

## Appendix B: I-EDIAA Guidelines for Policy Development and Review

This document is intended to guide those developing/reviewing policy at Queen's in incorporating I-EDIAA values and considerations to promote a culture of respect, inclusion, and trust among Queen's community members.

### Inclusive Language:

All policies should use inclusive language. Below are some tips to help you achieve this:

Be cognizant that language has limitations. Not everyone will self-identify with the terms you use (yourselves).

example, mental well-being vs. mental illness

Avoid making group generalizations or overstatements (e.g., all women are emotional).

Seek feedback from your audience, especially from marginalized and underserved groups whose experience might differ.

Avoid adjectives to refer to a group of people (e.g., "emotional women").

### Intersectionality:

The term "intersectionality" refers to the interconnection of a person's identity and characteristics and how many separate aspects of one's identity interact to build one's complete identity (for example, a black disabled woman).

An intersectional approach to policy recognizes the unique positionality that individuals experience based on the intersection of multiple grounds (for example, discrimination can occur because someone is black and a woman with a disability).

In policy development, think about the following:

- Are groups of interest differently affected by the policy?
- How does each identity category (race, gender, etc.) interact with the policy?
- Based on categories, which groups/individuals are the most advantaged and



shift the attention onto your own practices instead of placing the burden on equity-deserving groups.

- Have you considered your policy as an opportunity to integrate diverse communities on campus?
- Reflect on the status quo the policy addresses and how the status quo reflects imbalances and asymmetries, such as discrimination, microaggressions, stigmatization, privileges (for example, class privilege), and tokenism.
- How can the policy improve opportunities for equity-deserving groups?
- Consider that integrating diverse racialized and vulnerable communities does not imply assimilation into the mainstream campus culture.

e) **Accessibility** is the administrative, environmental, attitudinal, pedagogical, and physical structures that either enable or impede a person's full participation on campus.

- When socializing your policy, consider using accessible web formats, screen reading technology, digital forms, etc.
- Does the policy deal with any administrative, environmental, attitudinal, pedagogical, or physical structure that becomes a barrier to full participation? If so, how does the policy contribute to removing such barriers?
- Reflect on the exclusionary effects that policies can have unless they consider the combination of impairments and barriers altogether. For example, a person with a physical disability can also be limited by the social construct of bias and stereotypes about said disability.
- Consider whether your policy reinforces these biases and stereotypes, and becomes an obstacle to integration or contributes to creating a sensitive environment for people with disabilities.
- If applicable, does your policy consider inclusive or universal design for physical access on campus?

f) **Anti-Racism** is positioning oneself against racial inequity and discrimination, often built upon power dynamics and structures that are hard to disentangle. Racism relates not only to race but to ancestry, ethnic origin, and place of origin.

- Does your policy contribute to these power dynamics and structures? For example, racial profiling, stereotyping, and racialization (defining people by their race) based on accent, clothing, citizenship, etc.
- Think about who is involved in the decision-making process and implementation of the policy. Try to have a diverse implementation team.
- Reflect on whether stereotyping or assumptions based on social categories such as race (positive or negative) have contributed to gathering and processing information used in drafting the policy.
- Reflect on how your policy could disadvantage racialized groups by thinking about how the policy may affect marginalized communities. For example, is there a change between a past version and the current policy? In that case, ensure you remove old practices that have negatively impacted these communities.
- Be mindful of accounting for cultural differences in standardized procedures. For example, some candidates might fail in a hiring process evaluation due to cultural differences, which can become a barrier to racialized persons. Be mindful that procedures can be designed to benefit a particular candidate or group of people.

- Identify the dominant norms, stereotypes, patterns, and behaviours in place in your department/unit. Have these been inadvertently incorporated into the policy?

*Resources*

1. Ontario Human Rights Commission, "Policy and Guidelines on Racism and Racial Discrimination," 2005.
2. Ontario Human Rights Commission, "Policy on Ableism and Discrimination based on Disability," 2016.
3. Simon Fraser University,