

MEMORANDUM

To: Undergraduate and Graduate Students, Postdoctoral Fellows, Faculty, Staff, and Librarians,
University of Toronto Scarborough
From: Professor Katherine R. Larson, Vice-Dean Teaching, Learning & Undergraduate Programs
Date: 18 May 2022
Re: Report of the UTSC Campus Curriculum Review Working Circle, 2020-2022:
Recommended Actions, Learnings, and Next Steps
Note: For broad distribution

Dear U of T Scarborough undergraduate and graduate students, postdoctoral fellows, faculty, staff, and librarians,

On behalf of the curriculum review Working Circle, I am delighted to share the enclosed [Report of the UTSC Campus Curriculum Review Working Circle, 2020-2022: Recommended Actions, Learnings, and Next Steps](#).

The curriculum review is named as priority 1.2 (ii) in U of T Scarborough's 2020-25 Strategic Plan, [Inspiring Inclusive Excellence](#), part of a broader framework of curricular renewal and innovation outlined in strategic directions 1.1, 1.2, and 1.4. The review was launched in the Fall of 2020 with the goal of ensuring that programs and pedagogical approaches at U of T Scarborough reflect the diversity of our students and the histories, epistemologies, and pedagogies that have been **devalued and violently erased by settler colonialism and systemic injustices**. The review's focus is on Indigenous knowledges and knowledge systems, Black knowledges, racialized perspectives, and international and intercultural perspectives. In addition to these named areas, the review has prioritized an intersectional approach, recognizing that individuals hold multiple identities that shape experiences of oppression, including gender, sexuality, and disability.

The curriculum review has been collectively led by a Working Circle made up of students, faculty and librarians, staff, and community members. The circle-based framework has been foundational to the review. Emphasizing a commitment to deep listening, shared leadership, relationality and mutual respect, non-hierarchical dialogue, and openness to learning from the diverse voices and perspectives gathered, it reflects the importance of process for undertaking structural change.

The 56 recommended actions presented by the Working Circle extend over the following categories:

1. Curriculum Development
2. Pedagogical Development and Related Supports
3. Dedicated Academic Homes, Programs, and Spaces for Indigenous and Black Excellence at U of T Scarborough
4. Faculty, Librarian, and Staff Hiring
5. Community Engagement
6. Institutional Structures and Supports
7. Future of the Working Circle and Foundations for Implementation

The review has been a collective effort, undertaken in the midst of the ongoing pressures of the pandemic. I would like to acknowledge and thank [the members of the Working Circle from 2020-2022](#) for their co-leadership of this process.

On behalf of the Working Circle, I would also like to thank all of the members of the U of T Scarborough community who have contributed to our outreach and listening process and supported the work of the review over the past two years. We look forward to partnering with you to bring the recommended actions into being.

To learn more about the curriculum review and to provide your feedback on the report - <https://www.utsc.utoronto.ca/curriculum-review/>

Warm wishes,



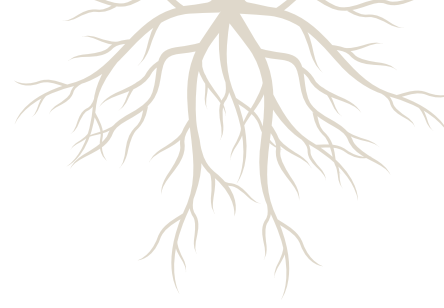
Katherine R. Larson
Vice-Dean Teaching, Learning & Undergraduate Programs
Office of the Vice-Principal Academic & Dean



Report of the UTSC Campus Curriculum Review Working Circle 2020-2022

Recommended Actions, Learnings, and Next Steps

*Cover artwork titled “Messengers of Renewal”
appears courtesy of the artist Christi Belcourt.*



Preamble and Land Acknowledgement

A land acknowledgment is a living document, and the experience of working virtually while undertaking this curriculum review has brought new individual and collective perspective to relationships with and responsibilities to the land. Working Circle members have Zoomed into meetings from across Turtle Island, our virtual squares and backgrounds at once disconnected from and powerfully reflective of the lands, nations, and communities whose territories have been represented in our meeting space, as well as the related treaty responsibilities that bind all of us from different vantage points.

As an educational institution, we have a collective responsibility to learning (Giidaakunadaad, 2022). This includes becoming aware of and understanding the history and ongoing impacts of settler colonialism and the role that education and educational systems continue to play in enacting colonial violence and systemic injustices. That learning also encompasses treaty responsibilities. As the Working Circle has engaged in conversation together over the past year and a half, we have been coming into awareness of those responsibilities. A crucial part of our learning, however, has been confronting the limitations of that knowledge. Above all, our conversations have underscored the necessity of better understanding our treaty relationships and related obligations at UTSC.

From learning and understanding must come action and a commitment to redress and reconciliation (Giidaakunadaad, 2022). For the members of the Working Circle, an important focus of our action has been our process. As this report will outline, our approach to the curriculum review has emphasized listening, shared leadership, the building of consensus, and a commitment to ongoing, continuous learning. This circle-based process informs our recommended actions and the structure of this report, which itself is a living document that provides the foundations for the work still to come.





“We begin to build awareness by privileging the voice and vision of those explicitly displaced and dispossessed and nurturing this relationship with truth and trust building.”

Aanii Boozhoo, Giidaakunadaad n’ dizhinikaaz, Michizaagiig (Mississauga’s New Credit Reservation #40A), Ojibwe, Aanishinaabe Kwe n’daaw. Over the past year our group has merely caught a glimpse of how we might work together, particularly and necessarily as it involves us, the Rightsholders of the territory. We begin to build awareness by privileging the voice and vision of those explicitly displaced and dispossessed and nurturing this relationship with truth and trust building. As we become more aware, we learn there is much to learn and it must be learned from the voice, vision and interests of the Treaty Partner. As a group we dedicate and commit to learning beyond mere awareness, ‘recognition’ and ‘honoring’ while understanding that only with much effort, commitment, time, listening, collaboration and ample amount(s) of truth, honesty, humility, integrity and care, we may ultimately learn how to act toward ‘uncolonizing’ the institution through real reconciliation, retribution and restitution.

Giidaakunadaad (Nancy Rowe), Treaty Partner and Educational Advisor and Consultant



Terminology

Equity-based, anti-racist, and anti-colonial work is messy, hard, and uncomfortable in no small part because the terms that inform this work have diverse histories, visions of justice, and commitments to structural change. Terms such as “decolonization” and “inclusion” are active sites of tension and discussion. All too frequently they are misused or risk becoming flattened as branding catchwords in institutional settings. They also articulate competing and even antagonistic visions of change (see Alexander-Floyd, 2012; Walcott, 2018).

For example, “decolonization,” a term that appears frequently in relation to a wide range of anti-colonial initiatives, ultimately denotes settlers relinquishing stolen land. It cannot be used as a metaphor for other, albeit important, work (Tuck and Yang, 2012; Giidaakunadaad, 2021). “Intersectionality,” meanwhile, a term grounded in work on Black women’s interlocking experiences of race and gender oppression, is used increasingly broadly in reference to intersecting aspects of identity in ways that risk disconnecting it from race (Crenshaw, 1991; Alexander-Floyd, 2012).

The term “inclusion” appears expansively in discussions of gender, race, and social class. In university contexts it refers to the process of increasing the representation of systemically excluded groups. This term has likewise become a site of debate, too often signalling a commitment to diversity without changing

the foundational framework that individuals experience (Dei, 2001; Gaudry and Lorenz, 2018). This extends to how curricula are developed; which epistemologies, histories, and experiences are valued and represented in the classroom; and the teaching and learning environments and related supports that students experience.

Debates about the term “Indigenization,” used in reference to the process of bringing the epistemologies and pedagogies represented by Indigenous knowledges and knowledge systems into the academy, offers a particular example of these tensions. Adam Gaudry and Danielle Lorenz (2018) identify three distinct models of “Indigenization” used at postsecondary institutions in Canada. The “Indigenous inclusion” model relies on increasing the representation of Indigenous students, faculty, librarians, and staff on campus. While this is often perceived as a necessary first step, the “inclusion” model places the responsibility on Indigenous students, faculty, librarians, and staff to acclimate to non-Indigenous ways of knowing and knowledge systems already in place on campus. A “Reconciliation Indigenization” model, in contrast, draws on both Indigenous and Western knowledges to create new relationships between universities and Indigenous communities. Further along the spectrum is a “Decolonial Indigenization” model, which aims to “fundamentally reorient knowledge production based on balancing power relations between Indigenous peoples and Canadians” (pp. 218–19).





While academic institutions commit to implementing reconciliation or decolonial Indigenization approaches, they often remain at the “inclusion” level (Gaudry and Lorenz, 2018; UTSC Sociology Department, 2021). This leads to questions about possibilities for change since the colonial framework of the institution remains intact; it can also lead to mistrust and alienation for Indigenous students, faculty, librarians, and staff. Contributing to this mistrust is a tendency for “inclusion” initiatives to conflate and confuse the inherent rights of Indigenous peoples with the rights of “equity-deserving groups” (Tetty, 2019). This is exemplified by the broad and widely used umbrella of “equity, diversity, and inclusion” (EDI), a framework that does not account for the inherent rights of Indigenous peoples and which also avoids naming racial equity as a distinct and explicit area of work.


Dismantling colonial relations, epistemologies, and structures should be at the forefront of institutional commitments to foundational change, yet in practice this process is disorienting and full of tensions. The “Indigenization” of an institution constitutes “an inherently uneven process that will continually reveal new contradictions and targets for change efforts” (Steinman and Scoggins, 2021, p. 91). Gaudry and Lorenz ultimately advocate for treaty-based and resurgence-based decolonial Indigenization as necessary steps toward the substantive Indigenization of Canadian universities. While a treaty-based approach advocates the use of treaty frameworks for university administration, a resurgence-based approach centres Indigenous epistemologies and pedagogies. This process must also work towards trans-

formation of governance and conceptions of leadership (Brunette-Debasige, 2022).

Reflecting the broader Truth and Reconciliation (TRC) process, truth and awareness are the necessary first steps to this reconciliation work: academic institutions must first recognize their “complicity in colonization” (i.e., how institutions have contributed to and benefitted from ongoing colonialism); in doing so, they will realize the ultimate impossibility of “decolonization” of the academy (Stein, 2020). Without this acknowledgement, postsecondary institutions risk functioning in “a form of conditional inclusion that serves as an alibi for the continuation of colonial relations” (Stein, 2020, p. 168).

As these examples illustrate, the terms underwriting equity-based, anti-racist, and anti-colonial work at UTSC are live, fraught, and contested in part because they articulate disparate visions for change and chart divergent pathways toward social justice. They also reflect the important distinctions between the work of anti-colonialism, anti-racism, and anti-Black racism that are related to, but also distinct from, broader institutional commitments to equity, diversity, and inclusion. In the context of curriculum and pedagogy, the Working Circle understands the work of “anti-colonialism” as an intentional process of “uncolonizing” (Giidaakunadaad, 2021): a systemic transformation of academic disciplines, course content, and pedagogies based in Western and Eurocentric principles that have devalued and erased Indigenous, Black, and racialized histories, geographies, epistemological paradigms, and pedagogies.

On the companion website that has been



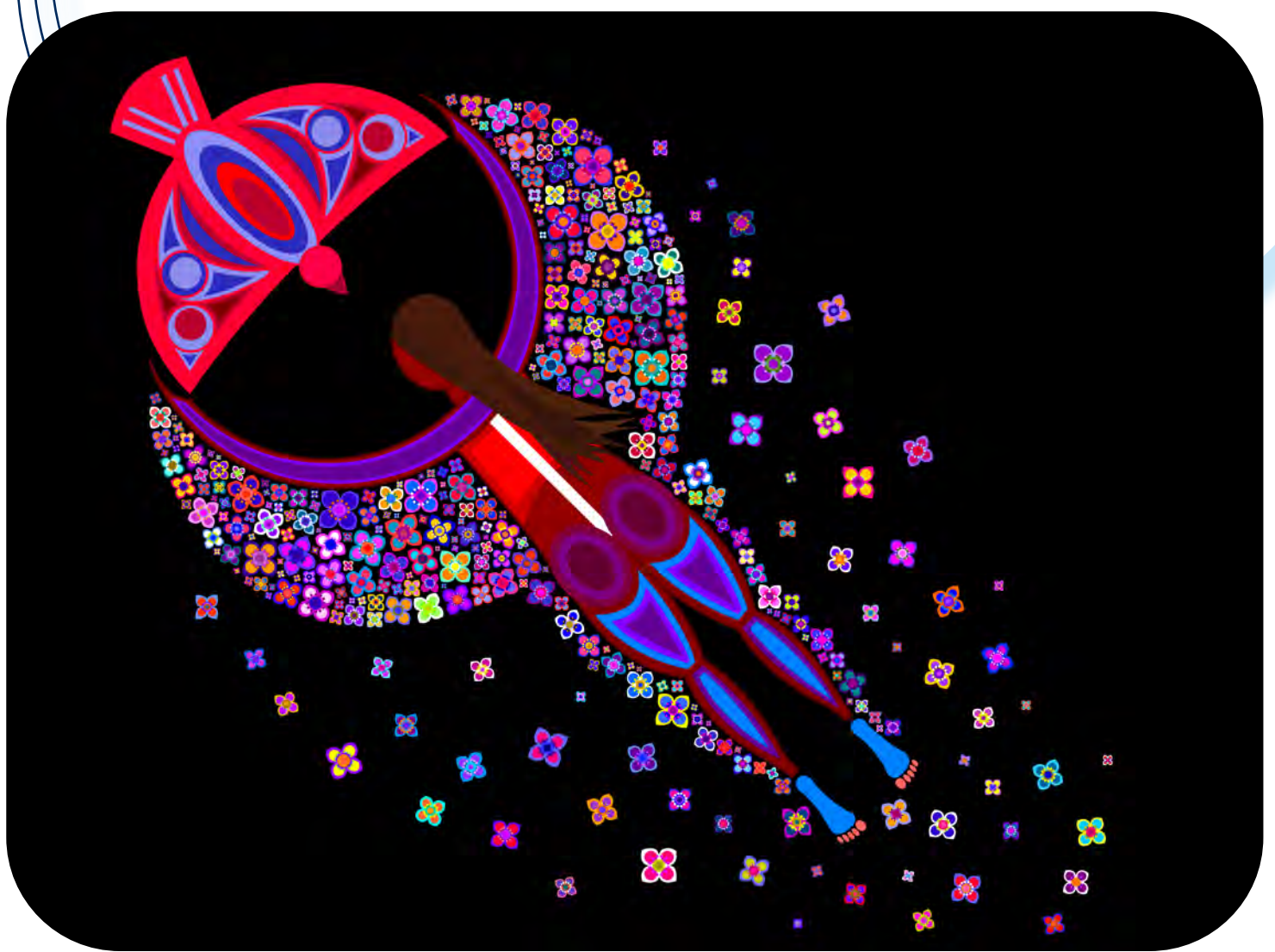
created to accompany this report, readers [can access working definitions of key terms](#) we use, namely “equity, diversity, and inclusion (EDI),” “Indigenous knowledges and knowledge systems” and “Black knowledges.” These terms have limitations; even among members of the Working Circle there has not been consensus about their accuracy or appropriateness. While an important goal for the Working Circle has been to underscore the importance of lived experience and to trouble Western epistemological boundaries, terms like “knowledges,” “experiences,” and “perspectives” can themselves risk perpetuating knowledge hierarchies that privilege Eurocentric models and related assumptions of what constitutes “science,” “literature,” or “history.” In so doing, they risk reinforcing the very power structures the curriculum review is working to disrupt. English terms like “Indigenous knowledges and knowledge systems” also are inadequate for communicating concepts, paradigms, and pedagogies that in turn reflect expertise held by individual Nations (Giidaakunadaad, 2022).

We offer working definitions as an accessible starting point for readers, not as a definitive glossary of all the ways in which these terms are used and misused in academic and activist contexts. An important goal of our process is to name this friction, to keep the debates and complex histories these terms represent active, and, in doing so, to move toward vocabularies that reflect the power that language holds to enact systemic change.

The terms that appear in this report may be new for some readers. With that in mind we have also created a short annotated bibliography (see Appendix C). This bibliography features work by Black and Indigenous scholars and writers that help to unpack terms like

“intersectionality,” “reconciliation,” “decolonization,” and “decolonizing research methodologies.” A [repository](#) of further suggested readings developed by the UTSC Library is available online.

We welcome dialogue with the UTSC community on these terms and resources as the work of the curriculum review continues to unfold. Feedback can be sent via email to curriculum.utsc@utoronto.ca or via the feedback form on [the website that accompanies this report](#). Our recommended actions also centre on the creation of continued spaces for shared conversation, learning, and un-learning.



“Holding Thunderbird” appears courtesy of the artist Lisa Boivin.

Artist Note

“Holding Thunderbird” was created to thank a professor who helped me when I was struggling through my academic program. As an Indigenous student, I have continually been forced to fit traditional knowledge systems into a colonial format. In this painting, Thunderbird has been wounded by her course of study. The professor is holding Thunderbird and preventing her from flying away. The flowers represent the professor’s knowledge which enable her to be a strong support for Thunderbird.

This painting demonstrates that we all have our individual knowledge systems. And for us to grow, we need support from an individual who has power in our lives. As such, the professor did not require me to change or fit my knowledge into a colonial format. All I was expected to do was share Indigenous arts-based knowledge in its natural form. And this taught me that I am knowledgeable, and that my knowledge has value.

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The PDF version of the Appendices can be accessed on the [curriculum review website](#).



Executive Summary

The campus curriculum review is named as priority 1.2 (ii) in UTSC's 2020-25 Strategic Plan, [Inspiring Inclusive Excellence](#). It is part of a broader framework of curricular innovation and renewal articulated in strategic directions 1.1, 1.2, and 1.4. The review's focus is on Indigenous knowledges and knowledge systems, Black knowledges, racialized perspectives, and international and intercultural perspectives. In addition to these named areas, the Working Circle has taken an intersectional approach, recognizing that individuals hold multiple identities that shape experiences of oppression, including gender, sexuality, and disability. The long-term goal of the curriculum review process is to ensure that programs and pedagogical approaches at UTSC reflect the diversity of our students and the histories, epistemologies, and pedagogies that have been devalued and violently erased by settler colonialism and systemic injustices.

In developing recommended actions, the Working Circle has prioritized both curriculum (content) and pedagogy (form): not only what we teach, but how we teach, and the learning environments and related supports and policies that students experience at UTSC. Our process aims at foundational change: not simply the addition of a course or two, but a transformative approach that leverages existing strengths and invites every discipline to think carefully about its programs and every faculty member to think carefully about their pedagogy.

The review builds directly on work that has come before at UTSC and the tri-campus University of Toronto, as well as institutional commitments that have already been made and that still need to be acted on. These

include [Answering the Call: Wecheehetowin \(Final Report of the Steering Committee for the University of Toronto Response to the Truth and Reconciliation Commission of Canada\)](#) (2017); [The University of Toronto Anti-Black Racism Task Force Report](#) (2021); and [The Scarborough Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education](#) (2021). Further anchoring the curriculum review is our responsibility, as an educational institution, to uphold and protect rights enshrined by the [Ontario Human Rights Code](#), the Canadian [Constitution Act](#) (1982), and the [United Nations Declaration on the Rights of Indigenous Peoples](#) (UNDRIP).

The Working Circle's recommended actions draw on, foreground, and build on these collective commitments, particularly as they relate to curriculum, pedagogy, and institutional process and structures, to light a clear path forward for action at UTSC. Our work also draws on student campaigns at UTSC for curriculum renewal and attention to long-term leveraging of insights from the pandemic and its further exposure of inequities to support student well-being, access, and success.

In gathering as a Working Circle, the curriculum review has followed a process that emphasizes deep listening, shared leadership, relationality and mutual respect, non-hierarchical dialogue, and openness to learning from the diverse voices and perspectives gathered. Crucially, the circle framework emphasizes the importance of process for undertaking structural change. This centering of process is reflected throughout the review, including in the approaches we have chosen for outreach, in our building of consensus, and in the recommendations themselves. The circle process also creates space for the rec-

ognition that equity-based, anti-racist, and anti-colonial work is messy, emotional, and uncomfortable work that is ongoing.

The curriculum review was launched in November 2020. Initial Working Circle meetings focused on shared learning sessions to build relationship, establish hopes and expectations for the process, and develop a baseline understanding as a group of the areas of priority we would be focusing on. In January 2021, four sub-circles were established to take the lead on core areas of the review: Landscape Review (internal and external); UTSC Listening and Conversations; Community Listening and Engagement; and Institutional Resources and Related Supports.

Our outreach and listening process, which began with a calendar scan of existing courses, and encompassed listening circles and surveys for faculty, librarians, undergraduate and graduate students, postdoctoral fellows, and student-facing staff held in the Spring and Fall of 2021, identified key areas of priority and need. The review also revealed many examples of pedagogical and curricular interventions that are currently taking place across disciplines at UTSC and that open up exciting possibilities for future cross-departmental and interdisciplinary collaborations and mentorship.

When inviting input and gathering information, the Working Circle welcomed contributions in a variety of ways, aiming to be as supportive as possible to faculty, librarians, staff, and students. In engaging with community partners, the Working Circle honoured principles of self-determination, engagement, and informed consent to the best of its ability, drawing on existing relationships where possible so as not to add further pressures to the disproportionate burdens of the pandemic on Black, Indigenous, and racialized commu-

nities. A priority throughout the curriculum review has been not to rush for the sake of rushing, and to take the time this work necessitates to ensure meaningful change as well as the well-being of Working Circle members.

The Working Circle has faced a number of limitations and challenges in undertaking this review, not least the inherent paradox of trying to enact foundational change from within the framework of a colonial institution. While undertaking the curriculum review in the COVID-19 context has brought many pressures, the pandemic has also demonstrated that institutions can change quite profoundly, and quite quickly, when circumstances demand it and when they choose to. As such, the pandemic has also prompted creative visioning, collective momentum, and a renewed sense of commitment. This includes drawing on the learnings of this time in imagining the future of teaching and learning at UTSC and resisting a return to a “normal” that was, for many individuals and communities, inequitable and unsustainable.

The 56 recommended actions presented by the Working Circle emerged out of our outreach and listening process and extend over the following categories:

- 1) Curriculum Development;
- 2) Pedagogical Development and Related Supports;
- 3) Dedicated Academic Homes, Programs, and Spaces for Indigenous and Black Excellence at UTSC;
- 4) Faculty, Librarian, and Staff Hiring;
- 5) Community Engagement;
- 6) Institutional Structures and Supports; and
- 7) Future of the Working Circle and Foundations for Implementation.

Curriculum and pedagogy touch on nearly all aspects of campus experience at UTSC. In framing our recommended actions, the Working Circle sought to maintain a focus on curricular content, teaching, and learning while also pointing to ways in which our work connects to broader university structures and processes. As such, these recommended actions will need to be undertaken in dialogue with related work emerging from other areas of the Strategic Plan. Above all, our recommended actions invite all members of the campus community – faculty, librarians, staff, and students – into an ongoing process of individual and collective learning, action, and accountability.

A substantial new fund at UTSC, Pedagogies of Inclusive Excellence (PIE), has launched in 2022 to support the recommended actions of the Working Circle and ensure that as we look ahead to implementation there are concrete resources in place to do this work. This dedicated fund will be one of three pillars contributing to transformative teaching and learning at UTSC, alongside enhanced and expanded funding for experiential and global learning initiatives and teaching enhancement grants coordinated by the Centre for Teaching and Learning. This is a significant commitment from UTSC amounting to \$1.36 million annually.

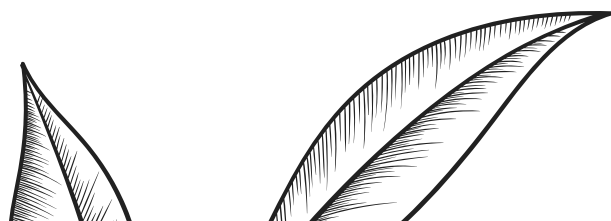
It is vitally important that this report not be seen as a final statement. It constitutes rather an important beginning: an articulation of needs and priorities focused on curriculum and pedagogy that build on existing institutional commitments and aspire to the transformational change reflected in UTSC's Strategic Plan. It is also a statement about the importance of process, of listening, of the time and care needed to undertake meaningful change, of learning, of accountability, and of necessary discomfort, as we move as

a campus into the implementation of these recommendations.

