ca/ctl/resources/i-ediaa
>Accessibility: Universal Design for Learning (UDL)
>Decolonizing and Indigenizing - Re-examine your course syllabus with an eye to uncovering Eurocentrism and fostering inclusivity, diversity, and Indigeneity.
>Developing Globally Engaged Curriculum (Backward Design) - This approach requires educators to rethink and reorient their course design through incorporating intercultural or global perspectives into the steps of backward design.

Queen's University Administration's Declaration of Commitment to Address Systemic Racism
Source: https://www.queensu.ca/principal/edii/declaration-commitment-address-systemic-racism
>Continue to work to address systemic racism in the educational and classroom practices of the institution and in particular, within our primary activities of teaching and research.
>Incorporate EDII as a major focus of the university's vision for the future to be integrated into every leader's annual goals and planned initiatives.

Principal's Implementation Committee on Racism, Diversity, and Inclusion
Source: https://www.queensu.ca/inclusive/initiatives/picrdi
>Inclusive teaching refers to intentional approaches to curriculum, course design, teaching practice, and assessment that create a learning environment where all students feel that their differences are valued.

Scarborough Charter
Source: https://www.queensu.ca/principal/i-ediaa/scarborough-charter
>A sector-wide agreement designed to move post-secondary institutions beyond rhetoric and to more meaningful, concrete actions to address anti-Black racism and to promote Black inclusion.
>Encouraging the emergence of Black and Black Canadian studies programs while promoting curricular development across academic disciplines that decentres epistemic Eurocentrism, that holds open space for expansive, world-inspired learning that broadens disciplinary canons to include Black expertise and knowledges.

Truth and Reconciliation Commission - Extending the Rafters