

REDI RECOMMENDATIONS ON DEPARTMENT TEACHING

Creating an inclusive classroom fosters a sense of belonging that improves student motivation^{1,2}. Recognizing that our classrooms are diverse^{3,4}, our teaching practices therefore need to continue evolving in line with, and in support of, students with diverse identities and abilities in the classroom. The following recommendations are aimed at promoting best EDI teaching practices within CPS.

At the Institutional level

1. Advocate for Institutional processes and procedures that promote diversity among eligible post-secondary learners in incoming CAPS classes.
2. Advocate for equitable access into all educational spaces used by the Department's trainees.
3. Promote equitable opportunities for educational success for all learners, regardless of self-identifying qualities (e.g. ethnicity, gender, sexual orientation etc.), according to best practices⁵ across Canada and internationally.

At the Curriculum level

4. Model inclusive language and approach in curriculum documentation and communication. Where applicable, reading lists should reflect diverse author voices and not reinforce racial stereotypes or historical prejudices. With respect to human health, examples should be presented from individuals that belong to underrepresented groups where applicable.

At the Departmental level

5. Recognize that individuals may face barriers if they belong to an equity-seeking group that affect their performance; these individuals may need additional support to access all available resources.
6. Encourage all CPS teachers to reflect on how their teaching promotes best REDI practices (e.g. during annual faculty meeting with Head), including that teachers update themselves regularly on available Faculty and Departmental REDI resources.
7. Maintain, promote and circulate a repository of course design guidelines to instructors in the Department (such as [this one](#))⁶, which promote equity and diversity and inclusion.
8. Develop guidelines for a respectful and inclusive class environment in consultation with learners.
9. Clearly inform students of processes for reporting and responding to student allegations of faculty or learner misconduct related to equity, diversity, and inclusion.
10. Develop systematic ways of soliciting feedback from students about equity-, diversity-, and inclusion-related topics (e.g. SEoT).

At the Individual faculty level

11. Seek to understand the diversity present within the classroom (e.g. sociocultural differences, access to technology, physical disability etc.), and implement teaching approaches that reflect that diversity (e.g. offer different video resources for those without laptops or slower internet).
12. Be familiar with, and take advantage of REDI resources, tailored to assist faculty with best EDI teaching practices, such as [this resource](#)⁷.
13. Create multiple opportunities for students to express barriers they face in class.
14. Seek and obtain regular, systematic feedback from students about equity-, diversity-, and inclusion-related topics within your classroom, particularly as regarding your teaching practice (see #10 above).

Sources

¹ Zumbrunn et al. (2014) *Instructional Science*. **42**, 661-684.

² Brame (2019) *Science teaching essentials: short guides to good practice*; pp. 3-14.

³ Canadian Graduate and Professional Student Survey (CGPSS) <https://cags.ca/cgpss/>

⁴ *Canadian University Survey Consortium*, August 1, 2019 www.caut.ca/resources/almanac/4-students

⁵ Canadian University Consortium <https://cusc-ccreu.ca/?lang=en>

⁶ Inclusive Teaching. Resources for Faculty. Developed by CTLT <https://inclusiveteaching.ctlt.ubc.ca/resources/resources-for-faculty/>

⁷ Inclusive Classroom Climate. Poorvu Center for Teaching and Learning, Yale University. <https://poorvucenter.yale.edu/ClassClimates>