The report concludes with an articulation of immediate timelines for accountability, including a reiteration of the commitment of 2025 outlined in *Answering the Call: Wecheewetowin* as the date by which the named areas of priority for the review should be meaningfully reflected across UTSC's curriculum and pedagogical approaches and supports. This also aligns with the conclusion in 2024 of the [UN International Decade for People of African Descent](#).

We envision a future where all members of the UTSC community will thrive; where our students will see the richness of their experiences fully reflected and valued in their education; where inclusive excellence in curriculum, teaching, and learning at UTSC is grounded in equitable, accessible, anti-racist, and anti-colonial structures and processes; where Black and Indigenous excellence are anchored and flourishing; and where truth and awareness of treaty obligations and responsibilities have prompted accountability, relationship, and reconciliation. In order to succeed, this work must be collective, extend to all areas of the campus, and be attentive to structure and process as foundational to long-term, meaningful change.

The Working Circle is grateful to have been entrusted with the first stages of the curriculum review. As this phase of our circle process comes to a close, we look forward to continuing to learn in dialogue with faculty, librarians, staff, students, alumni, community members, and treaty partners as we work together to bring these recommended actions into being.



Foundational Context and Terms of Reference

UTSC's 2020-25 Strategic Plan, [Inspiring Inclusive Excellence](#), provides crucial foundations for the campus curriculum review, which is named explicitly as a part of the curricular innovation and renewal initiatives articulated in Strategic Priority 1:

Initiate a campus-wide curriculum review to ensure that all of our programs incorporate international, decolonizing, and intercultural perspectives and knowledge systems, including Indigenous ways of knowing; support pluralistic learning experiences and needs; and adopt related inclusive learning approaches in teaching and course design. (Priority 1.2 [ii])

In anticipation of this process, in 2019-2020 the undergraduate portfolio in the Dean's Office at UTSC was restructured intentionally to approach curriculum and pedagogy through an equity-based, accessible, anti-racist, and anti-colonial lens.

The curriculum review was being planned before the onset of the global COVID-19 pandemic, building on work that was already underway at UTSC as well as related commitments made by the tri-campus University of Toronto. The timing of the review, however, which has overlapped with the pandemic context and its illumination of inequities and structural injustices, has been significant. When we returned (virtually) to campus in the Fall of 2020 to launch the process, after the murder of George Floyd and the Black Lives Matter protests that summer, we found ourselves in a rare moment of institutional openness, with faculty, librarians, staff, and students calling for the importance of this work across disciplines. Our work has also intersected with the confirmation of burial sites at residential schools across Turtle Island and ongoing violence against Indigenous communities, as well as with acts of Islamophobia, anti-Semitism, and anti-Asian violence that have intensified during the pandemic.

While undertaking the curriculum review in the COVID-19 context has brought many pressures and challenges, the pandemic has demonstrated that institutions can change quite profoundly, and quite quickly, when circumstances demand it and when they choose to. As such, the pandemic has also prompted creative visioning, collective momentum, and a renewed sense of commitment. This includes drawing on the learnings of this time in imagining the future of teaching and learning at UTSC and resisting a return to a "normal" that was, for many individuals and communities, inequitable and unsustainable.

The review's focus is on Indigenous knowledges and knowledge systems, Black knowledges, racialized perspectives, international and intercultural perspectives. Why these named areas of priority? Research has shown that nearly 50% of Black students at UTSC leave their programs before completion, and that Black and Indigenous students encounter racism, marginalization, and disconnects between their university courses and their own lived experiences (see Bernard et al., 2020; James and Turner, 2017; Indspire, 2018). This marginalization has been further accentuated at the level of data collection, reflected in the impact of extractive research on Indigenous communities and the need for methodologies that "de-center west-

ern science and institutions as primary sites of knowledge production and leadership” (Giidaakunadaad, 2022; Latulippe & Klenk, 2020).

In addition to these named areas, the Working Circle has taken an intersectional approach, recognizing that individuals hold multiple identities that shape experiences of oppression (for example, an individual might identify as a queer woman of colour who is also differently abled). Our work builds on and aims to further contribute to existing strengths at UTSC in gender and sexuality studies, including emerging program offerings in queer and trans studies, as well as in disability studies. Our process also centres accessibility and mental well-being as foundational to teaching and learning practices and curricular design at UTSC.

The scope of this work is such that some readers of this report may not see their particular experiences reflected as clearly as they had hoped. The Working Circle has done its best to hold the diverse knowledges and experiences of the UTSC community throughout our work, while also maintaining a focus on the named priorities. The long-term goal of the curriculum review process is to ensure that programs and pedagogical approaches at UTSC reflect the diversity of our students and the histories, epistemologies, and pedagogies that have been devalued and violently erased by settler colonialism and systemic injustices.

The success of this report will ultimately be measured by how well it addresses the concerns of the most vulnerable and marginalized members of our community. As Kimberlé Crenshaw articulates in her advocacy for a “bottom-up” and intersectional approach to anti-discrimination work, drawing on the experiences of Black women, “there is more

to gain by collectively challenging the hierarchy” than by taking a singular approach to experiences of disadvantage or discrimination (Crenshaw, 1989, pp. 145, 151-2). In doing so, the Working Circle aims to uplift the campus as a whole.

In developing recommended actions, the Working Circle has prioritized both curriculum (content) and pedagogy (form): not only what we teach, but how we teach, and the learning environments and related supports and policies that students experience at UTSC. Our process aims at foundational change: not simply the addition of a course or two, but a transformative approach that leverages existing strengths and invites every discipline to think carefully about its programs and every faculty member to think carefully about their pedagogy.

Anchoring the curriculum review is our responsibility, as an educational institution, to uphold and protect rights enshrined by the [Ontario Human Rights Code](#), the [Canadian Constitution Act \(1982\)](#), and the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

The Ontario Human Rights Code prohibits actions that discriminate against people based on protected grounds including age; ancestry, colour, or race; citizenship; ethnic origin; place of origin; creed; disability; family or marital status; gender identity or gender expression; sex; and sexual orientation. In upholding a vision for “an inclusive society where everyone takes responsibility for promoting and protecting human rights; where everyone is valued and treated with equal dignity and respect; and where everyone’s human rights are a lived reality,” the [Ontario Human Rights Commission \(OHRC\)](#) aims to “dismantle the complex, intersecting dynam-

ics and conditions that foster and perpetuate systemic discrimination” (OHRC Strategic Plan, 2017-2022).

Related governmental work underway that has also informed the Working Circle’s process includes the emerging Accessibility for Ontarians with Disabilities Act (AODA) Recommendations for Post-Secondary Education Accessibility Standards.

The 46 Articles of the UNDRIP, established in 2007, underscore the inherent rights of Indigenous peoples. These include the right to self-determination (Article 3) and the right to be consulted on administrative decisions that might affect them with “free, prior, and informed consent” (Article 19). To the best of our ability, the Working Circle has undertaken to build consensus in this way.

Articles 11-15 of the UNDRIP connect specifically to curriculum, teaching, learning, and related administrative and educational structures. These uphold rights to “past, present, and future manifestations” of Indigenous cultures; the development and teachings of those cultures to future generations; intellectual property; culturally appropriate educational structures and methods of teaching and learning; and the culturally appropriate reflection of the diversity of Indigenous histories and traditions in educational and public materials and information. It is important to note that “cultures” here encompasses philosophies, technologies, oral traditions, writing systems and literatures, visual and performing arts, ceremonies, artifacts, and histories.

UNDRIP is explicitly invoked within and provides a foundational framework for the [94 Calls to Action](#) of the Truth and Reconciliation Commission of Canada (2015). In the Canadian context, these rights are also upheld in the 1982 Constitution Act (Section 35).

The review is also building directly on work that has come before at UTSC and the tri-campus University of Toronto, as well as institutional commitments that have already been made and that still need to be acted on.

These include:

- [Answering the Call: Wecheehetowin \(Final Report of the Steering Committee for the University of Toronto Response to the Truth and Reconciliation Commission of Canada\)](#) (2017)
- [The University of Toronto Anti-Black Racism Task Force Report](#) (2021)
- [The Scarborough Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education](#) (2021)
- [The University of Toronto Anti-Semitism Working Group Report](#) (2021)
- University of Toronto Anti-Islamophobia Working Group (in process)

The Working Circle's recommended actions draw on, foreground, and build on these collective commitments, particularly as they relate to curriculum, pedagogy, and institutional process and structures, to light a clear path forward for action at UTSC. We are indebted to the individuals and working groups who together laid the groundwork for the development of UTSC's Strategic Plan and to the contributions of community partners and Indigenous communities to that process as well as to the National Dialogues and Actions for Inclusive Higher Education and Communities. Our process has also intersected with the establishment of the Truth, Reconciliation, and Indigenous Initiatives Advisory Committee and the Anti-Black Racism and Black Inclusion Advisory Committee at UTSC. Finally, our work draws on student campaigns at UTSC for curriculum renewal and attention to long-term leveraging of insights from the pandemic and its further exposure of inequities to support student well-being, access, and success.

The University of Toronto's [Statement of Institutional Purpose](#) (1992) undertakes to foster "an academic community in which the learning and scholarship of every member may flourish, with vigilant protection for individual human rights, and a resolute commitment to the principles of equal opportunity, equity, and justice." Even as the Working Circle has worked to uphold and enact that commitment in our process and recommended actions, the foundational context for our work necessitates acknowledgement of hard truths: the location of UTSC and the tri-campus University of Toronto on land that was unjustly taken; the complicity of educational institutions and universities in ongoing systemic racism and structural injustices; and the individual and collective accountability these truths demand.

The full Terms of Reference for the UTSC campus curriculum review can be found in Appendix I.

"Lost and Found"

Lost are the ways of old, replaced with a new foundation

I said the lost are lost! And confusion will no longer run rampant through these walls.

The circle brings reflection, challenge and growth

And as new stories join us, the found is painted that little bit brighter

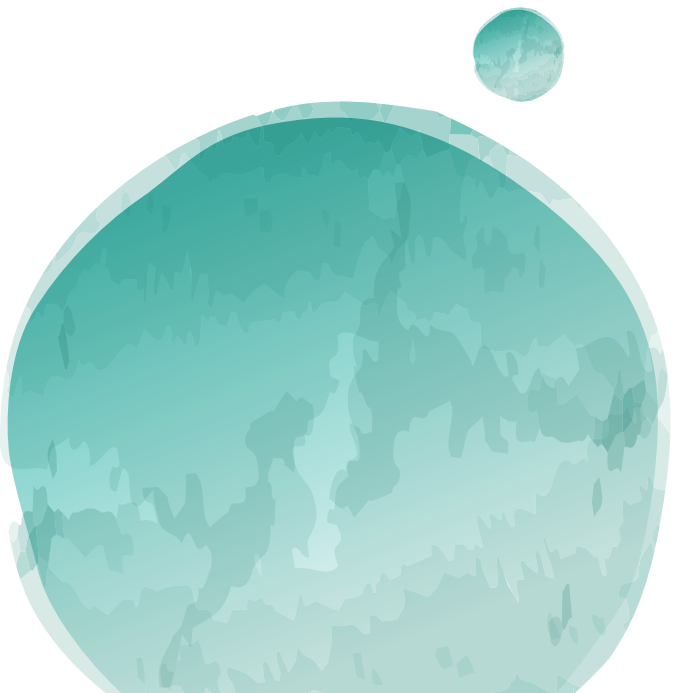
The ever-expanding circle fights through these walls, through the ways of the lost to form the found.

Isaiah Murray, Vice-President Equity, Scarborough Campus Students' Union, and Member of the UTSC Listening and Conversations Sub-Circle



The Working Circle

The curriculum review has been collectively led by a diverse group of students and alumni, faculty and librarian representatives, staff, and community members, all of whom have been contributing to the shared leadership of this process while also carrying the pressures of the pandemic. The Working Circle has been supported and guided in its work by Elder Josh Eshkawkogan and treaty partner and educational advisor and consultant Giidaakunadaad (Nancy Rowe).



Working Circle Membership 2020-22



Sarah Abdillahi, President, Scarborough
Campus Students' Union (2020-2021)

Olashile Adeyoyin, Recent Graduate,
Department of Global Development Studies
and Department of Arts, Culture, and Media
(2020-2022)

Lamia Akbar, President, Graduate Students'
Association at Scarborough (2021-2022)

Kateri Akiwenzie-Damm, Assistant Profes-
sor, Teaching Stream, Department of English
(2020-2021)

Aarthi Ashok, Professor, Teaching Stream,
and Associate Chair, Teaching and Undergrad-
uate Affairs, Department of Biological Scienc-
es (2020-2021)

Iris Au, Professor, Teaching Stream, and As-
sociate Chair, Teaching, Department of Man-
agement (2020-2022)

Zahra Bhanji, Director, Office of the
Vice-Principal Academic and Dean (ex
officio) (2020-2022)

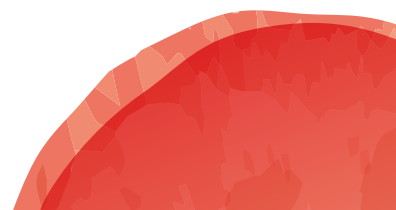
Melanie Blackman, Team Lead, Community
Partnerships and Engagement (2020-2022)

Halle Borland, Undergraduate Student,
Department of Biological Sciences and De-
partment of English (2020-2021)

Alexis Bornyk, Undergraduate Student,
Department of Global Development Studies
and Department of Anthropology (2021-
2022)

Emma Chan Matthews, Recent Graduate,
Department of Psychology (2020-2022)

Sarah Chaudhry, Programs and Curriculum
Coordinator, Office of the Vice-Principal
Academic and Dean (ex officio) (2020-2021)





Kelly Crawford, Assistant Director,
Indigenous Initiatives (2020-2022)

Kyle Danielson, Assistant

Professor, Teaching Stream, Department of
Psychology (2020-2022)

Husseina Dinani, Assistant Professor,
Department of Historical and Cultural Studies
and Department of Global Development Stud-
ies (2020-2022)

Hanan Domloge, Project Manager, Project
Management Office (2020-2021) (Project
support)

Tina Doyle, Director, *AccessAbility* Services
(2020-2022)

Natalia Elisha, Equity, Diversity, and
Inclusion Coordinator (2020-2021)

Matthew Eitel, TEMPO Lab Coordinator,
Department of Psychology (2021-2022)

Elder Josh Eshkawkogan (2020-2022)

Obidimma Ezezika, Assistant Professor,
Teaching Stream, Department of Health and
Society (2021-2022)

Giidaakunadaad (Nancy Rowe), Treaty
Partner and Educational Advisor and
Consultant (2021-2022)

Mark Hunter, Professor, Department of
Human Geography (2020-2022)

Ravneet Kaur, Manager, Project Manage-
ment Office (2020-2021) (Project support)

Nicole Klenk, Associate Professor, Environ-
mental Studies, Department of Physical and
Environmental Sciences (2021-2022)

Danielle Kwan-Lafond, Assistant Professor,
Teaching Stream, Department of Sociology
(2020-2022)

Katherine R. Larson, Professor, Department
of English, and Vice-Dean Teaching, Learning,
and Undergraduate Programs (2020-2022)
(Working Circle convener)

Leah Lee, Secretary, Graduate Students' Association at Scarborough (2020-2021)

Rebecca Lennox, PhD Candidate, Department of Sociology (2021-2022) (Research assistant)

Randy Lundy, Assistant Professor, Teaching Stream, Department of English (2020-2022)

Karen McCrindle, Associate Professor, Teaching Stream, Department of Language Studies; Associate Dean, Teaching and Learning; Director, Centre for Teaching and Learning (2020-2022)

Juanita Muise, Indigenous Engagement Coordinator (2021-2022)

Isaiah Murray, Vice-President, Equity, Scarborough Campus Students' Union (2021-2022)

Varsha Patel, Assistant Dean, Student Success (2020-2022)

Franklin Perez, Vice-President, Graduate Students' Association at Scarborough (2021-2022)

Melissa Pullara, Programs and Curriculum Coordinator, Office of the Vice-Principal Academic and Dean (ex officio) (2021-2022)

Rimsha Rahman, Vice-President, Academics, Scarborough Campus Students' Union (2021-2022)

Nayani Ramakrishnan, PhD Candidate, Department of Psychology (2020-2022) (Research assistant)

Roxanne Reid, Project and Administrative Coordinator, Undergraduate Initiatives and Awards (ex officio) (2021-2022)

Laura Risk, Assistant Professor, Music and Culture, Department of Arts, Culture and Media (2020-2022)

Nadia Rosemond, Assistant Dean, Co-Curricular Engagement and Student Leadership (2020-2021)

Cherilyn Scobie Edwards, Director, Equity, Diversity and Inclusion Office (2021-2022)

Sarah Shujah, Liaison Librarian, University of Toronto Scarborough Library (2020-2022)

Mary T. Silcox, Professor, Department of Anthropology, and Vice-Dean Graduate and Postdoctoral Studies (2020-2022)

Taylor Tabobondung, PhD Candidate, Department of Physical and Environmental Sciences (2020-2022)

Nirusha Thavarajah, Assistant Professor, Teaching Stream, Department of Physical and Environmental Sciences (2020-2022)

Kimberley Tull, Director, Community and Learning Partnerships and Access Initiatives (2020-2022)

Karina Vernon, Associate Professor and Associate Chair, Department of English (2020-2022)

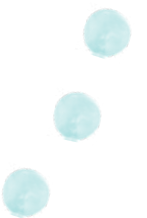




“Each and every one has brought their authentic self to this process ...”

I'd like to share my deep appreciation and respect for all members of the Working Circle. Each and every one has brought their authentic self to this process and has taken the conversations back to their respective corners of the campus with a strong intent to drive change. A theme that has resonated with me from day one is that celebrating diversity is not enough; we have to acknowledge, validate and heal pain and trauma, and align our actions with our beliefs. Together I believe we are transforming UTSC.

Karen McCrindle, Associate Professor, Teaching Stream and Associate Dean Teaching & Learning and Director, Centre for Teaching & Learning, and Member of the Institutional Resources and Related Supports Sub-Circle



Circle-Based Process and Guiding Principles

What does it mean to gather as a working circle? The teachings of Elder, writer, and activist Lee Maracle, who passed away while the curriculum review was underway, shaped Working Circle convener Katie Larson's initial experiences with and learning from circle frameworks. The [circle process](#) emphasizes a commitment to deep listening, shared leadership, relationality and mutual respect, non-hierarchical dialogue, and openness to learning from the diverse voices and perspectives gathered.

The Working Circle has not yet been able to gather in person in a physical circle as a result of the pandemic, but we have striven to uphold these principles in our Zoom meetings. The Zoom hand function stands in for the group's talking piece, a rock from the shores of Lake Ontario that symbolizes the power of water to change seemingly unchangeable things. Crucially, the circle framework emphasizes the importance of process for undertaking structural change.

This centering of process is reflected throughout the review, including in the approaches we have chosen for outreach, in our building of consensus, and in the recommendations themselves. It is also reflected in the structure of this report, which intentionally focuses on the ongoing nature of this work; interweaves visual, oral, and written elements; and foregrounds the voices of Working Circle members as well as Black and Indigenous artists.

The circle process also creates space for the recognition that equity-based, anti-racist, and anti-colonial work is messy, emotional, and uncomfortable work that is ongoing. This dis-

comfort is necessary to meaningful change. So too is openness, both individually and institutionally, to learning and unlearning. This is not easy, especially when it entails rethinking longstanding assumptions about areas of academic expertise and university structures and governance processes.

Working Circle members have come to the curriculum review from diverse perspectives and backgrounds, including disciplinary backgrounds. This is true of the broader campus community as well. Some are actively engaged in this work; some are curious but unsure how it connects to their discipline or courses; some may be skeptical or even resistant to such change. The circle is an inherently expansive structure, and our goal has been to be as inclusive as possible in our approach while also encouraging and grounding this work as foundational to UTSC's expectations for teaching and learning. This includes supporting faculty, librarians, staff, students, and departments at whatever stage they are in their learning and engagement and recognizing that the outcomes of this process will manifest differently across courses and disciplines.

We have framed our recommended actions with these principles in mind. The resources and structures that are being developed to support their implementation similarly reflect the Working Circle's process. We aim to create spaces to continue this work, to share ideas, to support each other, and to learn collectively, while also building clear expectations and frameworks for accountability. Our recommended actions also aim creatively to disrupt established ways of doing things. As a part of this, it will be important to consider institutionally what things we can stop doing

or ease in order to create space for this work, rather than placing it on top of existing demands.

Most significantly, the Working Circle's recommendations underscore the importance of structure, policy, and process for long-term systemic change. Teaching can be a transformative process, but pedagogy and curriculum — in the ways in which that manifests both inside and outside the classroom — will only go so far if faculty, librarians, staff, students, and departments are not supported by institutional frameworks that themselves fully reflect the university's commitments to equity, accessibility, anti-racism, and anti-colonialism.

Overview of Work Since Fall 2020

The curriculum review was launched in November 2020. Initial Working Circle meetings focused on finalizing the terms of reference as well as dedicated shared learning sessions to build relationship, establish hopes and expectations for the process, and develop a baseline understanding as a group of the areas of priority we would be focusing on.

Shared learning sessions placed particular emphasis on unpacking the terms "Indigenous knowledges and knowledge systems" and "Black knowledges" as well as gaining an accessible understanding as a group of intersectional, anti-racist, and anti-colonial approaches to curricular and pedagogical change. That learning has continued in a variety of ways, enriched by dialogue with guest speakers Cam Litchmore (EDIO), Lance Mc-

Cready (OISE), Amy Sueyoshi (San Francisco State University), Njoki Wane (OISE), and presentations facilitated by Working Circle members Aarthi Ashok, Emma Chan Matthews, Kelly Crawford, Elder Josh Eshkawogan, Dani Kwan-Lafond, Taylor Tabobondung, and Karina Vernon. The January 2021 Equity Matters Seminar, which focused on "Building a More Inclusive Curriculum" and was organized in partnership with Vice-Deans Faculty Affairs, Equity, and Success Maydianne Andrade and Jessica Fields, was a key event early in our process.

In January 2021, four sub-circles were established to take the lead on core areas of the review. From January to June 2021, the sub-circles established their terms of reference and goals, and focused on gathering information and listening. Whenever possible, sub-circles prioritized a range of formats for outreach that reflected the principles of the working circle process while also continuing to work virtually. When inviting input, the Working Circle welcomed contributions in a variety of ways, aiming to be as supportive as possible to faculty, librarians, staff, and students; this included surveys (with the option of submitting an audio recording), listening circles, and individual meetings. In engaging with community partners, the Working Circle honoured principles of self-determination, engagement, and informed consent to the best of its ability, drawing on existing relationships where possible so as not to add further pressures to the disproportionate burdens of the pandemic on Black, Indigenous, and racialized communities. The sub-circles reflected on their work from this first phase by putting together preliminary observations and recom-

recommendations for further analysis and review. The sub-circles took a much-needed break during July and August 2021, while the data compiled in preliminary reports was analyzed by Working Circle convener, Vice-Dean Teaching, Learning, and Undergraduate Programs Katie Larson, and research assistants Nayani Ramakrishnan and Rebecca Lennox. In Fall 2021, the sub-circles returned, joined by new members, to revisit their earlier observations, identify gaps in their preliminary reports, and pursue areas for follow up outreach. The sub-circles shared their work with the UTSC community during the November 2021 Equity Matters Seminar, "A Conversation with the UTSC Curriculum Review Working Circle." Sub-circles drew on this constructive feed-

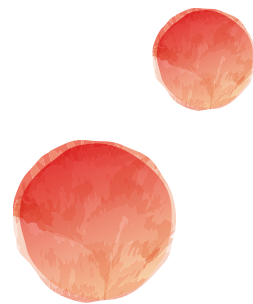
back in consolidating their recommendations at the close of the Fall 2021 term.

A priority throughout the curriculum review has been not to rush for the sake of rushing, and to take the time this work necessitates to ensure meaningful change as well as the well-being of Working Circle members. As such, sub-circles have arrived at the point of this report at different stages of work. All have developed their recommendations with the intention to honour the process, creating space to engage further with this work in future phases of the curriculum review and in collaboration with subsequent iterations of the Working Circle.





