

Preamble

At its Coordinating Committee (CC) meeting March 17th, 2021, a motion was passed inviting SdB faculty members to adopt the teaching principles outlined in this document. The motion is part of broader feminist work to stimulate reflection on our teaching, as well as to think about questions of accountability. As needed, the document may be discussed and revised at the SdB Institute.

Statement of teaching principles

As someone who teaches at the Simone de Beauvoir Institute, I aim to create classroom spaces which are inclusive and which foster deep learning. As part of this process, I commit to the following principles :

- a) to listen to concerns that students may have about course content, format, delivery, evaluation, and or how I may have handled a particular situation
- b) to build course content that is intentional in how it uses texts in a way that prioritizes student learning and the principles of diversity, anti-racism and justice
- c) to take responsibility for facilitating student learning over difficult material
- d) to adapt my approaches to teaching as new articulations of specific issues emerge, and discussions about pedagogy evolve
- e) to being open to transforming my approaches to teaching based on evolving and challenging conversations in my field
- f) to try to exercise humility if I am confronted with concerns raised about my pedagogy
- g) to recognize that the act of teaching is a constant process of learning
- h) to support student self-advocacy by thoughtfully engaging with the concerns they raise and prioritizing reflection
- i) to consult with other SdB colleagues about what I could do in terms of appropriate strategies to move forward in the event of concerns raised
- j) to obtain relevant training if specific concerns about my teaching are raised repeatedly
- k) to work with students collaboratively to develop classroom expectations and terms of engagement
- l) to engage in conversations with students, as needed, about my pedagogical choices and strategies
- m) to be clear as to my pedagogical objectives and methods

- n) to recognize that the administrative context means I hold a degree of power, notably in evaluating students
- o) to maintain professionalism in my interactions with students and to prioritize transparent, clear and generous communication
- p) to recognize that disagreement with a particular position does not prevent me from working together with students in a way which is respectful
- q) to try to find common ground in the challenges of learning as needed

This document will be revised at the Simone de Beauvoir Institute

Date this document last revised: June 16, 2021.