Canadian Political Science Association
Association canadienne de science politique

Approved by the CPSA Board of Directors on May 25, 2022.

EDID Mission Statement for the CPSA

Mission Statement: In the spirit of ongoing reconciliation practices and adhering to the principles of equity, diversity, inclusion, and decolonization (EDID), the CPSA endeavours to support and uphold the values of inclusion and belonging and commits to structural, institutional, and cultural change.

The Association further acknowledges its responsibility to exemplify leadership on EDID practices in promoting transformative change and learning with the goal of creating and nurturing an inclusive Association that reflects the growing diversity of political science researchers, teachers, students, practitioners and their needs.

Vision Statement: The Association's vision is to be a leader in the academic community, and to strive to ensure that our leadership is inclusive and takes into account Indigeneity, race, gender, gender identity, sexual orientation, disability, age, religion and other marginalized communities in all its activities.

We further commit to using an EDID lens to foster a supportive community in all Association activities, including teaching, learning, research, internship programs, administration, and networking opportunities.

Guiding Principles:

The CPSA uses the definitions provided by the Federation for the Humanities and Social Sciences *Charter on Equity, Diversity, Inclusion and Decolonization in the Social Sciences and Humanities*.[i] In particular, these include:

Equity is concerned with justice and fairness. Equity is a state of being, a process, and a condition that is rooted in fundamental human rights, and, therefore, is not reliant on individual choice or voluntarism. Whereas equality may lead to an assumption of an even playing field, and may shape individual and institutional efforts to treat people the same, equity requires more; it is about understanding and accommodating difference and providing people with what they need to enter and thrive within the academy. Equity requires proactively identifying and combatting discriminatory ideas, attitudes, behaviours, as well as systems, policies, processes, and practices that lead to disadvantage. It is concerned with a legal and ethical commitment to doing what is right and necessary to achieve such a state through proactive measures to identify root causes, and design interventions to remove obstacles to fair opportunities and experiences in all spheres of academic life (Section 3.4).

Diversity is a characteristic of human societies that has been used in multiple ways across the postsecondary education sector. It includes the whole range of human, cultural, and societal differences among populations across Canada. Diversity encompasses identity difference, and the representation of students, staff, faculty, administrators, and senior leadership in the academy. Social diversity also includes the protected grounds under the Canadian Charter of Rights and Freedoms, Aboriginal and Treaty rights, and human rights legislation, such as race/ethnicity, gender identity and expression, sexual orientation, and disability. Diversity is also used to differentiate types of knowledge production, educational institutions and units within institutions, such as faculties, schools, departments, programs, and institutes. Diversity also encompasses the nature and content of curricula, research, teaching, service and engagement (Section 3.2).

Inclusion is a skillset and a condition that must be cultivated and that require resources in order to advance an equitable and fairer academy. Inclusion entails interconnected actions to dismantle barriers that impede participation, engagement, representation, and empowerment of members of diverse social identities and from various backgrounds in the life of the academy. Inclusion means that we design our educational and cultural spaces from the beginning so that they can be used fully by all peoples and all communities. Inclusion foregrounds the social and institutional relations of power and privilege, drawing necessary attention to who gets a seat and voice at the decision-making tables, and who is empowered by institutional processes, policies, systems, and structures (Section 3.6).

Inclusive Excellence includes the individual and institutional pursuit of excellence, quality, or merit is best achieved in equitable, diverse, inclusive, and decolonial conditions in which everyone can thrive. While the human pursuit of excellence is an inclusive one, how it is socially and institutionally defined, operationalized, and recognized historically has often been exclusionary of, among other things, diverse ways of knowing, knowledges, methodologies, and perspectives. Recognizing the integral relationship between equity-as-fairness and inclusive excellence is necessary to mitigate how access to, and success within, scholarly associations, universities, and colleges have been shaped by histories of discriminatory ideas, attitudes, processes, and practices. Inclusive excellence affirms how diversity can deepen learning, enhance critical thinking and problem solving, and fuel creativity and innovation in teaching and learning, research and artistic enquiry, professional service, and community engagement in the social sciences and humanities (Section 3.7).

Decolonization includes the principles, processes, and practices of decolonization are fundamental to a more equitable, diverse, enlightened, and inclusive social sciences and humanities community in Canada. We believe the sustainable future of higher education requires confronting and unsettling the impact of colonial histories, ideologies, experiences, and legacies on disciplines, archives, canons, curricula, methodologies, and pedagogies, as well as on structures of governance, institutional design, and cultures, symbols, and ceremonies. Decolonization is a necessary and ongoing process of unlearning, uncovering, and transforming legacies of colonialism, as well as utilizing the educational and knowledge systems available to relearn and rebuild the social, cultural, and linguistic foundations that were lost, or eroded through colonialism. Decolonization also requires making space, balancing, generating, and enabling diverse knowledge systems to thrive in the academy as well as in and through educational and knowledge transmitting places for Indigenous Peoples, the formerly colonized or continuing colonized nations, peoples, and cultural knowledge systems (Section 3.3).

The Association draws upon several additional sources for its ongoing commitment to the processes of decolonization. This includes recognition that:

A **decolonizing approach** aims to resist and undo the forces of colonialism and to re-establish Indigenous Nationhood. It is rooted in Indigenous values, philosophies, and knowledge systems. It is a way of doing things differently that challenges the colonial influence we live under by making space for marginalized Indigenous perspectives. The National Inquiry's decolonizing approach also acknowledges the rightful power and place of Indigenous women and girls (*Reclaiming Power and Place, Executive Summary of the Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls* 2019, p.56).

And that:

Decolonization is a necessary and ongoing process of unlearning, uncovering and transforming legacies of colonialism, as well as utilizing the education and knowledge systems available to relearn and rebuild the social, cultural and linguistic foundations that were lost, or eroded through colonialism. Decolonization also requires making space, balancing, generating, and enabling diverse knowledge systems to thrive in the academy as well as in and through educational and knowledge transmitting places for Indigenous Peoples, the formerly colonized

or continuing colonized nations, peoples, and cultural knowledge systems (Smith *et al*. 2021, p. 7 *Igniting Change Report*).

The Association's ongoing decolonization efforts do not apply to settlers only; its intent is to also recognize and provide space for the unique experiences, knowledge, and identities of all Indigenous peoples and communities.

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[i] https://fhss.swoogo.com/edid-charter/home?lang=en