*“Moving Through the Space and Time Continuum Through Stills,” August 2020,
Anthony Gebrehiwot aka TonyxTones.*



Working Circle Sub-Circles

The Landscape Review Sub-Circle

2020-2022 Members: Olashile Adeyoyin, Iris Au, Mark Hunter, Laura Risk (Convener), Sarah Shujah

The primary goal of the Landscape Review Sub-Circle was to assess the existing curricular context, expanding a preliminary review of course and program offerings to consider pedagogical practices at UTSC as well as potential models at other institutions in Ontario and across Turtle Island. This assessment consisted of two main parts: an internal review and an external review.



Internal Review

The internal review focused on a keyword-based analysis of the 2020-2021 UTSC course calendar (hereafter referred to as the “keyword-based analysis”) and a landscape assessment survey. The keyword-based analysis was undertaken as a broad scan of current UTSC course titles and calendar descriptions that include terms related to equity, diversity, and inclusion (EDI); Indigenous knowledges and knowledge systems; Black knowledges; racialized perspectives; and international and intercultural perspectives. For the purposes of analysis, a **Black- or Indigenous-related course** was defined as a course with one or more of the following keywords in the course title or calendar listing: Indigeneity, Indigenous, Aboriginal, First Nations, Native, Black, Africa (including individual countries on the African continent), Caribbean. **A course with content engaging directly with one or more areas of the curriculum review** was defined as any course with one or more of the above keywords and/or any of the following keywords in either the course title or calendar listing: ethnicity, disability, sexuality, queer, gender, class, equity, diversity, inclusivity, international, intercultural, Asia, Africa, Latin America, Caribbean, anti-racist, racism, race, racialized, privilege, power, bias, feminist, ableism, religion, global, world, diaspora, empire, imperial, justice, colonialism, postcolonial, inequality, poverty, policing, migration, immigration, community, Scarborough, and Toronto.

The sub-circle recognized that the keyword-based analysis had inherent limitations, not least because of terminology and the potential disconnect between course title and pedagogical approach. It also could not fully capture courses that include content related to the curriculum review not reflected in the course title or calendar description. However, it enabled a high-level departmental and disciplinary overview of where content related to the curriculum review is currently offered. The broad context provided by the keyword-based analysis was complemented and deepened by the second part of the internal review: the Landscape Review Survey.

The Landscape Review Sub-Circle acknowledged that faculty and departmental input might be restricted by the survey format and welcomed other forms of engagement. In addition to individual responses to the survey, the Sub-Circle received a report from the Department of Sociology, which outlines Indigenous curriculum development and land-based learning initiatives in their department, providing an important model for the campus for future work in this area (See Appendix F).



“The door continues to remain open to growing a holistic and inclusive curriculum for our students.”

Much can be accomplished when we work together. It was a great experience to work alongside faculty. I also really appreciated our decolonized approach to obtaining feedback from the UTSC community — our listening circles were intimate and meaningful. I hope that we we enter a process of consistent implementation, and of receiving feedback and processing through reflection. The door continues to remain open to growing a holistic and inclusive curriculum for our students.

Nadia Rosemond, Assistant Dean, Co-Curricular Engagement and Student Leadership, and Co-Convener of the UTSC Listening and Conversations Sub-Circle



External Review

The external review examined pedagogies, practices, and initiatives at institutions across Turtle Island that are actively engaging with equity issues, Indigenous knowledges and knowledge systems, Black knowledges, racialized perspectives, and international and intercultural perspectives. The goal was to identify models that might inform curricular decision-making at UTSC, and which might be adopted or adapted to the UTSC context. The surveyed institutions were divided into three primary categories:

I. Research Institutions Structurally Comparable to the University of Toronto

such as McGill University, the University of British Columbia, the University of California Berkeley, and Yale University;

II. **Indigenous Institutes**, such as First Nations University, Anishinabek Educational Institute, and Six Nations Polytechnic (Centre of Excellence for Indigenous Knowledge);

III. **Historically Black Colleges and Universities**, such as Spelman College, Howard University, Xavier University of Louisiana, and Tuskegee University.

The external review provides a broad range of examples for the kinds of innovations UTSC might undertake towards building more diverse and inclusive curriculum. The collection and examination of this information (including the impact of these pedagogical models) is ongoing and will continue into the next phase of the curriculum review.

UTSC Listening and Conversations Sub-Circle

2020-2021 Members: Sarah Abdillahi, Aarthi Ashok (Co-Convener), Kyle Danielson, Husseina Dinani, Leah Lee, Randy Lundy, Nadia Rosemond (Co-Convener), Mary Silcox, Taylor Tabobondung, Nirusha Thavarajah

2021-2022 Members: Lamia Akbar, Husseina Dinani, Matthew Eitel, Nicole Klenk, Randy Lundy, Isaiah Murray, Cherilyn Scobie Edwards, Mary Silcox, Taylor Tabobondung, Nirusha Thavarajah (Convener)

The Listening and Conversations Sub-Circle set out to hear ideas, stories and reflections on the pedagogical and curricular experience of the UTSC community. They engaged with multiple stakeholder groups at UTSC: undergraduate students and student leaders, graduate students, recent graduates, post-doctoral fellows, faculty and librarians, and student-facing staff in academic departments and in the Health and Wellness Centre, AccessAbility Services, the Academic Advising & Career Centre, the Registrar's Office, and the International Student Centre.

The sub-circle identified two primary modes of engagement for outreach to the identified stakeholder groups: listening circles and accompanying surveys. These were completed in two phases. In Phase 1 (Winter 2021), listening circle sessions were held for faculty, librarians, undergraduate student leaders, graduate students, postdoctoral fellows, and student-facing staff in the Health and Wellness Centre, AccessAbility Services, and the Academic Advising & Career Centre. Surveys were also shared with each of these groups (faculty and librarians completed the Landscape Review survey). In Phase 2 (Fall 2021), listening circle sessions and surveys were



held for all undergraduate students (including recent graduates), graduate students, post-doctoral fellows, and student-facing staff in academic departments.

Listening Circles

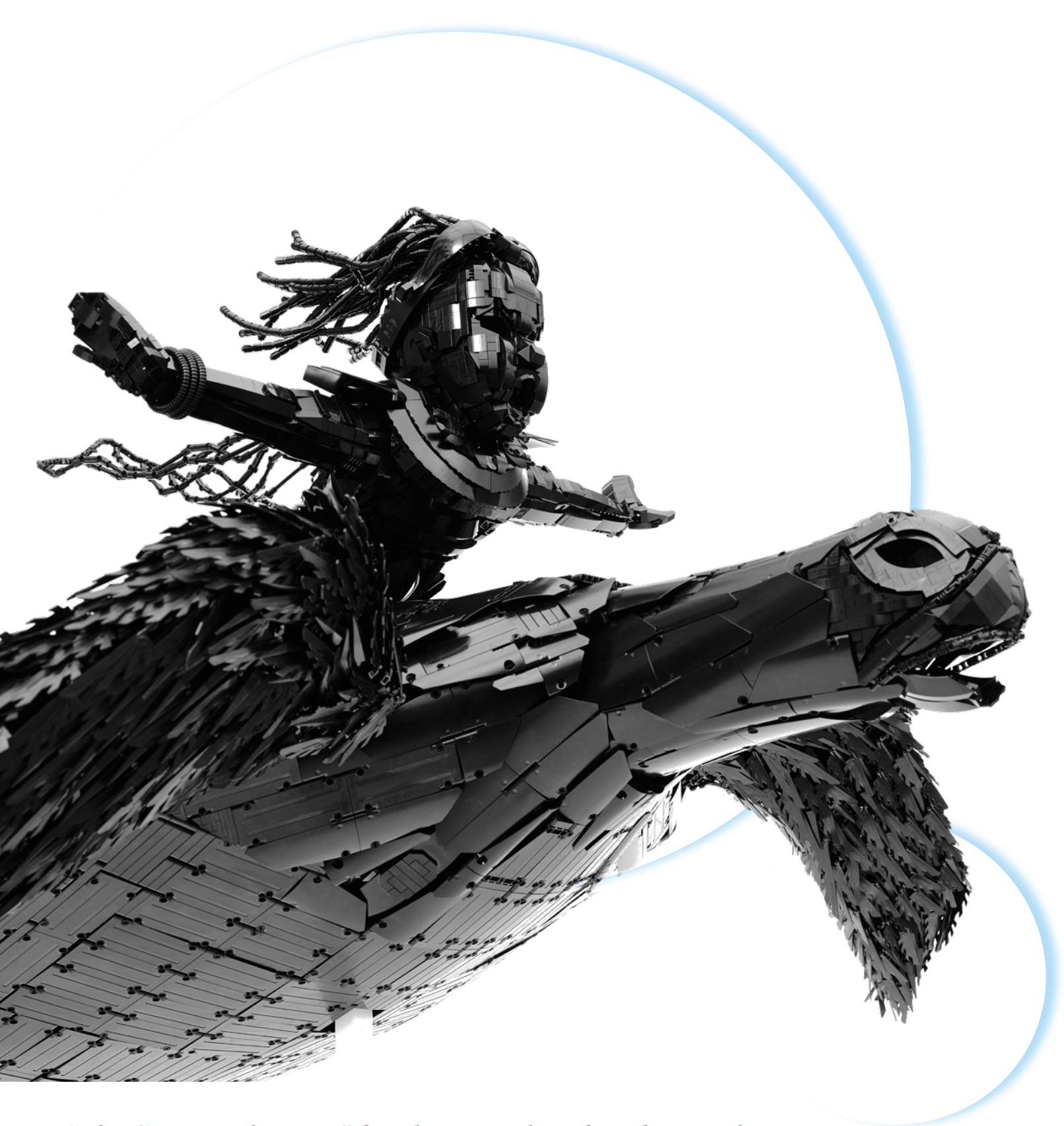
The sub-circle divided into further sub-committees, each one focused on a particular stakeholder group. The sub-committees worked together to develop specific prompts to help facilitate discussion during the listening circle sessions, in ways which would prioritize circle- and story-based conversations. These prompts asked participants to reflect on their understanding of the curriculum review's key terms, including "equity, diversity, and inclusion (EDI)," "Indigenous knowledges and knowledge systems" and "Black knowledges"; to share experiences related to these ideas in their interactions with students and colleagues; and to offer suggestions for how the university can create a more inclusive social and educational environment moving forward.

The sub-circle developed a set of guidelines to use during each session to ensure safe spaces for the sharing of those stories. Invitations to participate in these listening circle sessions were sent out (see Appendix G) along with the sub-circle's surveys, and members used their networks within the university to promote the listening circles using a variety of mediums including email, Discord, social media, and promotional videos and posters created by sub-circle representatives from the Scarborough Campus Students' Union and the Graduate Students' Association. Listening circle sessions were primarily held virtually, with two on-campus sessions occurring in the Fall 2021 term with the easing of COVID-19 capacity restrictions.

Surveys

In addition to proposing questions on the Landscape Review survey, the sub-circle also created surveys for each of their six stakeholder groups that accompanied the listening circle invitations (see Appendix E). The surveys were meant to offer an alternative method for gathering feedback, complementing the virtual and in-person listening circle sessions. The questions created for the survey and the prompts used during the listening circle sessions were designed to align with one another so responses could be compared. Participants were also invited to share their feedback on the listening circle experience.

The UTSC Listening and Conversations Sub-Circle surveys were designed in consultation with the full Working Circle, and included questions proposed by the Institutional Resources and Related Supports Sub-Circle. The survey included questions which asked about participants' familiarity with the terminology at the centre of the curriculum review, and respondents were invited to critically engage with and share their own understanding of the terminology informing the survey. There were questions about familiarity and experience with the university's anti-discrimination policies. Participants were also asked to provide feedback on their awareness of inclusive initiatives underway at UTSC, including departmental and unit-level work related to equity, accessibility, anti-racism, and anti-colonialism (education and outreach programs, resources etc.). The final questions asked participants to offer suggestions for how the university might create more equitable learning structures and offer support and recognition for faculty and staff who are working to modify those structures for the purpose of creating more inclusive curricula.



“The Great Turtle Race,” by Ekow Nimako. Photo by Janick Laurent.

This close-up photo of the artwork, which depicts the second child in the sculpture riding atop a mythical sea turtle, appears by permission of artist [Ekow Nimako](#).

Community Listening and Engagement Sub-Circle

2020-2021 Members: Kateri Akiwenzie-Damm, Melanie Blackman (Co-Convener), Emma Chan Matthews, Kelly Crawford (Co-Convener), Dani Kwan-Lafond, Kimberley Tull (Co-Convener)

2021-2022 Members: Melanie Blackman, Emma Chan Matthews, Kelly Crawford (Convener), Obidimma Ezezika, Kateri Gauthier, Nicole Klenk, Dani Kwan-Lafond, Juanita Muise, Kimberley Tull

The Community Listening and Engagement Sub-Circle assessed existing relationships between UTSC and communities. For the Working Circle, the term “community” proved difficult to define. We placed particular emphasis on community partners, Indigenous communities, and Black communities, while also underscoring the porousness of the boundaries between the campus and the wider community. Guided by questions about how to define community both within and outside of the university context, and working within an anti-oppressive framework, the sub-circle prioritized story-based, non-hierarchical conversations, relationship-building, and the creation of safe spaces, following principles for ethical engagement with communities in order to open up transparent and honest dialogue.

Goals and Process

In seeking to understand the range of partner-based curricular and pedagogical work that takes place at UTSC and assess the nature of those relationships, the sub-circle emphasized the need to centre community voices in their work. However, given the particular impacts of the pandemic on Indigenous, Black, and racialized communities

and because the university is still moving forward on commitments already made to community groups, including Indigenous treaty partners, the sub-circle decided to limit its external outreach so as not to place further burdens on communities during this time. Instead, sub-circle members looked to embed the needs and perspectives of community partners into their work, leveraging existing institutional relationships and building on work already undertaken by numerous campus and community groups. This includes community contributions to working group recommendations in the early stages of the development of UTSC’s Strategic Plan and to the National Dialogues and Actions for Inclusive Higher Education and Communities.

The sub-circle met with various internal and external stakeholders to learn how “community” is currently partnering with or embedded within the curriculum and pedagogy at UTSC, including through experiential learning, field research, and guest speaker invitations. These discussions revealed numerous administrative and bureaucratic barriers which are inhibiting community involvement in university activities and negatively affecting relationships between the university and its community partners. This feedback was also consistent with experiences shared by faculty responding to the Landscape Review Survey.

The primary barrier revolves around compensation practices for invited speakers. These are inconsistent across departments and entail administrative processes that are difficult to navigate and not reflective of diverse cultural practices, particularly for Indigenous communities. The sub-circle surveyed compensation models and community approaches used by different institutions across the



“....any steps taken towards improving community partnerships should prioritize the needs and voices of the community partners themselves.”

province and the country, looking for examples UTSC might adapt and adopt. Sub-circle members used this information to propose key considerations for compensation and recognition that might contribute to the development of a compensation framework for the campus. This has been included in Appendix B. The sub-circle also recommended the immediate establishment of a UTSC working group, working in partnership with tri-campus divisions, with the Provost's Office, and with Financial Services, to address the barriers identified by the sub-circle. This working group has been launched in the Winter 2022 term. As a first step, the Dean's Office at UTSC has reached out to departments to assess current compensation levels and practices and has also connected with the University of Toronto Mississauga and with the Faculty of Arts and Sciences.

Throughout their process, the Community Listening and Engagement Sub-Circle members remained cognizant of the challenges underlying efforts to improve community and university relations, challenges which must first be addressed before progress can be made. Community partnerships occur at several levels, both institutional and individual. The sub-circle also recognized the importance of preserving personal relationships with communities and distinguishing these from institutional relationships. Difficult relationships between a community partner and the university have the potential to create

tensions between individuals who belong to both groups, as well as those attempting to mediate and negotiate between them. In some cases, moreover, what may seem to be a positive relationship from the perspective of the university has had negative consequences for the community. The sub-circle's work underscored the university's accountability to community partners, and its particular obligations to treaty partners. It emphasized as well that any steps taken towards improving community partnerships should prioritize the needs and voices of the community partners themselves.

In the Fall of 2021, the sub-circle's discussions were intentionally linked to the broader strategic work on institutional partnerships, relational accountability with community, and community-engaged learning (Strategic Priority areas 3.2, 4.1, and 4.2) being led by Kelly Crawford, Assistant Director, Indigenous Initiatives; Kimberley Tull, Director of Community & Learning Partnerships and Access Pathways, and Brent Duguid, Legal Counsel and Director of Partnerships; and Lynn Tucker, Associate Dean Experiential and Global Learning, with the Experiential Learning Steering Committee.



2021 Beading Workshop | From left to right: Tianna Tabobondung, Taylor Tabobondung, Dani Kwan-Lafond, Alexis Bornyk. Photo by Katie Larson.

Institutional Resources and Related Supports Sub-Circle

2020-2021 Members: Halle Borland, Tina Doyle, Karen McCrindle, Varsha Patel (Convener), Cherilyn Scobie Edwards, Karina Vernon

2021-2022 Members: Tina Doyle, Karen McCrindle, Varsha Patel (Convener), Franklin Perez, Rimsha Rahman, Karina Vernon

Goals and Guiding Principles

The goal of the Institutional Resources and Related Supports Sub-Circle was to consider how institutional resources and related supports for faculty, staff, and students might better reflect and embed UTSC's commitment to inclusion, Indigeneity, anti-racism, and anti-imperialism and offer pedagogical support for the work of faculty and staff, both those who are new to this work and those whose work is actively engaged in challenging structures of power and hegemony.

The sub-circle was guided by the broad principle that no pedagogical document is ideologically neutral. Every institutional document

centres particular perspectives, knowledges, and identities, and thus each document reproduces power structures in specific and pedagogical ways. Until now, the perspectives and knowledges privileged in institutional documents have been largely Eurocentric.

The work of the sub-circle focused on bringing an anti-racist, anti-imperialist, and inclusive lens to bear on institutional documents in order to open them up to Black, Indigenous, racialized, and disability perspectives and epistemologies.

“The work of the sub-circle focused on bringing an anti-racist, anti-imperialist, and inclusive lens to bear on institutional documents in order to open them up to Black, Indigenous, racialized, and disability perspectives and epistemologies.”

Process

Given the large volume of existing institutional documents at UTSC, as well as the limited timeframe of the curriculum review process, the sub-circle realized that they would be unable to perform a full review of all existing documents to produce an exhaustive inventory, nor could they review all existing documents from an anti-racist, anti-imperialist and inclusive lens to assess whether each resource adequately represents the campus's broad mandate of inclusive excellence. Instead, the sub-circle set out to develop a set of guiding questions that could inform the assessment and re-visioning of institutional documents, resources, and policies related to curriculum, teaching, and learning.

The process for developing these guiding questions began with an environmental scan of pedagogical documents in circulation at institutions across Turtle Island. An assessment of this scan yielded four primary themes around which the guiding questions would be structured: General Information, Representation, Knowledge, and Language. The sub-circle then invited feedback from a variety of UTSC groups, including the full Working Circle, the Centre for Teaching and Learning, AccessAbility Services, the Equity, Diversity and Inclusion Office, the Office of Community Partnerships and Engagement, and the Office of Student Experience and Well-Being.

In order to provide an example of how these guiding questions could be used to assess institutional resources, the sub-circle then engaged in a thorough assessment of a case study using the document they created. They chose the New Instructor Orientation Kit, a resource produced by the Centre for Teaching and Learning. As the New Instructor Orientation Kit is one of the most highly circulated documents on campus and is shared

with every new instructor, the sub-circle felt that reviewing this resource had the potential to make a high degree of impact on the culture of teaching and learning at UTSC and colleagues in CTL welcomed this input. Their assessment concluded that the New Instructor Orientation Kit did not adequately recognize the vast knowledges students bring with them into the classroom, nor how diverse student backgrounds can create varied understandings of academic integrity, for instance. Their assessment also yielded recommendations for revisions to pedagogical language supporting the need for difficult dialogues in the classroom on ableism, colonialism, racism, and/or anti-Blackness.

Using their guiding questions, the sub-circle's assessment of the New Instructor Orientation Kit **flagged multiple areas where revisions were needed to make the document more inclusive.** The sub-circle aims to distribute a version of their guiding questions (see Appendix A) to academic units across campus, so it might be used as a resource to assess and revise other institutional resources and policies.

In addition to their guiding questions, the sub-circle wanted to examine how students engaged with existing institutional resources and related supports. In Fall of 2021, the sub-circle proposed a few questions that were included on the UTSC Listening and Conversation surveys administered to undergraduate students and recent graduates. These questions pertained to the type of resource(s) students have used during their time at UTSC and whether the resource recognized the priority areas highlighted by this review.



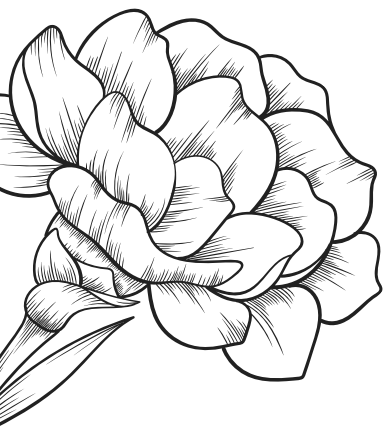
“ I rest assured that the goal of inclusion which the University strives to realize, will become wider because of our shared compassion for one another.”

When it comes to concepts of antiracism, diversity, and inclusion, people vary in their understandings, embodiments, and lived experiences. My involvement with the working circle has taught me that while it is essential to do the work (of ensuring the University’s commitment to antiracism and inclusion are tangible) with the sense of urgency that it requires, it is pivotal to work from a place of compassion. On the Committee, we have shared painful truths, findings, and realizations from a circle of compassion for ourselves and others. I rest assured that the goal of inclusion which the University strives to realize, will become wider because of our shared compassion for one another. For me, a compassionate heart and a listening ear have become the irreplaceable factors that will help us reach new dimensions of collaboration and to realize some of the intricate recommendations that have come out of the circle.

Olashile Adeyoyin, Recent Graduate, Department of Global Development Studies and Department of Arts, Culture, and Media, and Members of the Landscape Review Sub-Circle



“Cultivating,” April 2021, Anthony Gebrehiwot aka TonyxTones.



“The concept of Two-eyed seeing/Etuaptmumk perfectly depicts my experience while being a part of the working circle.”

The concept of Two-eyed seeing/Etuaptmumk perfectly depicts my experience while being a part of the working circle and my hopes for the future of this work. I believe Rebecca Thomas summarizes Elder Albert Marshall’s teaching of Two-eyed seeing excellently, in adapting it to the system of education.

[Click here](#) to watch Rebecca Thomas’ video reflection.

Alexis Bornyk, Student, Department of Global Development Studies and Department of Anthropology, and Member of the Working Circle





2021 Three Sisters Garden Preparation | From left to right: Alexis Bornyk, Isaac Crosby, Simon Reyes, Dani Kwan-Lafond. Photo by Joseph Hermer

Limitations and Challenges

The Working Circle has faced a number of limitations and challenges in undertaking this review, not least the inherent paradox of trying to enact foundational change from within the framework of a colonial institution. While prioritizing story-based and anti-colonial and anti-oppressive methodologies, the Working Circle was aware of also relying on surveys and quantitative analysis. Our approach, we realized, ultimately reflected a version of [“two-eyed seeing”](#) bringing together strengths of Indigenous knowledges and ways of knowing and Western knowledges and ways of knowing to establish a collaborative and process-oriented way forward. This also aligns with aspects of the “Reconciliation Indigenization” model articulated by Gaudry and Lorenz (2018). A related challenge entailed a commitment to keeping the diverse histories and critical tensions inherent to key terms being used in the review active, while also providing an accessible framework for individuals who might be new to this work.

The pandemic represented another significant challenge on both foundational and individual levels. Undertaking the review in the COVID-19 context informed and helped to motivate our work throughout, as structural inequities were starkly exposed and individual and collective commitments to anti-racist and anti-colonial work expanded around the world. But it also brought limitations. With the exception of two in-person listening circles held in the Fall of 2021, Working Circle meetings and outreach could only take place virtually. The virtual environment informed the Working Circle’s decision to use survey tools to collect information about campus climate. We made intentional choices in survey design to prioritize open-ended, qualitative questions and to create space for the voices of faculty, librarians, staff, postdoctoral fellows, and students. Still, we were aware that this format had limitations.



