

Support for Schulich Course Proposal Form's Commitment to Equity, Diversity, Inclusion (EDI)

The Schulich School of Business at York University supports an exceptionally diverse student body and takes pride in teaching students to respect diverse communities and building leaders to do the same. Schulich has taken serious initiatives to put equity, diversity, and inclusion (EDI) at the forefront of the School to build an inclusive academic and work environment and to prioritize EDI in the education Schulich students receive. Education has historically been a tool of both liberation and oppression for many of our students, and as such, it is paramount to consider issues of equity and justice when planning, designing, and engaging in academic affairs. Prioritizing equity, diversity, and inclusion in course design helps to address these issues while empowering and supporting traditionally under-represented, marginalized, and oppressed groups of students. Fostering EDI in the classroom does not involve a simple checklist or universal structure as it is both dynamic and fluid and requires much self-reflection and individualized action.

Below are some broad **guiding reflective prompts, recommendations, and considerations** to help ensure **course content, materials, lessons, and delivery** support EDI. While this is targeted at the development of new courses, these points may be also useful to consider for courses currently offered. Resources have been embedded within each of the following points below, as well as in the section entitled 'General Resources'. Please note that in printed copies of this document, the embedded resources may not be apparent.

1. Authorship of Course Materials

Consider the **authorship** of course materials and resources, as well as **who is invited to speak as an authority** in the classroom (e.g. guest speakers) – who is included? Who is excluded? Which **lenses and perspectives** are represented, and which are not?

- Explicitly include Indigenous frameworks, lenses, and voices (e.g. TRC is listed in course topics, but no evidence of Indigenous voices; what about Indigenous perspectives on families, mental health, etc.?).
- Explicitly include anti-Black-racism frameworks, lenses, voices, and pedagogies.
- Explicitly include Critical Disability Studies frameworks, lenses, and voices.
- Explicitly include gender-diverse and gender-equitable pedagogies in your course. For example, you may wish to consider gender affirming practices as well as gender inclusive and/or feminist pedagogies in your course design.

2. Land Acknowledgements

How are land acknowledgements utilized within the course (i.e. through course syllabus, activities, discussions)? Are land acknowledgements done in a meaningful way and in

accordance with the **goal of Indigenous communities**? Are they **connected to the course**? How are they done virtually? Are there opportunities for reflection, discussion, and/or activities related to acknowledging the land? Is **context** provided for students (or faculty) who may not be familiar with truth and reconciliation and the significance and importance of conducting a land acknowledgement? What are the **distinctions between Indigenous and non-Indigenous faculty members and/or students** in relation to how a land acknowledgement is conducted? How might conducting a land acknowledgment affect the **experiences** of Indigenous students?

3. Challenging Assumptions

In each course, what **implicit assumptions** are being made about populations and individuals that are referred to? For example, when speaking of stakeholders, consumers, clients, etc. is **presumptive language** used regarding gender, sex, race, ethnicity, disability, age, etc.? **Who (and what) is valued** in business discourse within the course? What 'lens' does the course take (e.g. a Eurocentric lens)? How is **power-imbalanced language** engaged with? Considering the global dimensions of business, be diligent when approaching discourses and conversations surrounding diverse businesses, cultures, companies, countries, workers, and other socio-cultural contextual aspects of the field.

4. Language and Terminology

Remain cognizant of the ways that **language and terminology** are used within the course syllabus, course activities, course assessments, course reading materials, and when engaging with students. For example, is there an active effort to ensure that writing is inclusive and anti-racist? Is there an active effort to utilize preferred pronouns of students and gender-inclusive language? Is there an active effort to refrain from dis/ableist language and pejorative terms? Is there an active effort to use preferred identity terms by various groups? Is there an active effort to use appropriate language and terms?

5. Challenging Bias and Taken-for-Granted Ways of Thinking

Consider possible course learning outcomes related to **UN-learning/ RE-learning** (e.g. in critically engaging with and reflecting on course content, some students may need space for unpacking existing ways of thinking as well as for exploring new ways of thinking). Consider how implicit bias and microaggressions can influence student learning and prepare to resist and respond to these if they occur in the classroom. Incorporate strategies for facilitating difficult conversations in the classroom.

6. Considering Positionality and Lived Experiences

How and where will students see themselves and their **lived experiences** in this course/content? With this in mind, how can you foster a **safe/brave space** for having these conversations and how will students be **protected and supported** in these courses?

7. Diversity in Course Engagement

In accordance with [Universal Design for Learning \(UDL\)](#), are there **opportunities for diversity** in the ways that students receive and express knowledge? Are there diverse ways of **providing information** to students? Are there diverse ways for students to **engage** both with the course and with one another?

8. Exemplifying EDI

In each course, show how you not only as teach EDI as content, but also **actively practice and model** it as well. For example, in outlining your approach to course design in the course proposal form, can you explicitly connect your strategies and rationale to a **commitment to practicing EDI** in the classroom? When you discuss course content, assessments, and learning outcomes, can you **draw connections** to Universal Design for Learning (UDL) as an equity-oriented practice? In short, what is the **EDI rationale** behind outcomes, activities, assessments, course design, pedagogies? (For example, if relying on group projects for assessments, consider referencing [in your proposal] the use of community agreements or other strategies that support EDI for students and faculty)

9. EDI in the Business World

Consider how the structure and content of the course can impact students in **real-world professional business contexts**:

- How does EDI manifest in the **entrepreneurial thinking and training** of students? Is there space for students to both contribute and learn of **diverse voices, perspectives, and ideas**?
- As [future] business professionals, what strategies are in place to ensure that students will be equipped to make **meaningful connections** in the world and contribute to **globally diverse communities**, and make and encourage **equitable contributions** as members of diverse teams?
- Are there tools in place for students to ensure their **professional practice** is informed by principles of equity?