Top Photo: Sema Grown in the UTSC Indigenous Garden. Photo by Dani Kwan-Lafond.
Bottom Left Photo: Alexis and Isaac hanging flag for National Truth and Reconciliation Day, September 30, 2021 | From left to right: Alexis Bornyk, Isaac Crosby. Photo by Dani Kwan-Lafond. Bottom Right Photo: Anishinaabe Squash from the UTSC Indigenous Garden. Photo by Dani Kwan-Lafond.



The exhaustion of the pandemic, including the impact of shifting teaching online, repeated school closures, and pressures of child-care and eldercare, has taken a toll. While Working Circle members and many members of the UTSC community showed great enthusiasm and went out of their way to prioritize work related to the review, we intentionally adjusted timelines when needed to prioritize well-being. The pandemic likely shaped response rate to surveys and participation in listening circles. Response rates for the undergraduate student surveys and sharing circles were particularly low, even with a second round of outreach in the Fall of 2021.

We also took care not to place further burdens on Indigenous, Black, and racialized communities during the pandemic. This limited our engagement with community members who were not already connected to the campus or to the Working Circle. This is an area that will need further work in the future as the Working Circle recommended actions build on broader institutional partnership-based commitments that have not yet been acted on. The recommended actions also draw on contributions from community partners and Indigenous communities that informed the early stages of the strategic planning process at UTSC.

A third challenge was the scope of the review. The Working Circle sought to balance attention to the full range of curricular and pedagogical work at UTSC that connects to

the goals of the review, while also maintaining a clear focus on Indigenous knowledges and knowledge systems, Black knowledges, racialized perspectives, and international and intercultural perspectives. While we prioritized gathering qualitative data through listening circles, audio files, and open-text responses, and placed deliberate emphasis on pedagogical form alongside curricular content, we were aware of the challenge of accurately capturing and representing the full extent of anti-racist, inclusive and accessible pedagogical practices that are currently being enacted across UTSC.

This also meant that the surveys we developed were long. In the case of the faculty survey in particular, some respondents noted that the length of the survey affected the extent of their responses near the end. In addition, some of the response options on the survey did not fully capture the nuances associated with specific questions. There was interest as a result in hosting additional sharing circles and departmental meetings to further discuss aspects of the review. The feedback related to these kinds of limitations that the Working Circle received throughout our engagement with the campus was helpful for us. The goal of our outreach was both to recognize the range of inclusive and accessible pedagogies taking place at UTSC while also identifying areas for further improvement, including for our process.

Current Curricular and Pedagogical Context at UTSC

Curricular Landscape

The following represents a summary of the existing curricular landscape at UTSC. A full report and overview of quantitative and qualitative data can be found in the Landscape Review Sub-Circle documentation included in Appendix D.

The keyword-based analysis undertaken by the Landscape Review Sub-Circle yielded a total of just over 550 courses in the 2020-2021 UTSC Calendar related to areas of the curriculum review based on course descriptions, titles, and core content (29% of UTSC's 1911 courses overall). Only 97 courses (5%) had an explicit component relating to Indigenous or Black knowledges.

The breakdown of courses related to the curriculum review by level is as follows: A-level: 5%; B-level: 27%; C-level: 44%; D-level: 24%. Students are most likely to encounter content engaging directly with one or more areas of the curriculum review at the C level, and very few students have the opportunity to take courses directly connected to these areas in their first year (Figure 1).

“5% of courses had an explicit component relating to Indigenous or Black knowledges.”

Courses Related to One or More Areas of the Curriculum Review, by Level (n=554)

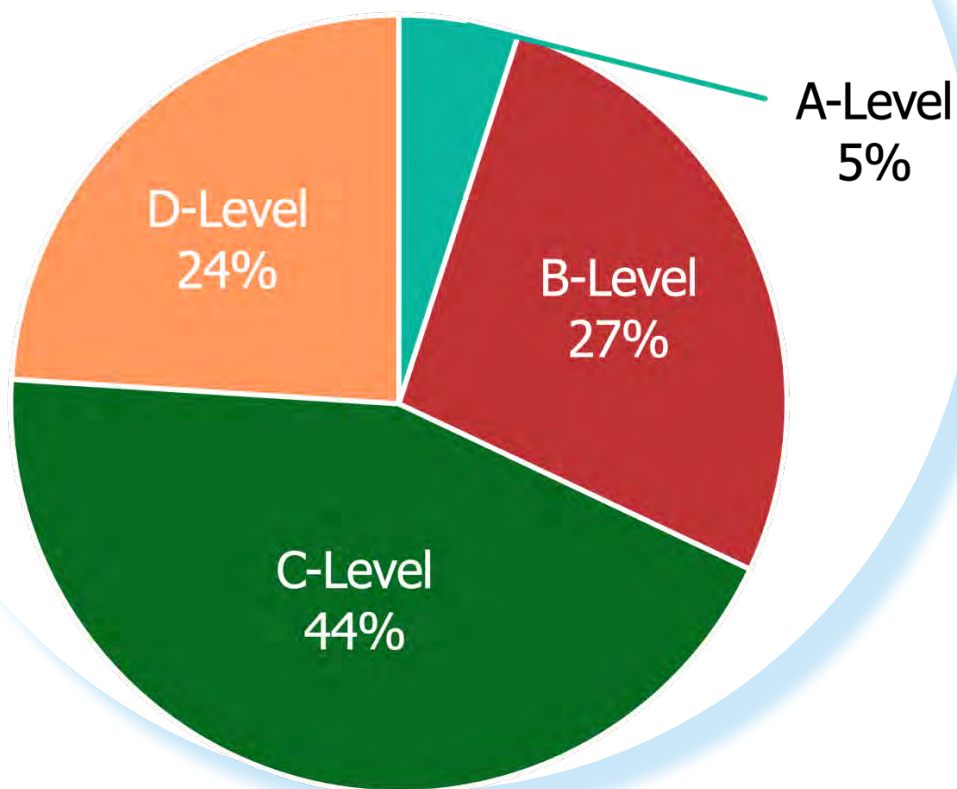


Figure 1. Students are most likely to encounter courses with content engaging directly with one or more areas of the curriculum review at the C level.

The keyword-based analysis found that 9/10 existing courses at UTSC that are broadly related to the scope of the review are located in the Humanities and Social Sciences (Figure 2), with the highest percentage of courses overall currently in the Social Sciences (approx. 50%; Figure 3).

Note: To reflect similarities among departments and for data analysis purposes, 20 academic departments and units were grouped by discipline, though it is important to note that in practice curricular content in many departments at UTSC crosses disciplinary

divides. The groupings are as follows: Humanities (Arts, Culture, and Media; English; Historical and Cultural Studies; Language Studies; and Philosophy); Social Sciences (Anthropology; Global Development Studies; Health & Society; Human Geography; Political Science; and Sociology); Sciences and Management (Biological Sciences; Computer and Mathematical Sciences; Management; Physical and Environmental Sciences; and Psychology); and Other Units (Arts & Sciences Co-Op, Centre for Teaching and Learning, Doris McCarthy Gallery, and Library).

Location of Courses Related to One or More Areas of the Curriculum Review

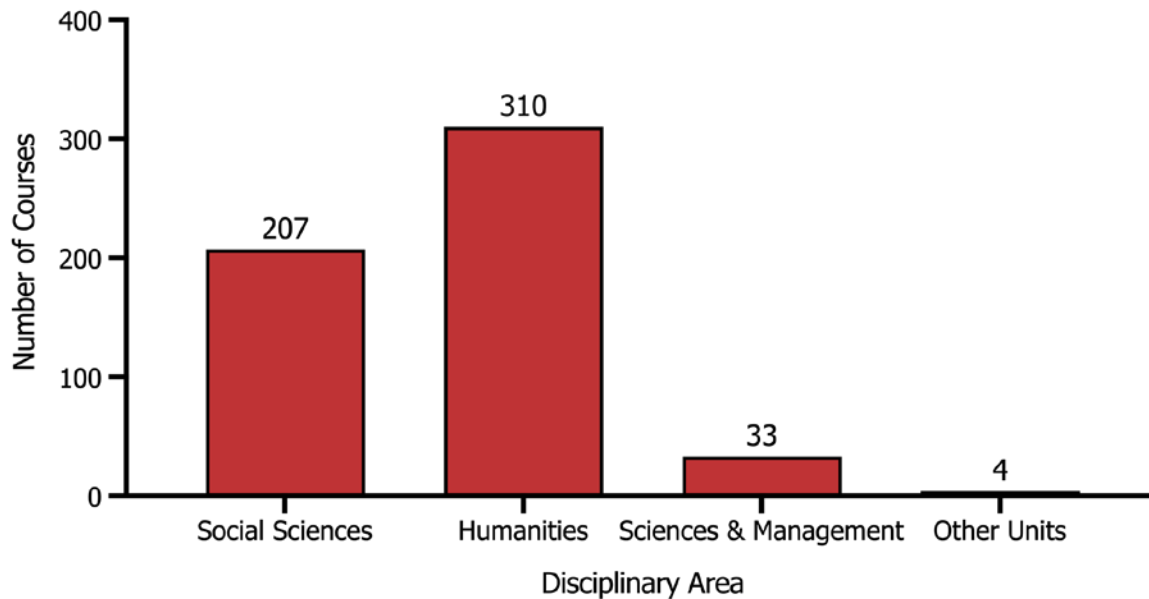


Figure 2. The breakdown of courses with one or more areas related to the curriculum review by disciplinary grouping is as follows: Humanities: 310 courses; Social Sciences: 207 courses; Sciences and Management: 33 courses; Other Units: 4 courses.

Proportion of Courses Related to One or More Areas of the Curriculum Review

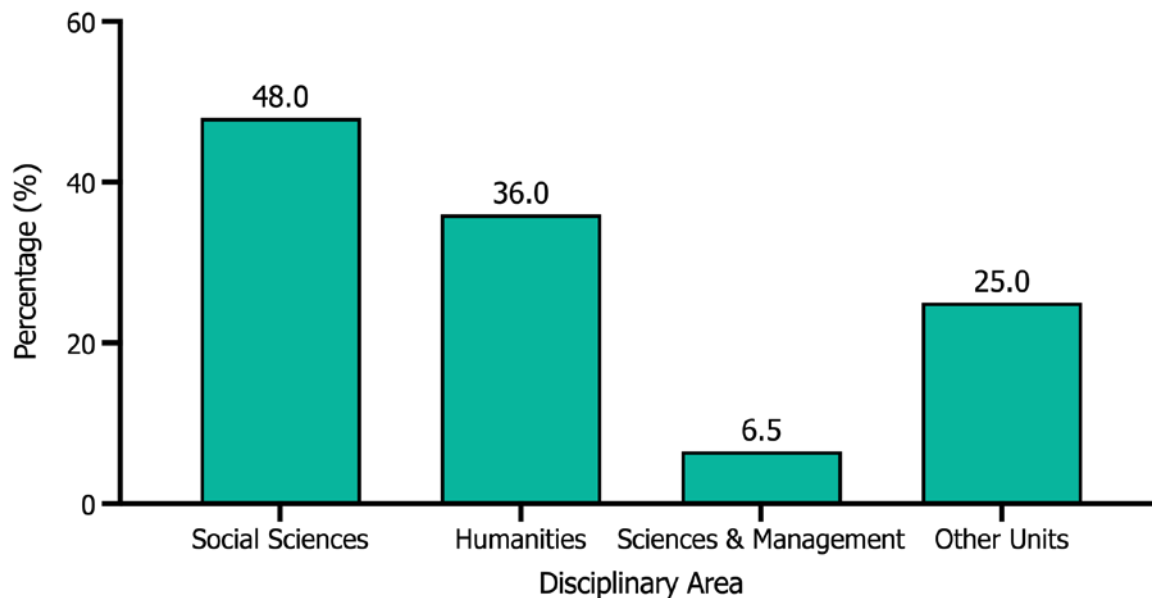


Figure 3. Social Sciences has the highest proportion of courses (48%) with content engaging directly with one or more areas of the curriculum review.

Of the 474 courses reported in the Landscape Review survey, 65% were from either Humanities (201 courses) or Social Sciences (105 courses). See Appendix D for full results of the Landscape Review Survey.

It is important to note that the landscape reflected in this report is already shifting based on new courses that took effect in 2021-22 and new courses currently going through governance that will be reflected in the 2022-23 calendar. Across all disciplines, however, students at UTSC are more likely to encounter course content related to the areas of the review in upper-level courses and in electives or special topics courses, rather than in introductory or core courses.

Based on this landscape, a primary area of recommendation for the Working Circle centres on systemic attention to curricular content across disciplines, focusing on introductory levels, core requirements, and learning outcomes. There is a need also to further expand curricular content and related discipline-specific supports in the Sciences and Management.

The Working Circle also explored the possibility of changing UTSC's breadth requirements to reflect the goals of the review. This is reflected in our recommended actions but needs further discussion for a number of reasons. First, the priority areas of the review reflect distinct knowledge areas. The Working Circle sought to avoid the dilution that would result if these areas were compressed into a single course. Requiring multiple courses, on the other hand, raised questions about impacts on overall credits as well as the role of student choice among "buckets" of courses related to areas of the review that might, for

instance, lead a student to take a course on gender and sexuality but graduate from UTSC without engaging with Indigeneity or race.

Second, while there was interest among Working Circle members in considering a campus-wide requirement related to Indigenous knowledges in particular, in the short term any changes to breadth requirements with particular attention to Indigenous and Black knowledges would place significant pressure on currently limited course and faculty resources. In discussing these possibilities, the Working Circle considered examples from other universities identified through the external landscape review (see the "External Landscape Review" section in the Landscape Review Sub-Circle report document included in Appendix D).

Finally, while requirements and related learning outcomes play a crucial role in signaling to students what is valued, the Working Circle concluded that any future changes to breadth requirements should be considered as a complement to curricular work that must be taken up across all disciplines and departments. The question of breadth requirements or other foundational pathways also intersects with emerging conversations around integrating experiential learning into breadth requirements, which could offer an opportunity to anchor and expand land-based learning opportunities at UTSC. The Working Circle recommends a dedicated working group to explore this further.





“...it has underscored for me the importance of process for foundational change. How we do things matters.”

When we embarked on the curriculum review, I envisioned a circle-based framework as an intentionally transformative and relational process for undertaking curricular change. I did not anticipate, however, how profoundly the experience of being a part of the Working Circle would change me: as an educator, as an academic leader, and as a person. It has shifted the foundations of my thinking about my discipline of English literature; about my courses; about academic structures, policy, and governance; and about learning. Above all, it has underscored for me the importance of process for foundational change. How we do things matters. I hope that, as our recommendations begin to take root and build on inspiring work already underway at UTSC, an important part of the legacy of the Working Circle will be to contribute to future change by inspiring different ways of doing things.

Katie Larson, Vice-Dean Teaching, Learning, & Undergraduate Programs, and Convener of the Working Circle



Pedagogical Landscape

The keyword-based analysis was deepened by rich qualitative input from surveys, listening circles, and other contributions from departments. The qualitative data that the Working Circle received from faculty, librarians, undergraduate and graduate students, recent graduates, postdoctoral fellows, and student-facing staff confirmed and further nuanced areas of need that emerged through the landscape assessment process.

Along with the curricular landscape outlined above, Appendix D provides a detailed overview of the pedagogical landscape as reported by faculty, librarians, Chairs and Directors, and teaching staff on the Landscape Review survey (Spring 2021). We enclose here a brief summary of the experiences that undergraduate students (including recent graduates), graduate students and postdoctoral fellows, student-facing staff, and faculty and librarians shared through the listening circle sessions and accompanying surveys during Phase I and II (Spring and Fall 2021) and which informed our recommended actions. A full report of this data can be made available upon request.

There were strong resonances in terms of the areas identified across the different listening circles and accompanying surveys. Significant areas that emerged included the following:

- A need to further diversify the UTSC faculty; the disconnect between faculty experience and the student body contributes to a lack of belonging for students in the classroom and in mentorship and supervisory settings;
- A need to attend more deeply to equity-related issues in the classroom; students reported superficial treatment of

- topics related to the curriculum review, with faculty inadequately addressing their own positionality during such discussions;
- Difficulty accessing and/or navigating institutional resources and supports;
- A need for equity-related training and supports (from graduate students also working as teaching assistants and/or course instructors);
- A need for training related to the areas of the review and discipline-specific supports, including STEM resources, as well as time to devote to this work (from faculty)
- A need to remove institutional barriers for students, including course-related timelines for e.g. drop dates and financial deadlines, and to address larger systemic issues such as microaggressions and implicit bias;
- A need for enhanced supports for and particular attention to barriers facing international students;
- A need for culturally appropriate campus supports for students, including for mental and emotional well-being and community building;
- Concern that institutional practices and policies surrounding curriculum and pedagogy at UTSC primarily follow a colonial framework;
- Interest in having contributions to course and program development related to the curriculum review, the re-structuring of pedagogical practices, and the related labour and learning involved incentivized and acknowledged (e.g. through annual Progress Through the Ranks [PTR] assessment);
- A need to clarify institutional processes for engaging with community partners and Indigenous communities and to ensure compensation for guest speakers in classes that is consistent and that appropriately values the knowledges contributed.

Participants indicated having an excellent experience with the listening circle sessions and requested additional listening circles in the future.

A few notable highlights from the undergraduate student (26 respondents) and recent graduate surveys (41 respondents) that accompanied the listening circle invitations are noted below:

- **25% of undergraduate student respondents and 37% of recent graduate respondents** reported taking courses that engaged with Indigenous knowledges and knowledge systems, Black knowledges and/or anti-racist pedagogies.
- **75% of undergraduate student respondents and 56% of recent graduate respondents** felt that instructors make appropriate accommodations for students with differing abilities.
- Resources at UTSC most commonly (> 45%) used by student respondents include: the Academic Advising and Career Centre, the Health and Wellness Centre, the Office of the Registrar, the Centre for Teaching and Learning, and the Library.

A few notable highlights from the graduate student and postdoctoral survey (17 respondents) that accompanied the listening circle invitations are noted below:

- **12% of respondents** indicated taking courses that engaged with Indigenous knowledges and knowledge systems, Black knowledges and/or anti-racist pedagogies.
- **53% of respondents** noted that UTSC has not adequately provided them with resources to engage with any of the named areas of the curriculum review.

A few notable highlights from the student-facing staff survey (27 respondents) that accompanied the listening circle invitations are noted below:

- **64% of respondents** felt that there is not an effective support system available to report inequity or discrimination concerns.
- **64% of respondents** indicated that students have encountered challenges with implicit bias and **55% of respondents** reported that faculty and staff do not receive adequate training to manage implicit bias related issues.

These experiences and concerns helped build the framework for the recommendations.

While the needs identified above indicate that much work remains to be done, the qualitative data we received on the Landscape Review survey powerfully speaks to examples of pedagogical work that is underway across disciplines at UTSC. Pedagogy is key to bringing the outcomes of this review into being: even initially small changes can make a significant difference to the learning environments students experience.

Strategies currently being used across departments include the following:

- universal course design with flexible pathways for students;
- discussion with students at the start of a class about the instructor's own positionality;
- working collectively with a class to establish discussion parameters that recognize the importance of diverse knowledges and disrupt the idea that knowledge transmission is one-way from instructor to student;

- opening up critical conversations about the silences and gaps in course materials, the implications of these silences for the shaping of disciplines within the academy, and the resultant hierarchization and valuation/devaluation of knowledges;
- foregrounding models of excellence by featuring a diverse range of readings and connecting course material to current initiatives;
- starting with Indigenous, Black, queer, feminist, and differently abled epistemologies to decenter White, Eurocentric, heteronormative, and ableist perspectives from the outset of a course;
- attending to the language and framing of course policies through an accessible and holistic lens (e.g., allowing students to drop their lowest mark, building in at least some flexibility with deadlines).

For a comprehensive account of the range of pedagogical interventions currently underway at UTSC, see the “Successful Pedagogical Interventions” section in the Landscape Review Sub-Circle report documents included in Appendix D.

While the qualitative feedback the Working Circle received identifies clear areas of priority and need, it also offers tangible examples that can help support instructors who may be new to this work or who are interested in further developing their pedagogical practice. It also opens up exciting possibilities for future cross-departmental and interdisciplinary collaborations and mentorship, drawing on curricular and pedagogical initiatives already happening at UTSC.





“Being part of the Working Circle has been one of the most enlightening experiences I have ever had.”

Being part of the Working Circle has been one of the most enlightening experiences I have ever had. At the same time, it has been deeply uncomfortable, but that was exactly the point. It opened my eyes to the barriers so many racialized members of the UTSC community face, many of which I was unaware, as my privilege prevented me from having to encounter similar obstacles. I feel fortunate to have been able to work with and learn from the other members of the Working Circle, who continue to show up, to volunteer, to commit, even though they are constantly being called on to do so as Black and Indigenous members of the UTSC community. If I have learned anything from my experience it is that they cannot and should not have to keep shouldering this burden alone.

Melissa Pullara, Programs and Curriculum Coordinator, Office of the Vice-Principal Academic and Dean, and Project Support for the Working Circle.



“Searching for Answers in the Garden of Bioethics” appears courtesy of the artist Lisa Boivin.

Artist Note

As a Dene artist I invoke the Indigenous tradition of image-making to disseminate knowledge. For me, painting is a strategic way to educate individuals about colonialism in bioethics. Current models of healthcare only make room for dominant worldviews and ethical systems.

I paint a path where Dene ethics and bioethics can meet. In this piece, entitled “Searching for Answers in the Garden of Bioethics,” I confront Canada’s colonial history and challenge the clinical colonial gaze imposed upon the Indigenous patient. I painted this image in the spirit of reconciliation. I believe if we search long enough, we can find the answer to questions that arise in clinical care. In this painting the answer is found in the cultural teachings of the patient involved; the answer is found on the land.

COOPERATIVE, SUPPORTIVE **HOLISTIC**
ENSURE IMPACTFUL CURRICULUM CHANGE **EMBODIED**
FACILITATE CAMPUS-WIDE ENGAGEMENT AND COMMUNITY PARTICIPATION THROUGH THE PROCESS
A SACRED SPACE COMMUNITY VOICE AND KNOWLEDGES
IN A CIRCLE, WE ARE ALL AN EQUAL DISTANCE FROM THE CENTER
THE IMPORTANCE OF STUDENTS SEEING THEMSELVES REFLECTED IN THEIR COURSE MATERIALS AND IN THE ENVIRONMENTS THEY ENCOUNTER AT UTSC (IMPORTANT THAT "PEOPLE WHO LOOK LIKE US ARE TEACHING US")
BEING SLOW TO SPEAK AND QUICK TO LISTEN
UNDERSTANDING DIFFERENT PERSPECTIVES AND LEARNING FROM EACH OTHER
EQUAL SPACE FOR ALL VOICES **DREAM**
NO TITLES - EVERYONE'S VOICE IS EQUALLY IMPORTANT
RESPECT TO EVERYONE LEARN FROM WORKING CIRCLE MEMBERS AND CCR
THE IMPORTANCE OF BEING BOLD, FEARLESS, AND INTENTIONAL IN UNDERTAKING THIS WORK
BELONGINGNESS
BEING SLOW TO SPEAK **UNITY**
AND QUICK TO LISTEN
POSSIBILITIES OPENED UP BY THE PANDEMIC IN TERMS OF ACCESSIBILITY - THE IMPORTANCE OF NOT GOING BACK TO "NORMAL"
UNDERSTANDING DIFFERENT PERSPECTIVES AND LEARNING FROM EACH OTHER
THE DESIRE TO BRING BACK LEARNINGS TO DEPARTMENTS/COURSES

ACTION THE DESIRE TO
TRANSFORM STRUCTURES

THE POSSIBILITY OF INSTITUTIONAL CHANGE

Equity of voices/
contributions **CENTERING VALUES**

AN OPPORTUNITY TO LISTEN TO VOICES AND OPTIONS, AND DEVELOP AN ANALYSIS OF THE INSTITUTION, AND HOW TO CHANGE IT FROM BELOW (AS OPPOSED TO THE TYPICALLY VERTICAL AND HIERARCHICAL STRUCTURE OF U OF T)

CIRCLES ARE NON-HIERARCHICAL-NO ONE IS ABOVE ANYONE ELSE

BIG A SAFE SPACE IN WHICH TO SHARE UNCOMFORTABLE THINGS
Importance of being open and honest
about our thoughts and critiques

A SHIFT IN EXSISTING CULTURES AND VALUES **PATIENCE**

EMPATHY AND HONESTY

TRANSPARENCY CELEBRATING DIFFERENCES

TANGIBLE ACTIONS - NOT JUST ABSTRACTIONS AND WORDS - AND STRUCTURAL CHANGES

CONNECTION

SUPPORT RACIALIZED STUDENTS WITH THEIR POST-SECONDARY EDUCATION AND CAREER DEVELOPMENT

HUMILITY, EAGERNESS TO LISTEN AND LEARN

ENSURE FOCUS IS BEING PLACED ON BOTH GRADUATE AND UNDERGRADUATE STUDENTS

THE IMPORTANCE OF THINKING IN TERMS OF BOTH FORM AND CONTENT

**[Click here to listen](#) to a reflection from
*Varsha Patel, Assistant Dean, Student Success, and
Convenor of the Institutional Resources and Related
Supports Sub-Circle.***



Recommended Actions

Curriculum and pedagogy touch on nearly all aspects of campus experience at UTSC. In framing our recommended actions, the Working Circle sought to maintain a focus on curricular content, teaching, and learning while also pointing to ways in which our work connects to broader university structures and processes. A particularly important example of this is the foundational importance of community relationships and treaty roles, duties, and responsibilities to long-term anti-racist and anti-colonial curricular and pedagogical work. Our recommended actions also reflect the many ways in which teaching and learning take place at UTSC, both within and beyond the classroom, and the interconnections between every stage of a student's journey — from recruitment and admission, to retention, to graduation — in shaping their learning experience.

These recommended actions will need to be undertaken in dialogue with related work emerging from other areas of the Strategic Plan. They align particularly closely with commitments to intentional inclusion, access, and well-being, the development of institutional partnerships grounded in relational accountability, and obligations to Indigenous communities (Priorities 3 and 4), the enhancement of interdisciplinary networks that reflect synergies between teaching and research (Priority 2), and the fostering of a culture of shared leadership and participatory processes for resource allocation (Priority 5). Our work also intersects with emerging recommendations for Strategic Enrolment Management (Priority 1.3) and existing working groups at UTSC on topics such as Student Mental Health and Exam Practices. These points of connection will assist in the momentum needed in bringing these recommendations to life, but they will also necessitate careful planning to ensure clear communication across the campus and to avoid duplication of efforts.

Above all, our recommended actions invite all members of the campus community – faculty, librarians, staff, and students – into an ongoing process of individual and collective learning, action, and accountability.

The 56 recommended actions presented by the Working Circle emerged out of our outreach and listening process and extend over the following categories: 1) Curriculum Development; 2) Pedagogical Development and Related Supports; 3) Dedicated Academic Homes, Programs, and Spaces for Indigenous and Black Excellence at UTSC; 4) Faculty, Librarian, and Staff Hiring; 5) Community Engagement; 6) Institutional Structures and Supports; and 7) Future of the Working Circle and Foundations for Implementation.

1. Curriculum Development

1.1. Across all disciplines, prioritize systemic attention to curricular content at undergraduate and graduate levels, beginning with departmental conversations about existing program pathways and requirements to consider where and how students are encountering diverse knowledges. In many cases, this will necessitate critical reflection about the histories and knowledge hierarchies that have shaped specific disciplines and the voices and epistemologies that have been silenced or erased as a result. These conversations can be difficult and will benefit from dedicated time and space, such as through facilitated departmental retreats. It will be crucial for departments to undertake this work collectively and with attention to how the weight of the work is carried, particularly for junior faculty and for faculty, librarians, and staff whose lived experiences and/or areas of work intersect directly with the priorities of the review.

1.2. Prioritize students' engagement with diverse materials and epistemologies at earlier stages of their learning at UTSC, increasing the number of introductory courses that focus on Indigenous and Black knowledges, racialized perspectives, and international and intercultural perspectives, and building these materials into core requirements rather than upper-level electives and special topics courses to clearly signal their importance for students.

1.3. Expand students' exposure to diverse knowledges and perspectives in the Sciences and Management by enhancing discipline-specific pedagogical, curricular, and co-curricular resources that can assist faculty and staff in undertaking this work and building opportunities for cross-disciplinary and cross-departmental mentorship and dialogue.

1.4. Establish a working group to consider how additional foundational pathways, including breadth requirements, might complement discipline-specific changes across departments. In doing so, draw on and extend the external landscape review undertaken by the Working Circle to support the exploration of possible models, prioritize anti-racist and anti-colonial methodologies, and integrate with emerging campus conversations around foundational pathways for experiential and land-based learning.

1.5. Embed an equity-based, accessible, holistic, anti-racist, and anti-colonial lens at the outset of the curriculum submission process at UTSC, supported by the Campus Curriculum Committee, and review divisional curriculum governance documentation and processes with this in mind. Expectations for documentation should be developed so as not to place additional labour on faculty, librarians, and staff whose areas of work, research, teaching, and lived experiences intersect directly with priority areas of the review.

1.6. Meaningfully integrate Indigenous and Black knowledges into the curriculum across disciplines at UTSC by 2025, while also taking steps to ensure that these changes are not rushed superficially for the sake of a fixed timeline and recognizing also that different departments are at different stages with this work.

2. Pedagogical Development and Related Supports

2.1. Develop an easily navigable hub for equity-based, inclusive, anti-racist, and anti-colonial pedagogical resources for faculty, librarians, staff, and teaching assistants (TAs), including discipline-specific resources for STEM; supports for universal course design; principles and ethics for curriculum engaging with Afrocentric and Indigenous epistemologies; information about citational practices for oral teachings and traditions; and links to educational opportunities and events.

2.2. Expand and incentivize equity-based, anti-racist, and anti-colonial education for all faculty, librarians, TAs, and staff to ensure support for this work and integrate expectations for ongoing and continuous learning into new faculty and librarian orientation and staff onboarding. Expectations for education should be developed so as not to place additional labour on faculty, librarians, and staff whose areas of work, research, teaching, and lived experiences intersect directly with priority areas of the review.

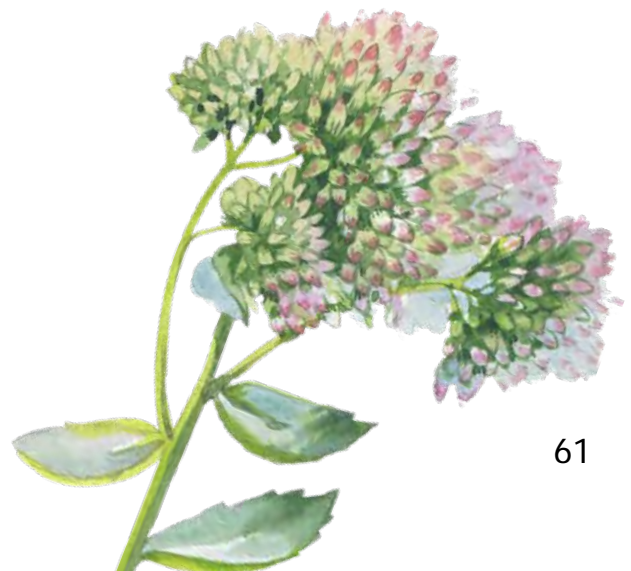
2.3. Integrate expectations and recognition for contributions to equity-based, anti-racist, and anti-colonial work at UTSC into departmental structures and practices, including annual PTR assessment, to:

2.3.1. Encourage work that challenges colonial knowledge systems and systemic injustices; builds diverse knowledges into curriculum; and anchors inclusive pedagogical approaches;

2.3.2. Recognize the creative risk-taking and the labour this work entails;

2.3.3. Ensure that curricular and pedagogical work is supported by departmental culture, governance, and practice;

2.3.4. Promote learning and dialogue to support those who may be new to this work or unsure how it connects to their courses or disciplines.



- 2.4.** Build opportunities for cross-departmental and cross-disciplinary mentorship to facilitate the sharing and development of teaching-related resources and related research opportunities and to build stronger synergies between curricular and co-curricular experiences.
- 2.5.** Develop dedicated mentorship and educational opportunities for TAs at UTSC centred on equity, accessibility, anti-racism, and anti-colonialism.
- 2.6.** Assess supervisory and mentorship frameworks for Black, Indigenous, and racialized students and postdoctoral fellows at UTSC to ensure culturally appropriate practices and enhance educational supports for prospective supervisors and mentors.
- 2.7.** Strengthen professional development and mentorship supports for graduate students and postdoctoral fellows preparing for academic careers, including:
- 2.7.1.** Support specific to job applications, such as writing positionality and diversity statements;
 - 2.7.2.** Support for the development of writing skills, research methodologies, and data gathering that engage with diverse knowledge systems and with communities in non-transactional and non-extractive ways.
- 2.8.** Strengthen mentorship supports for faculty, including the creation of opportunities for Black, Indigenous, and racialized faculty to connect and build community.
- 2.9.** Invest in further opportunities for land-based learning, building on on-campus projects like the Indigenous Garden, the Campus Farm and Edible Campus Initiative, and the Greenhouse Initiative, as well as local and global field schools.
- 2.10.** Develop campus-wide education specific to treaty citizenship and accountability to Indigenous communities on whose land the university operates; integrate learning about treaty responsibilities into entry points and orientation for all faculty, librarians, staff, and students; and accurately document the settler colonial history of UTSC in institutional materials and on-campus markers.





“My hopes are that students are at the center of the implementation of the recommendations...”

I have learned that content is important but so is the form and structure in which curriculum happens. My hopes are that students will be at the center of the implementation of the recommendations; that courses can be built with other knowledge systems and ways of knowing; that courses are developed using an open pedagogical framework with students developing the content alongside faculty while learning about racialized perspectives, Black knowledges and Indigenous knowledge systems and ways of knowing; and that development and reinvention of academia with other ways of knowing are supported with appropriate structures such as from the Library.

Sarah Shujah, Librarian, University of Toronto Scarborough, and Member of the Landscape Review Sub-Circle



3 ■ Dedicated Academic Homes, Programs, and Spaces for Indigenous and Black Excellence at UTSC

3.1. Building on commitments made in Wecheehetowin: Answering the Call and the Scarborough Charter on Anti-Black Racism and Black Inclusion, as well as the opportunity represented by the creation of Indigenous House and the Indigenous Garden and existing program foundations in African Studies, establish dedicated academic homes, programs and spaces to prioritize Indigenous and Black excellence at UTSC.

3.1.1. Since these envisioned areas of excellence are distinct, in one case with planned space (i.e., Indigenous House) but no existing programs and in the other program foundations (i.e., African Studies) but no dedicated space, this process may necessitate two separate working groups. These should be led and directed by Indigenous and Black faculty, staff, librarians, and students and continue the momentum of Working Circle conversations, drawing also on the data gathered during the curriculum review listening process.

3.1.2. The processes for developing these dedicated academic homes, programs, and spaces should reflect the importance of self-determination and sovereignty for Black and Indigenous communities, as well as informed consent.

3.1.3. The processes will also need to connect with existing groups at UTSC, such as the Indigenous Place-Making Committee; the Truth, Reconciliation, and Indigenous Initiatives Advisory Committee; the Indigenous House Committee; the Anti-Black Racism and Black Inclusion Advisory Committee; Connections & Conversations; and the Black Research Network.

3.1.4. While the Working Circle is identifying Departments as the long-term vision for this recommendation, we also recommend thinking creatively and expansively when determining institutional frameworks for these academic homes to ground them in equitable and anti-oppressive governance structures, drawing on existing UTSC work in this area such as the Black Governance and Leadership Project.

3.2. The long-term goals in each case are as follows:

3.2.1. To develop a Department of Indigenous Studies and undergraduate programs in Indigenous Studies that will also draw on related courses across disciplines at UTSC.

3.2.2. To contribute to building the foundations for this vision at UTSC, the Working Circle recommends a cluster of additional Indigenous faculty hires working in Indigenous Studies and Indigenous languages, including at least one at the senior level.

3.2.3. Enhance and expand the existing African Studies program at UTSC, connecting this program to existing strengths in Black Studies and Black Canadian Studies at UTSC, and, working in partnership with the Department of Global Development Studies, the African Studies Faculty Working Group, the African Studies Student Association, and the UTSC Anti-Black Racism and Black Inclusion Advisory Committee, consider the possibility of a stand-alone Department in these areas as well as a dedicated new building at UTSC focused on Black Excellence.

3.2.4. To provide long-term foundations for African Studies at UTSC, the Working Circle recommends at least two faculty hires who identify as African and members of a racialized community, including at least one at the senior level.

3.2.5. To consider options for graduate programming that will build on growing strengths in these areas, which may include development of new collaborative specializations, fields, or programs.



3.3. In the short term, while these academic homes are being developed,

3.3.1. Establish dedicated gathering spaces for Black and Indigenous students;

3.3.2. Develop dedicated campus networks and website hubs that can provide information about and ready access to curricular and co-curricular resources for Black and Indigenous students, including information about existing courses in African Studies and Indigenous Studies, student clubs and events, and culturally appropriate supports.

3.3.3. Enhance communications and community-building opportunities to better connect Black and Indigenous faculty, librarians, staff, students and postdoctoral fellows with each other and to help build support, mentorship, and professional development opportunities.

3.4. In conjunction with the establishment of these academic homes, develop culturally appropriate supports and synergies between curricular and co-curricular experiences for Black and Indigenous students, including recruitment and retention mentorship initiatives that connect UTSC students and alumni to area middle and high schools and to Indigenous communities.

3.5. Establish dedicated scholarships, and access, recruitment, and retention supports for Black and Indigenous undergraduate and graduate students. These should include pathways that reflect UTSC's obligations to treaty partners.

3.6. Invest in library resources and research supports that anchor Indigenous knowledges and knowledge systems, Black knowledges, oral traditions, and decolonizing research methodologies and citational practices as core elements of the UTSC Library system and research infrastructure at UTSC.



4. Faculty, Librarian, and Staff Hiring

- 4.1.** Prioritize and continue to invest in hiring Indigenous and Black faculty, librarians, and staff, creating opportunities for clusters whenever possible. Working towards parity with population levels in the GTA and Canada entails a commitment to at least 8% Black faculty, librarians, and staff and at least 5% Indigenous faculty, librarians, and staff (see Appendix H). The Dean's Office at UTSC has committed to a "pathway to parity" for faculty hiring to meet parity by 2027.
- 4.2.** Anchor all hiring processes in collective accountability and commitment to the structural changes needed to create a culture of belonging at UTSC. This includes reimagining interview questions and formats and job posting language. It also entails recognition that excellence encompasses education and experience that may not necessarily follow a typical academic trajectory.
- 4.3.** Build dedicated supports and community-building opportunities for Black and Indigenous faculty and staff, with particular attention to probationary, pre-tenure, and pre-continuing status periods.
- 4.4.** Invest in on-campus Elders and traditional teachers, including kokums- or aunties-in-residence, to ensure continuous presence on campus to support and help to foster community for Indigenous students, faculty, librarians, postdoctoral fellows, and staff, and to contribute to related curricular and co-curricular initiatives.
- 4.5.** Establish dedicated language resources to support the development of Indigenous Studies, African Studies, and Global Asian Studies at UTSC.
- 4.6.** Hire a cluster of educational developers in the Centre for Teaching and Learning to support equitable, accessible, anti-racist, and anti-colonial curricular and pedagogical development at UTSC, with particular attention to Indigenous knowledges and knowledge systems, and Black knowledges.
- 4.7.** Enhance staffing and programming support resources for *AccessAbility Services*, the Equity, Diversity and Inclusion Office, the Office of Indigenous Initiatives, the Indigenous Outreach Program, the Office of Community Partnerships and Engagement, the Sexual Violence Prevention and Support Centre, and the International Student Centre.
- 4.8.** Develop leadership pathways and related mentorship and professional development supports for Black and Indigenous faculty, librarians, and staff.
- 4.9.** Invest in counselling and mental and emotional health resources that reflect the diversity of students at UTSC and can ensure culturally appropriate supports.

5 ■ Community Engagement

- 5.1.** Establish promising practices for compensating guest speakers that will:
 - 5.1.1.** Ensure consistent approaches and resourcing across the campus that value the knowledge and time of community members who are invited into courses;
 - 5.1.2.** Minimize barriers and impacts on community partners in processing honoraria;
 - 5.1.3.** Enable alternative and culturally appropriate methods of compensation.
- 5.2.** Develop foundational guidelines to support the campus in engaging with community members and partners in ways that anchor relational accountability while also recognizing that partnership-based work takes many forms at UTSC.
- 5.3.** Develop educational supports for faculty, staff, and students who are preparing to work with community partners to ensure that those relationships are built with relational accountability and sustainability in mind.
- 5.4.** Develop clear campus protocols and pathways for engaging with Indigenous Elders, knowledge keepers and communities.
- 5.5.** Develop educational supports for faculty, staff, and students to build awareness related to treaty responsibilities and accountability to Indigenous communities on whose lands the campus operates, and establish proper processes for building and sustaining relationships with treaty partners.
- 5.6.** Ensure that community-engaged work and land-based learning is valued and understood in review processes and workload assignments and in the documentation that is expected of faculty in review and promotion dossiers.
- 5.7.** Enhance resourcing in the Office of Community Partnerships and Engagement and the Office of Indigenous Initiatives to enable and support this work across the campus.
- 5.8.** Build and maintain spaces where community partners and treaty partners can be in dialogue with the campus and hold the institution accountable to commitments made.



“The passion and desire for change shown by the UTSC community has been inspiring.”

The passion and desire for change shown by the UTSC community has been inspiring. This process has highlighted unique aspects of UTSC, such as our diverse student body, and the work that our campus needs to continue, to foster an environment in which everyone feels welcome and comfortable. Our journey of learning is never-ending, and I hope the UTSC community continues to learn, relearn, and unlearn the histories and knowledges of Canada’s Indigenous people.

Taylor Tabobondung, PhD candidate, Department of Physical and Environmental Sciences, and Member of the UTSC Listening and Conversations Sub-Circle

6. Institutional Structures and Supports

6.1. Drawing on the guiding questions developed by the Institutional Resources and Supports Sub-Circle, review all existing teaching and learning resources at UTSC and related policies and processes for curriculum development, exams and assessments, and academic integrity through an equity-based, accessible, holistic, anti-racist, and anti-colonial lens. This review should also reflect the impact of policy language and implementation processes on student mental health and well-being.

6.2. Advocate for similar reviews of tri-campus and UTOAP resources, policies, and processes, particularly in cases where divisional policy is framed by tri-campus policy.

6.3. Review PTR and performance assessment structures to support and incentivize equity-based, anti-racist, and anti-colonial work. The process for requesting accounts of work undertaken should be developed so as not to inadvertently add labour to faculty, librarians, and staff whose areas of work, research, teaching, and lived experiences intersect directly with priority areas of the review.

6.4. Develop dedicated educational opportunities and supports for academic and administrative leaders at UTSC who will be guiding their units in building equitable, inclusive, accessible, anti-racist, and anti-colonial departmental cultures and related practices.

6.5. Build awareness about the crucial distinctions between Indigeneity, anti-colonialism, anti-racism and anti-Black racism, and “equity, diversity, and inclusion” and reflect these distinctions in campus structures, resources, and education for faculty, librarians, staff, and students.

6.6. Create regular forums to enable students to communicate their experiences. There is a particular need for dedicated spaces to enable racialized and international students to share their perspectives and ensure their voices are heard.

6.7. Review existing supports for international students from recruitment through graduation to ensure culturally responsive and scaffolded resources that can enable international students to thrive.



- 6.8.** Review institutional course-related timelines (e.g. timing of add and drop dates and related financial deadlines, the posting of the exam timetable, and processes for requesting religious accommodations for coursework and exams) to remove barriers and minimize delays for students.
- 6.9.** Enhance mental health supports for students at peak times of the academic term, such as midterms and exams, and ensure those supports are culturally appropriate and reflect the diversity of UTSC's student population.
- 6.10.** Strengthen professional development pathways and career preparation supports for racialized and international undergraduate and graduate students.
- 6.11.** Enhance communication and collaboration between academic departments, student services, and campus and university offices including the Equity, Diversity and Inclusion Office, the Office of Community Partnerships and Engagement, the Office of Indigenous Initiatives, the Indigenous Outreach Program, *AccessAbility* Services, the International Student Centre, the Centre for Teaching and Learning, and the Anti-Racism and Cultural Diversity Office in the creation and sharing of resources and inclusive practices.
- 6.12.** Build visible and easy to navigate reporting processes for experiences of discrimination and harassment, including microaggressions in the classroom and in course evaluations, and ensure that those processes reflect systemic support rather than placing further burdens on individuals experiencing discrimination or harassment.
- 6.13.** At departmental and administrative levels, assess what processes might be stopped, eased, or simplified and where barriers might be removed to help create the space and time for learning, unlearning, and creativity needed to undertake lasting curricular and pedagogical change.
- 6.14.** Building on conversations emerging in other campus spaces, consider establishing a Centre for Inclusive Leadership at UTSC that can connect initiatives across the campus focused on aspects of equity, accessibility, anti-racism, and anti-colonialism; build synergies and solidarities across areas like Indigenous Studies, African Studies, Global Asian Studies, Women's and Gender Studies, and Global Disability Studies; and advance creative and anti-oppressive models of leadership and governance to benefit the campus as a whole.



“The Circle developed a way of working centred on mutual respect, reducing hierarchies, and reflexivity.”

The Circle developed a way of working centred on mutual respect, reducing hierarchies, and reflexivity. One thing we learnt is that these values do not come at the expense of achieving goals—in this case to enable overdue discussions about systemic processes of exclusion. Acted upon, the findings can put UTSC at the cutting edge of anti-racist changes within the institution.

Mark Hunter, Professor, Department of Human Geography, and Member of the Landscape Review Sub-Circle

7 ■ Future of the Working Circle and Foundations for Implementation

7.1. Establish the Working Circle as a standing committee at UTSC consisting of faculty, staff, students, alumni, and community members to support the implementation of the recommended actions; facilitate ongoing spaces for cross-disciplinary mentorship, campus-wide learning, and mutual care needed to sustain this work; and centre an ongoing commitment to process as foundational to structural change in subsequent phases as this work expands.

7.2. Create terms of reference for this long-term iteration of the Working Circle, drawing on the framework and process that has guided the curriculum review so far as well and building in representation from each academic department to connect campus-wide conversations with support for unit-level work, including support for departmental EDI and curriculum committees.

7.3. Establish a regular Pedagogies of Inclusive Excellence Forum, hosted by the Working Circle, to create continued space for conversation and learning, feature pedagogical work taking place at UTSC and facilitate cross-disciplinary mentorship, and foreground the teachings of guest speakers and community members.



Pedagogies of Inclusive Excellence Fund

A substantial new fund at UTSC, the Pedagogies of Inclusive Excellence (PIE), has launched in 2022 to support the recommended actions of the Working Circle and ensure that as we look ahead to implementation there are concrete resources in place to do this work. This dedicated fund is one of three pillars contributing to transformative teaching and learning at UTSC, alongside enhanced and expanded funding for experiential and global learning initiatives and teaching enhancement grants coordinated by the Centre for Teaching and Learning. This is a significant commitment from UTSC amounting to \$1.36 million annually.

The framework of the PIE fund is guided by Working Circle recommended actions and will support the development of new courses and programs and the rethinking of existing curriculum; foster cross-departmental initiatives; support the contributions of visiting artists and educators; and recognize the time and labour that equity-based, anti-racist, and anti-colonial work entails.