10. Leveraging Supports

Reference how the **department/faculty/university will support instructors** in implementing Experiential Education (EE), Technology Enhanced Learning (TEL), UDL specifically in equity-oriented courses. Part of this can be ongoing or future consultations with the Office of Curriculum Innovation and Teaching Excellence, the Teaching Commons, technology support services, and other available supports.

Please see below for a list of embedded resources used throughout this document as well as resources for future reading.

General Resources:

Anti-racist pedagogies: <https://sites.lsa.umich.edu/inclusive-teaching/wp-content/uploads/sites/853/2021/08/Implicit-Bias.pdf>

Defining Principles and Values (York University; Vice-President Equity, People, Culture) *these have been informed by York's Centre for Human Rights, Equity, and Inclusion: <https://www.yorku.ca/vpepc/principles-and-values/>

Diversity, Equity, and Inclusion Working Group at Schulich: <https://schulich.yorku.ca/about/dei-working-group/>

Canadian Race Relations Foundation Glossary of Terms: <https://www.crrf-fcrr.ca/en/resources/glossary-a-terms-en-gb-1>

Centre for Human Rights, Equity, and Inclusion (York University): <https://rights.info.yorku.ca>

Challenging Implicit Bias and Microaggressions in the Classroom: <https://resources.depaul.edu/teaching-commons/teaching-guides/inclusive-teaching/Pages/implicit-bias.aspx>

Disability Language Style Guide (National Center on Disability and Journalism): <https://ncdj.org/style-guide/#A>

Equity and Inclusion Glossary of Terms (University of British Columbia): <https://equity.ubc.ca/resources/equity-inclusion-glossary-of-terms/>

Facilitating Difficult Conversations in the Classroom: <https://resources.depaul.edu/teaching-commons/teaching-guides/instructional-methods/Pages/discussions.aspx#facilitating-difficult-discussions>

Gender Affirming Practices for the Classroom: <https://cft.vanderbilt.edu/guides-sub-pages/teaching-beyond-the-gender-binary-in-the-university-classroom/>

Gender and Education Association Feminist Pedagogy Guide: <http://www.genderandeducation.com/issues/feminist-pedagogy/>

Guide to Feminist Pedagogies: <https://my.vanderbilt.edu/femped/>

Gender Inclusive Pedagogy: <https://citls.lafayette.edu/gender-identity-in-the-classroom/>

Identity Terms: <https://openbooks.library.umass.edu/introwgss/chapter/identity-terms/>

Importance of Land Acknowledgments: https://www.youtube.com/watch?v=nG_iMUHFuOg

Indigenous or Aboriginal, which is correct? <https://www.ictinc.ca/blog/indigenous-or-aboriginal-which-is-correct>

Native Land Education Guide (Land Acknowledgements): https://native-land.ca/wp-content/uploads/2019/03/teacher_guide_2019_final.pdf

Responding to Microaggressions in the Classroom:
<https://www.insidehighered.com/advice/2016/04/13/how-be-ally-someone-experiencing-microaggressions-essay?src=SocialMediaFB>

Responding to Microaggressions in the Classroom (ACTION Framework):
<https://www.facultyfocus.com/articles/effective-classroom-management/responding-to-microaggressions-in-the-classroom/>

Significance of Land Acknowledgements: <https://www.cbc.ca/news/canada/toronto/territorial-acknowledgements-indigenous-1.4175136>

Truth and Reconciliation Commission of Canada: <https://nctr.ca/about/history-of-the-trc/truth-and-reconciliation-commission-of-canada/>

Additional Resources

Advancing Equity, Diversity and Inclusion Across the Business World:
<https://www.uoguelph.ca/lang/news/2021/02/advancing-equity-diversity-and-inclusion-across-business-world>

Business Schools and Inclusivity: <https://www.theglobeandmail.com/business/rob-magazine/article-business-schools-have-committed-to-becoming-more-inclusive-but-has/>

Diversity for Managers:
<http://www.sfu.ca/content/dam/sfu/wwest/Documents/Understanding%20Workplace%20Diversity%20-%20for%20Managers.pdf>

Equity, Diversity, Inclusion, and Indigeneity at Smith School of Business (Queen's University):
<https://smith.queensu.ca/about/EDII/background.php#>

Equity, Diversity, and Inclusion at Alberta School of Business (University of Alberta):
<https://www.ualberta.ca/business/about/equity-diversity-inclusivity.html>

Implicit Bias in Higher Education Teaching (Podcast):
<https://teachinginhighered.com/podcast/implicit-bias-in-our-teaching/>

Why EDI is important to companies and how to drive lasting change:
https://www.humi.ca/blog-post/defining-equity-diversity-and-inclusion-edi-in-the-workplace?visitor_id=K1pWmnJ7qtW4cp



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