It encompasses the following:

- Three full-time educational developers in the Centre for Teaching and Learning to support curricular and pedagogical work focused on Indigenous knowledges and knowledge systems, Black knowledges, anti-racism and anti-colonialism, and equity-based, holistic and accessible pedagogies;
- Direct funding to academic units to support departmental work advancing the goals of the curriculum review, to recognize the labour involved in this work, to provide support for student opportunities, and to minimize the need for small-scale grant applications;
- An application-based process to support larger cross-disciplinary projects and pilot initiatives advancing inclusive pedagogies and bridging the campus and broader community (e.g., speaker series; visiting artists, community members, and scholars; land-based learning opportunities);
- Support for the initial stages of work to establish dedicated academic homes, programs, and spaces for Indigenous and Black excellence at UTSC;
- Expanded educational resources, including the development of a central pedagogical hub, the establishment of treaty education opportunities at UTSC, and further mentorship and training opportunities for TAs;
- Dedicated awards for faculty, staff, librarians, and students recognizing contributions to advancing inclusive pedagogies and curriculum at UTSC;

- A regular campus-wide Pedagogies of Inclusive Excellence Forum hosted by the Working Circle to facilitate cross-departmental mentorship, to continue conversations and shared learning and unlearning, and to provide a space for support;
- Support for student-led forums, workshops, and knowledge-sharing events.

Departments will be expected to provide an annual update summarizing their use of PIE funding. The Dean's Office will take steps to make this update as straightforward as possible; while many updates may be narrative-based, departments are also free to make use of creative formats, including visual, story-based, or artistic elements. Departmental updates will be shared annually as a part of the Working Circle to help facilitate cross-disciplinary mentorship and learning and to ensure that as we are tracking work related to the curriculum review, the campus can also learn from it.

The initial funding structure for PIE will be re-assessed after a three-year period and adjusted if necessary to ensure sustainable support for implementation of the curriculum review recommended actions.



“Situated Knowledge” appears courtesy of the artist Aaron Jones.

Timelines and Accountability

The processes for meeting the goals and recommended actions outlined in this report must begin immediately. In some cases, our recommendations build on work that was already underway or have started to take shape during the process of preparing this report. Others will necessitate new or deepened areas of work. From the outset, the Working Circle has taken care not to rush this process. Our goal is lasting, structural change, not tokenistic add-ons. The implementation of this work will also look different in different disciplines and follow varied timelines across the campus depending on particular starting points. At the same time, timelines are important for holding us as a campus accountable to this work.

With this in mind, the Working Circle recommends the following timelines and processes to build accountability:

- **Beginning in 2022**, departments will be expected to provide annual updates on curricular and pedagogical initiatives, including new courses and program development and use of PIE funding. The process for these updates will be supported by the Working Circle and the Campus Curriculum Committee and will be structured to minimize paperwork and create opportunities for cross-disciplinary mentorship.
- Onboarding, orientation, and training processes for faculty, staff, TAs, and students represent crucial moments for establishing expectations and supports. **Beginning in 2022**, attention should be paid to programming, documentation, and processes that are provided at UTSC for orientation, onboarding, and training to ensure that they reflect UTSC's commitments to equity, accessibility, anti-racism, and anti-colonialism, and the value of diverse knowledges. Orientation and onboarding must also explicitly foreground treaty education.
- PTR and performance reviews represent similar opportunities for accountability and recognition for faculty, staff, librarians, and academic and administrative leaders. **As of the 2022-23 academic year**, these assessment processes should reflect expectations for equity-based, anti-racist, and anti-colonial work and related learning.
- **By 2025**, a date that the University has already committed to in Answering the Call: Wecheehetowin, all departments should have the named areas of priority for the review meaningfully reflected in their curriculum. For departments that are newer to this work, or that are engaged in hiring that is crucial to building these foundations, tangible steps should be taken by 2025, including educational opportunities for faculty and staff; curricular mapping; and immediate attention to pedagogical practices, where powerful changes can be made in the short term.
- **Also by 2025**, initial foundations should be in place for academic homes, programs, and spaces for Black and Indigenous excellence at UTSC.
- **By 2027**, meet minimum "pathway to parity" goals for Black and Indigenous faculty hiring at UTSC.

As we move forward, students should have explicit and regular opportunities to communicate with their respective departments about their experiences to ensure that their voices are heard, and that faculty and staff are held accountable for their ongoing work to meet the recommendations.

Finally, a foundational area of accountability in bringing these recommendations into being is to treaty partners and to the community in which UTSC is anchored. These relationships — with treaty partners, with Indigenous communities, and with local and global community partners — need to be built with awareness and care and sustained at the institutional level.

“Our goal is lasting, structural change, not tokenistic add-ons. The implementation of this work will also look different in different disciplines and follow varied timelines across the campus depending on particular starting points.”





“Let the Skyworld Shake” appears courtesy of the artist Lisa Boivin.

Artist Note

“My father had polio as an infant which left him with a mobility of impairment. When he returned home from residential school, he got on a dog sled, and all was well. He was no longer a ‘disabled’ man. He was a Dene man, enjoying a life of wellness because he was interacting with the land. Within a year, he was a champion dog musher. Back on the land he was not hindered by a medicalized notion of a mobility impairment, this determination was executed in all areas of his life.

At age 65 my father received a diagnosis of pancreatic cancer. In this image I paint the hospital as a strange garden in which disease flourishes and carries him afar. Here he powerfully transitions into the spirit world. Let the clinical flowers fall away. Let the sky world shake, for my father a Little Wolf is returning home.”

Looking Ahead

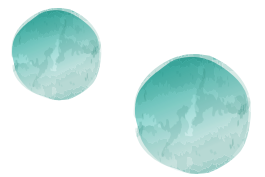
It is vitally important that this report not be seen as a final statement. It constitutes rather an important beginning: an articulation of needs and priorities focused on curriculum and pedagogy that build on existing institutional commitments and aspire to the transformational change reflected in UTSC's Strategic Plan. It is also a statement about the importance of process, of listening, of the time and care needed to undertake meaningful change, of learning, of accountability, and of necessary discomfort, as we move as a campus into the implementation of these recommended actions.

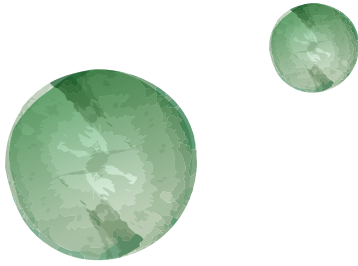
Immediate steps already underway in 2022 include the following:

- the launch of the Pedagogies of Inclusive Excellence fund;
- the hiring of a cluster of three full-time educational developers focused on equitable, accessible, anti-racist, and anti-colonial pedagogies at the Centre for Teaching and Learning;
- the development of a resource hub for equitable, accessible, anti-racist, and anti-colonial pedagogies and curriculum development;
- the establishment of the long-term iteration of the Working Circle;
- the establishment of a working group to review compensation processes for guest speakers;
- the establishment of working groups to lay the foundations for future academic programs, homes, and spaces for Indigenous and Black Excellence.

At the same time, the sharing of this report represents an important call to all members of the UTSC community to take up these recommendations in your own professional and pedagogical spaces. The hopes and expectations for the outcomes of this process are, as they should be, high. We envision a future where all members of the UTSC community will thrive; where our students will see the richness of their experiences fully reflected and valued in their education; where inclusive excellence in curriculum, teaching, and learning at UTSC is grounded in equitable, accessible, anti-racist, and anti-colonial structures and processes; where Black and Indigenous excellence are anchored and flourishing; and where truth and awareness of treaty obligations and responsibilities have prompted accountability, relationship, and reconciliation. In order to succeed, this work must be collective, extend to all areas of the campus, and be attentive to structure and process as foundational to long-term, meaningful change.

The Working Circle is grateful to have been entrusted with the first stages of the curriculum review. This report is ultimately a living document, and we invite your feedback and your contributions as we work together to bring these recommendations into being. Comments can be sent at any time to curriculum.utsc@utoronto.ca or submitted via the feedback form on [the website that accompanies this report](#). As this phase of our circle process comes to a close, we look forward to continuing to learn in dialogue with faculty, librarians, staff, students, alumni, community members, and treaty partners.





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The PDF version of the Appendices can be accessed on the [curriculum review website](#).



Report designed by Chelsea Alphonso.



APPENDIX A:

GUIDING QUESTIONS AND INSTITUTIONAL RESOURCES

Guiding Questions and Institutional Resources

Developed by the Sub-Circle on Institutional Resources and Related Supports.

The following guiding questions are intended as a stand-alone tool to be used by any unit or office at UTSC when developing or revising institutional resources. It offers a series of questions and prompts for resource developers to keep in mind in order to ensure that Black and Indigenous knowledges, racialized, international, intercultural and disability perspectives are integrated as foundational to institutional resources at UTSC. This is a living document and ongoing feedback and suggestions for improvement are welcome.

I. General Information: Type of Resource/Location/Audience

- Where can this resource be found? Where is it located (URL)?
- Who is the ideal, imagined audience for this resource?

II. Representation

- Who does this resource center? How are they represented?
- What assumptions does this resource make about the audience's background, culture, religion race, class, identities, and experiences?
- Whose voices, norms, values and perspectives are privileged in these resources and whose are not?
- Are Indigenous ways of knowing and knowledge systems represented in this resource?

If not, how can this resource represent Indigenous ways of knowing and knowledge systems (where applicable)?

- Are Black knowledges represented in this resource?

If not, how can this resource represent Black knowledges (where applicable)?

- Are racialized perspectives, international and intercultural perspectives represented in this resource?

If not, how can this resource represent racialized perspectives and international/intercultural perspectives (where applicable)?

- Does the resource depict stereotypes of disability? Does it invoke pity, are they a burden, only with limitations, dangerous, super-human overcoming disability, inferior, etc. Does the resource promote or enhance the portrayal of disability?

If not, how can this resource promote or enhance the representation of disability (where applicable)?

- Whose genders and relationships are privileged in these resources and whose are not? What steps can be taken to represent underrepresented genders and relationships?

How can this resource promote or enhance the representation of gender diversity (where applicable)?

III. Knowledge

- To what extent does this resource draw on knowledge from equity-deserving groups, including histories, voices, and cultures?
- [“The intersection of different voices and perceptions is what produces knowledge”](#). (“Indigenous Ways of Knowing,” OISE)
- Knowledge is transmitted orally and in written form

Positionality:

- Who is the source of the knowledge?
- How or does the background of the researchers, authors, filmmakers shape their approach and methods? Does this perpetuate colonialism, racism, anti-Blackness and ableism or address these topics?
- How or does the background of the researchers, authors, filmmakers cause feelings of discomfort and or exclusion for individuals and or groups? How is this addressed? Is this transparent and noted as a methodological limitation?
- What sources are considered legitimate and does the assessment of legitimacy consider how knowledge is transferred in different communities?
- Are resources available with localized content and meaning to represent and appreciate the land we are situated on?
- Are there first-person narratives?
- Do the resources value Indigenous knowledge across all disciplines?

How can positionality in this document be improved?

Difficult dialogues:

- Does this resource support the need for difficult dialogues on colonialism, racism, and anti-Blackness for the growth of social justice?
- Does this resource support the need for difficult dialogues on ableism and for the growth of social justice?

If not, how can this resource support the need for difficult dialogues on colonialism, racism, anti-Blackness and ableism and for the growth of social justice?





Binaries:

- Does the perspective of the resource deny the legitimacy of other languages, perspectives, and sources of knowledge?
- Does this document construct and entrench binaries, including us/them, White/other, oppressed/oppressor, light/dark (unpack which people and or cultures represent “darkness”).

How can these binaries be disrupted?

Intersectionality:

- Does this document acknowledge the complexity of identities, including race, gender identity, ability, religious beliefs, class, privilege, bias, and subsequent compounding experiences?

If not, how can this resource acknowledge the complexity of identities?

- Is there a diverse range of perspectives, knowledge and experience represented? Is a collaborative interdisciplinary approach taken?

IV. Language, Images, and Art

- Are inclusive language, images, and art used throughout this resource?
- Do the language, images, and art represent the equity-deserving groups’ descriptors of their people and communities?
- Are gender-inclusive language, images, and art used?
- Do language, images, and art used in this resource acknowledge Indigenous ways of knowing and knowledge systems, Black knowledges, racialized perspectives, international and/or intercultural perspectives?
- Does the resource acknowledge the diverse perspectives within diverse perspectives?
- Does the language represent oppressed people as the problem rather than the system or situation that has oppressed them? Does the resource use deficit-based language where disability is centred on the person as being the “problem”? How does language position students with disabilities with intersecting identities in the classroom?
- Does the resource use person first language (person with a disability), does it also acknowledge identity first for those for whom this is a preference (e.g., autistic person)?
- Does this resource support the need for dialogue on language?

How can language, images, and art be improved in this resource?



APPENDIX B:

KEY CONSIDERATIONS FOR COMPENSATION/RECOGNITION





Key Considerations for Compensation/Recognition

Written by members of the Working Circle's Sub-Circle on Community Listening and Engagement

This is part of the larger Community Listening and Engagement Sub-Circle's report to the Curriculum Review Working Circle and summarizes one aspect of our work this year. This document contains a summary of our discussions about community contributions to UTSC, with a focus on key considerations for compensation and/or payment. We conclude by calling for the creation of specific recommendations for UTSC by 2022, in order to mitigate some of the challenges we raise here.

Community Contributions

Our sub-circle has been in conversations about how community members, organizations and other non-university employees are compensated, recognized, or included when they contribute to projects and initiatives at UTSC. These conversations arise in part because in addition to feedback received by the Working Circle as a whole our sub-circle members have had a number of personal experiences engaging with community members on different terms, and issues of compensation and payment have been challenging.


Examples of the types of activities that community members perform at the University include being guest speakers in courses and at events; cultural or art workshops; workshop facilitation, or as community partners in projects. These contributions enhance student experiences, add value to courses, and these activities align with UTSC values in terms of experiential learning and strong community partnerships. Additionally, community members' participation in the university community helps to provide local connections for students, and creates opportunities for future relationships.

The issue of compensation has been at the centre of our conversations because issues around payment are frequent, and the inconsistencies have a negative impact on relationships and make some community members reluctant to work with the university.

The impact of leaving this issue unaddressed will lead to increased distrust from community members. In the larger context of Truth and Reconciliation, it is harder to achieve the goals and to create positive community relations when individual community members encounter difficulties in getting paid by the university or when they feel underpaid or undervalued.

Current UTSC Compensation and Recognition

There are no clear university-wide practices with respect to how much community members are paid for various duties, and we have seen inconsistencies between departments that cause problems.



For example, an Indigenous scholar delivered a guest lecture in March 2021 and requested that their speaker fee be paid to the organization they represent. The funding to pay for this speaker's contribution to the course (which included consultation before and after, including about a related course assignment) came through a Teaching Enhancement grant in the Centre for Teaching and Learning.

However, CTL is unable to pay a not-for-profit or charity directly – there are policies in place that made this clear, even though CTL staff wanted to be helpful. However, the faculty member could pay the not-for-profit through a cheque if the funds came through their Department, which has different policies for payment to not-for-profits. Unfortunately, this meant that the funds would not be reimbursed, and had to be paid out of the faculty member's research account. It would then in turn be ineligible for reimbursement through the CTL Teaching Enhancement grant. The faculty member chose to do this in order to maintain the relationship and to act 'in a good way' with respect to the work and emotional labour that the guest speaker has already contributed.

In another example, an Indigenous artist had their payment delayed for several months because they were intimidated by the amount and detail required in the paperwork.

In a third example, an Indigenous artist has written to say they will no longer be working with UofT because of the payment issues.

Guest lecturers have requested a simplified and more efficient payment process, because often times they are unable to print, scan and email back a form that requires signature. The information required on the Small Traders' form used by the University of Toronto to process payments has also caused issues for Indigenous speakers in particular.

Some of the areas in which we have identified challenges include:

1. Consistency:

There is inconsistent policy regarding what type of entities can be paid and how. For example, some departments/units seem to be able to pay a speaker's fee to a not-for-profit organization, while in other cases, this seems to be against financial rules and all payments must go directly to individuals. There is also uncertainty among faculty and staff about appropriate fees for some activities, and there is no resource suggesting what people should be paid.

2. Bureaucracy:

The process of printing/scanning/filling out forms can be cumbersome and challenging for some community members. The process involves many steps, and the payee is often removed from direct contact with the administrator who processes honoraria and payments. Forms are often PDF (rather than online/fillable) and require some degree of technical skill, and/or access to a printer/scanner to complete. The process often takes 2-3 months (8+ weeks) before the payee receives payment from the university. There are questions about the appropriateness of asking for SIN from some community members, and also issues for residential school survivors who are often seniors on limited incomes and who are reluctant to

accept additional pay. Many community members connect with the university through existing personal relationships, and these can be damaged when they have to participate in processes that are unfamiliar and in which they have little control.

Another issue that has caused some tension is that any community member who works with UTSC more than once in a term (in some departments) is required to be paid through the creation of a short term contract, with an hourly wage. This contract model does not 'fit' with how traditional teachers and knowledge keepers should be paid and requires more flexibility.

3. Gifts:

In many cultural traditions, it is appropriate and expected that a gift of thanks is presented to a guest. Often at University events, it is custom to give a UofT branded gift: a shirt, mug, notebook, or something similar. In many Indigenous traditions, and in the Anishinabek nation (on which UofT sits), traditional tobacco is presented at the time that a request is made. We recommend that the University learn, articulate and practice the gifting of traditional tobacco for any Indigenous person, as it is an important act of reconciliation to maintain the cultural practices that were common to the territory that the University sits on today. These practices were made illegal under the Indian Act culture ban but are still common in communities. We recommend that the university make traditional part of any/all requests to Indigenous people. By 2022, UTSC should have its own source of traditional tobacco available to anyone on campus who needs it, as part of the UTSC Gitigan (Indigenous Garden) at the UTSC Campus Farm.

Summary:

Community members and organizations come with a range of expertise and play different roles at UTSC, from supervisory roles for student internships, to guest speakers, to program and project partners, and other roles. There are as many possibilities for roles and duties as there are ways to compensate community members, and there is no clear policy to structure these interactions (nor are we suggesting that a single policy is necessarily the best approach for solving the problem).

Ultimately, while this report raises a number of issues and challenges, we are hesitant to put forth recommendations in most areas, as we know that financial policy and internal administrative practices are beyond the scope of our research and workload, and not part of our expertise as scholars and staff. Upon reflection, the institutional distance between financial administration and the faculty or staff who work directly with community members is of the challenges of this work, especially with respect to partnerships with Indigenous, racialized, and/or working-class communities.

We recommend that further discussions be had about guidelines for payment. In particular, we raise the concern that the additional burdens of doing emotional labour and/or sharing of cultural knowledge should be considered when structuring compensation for community members who come from marginalized and oppressed communities.

Conclusion and Recommendation:

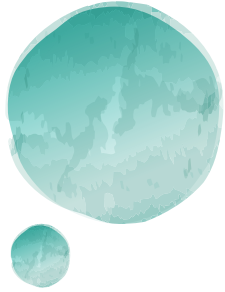
UTSC can improve on policies and procedures that lay out how community members are compensated, and we can learn from other institutions and from our community partners about potential best practices for our institution. Future conversations should focus on addressing consistency, bureaucracy, and gift-giving.

We recommend in 2022 the creation of a process to assess these issues that will be grounded in recommendations addressing systemic oppression of underrepresented communities, specifically Indigenous and Black communities.

The issue of payment to Indigenous community members continues to cause tension between the institution and communities. These issues are also damaging the reputation of the institution in terms of its engagement with and accountability to Indigenous people, Black people and racialized communities.

Note: we have drawn on the [U of T Anti-Black Racism Task Force recommendations](#) and the [City of Toronto's Action Plan to Confronting ABR](#) as sources of information in this section.





APPENDIX C:

ANNOTATED BIBLIOGRAPHY AND TERMINOLOGY RESOURCES



Annotated Bibliography and Terminology Resources

Written by Rebecca Lennox (Research Assistant and PhD Candidate in Sociology) in dialogue with the Working Circle.

Alexander-Floyd, N. G. (2012). Disappearing acts: Reclaiming intersectionality in the social sciences in a post-Black feminist era. *Feminist Formations*, 24(1), 1–25.

Keywords: Black feminism; intersectionality; postfeminism; post-race; social sciences

Notes: This article may be of particular interest to faculty teaching courses on feminist theory, gender, or social research methods.

In her influential article “Disappearing Acts: Reclaiming Intersectionality in the Social Sciences in a Post-Black Feminist Era,” Nikol Alexander-Floyd illuminates the ways in which contemporary social science misappropriates the writing of Black feminists. As originally conceived, intersectionality analyzed the lived experiences of women of color. Focusing on the interplay of race, gender, and class, intersectionality held the emancipatory aim of ending gendered racism and racialized sexism. Despite its stated focus on women of color, intersectionality has been extended beyond its race-class-gender focus in contemporary social science. Today, the framework is ascribed to projects addressing a variety of social categories, such as sexual orientation, age, and dis/ability. As the framework is generalized, Black women are disappeared both as the intellectual foremothers of intersectionality and as subjects of intersectional research. This universalizing research trajectory, Alexander-Floyd argues, enacts symbolic violence against women of color by misappropriating intersectionality. Thus, scholars who are not centering women of color in their research should develop new terms—distinct from “intersectionality”—to describe their projects.

Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford Law Review*, 43(6), 1241–1299.

Keywords: Black feminism; intersectionality; feminism; anti-racism; violence against women

Notes: This article may be of particular interest to faculty teaching courses on feminist theory, gender, violence, or activism.

Kimberlé Crenshaw’s article “Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color” is one of the inaugural writings on intersectionality. In it, Crenshaw uses the term “intersectionality” to describe Black women’s interlocking experiences of race and gender oppression. These experiences, Crenshaw discusses, are rendered invisible in both white feminist politics and male-dominated anti-racist movements. Focusing her discussion on two common forms of gender-based violence—battering and rape—Crenshaw

then discusses three distinct forms of intersectionality. The first, *structural intersectionality*, addresses how racism and sexism intersect to render racially marginalized women's experiences of violence qualitatively distinct from white women's. The second, *political intersectionality*, illuminates the ways in which both feminist and anti-racist organizing have marginalized the issue of violence against women of color. The third, *representational intersectionality*, examines how women of color are represented in popular culture and the ways in which these representations frequently render the interests of women of color invisible. Crenshaw concludes by discussing the transformative potential of intersectionality for anti-racism and feminism, noting how careful attention to the intersection of sexism and racism can engender new, meaningful collaborations between men and women of color.

Gaudry, A., & Lorenz, D. (2018). Indigenization as inclusion, reconciliation, and decolonization: Navigating the different visions for Indigenizing the Canadian academy. *AlterNative: An International Journal of Indigenous Peoples*, 14(3), 218–227.

Keywords: indigenization, decolonization, reconciliation, Canada, university, academy

Notes: This article may be of particular interest to university administrators, and to faculty teaching courses on Indigenous topics, institutional change, or colonialism.

In their article "Indigenization as Inclusion, Reconciliation, and Decolonization: Navigating the Different Visions for Indigenizing the Canadian Academy," Adam Gaudry and Danielle Lorenz present the findings of twenty-five surveys distributed to Indigenous faculty and their allies at Canadian universities along with secondary literature on Indigenization. Noting that the term "Indigenization" became common in Canadian universities after the Truth and Reconciliation Commission's Calls to Action were released in 2015, the authors identify divergent uses of the term, and posit a three-part spectrum of indigenization. At one end of this spectrum is *Indigenous inclusion*, an approach to indigenization that begins and ends with increasing the number of Indigenous students, faculty, and staff at Canadian universities. In the middle of the spectrum is *reconciliation Indigenization*, an approach that promotes conversations about what counts as knowledge in academic settings, how Eurocentric and Indigenous ways of knowing can be reconciled, and what ethical relations between researchers and Indigenous communities might look like. At the far end of the spectrum is *decolonial Indigenization*, which envisions the radical transformation of the academy with the goal of balancing power relations between Indigenous and non-Indigenous people. The authors note that, although most universities promote decolonial indigenization, they have in practise ended indigenization with Indigenous inclusion. Given this, the authors advocate treaty-based and resurgence-based decolonial Indigenization as necessary steps toward the substantive Indigenization of Canadian universities. While a treaty-based approach advocates the use of treaty frameworks for university administration, a *resurgence-based* approach centers Indigenous knowledges, ways of knowing, and experiences.



Kovach, M. (2009). *Indigenous Methodologies: Characteristics, Conversations, and Contexts*. Toronto, ON: University of Toronto Press.

Keywords: Indigenous methodologies; dual accountability; knowledge; power; mentorship; Indigenous graduate student research

Notes: Chapter 9 may be of particular interest to faculty mentors of graduate students, and to faculty teaching courses on theory, qualitative methods, or philosophies of science.

In Chapter 9 of her book *Indigenous Methodologies*, entitled “Situating Indigenous Research Within the Academy,” Margaret Kovach discusses the ways in which non-Indigenous university researchers can support the work of their Indigenous colleagues. For example, when working with Indigenous graduate students, non-Indigenous faculty can show appreciation for the responsibility of dual accountability, or the experience of Indigenous graduate student researchers who feel accountable both to the academy and their own communities. More generally, non-Indigenous researchers can support the work of their Indigenous colleagues by critically examining whiteness and power, and their effects on research with Indigenous communities; learning the history of Indigenous communities as they relate to academic research; reconceptualizing relationships with Indigenous communities as partnerships; and committing to growing Indigenous scholarship by providing concrete guidance on, for example, publishing Indigenous writing or writing grant applications to funding bodies.

Tuck, E. (2009). *Suspending damage: A letter to communities*. *Harvard Educational Review*, 79(3), 409–427.

Keywords: community-based research; damage-centered research; desire-centered research; Indigenous communities; social science

Notes: This article may be of particular interest to qualitative researchers in Women’s and Gender Studies, Sociology, Social Work, and Education, and to faculty teaching courses on social research methods.

In her article “Suspending Damage: A Letter to Communities”, Eve Tuck discusses *damage-centered research* as a hegemonic mode of inquiry in social science in which researchers engage with communities impacted by colonialism, racism, and poverty only to document pain, oppression, and dysfunction. After visiting a disenfranchised community and documenting its damage, the researcher writes up said community’s pain as evidence for necessary political, social, or economic change. In this model, Native communities have been statically represented as broken—a brokenness that only the knowing researcher can render legible to a putatively benevolent middle-class bureaucrat to correct. Noting that this peculiar mode of inquiry functions as unquestioned orthodoxy in social science, Tuck encourages so-called “damaged” communities to put a moratorium on *damage-centered* work. She proposes *desire-centered research* as an alternative that refuses to be complicit in the representation of entire communities as broken, and that focuses instead on self-determination, agency, and resistance.

Tuck, E., & Yang, K. W. (2012). Decolonization is not a metaphor. *Decolonization: Indigeneity, Education & Society*, 1(1), 1–40.

Keywords: decolonization; settler colonialism; settler moves to innocence; incommensurability, Indigenous land; decolonizing education

Notes: This article may be of particular interest to faculty teaching courses on education, social justice, colonization, and institutional change.

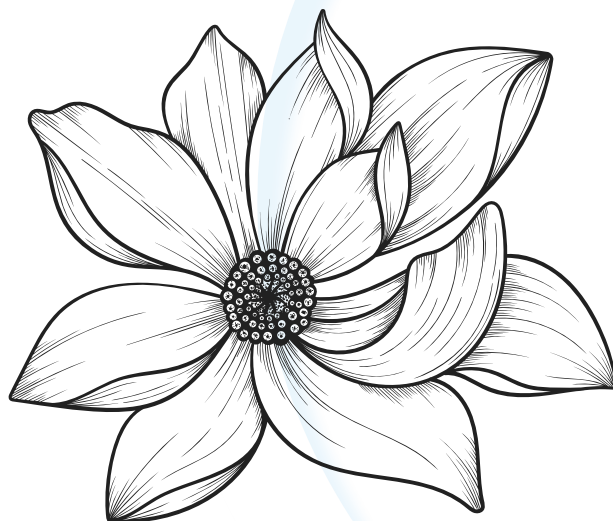
In their article “Decolonization Is Not a Metaphor,” Eve Tuck and K. Wayne Yang identify the use and misuse of the term “decolonization” in contemporary academic research and pedagogy. Noting that decolonization involves the return of stolen land from settlers to Indigenous communities, Tuck and Yang describe the puzzling attribution of “decolonization” to various critical, anti-racist, and social justice-related research programs that do not propose the return of stolen land. While not disputing the importance of academic work that operates from a critical, feminist, or anti-racist lens, the authors describe their profound uneasiness with the ways in which the misappropriation of the term “decolonization” functions to re-center whiteness and Eurocentric knowledge production, all the while stating a commitment to the otherwise. Tuck and Yang then identify a broad range of settler moves to innocence in which settlers employ a variety of discursive strategies to relieve white guilt about colonialism, all the while failing to surrender any of their privileges. These varied settler moves to innocence include settler nativism; fantasizing adoption; colonial equivocation; conscientization; at-risk-ing and asterisk-ing Indigenous peoples; and re-occupation and urban homesteading. The authors conclude by unsettling the innocence of transnationalist, abolitionist, and critical pedagogy movements, all of which, like the misuse of the term “decolonization” and the aforementioned settler moves to innocence, envisage a form of social justice in which the settler state remains intact.

Walcott, R. (2018). Against social justice and the limits of diversity: Or Black people and freedom. In E. Tuck & K. W. Yang (Eds.), *Toward What Justice? Describing Diverse Dreams of Justice in Education*. (1st ed., pp. 85–100). Routledge.

Keywords: diversity; people of color (POC); anti-Blackness; academy; university; social justice

Notes: This book chapter may be of particular interest to university administrators, and to faculty teaching courses on anti-Blackness, institutional change, racism, or social justice.

In his book chapter “Against Social Justice and the Limits of Diversity,” Rinaldo Walcott identifies “people of color” and “diversity” as obscuring terms that lack specificity and create false equivalences between distinct groups of marginalized people. As such, these terms lack potential to destroy anti-Black racism. Noting the frequency with which the terms “people of color” and “diversity” are deployed in the contemporary academic context, Walcott argues that the university is structurally anti-Black. He defines anti-blackness as “a structure and a set of practices...that are fundamentally conditioned to offer blackness no way in” (p. 89). Discussing the growing tendency of anti-racist education and change-making on university campuses to collapse multiple marginalized identities (for example, Indigenous, Black, female, and LGBTQ) within the obscuring language of “diversity”, Walcott challenges faculty and administrators to rearticulate their commitments to anti-racist work in terms that cease the flattening of differences between distinct groups of social actors.



APPENDIX D:

LANDSCAPE REVIEW REPORT

FALL 2021



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Background

The Landscape Review sub-circle was tasked with assessing the existing curricular context at UTSC with respect to the prioritization of inclusive, accessible and anti-racist pedagogies, and with a particular emphasis on Indigenous knowledges and knowledge systems, Black knowledges, and racialized perspectives. The sub-circle conducted both internal (UTSC-focused) and external (outside-focused) curricular assessments.

The internal assessment consisted of 1) a keyword-based analysis of terms related to the curriculum review in course titles and descriptions for all UTSC courses and 2) a Landscape Review survey distributed to all faculty via their departments, as well as (in an adapted form) to other relevant units at UTSC, including the Library, the Centre for Teaching and Learning, and the Doris McCarthy Gallery.

The external assessment researched and compiled curricular and pedagogical models developed at other universities in Ontario and across Turtle Island that might be relevant to UTSC. This included research institutions structurally comparable to the University of Toronto and institutions with a strong focus on Indigenous knowledges and knowledge systems, Black knowledges, and racialized perspectives, including historically Black institutions in the United States.

The following report is a condensed version of the Landscape Review Report. The full report can be made available upon request.



Keyword-Based Analysis

As introduced previously, the keyword-based analysis examined over 1900 UTSC courses for one or more specified keywords related to one or more areas of the curriculum review (see above) in either the course title or calendar listing.

This exercise yielded the following findings:

Slightly fewer than one in three UTSC courses are focused on content engaging directly with one or more areas of the curriculum review. A relatively small number of these courses appear to consider Black or Indigenous knowledges and knowledge systems. Of UTSC's 1911 courses, 554 (29%) included one or more of the keywords in the course title or calendar listing. Only 97 (5%) included a keyword relating to Black or Indigenous knowledges. The breakdown of courses with one or more of the keywords in either the course title or calendar listing is A: 5%; B: 27%; C: 44%; D: 24%. This suggests that students are most likely to encounter content engaging directly with one or more areas of the curriculum review at the C level, and very few students have the opportunity to take courses directly connected to these areas in their first year (Figure 1).

While there are a smaller number of A-level than other-level courses on campus (i.e., 9% of all courses are A-level compared to 24% at the B-level, 40% at the C-level, and 29% at the D-level), A-level courses are still least likely to include one or more of the keywords in the course title or calendar listing. Only 15% of all A-level courses do so, compared to 33% at the B-level, 31% at the C-level, and 25% at the D-level.

Courses Related to One or More Areas of the Curriculum Review by Level (n=554)

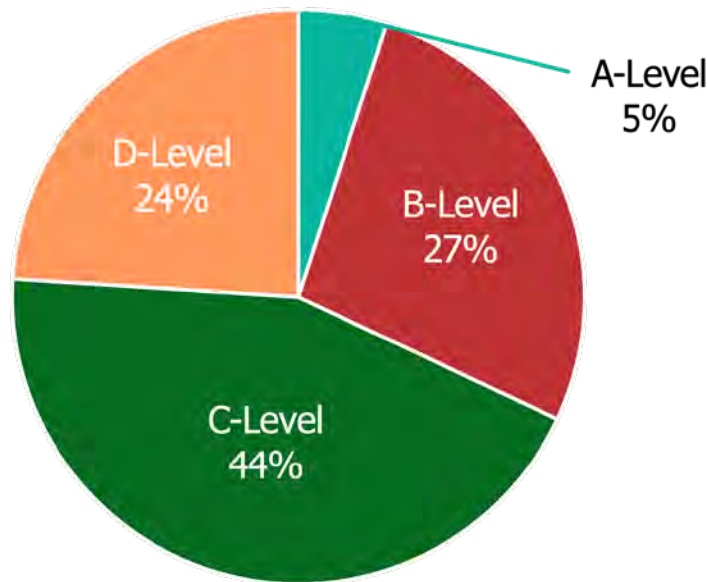


Figure 1. Students are most likely to encounter courses with content engaging directly with one or more areas of the curriculum review at the C level.

The keyword-based analysis also shows that more than nine out of ten courses that include one or more of the keywords in the course title or calendar listing, and therefore likely engage directly with one or more areas of the curriculum review, are in the Social Sciences and Humanities (Figure 2). Social Sciences has the highest proportion (48%) of such courses (Figure 3).

Location of Courses Related to One or More Areas of the Curriculum Review

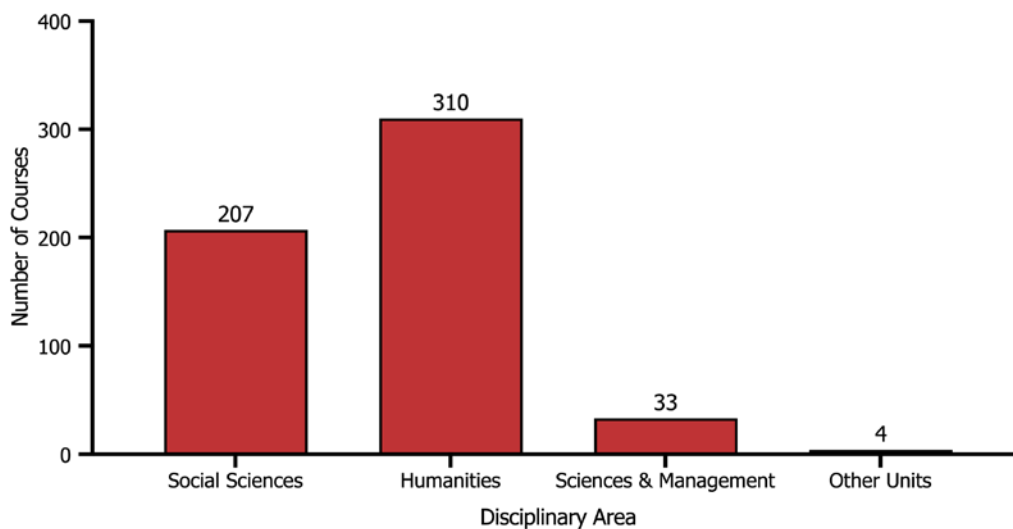


Figure 2. The breakdown of these courses by disciplinary areas is Humanities: 310 courses; Social Sciences: 207 courses; Sciences and Management: 33 courses; Other Units: 4 courses.

Proportion of Courses Related to One or More Areas of the Curriculum Review

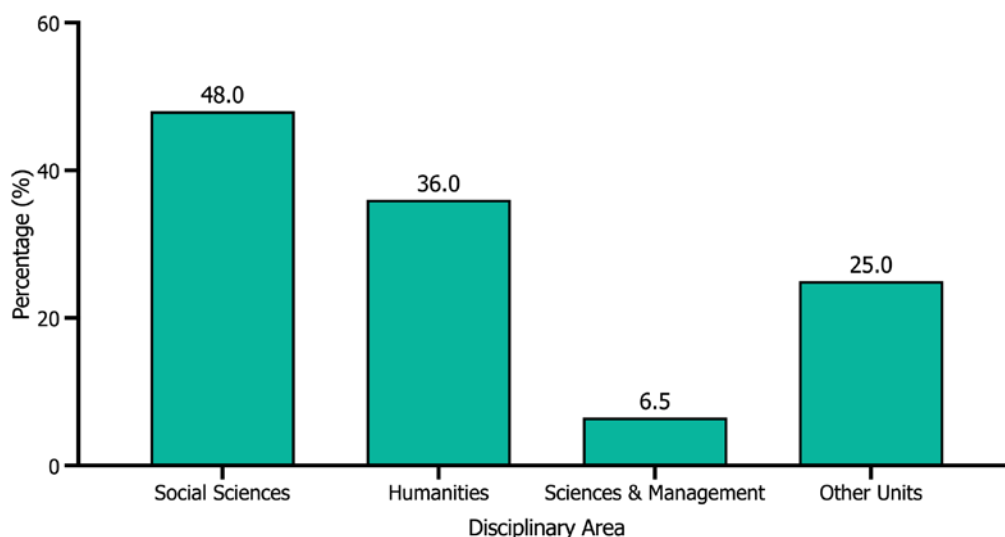


Figure 3. Social Sciences has the highest proportion of courses with content engaging directly with one or more areas of the curriculum review (48%).

We underscore that, while the keyword-based analysis is useful for showing general patterns because it considers all UTSC courses, it is a high-level tool that is unable to fully reflect pedagogical and curriculum choices within the classroom. The internal landscape review survey, described in detail below, deepens and nuances our understanding on these matters.

Internal Landscape Review Survey

The UTSC Campus Curriculum Review Landscape Survey (“the survey”, hereafter) was sent to faculty members, department chairs and directors, librarians, and teaching staff. The survey consists of three sections:

- Section 1 (Questions 3–8) focuses on pedagogy and course delivery.
- Section 2 (Questions 9–14) focuses on course content.
- Section 3 (Questions 15–21) asks about support from the University in inclusive, accessible and anti-racist pedagogies, Indigenous knowledges and knowledge systems, Black knowledges, racialized perspectives, international and intercultural perspectives, and intersectionality.

We received 158 responses, of which 20 were from chairs and directors and the remainder from faculty members, librarians, and teaching staff. In the following analysis, we group the 20 departments and units into the 4 disciplinary areas noted above (Humanities, Social Sciences, Sciences & Management, and Other Units). Table 1 provides the breakdown of respondents by major disciplinary area.

Table 1. Number of Respondents by Disciplinary Area (N= 158).

Disciplinary Area	Total Respondents
Humanities	54
Social Sciences	40
Sciences and Management	43
Other Units	21

A total of 474 courses were reported in the survey: 201 courses from Humanities; 105 courses from Social Sciences, 109 courses from Sciences & Management, and 59 courses from other units. Table 2 summarizes the distribution of courses reported by discipline and level of study.

Table 2. Breakdown of the number of courses reported by discipline and by course level.

	Campus	Humanities	Social Sciences	Sciences & Management	Other Units
Campus	474	201	105	109	59
A-Level	37	18	7	9	3
B-Level	154	78	26	25	25
C-Level	182	74	44	45	19
D-Level	91	31	26	27	7
Graduate Course	8	0	0	3	5
Other (no course code)	2	0	2	0	0

Methods and Data

The survey was designed such that respondents were given “select all that apply” questions on key topics (such as pedagogical approaches that engage with equity, diversity, and inclusion; Indigenous knowledges and knowledges systems and anti-racist pedagogies; and Black knowledges and anti-racist pedagogies), followed by questions that allowed for open-ended, text-based responses.

Open-ended, text-based responses to the survey were coded descriptively by two graduate student research assistants who met regularly throughout the coding process to compare codes, ensure consistent application of the codes, and modify the codebook as necessary. The coding focused on sorting respondent answers into descriptive categories identified in the survey (for example, “pedagogy,” “course content,” and “existing EDI-related departmental initiatives”). All coding was completed using *NVivo* 12. The full codebook is given in Appendix A.

Survey respondents’ answers to open-ended survey questions were coded: 1) non-exhaustively, and 2) based on participants’ own understandings. That is, information provided by respondents that was not directly relevant to the survey foci (e.g., additional material on courses not directly related to inclusive, accessible and anti-racist pedagogies, Indigenous knowledges and knowledge systems, Black knowledges, racialized perspectives, international and intercultural perspectives, and/or intersectionality) was not coded. Secondly, since some survey terms—specifically, “racialized perspectives” and “international and intercultural perspectives”—are open to interpretation, we coded responses to these categories only when these terms were explicitly used by respondents. For example, if a respondent discussed inviting an Indigenous guest speaker into the classroom but did not use the language “racialized perspectives” in their response, the response was only coded to “Indigenous knowledges, knowledge systems, or content” (conversely, if they mentioned an Indigenous guest speaker as an explicit means of bringing a racialized perspective into the classroom, the response was coded both to “Indigenous knowledges, knowledge systems, or content” and “racialized perspectives”).



Section 1 of the survey focused on pedagogy and course delivery. The number of responses received was 152; 6 respondents did not teach, so they would not have completed this section of the survey. Of those who completed Section 1, 52 (34.2%) came from Humanities; 40 (26.3%) from Social Sciences; 42 (27.6%) from Sciences & Management, and 18 (18.8%) from other units.

In this section, we summarize pedagogical interventions currently in use by UTSC faculty and staff which prioritize one or more of the survey foci: Black knowledges, experiences, or content; Indigenous knowledges, knowledge systems, experiences, or content; equity, diversity, and inclusion (EDI); accessibility and/or inclusion; international and intercultural perspectives; and racialized perspectives. Specific examples of pedagogical approaches and resources that can be applied across disciplinary areas can be requested.

We start by providing an overview of the responses to questions on pedagogical approaches related to equity, diversity, and inclusion (Question 3); Indigenous knowledges and knowledge systems and anti-racist pedagogies (Question 5); and Black knowledges and anti-racist pedagogies (Question 7).

Question 3 asked about pedagogical approaches used in course(s) to engage with equity, diversity, and inclusion (EDI), including accessible pedagogies. Figure 4 shows the breakdown of the number of responses by disciplinary area for all choices.



Pedagogical Approaches Used to Engage with Equity, Diversity and Inclusion (n=152)



Figure 4. Breakdown of the number of responses to Question 3 by disciplinary area.

Note: Item #3 is as follows: "I plan lectures, tutorials, and seminars that reflect diversity in the classroom by including perspectives from diverse voices in my field and by acknowledging discrimination faced by different groups of students, including LGBTQ2S+ students and students from marginalized communities."

The result shows that the majority of faculty, librarians, teaching staff, chairs and directors work with AccessAbility Services to provide accommodations for students registered with the latter. The lower percentage reported for Other Units likely reflects the fact that these units typically play a supporting role in course delivery while course accommodations for students registered with AccessAbility are usually handled by the faculty member teaching the course. In addition, a relatively high percentage of respondents indicated that they are aware of the diverse backgrounds in our student body and seek ways to further help those who would benefit from additional supports. However, the level of engagement with the Equity, Diversity, and Inclusion Office (EDIO) remains low, as do opportunities for students to engage with, and learn from, diverse cultures. These might be areas that need additional focus.

Question 5 asked about pedagogical approaches adopted in course(s) to engage with Indigenous knowledges and knowledge systems and anti-racist pedagogies. Figure 5 shows the breakdown of the number of responses by disciplinary area for all choices.

Pedagogical Approaches Used to Engage with Indigenous Knowledges and Knowledge Systems and Anti-Racist Pedagogies (n=152)

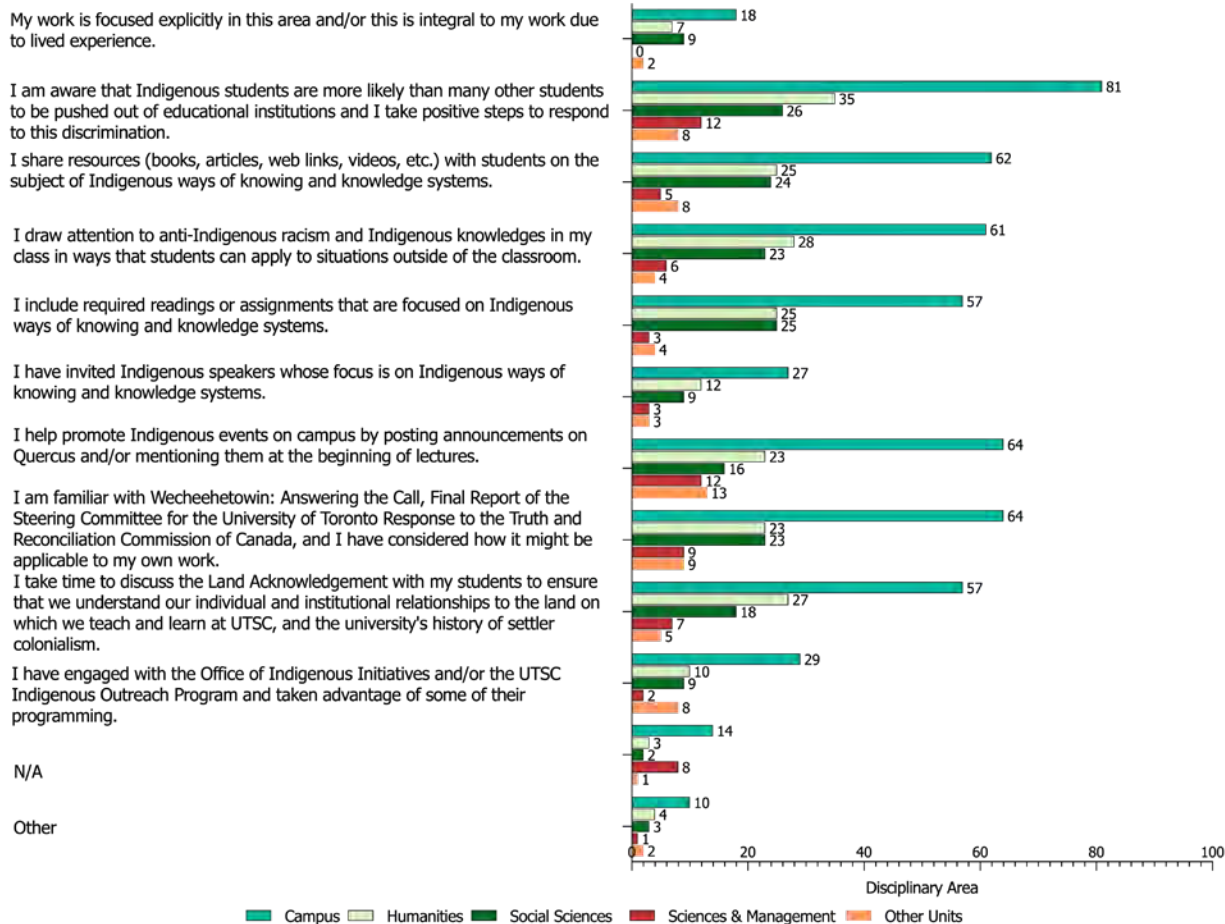


Figure 5. Breakdown of the number of responses to Question 5 by disciplinary area. (n=152)

The result shows that slightly more than half of faculty, librarians, staff involved with teaching, chairs and directors at the institutional level are aware that Indigenous students are more likely to be pushed out of educational institutions and are “tak[ing] positive steps” to address this discrimination. The level of engagement with the Office of Indigenous Initiatives and/or UTSC Indigenous Initiatives was low, however. In addition, only 18 people (12% overall) identified their work as directly related to Indigenous knowledges and knowledge systems and/or noted that Indigenous knowledges and knowledge systems are integral to their work due to lived experience.

Question 7 asked about pedagogical approaches adopted in course(s) that engage with Black knowledges and anti-racist pedagogies. The results can be found in Figure 6.



Pedagogical Approaches Used to Engage with Black Knowledges and Anti-Racist Pedagogies (n=152)

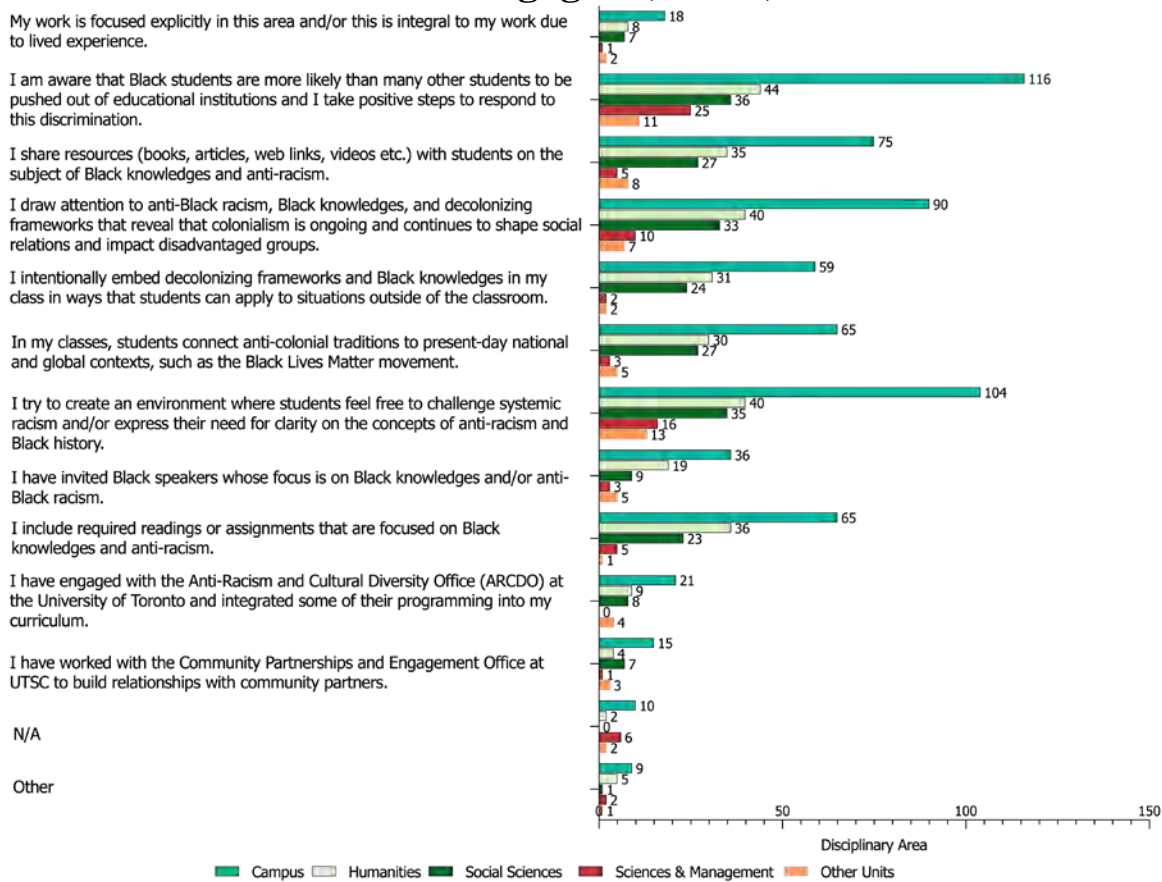


Figure 6. Breakdown of the number of responses to Question 7 by disciplinary area.

The result shows that more than 75% of faculty, librarians, staff involved with teaching, chairs and directors are aware that Black students are more likely to be pushed out of educational institutions and are “tak[ing] positive steps” to address this discrimination. In addition, many respondents have tried to create an environment in which students feel free to challenge systemic racism and/or express their need for clarity on the concepts of anti-racism and Black history. As with the parallel sections of question 5, however, the level of engagement with the Anti-Racism and Cultural Diversity Office (ARCDO) was relatively low. Only 18 respondents identified their work as directly related to Black knowledges and anti-racist pedagogies and/or indicated that Black knowledges and anti-racist pedagogies are integral to their work due to lived experience.

In the next section, we use the open-ended, text-based responses (primarily questions 4, 6, and 8) to identify successful pedagogical strategies that are being used in multiple disciplinary areas (e.g., in at least two major disciplinary areas). We then report on pedagogical interventions specific to each major disciplinary area.

Successful Pedagogical Interventions Across Disciplinary Areas

UTSC faculty and staff are currently adopting two major strategies to foster inclusive, accessible, and anti-racist educational experiences for students: 1) ensuring that a diversity of lived experiences, social locations, and knowledge systems are reflected in course content; and 2) avoiding a “one size fits all” model of instruction in order to ensure that the classroom is accessible and inclusive. While we are aware of the interconnectedness of multiple forms of identities, positionalities, and oppressions, we have chosen to include separate sub-sections for anti-racist pedagogies that engage with Indigenous knowledges and knowledge systems, and those that engage with Black knowledges and content.

Ensuring a Diversity of Lived Experiences, Social Locations, and Knowledge Systems are Reflected in Course Content

A key strategy for ensuring UTSC classrooms are inclusive of a diverse student body is including a diverse representation of social locations, knowledges, and lived experiences in the classroom. To meet this aim, instructors ensured that reading lists included a range of authors and world views; PowerPoint, video, and textbook visuals were diverse (for example, a variety of abilities, ethnic backgrounds, family structures, and sexualities are included in visuals); and that students were made aware that the classroom itself is a safe space to share lived experiences.

Given the survey foci on Black and Indigenous content, knowledges, and lived experiences, the following sub-sections begin with specific references to including Black and Indigenous materials in the classroom. We then consider diversity as discussed by instructors in relation to other social locations (e.g., disability, sexuality, gender).

Black Knowledges, Lived Experiences, and Content in UTSC Classrooms

UTSC instructors recognize the importance of creating a meaningful classroom setting for students to discuss anti-Black racism (104 out of 152 responses in Question 7). They have engaged a range of content representative of Black knowledges and lived experiences. This includes visual representations of Black individuals and people of colour, as well as critical and creative writings by Black authors. In addition, instructors invite guest speakers to lecture on topics that pertain to lived experiences of Black individuals. Note, however, that while instructors expressed a desire to invite Black guest speakers into the classroom, many identified funding concerns as a barrier to doing so. Respondents also discussed collaborating with community organizations to bring Black voices and experiences to the forefront of class assessments.

Regarding integrating Black knowledges and representation in the classroom, instructors reported that “Black speakers and writers are incorporated into my syllabi, and I make sure to bring up anti-Black racism in class discussions and readings” (Humanities). Readings were

used “as pedagogical tools...to highlight the Black knowledges and sense of place” (Social Sciences).

Another strategy was “play[ing] videos of Black scholars presenting their own work, in order to bring Black voices to class” (Humanities). Regarding diversity in visuals in the classroom, one instructor reported:

Whenever possible I design slides and materials with Black individuals and people of color in the images. I want students to see themselves in the materials, in particular in relation to successful historical examples, [and] leadership examples. (Other Units)

Similarly, a survey respondent stated that they “include research and practices that acknowledge and are grounded in anti-Black racism and Black knowledges in all my syllabi, including promoting and discussing events at U of T, the Black Lives Matter Movement” (Humanities).

Some instructors noted how including such diverse texts and representations in the classroom encouraged students to take on issues of race, racism, and power explicitly in class. For example, a Humanities instructor described how including the work of Black authors shaped students’ assignment submissions. The instructor then actively encouraged students to think about diversity in course materials:

I teach...[texts by] Black...and Indigenous writers. [...] Many students chose to write about these books for their assignments. Additionally, I offered an extra credit assignment wherein students could recommend a title that would expand the diversity of the syllabus in future versions of the course. (Humanities)

Other respondents discussed designing assessments that focused on students’ positionality and how these social locations shape students’ lived experiences:

[The] semester ends with modules that foreground Black and Indigenous epistemologies. The assessments ask students to think about their own social groups and intersectionality, in other words to locate themselves in their hierarchies. (Social Sciences)

In addition, respondents reported using inquiry-based models of learning and integrating both current events (e.g., the Black Lives Matter movement) and social media posts into analyses of course content. This approach was used to highlight the importance and relevance of course concepts and to promote class discussion. For example, one instructor discussed engaging students in current events relevant to anti-Black racism by including topical “tweets and news coverage” in class (Social Sciences).

In non-traditional educational settings (e.g., workshops, or independent study in the library), faculty and staff reported a variety of strategies to ensure that students could access materials addressing Black lived experiences, as well as anti-racist theoretical frameworks and perspectives. For example, librarians reported “creat[ing] eCollections on anti-Black racism”

(Other Units) and collecting “books for the library collection specifically on Black leaders and using examples relevant to the diaspora” (Other Units). Efforts were also made to collect materials relevant to students’ specific disciplinary backgrounds, for example by “develop[ing] collections of books specifically in entrepreneurship that build on Black knowledges and anti-racism in the venture world” (Other Units).

In summary, both traditional (lectures & assignments) and non-traditional (workshops, independent study in the library) methods have been used to engage students in discussion of Black knowledges and anti-racism. For example, 65 out of 152 responses in Question 7 mentioned required readings and/or assignments with a focus on Black knowledges and anti-racism. 75 respondents mentioned sharing resources, including books, articles, web links, videos, etc., on the subject matter. In addition, attempts have been made to integrate current events and the application of course content outside the classroom. Of the 152 responses, 59 and 65, respectively, reported that they either intentionally incorporated pedagogies that challenged students to think about these issues outside of the classroom or embedded current events in class discussion. However, the level of engagement with Black knowledges and anti-racism tends to be higher in Humanities and Social Sciences, perhaps because questions of equity and colonialism have emerged within the academy in part through the contributions of sub-fields within these areas.

Indigenous Knowledges, Knowledge Systems, Lived Experiences, and Content in UTSC Classrooms

Many survey respondents recognized that Indigenous students encounter barriers in the current educational system and indicated that they are taking action to respond to this discrimination (81 out of 152 in Question 5). Many instructors discussed framing course assignments and discussions around thoughtful dialogue about anti-colonial practices (e.g., including a section on decolonial methodologies in methods courses). When possible, instructors sought to bring in local Indigenous artists, activists, and authors. Indeed, at least 40% of respondents said that attempts were made to include Indigenous content in various forms in their course delivery.

Many instructors begin their classes with a Land Acknowledgement. Some instructors took a personalized approach to acknowledging the land, as a way of encouraging non-Indigenous students to consider ongoing colonialism in Canada. For example, a Humanities instructor reflected:

[In the past], I included the university’s land acknowledgement at the beginning of each class and would often ask a student to read it out loud. In the first two classes of each course, I would also spend time explaining why the land acknowledgement existed and how it might connect to a thematic or methodological approach we might employ in the classroom. (Humanities)

Similarly, an instructor in Sciences & Management described connecting the Land Acknowledgement to course content:



[My course] is heavily rooted in Western ways of knowing (i.e., a positivist tradition). I try to contextualize this in a number of ways. On the first day of class, I use the Land Acknowledgement to talk about the history of science and the ways that Western modes of science have often been rooted in oppressive practices. (Sciences & Management)

An instructor in the “Other Units” disciplinary area similarly reflected on having “done a personalized land acknowledgment in which we reflect on each person’s own connection and relationship to the land in which we learn and teach” (Other Units).

Approaches to including Indigenous content and knowledges in course material were varied. One instructor from Sciences & Management noted:

Indigenous ways of knowing are rarely addressed in traditional textbooks on the topic [my course engages with]. This term, I ... integrated several videos and discussion topics focused on Indigenous ways of knowing and Black knowledges. I hope to continue building out these resources in the terms to come. (Sciences & Management)

Some instructors encouraged students to visit local campus events and exhibitions that center Indigenous issues, such as Unsettling (Other Units). Other instructors reported “diversify[ing] their reading lists” (Humanities), as well as “includ[ing] readings written by First Nations, Métis and Inuit authors” (Humanities). Some instructors reported co-developing projects, events, or exhibits with students that are “informed by Indigenous knowledges and knowledge systems” (Other Units).

Finally, a few respondents (particularly in the Humanities, as we discuss in the “Humanities” section, below) specifically centered racialized perspectives in the classroom. For example, one instructor stated:

I explain to students that in class we will center the voices, perspectives and knowledges of Black, Indigenous and racialized peoples. For instance, I ask students as part of their participation grades to be aware of who is speaking and to pull back if they are speaking a lot to make room for the voices of their racialized and Indigenous classmates. [Course materials] are by and large by Black, Indigenous and racialized [individuals]. (Humanities)

Including Indigenous content, knowledges and knowledge systems, and lived experiences in the classroom was, however, an area of inclusive pedagogy where many instructors reported a need for additional training and guidance, as we discuss in more detail later in this report. Respondents felt that resources currently provided to engage with Indigenous knowledges and knowledge systems were insufficient (only 25 out of 152 indicated that UTSC had adequately provided them with pedagogical and teaching resources to engage with Indigenous knowledges and knowledge systems – Question 16). Once again, the level of engagement with Indigenous knowledges and knowledge systems tended to be higher in Humanities and Social Sciences.

Diverse Representations in UTSC Classrooms

Faculty and teaching staff across disciplinary areas employ various pedagogical strategies to meet the different educational needs of our diverse student body. Strategies include raising awareness of the importance of having an inclusive classroom; for instance, 96 out of 152 respondents mentioned that they take time at the beginning of the semester to set up a framework for inclusive and respectful classroom discussion and to discuss their commitment to creating equitable and accessible learning environments for students. 91 respondents reported that statements about the university's commitment to equity, diversity, and inclusion and the resources available on campus to support diverse learning needs were included in their course outlines. 70% of respondents reported that they plan lectures, tutorials, and seminars that reflect diversity in the classroom by including perspectives from diverse voices in their field and by acknowledging discrimination faced by different groups of students, including LGBTQ2S+ students and students from marginalized communities. 78% of respondents reported that they are mindful of the diverse backgrounds of their students when assessing and grading, and seek ways to further help those who would benefit from additional supports.

Respondents offered the following reflections on diverse representation in the classroom:

I ... have holistically diverse [content] on my syllabus and lectures in all of ... [my] courses. I introduce ... many ... examples ... [from] female and LGBTQ ... backgrounds and ... [from] persons with disabilities. (Humanities)

When creating [syllabi], I intentionally prioritize diverse voices and perspectives. I also intentionally foreground questions of representation, inclusion/exclusion, and power in my lectures. Putting these questions at the center of the curriculum seemed to open up space for more engaged student conversation. (Humanities)

I use readings from around the world [...] as a way to enhance the course. (Social Sciences)

Overall, these interventions reflect a desire to meet the needs of the diverse student population at UTSC. However, as many respondents noted, one of the principal ways to introduce students to diverse knowledges, ways of knowing, and lived experiences would be to diversify staff and faculty hires, and to make funding for guest speakers more readily available to current instructors. We address respondents' recommendations for guest speaker funding and diversifying hiring later in this report.

Accessibility- and Inclusion-Related Interventions

Across disciplinary areas, faculty and staff who interact regularly with students in traditional (e.g., lecture halls) and non-traditional educational settings (e.g., skill-building library workshops) are implementing a range of strategies aimed at ensuring that UTSC's educational spaces are accessible to, and inclusive of, a diverse student body. More than 85% of survey respondents have engaged with AccessAbility Services to support students so that they can maximize their abilities in class. The pedagogical strategies we discuss in this section are im-

plemented by instructors with the goal of ensuring that students with varying needs, learning styles, and sociodemographic backgrounds have an enriching educational experience.

Current pedagogical interventions that center accessibility and inclusion at UTSC include: 1) incorporating Universal Design for Learning Principles into courses; 2) providing targeted supports for marginalized students (for example, first-generation students, Indigenous students, and Black students); and 3) working collaboratively and openly with students to ensure the classroom is a safe space.

Incorporating Universal Design for Learning Principles in the Classroom

Universal Design for Learning (UDL) principles are informed by a commitment to ensuring that all learners—particularly those who have faced significant barriers to entering higher education (e.g., Indigenous students)—are accommodated, included, and challenged in the higher education classroom. Built on the recognition that inflexible “one size fits all” instructional strategies fail to meet the needs of a diverse study body, UDL principles provide post-secondary instructors with a framework for meeting diverse needs and learning styles.

The UDL framework is comprised of three main principles. First, UDL prioritizes multiple means of engagement in the classroom, including, for example, both structured lectures and spontaneous group activities that allow for peer collaboration during class time. Secondly, UDL prioritizes multiple means of representation to ensure that all students can access and process course information (e.g., traditional PowerPoints or lectures do not meet the needs of students with sensory disabilities). Finally, UDL encourages instructors to make multiple means of assessment available to students to demonstrate their learning, from traditional (e.g., written essays) to non-traditional (e.g., podcasts) assignment submission options (Novak and Bracken 2019).

Across disciplinary areas, faculty and staff at UTSC are successfully incorporating UDL principles into their classrooms. Many instructors mentioned providing students with multiple assignment options, so that multiple pathways are open to students to demonstrate their learning. 85% of survey respondents reported that they have worked with AccessAbility Services to allow students to reach their full potential in the classroom, and 78% are aware of the diverse backgrounds of their students and seek ways to further help those who would benefit from additional supports. An instructor in Humanities discussed structuring an assignment so that students “can submit [their response] as either a written text, a podcast, or a video.” Reflecting a commitment to ensuring diverse students can demonstrate their learning during class time, another instructor noted:

[I provide] various entry ways to engage in the discussion whether verbal, written, anonymous, individual or in pairs to help ensure various voices are heard in the classroom and to be inclusive in forms of engagement. (Other Units)

A UTSC Humanities instructor also reported successfully “work[ing] to build a neuro-diverse classroom by offering different modes of assessment at each stage (ie students have option to do midterm as a take-home or as an in-class test with hand-written ‘notes’ sheet; ‘in class’ or ‘discussion board’ participation options for online classes; solo or collaborative options for many assignments).”

Across disciplinary areas, instructors reported using various strategies to ensure class materials were engaging and accessible to all students, including those from marginalized backgrounds and those with sensory disabilities. For example, instructors reported “post[ing] my PPT slides on Quercus after each lecture” (Humanities). In addition, an instructor from the Social Sciences noted:

[I] incorporate as many journalistic and documentary “reading” materials as possible, to minimize the learning curve resulting from academese [...]. I provide links to these resources that facilitate the use of text readers or for video, are captioned, or have written transcripts. These materials are authored by a diverse range of people in terms of race, gender, class background. (Social Sciences)

Instructors also sought to ensure all students were engaged during class, for example, by “provid[ing] lots of materials for students who want/need multi-sensory activities while in-class (tactile coloring books, markers, colored pencils, pipe-cleaners, post-it notes, fidget spinners, etc.)” (Humanities). Other approaches to accessibility included placing “the standard EDI and AccessAbility statements on my syllabi” (Humanities), and “includ[ing] detailed step-by-step directions [on assignments], so that students with less academic experience can get up to speed” (Humanities).

Other respondents reported “us[ing] open pedagogical frameworks – my resources are Creative Commons licensed, I use open resources” (Other Units), as well as not using textbooks for courses at all (Humanities). Regarding accessibility, one instructor noted:

I have gone out of my way to ensure accessibility of all course content for my students. For instance, I have made audio recordings of some exam questions so that visually impaired students could attempt them, and have spent time coaching these students and understanding their difficulties. (Humanities)

UTSC instructors encouraged students to prioritize mental health and well-being over adhering to strict deadlines. This was a strategy to ensure that all students—for example, English language learners and students who have competing obligations outside of coursework—have an optimal learning experience. For example, some instructors “work in collaboration with AccessAbility Services to establish paths for students to request accommodations during job search or when working based on individual circumstances” (Other Units). Another respondent shared that they:

remind [students] nearly every other week about Accessability Services and describe the numerous ways in which any student could be helped if they are hitting obstacles. I describe the breadth of those possible obstacles and specifically how the student may not immediately frame those obstacles as an Accessability issue, but I encourage them to get in touch with Accessability Services just in case there is a way to work together for better outcomes for their semester. (Humanities)



Cumulatively, these orientations to classroom accessibility were described as useful mechanisms for ensuring that “students have a successful semester and [for reminding them] that there are a lot of better ways to manage one’s workload as it intersects with personal challenges than sticking steadfast to deadlines and institutional protocols” (Humanities).

Support for Marginalized Students

In addition to the general accessibility strategies discussed above, some respondents took specific steps to ensure that Black, Indigenous, and first-generation students excelled in the classroom. For example, a Humanities instructor reported a:

commitment to making space ... to explicitly teach students how to navigate this program. Doing so undoes the damage typically associated with universities of privileging students who already know how to navigate universities. (Humanities)

Another instructor reported that “many underrepresented students work while taking classes and need extra help.” To ensure these students felt included in the classroom and excelled in their coursework, the instructor “check[ed] in with each student throughout the term to ensure they have all the support they need and access resources at home to work and complete their assignments” (Humanities). One instructor reflected on how they work to empower English language learners, first-generation, and other marginalized students through specific guidance and supports around interacting with peers verbally in class discussion:

I ... empower students to acquire the linguistic capital for them to be able to engage with diverse readings and expressing their thoughts or connecting with others. [... My] focus is more about the science of learning so that students have the confidence and competence for engaging with content in their various courses and learning about Indigenous ways of learning/knowledge as well as beyond. (Other Units)

A Humanities instructor detailed a strategy for ensuring the success of Black students:

In my classes, there are often Black students who show real talent and/or interest in [my disciplinary area]. At the end of the semester, I make sure to let them know explicitly (e.g. via an email message or note on their final essay) that I hope that they continue to develop their interest/talent and that I’d be glad to write them letters of recommendation. I don’t do this ONLY for Black students, but I make an extra effort not to fail to see & acknowledge the interest/talent of Black students. (Humanities)

Cumulatively, these structured and targeted supports were used by instructors as part of a commitment to “respect and inclusion” (Other Units) that prioritizes meeting the needs of the diverse UTSC student body.

Creating a Safe Educational Space

Across disciplinary areas, instructors endeavored to create accessible and inclusive educational spaces by explicitly discussing the emotions that may accompany potentially sensitive or triggering class discussions (e.g., discussions of racism, discrimination, or canonical texts that include misogynistic language). More than 60% of the respondents stated that they take time

at the beginning of the semester to set up a framework for inclusive and respectful classroom discussion and to discuss their commitment to equitable and inclusive learning environments in their teaching. About 45% mentioned that they foreground reciprocity, power relations, and positionality in research that engages with marginalized communities. As a Humanities instructor noted:

I ... have had courses where material was unexpectedly difficult or triggering for students (in ways I might not have anticipated). In those cases, I have provided alternate possibilities/assignments for those students where applicable. (Humanities)

Similarly, an instructor from Sciences & Management placed emphasis on discussing their own positionality when framing classroom discussions, as exemplified below:

When I cover identity-related topics, I am careful to discuss my own positionality and highlight how misconceptions about the science can be used unscrupulously to further political ends, I impress on students how they have agency in knowing the science and speaking up when it is misused. (Sciences & Management)

Another instructor reported explicitly discussing safety in the classroom and observed that “I have found students receptive to these questions [of race and power], and I have found it helpful to be explicit about the risks and contingencies of discussing these issues” (Humanities). As one instructor put it, inclusivity can start with “creat[ing] a class environment of sensitivity and ... kindness” (Humanities).

Many instructors tied classroom safety to the need for creating a classroom space where all students feel welcome to share their views and lived experiences:

I expect students to engage in meaningful, honest and respectful exchanges that promote a deeper understanding and a deeper respect of the multiple ways of thinking and of seeing the world that each student brings into the classroom. I also expect that these approaches make the classroom a safe place where everyone’s view is welcomed and at the same time, debated and questioned if needed. (Humanities)

I often encounter students who feel the [course] content is in direct opposition to their religious beliefs. Directly addressing this in the first class is important and one of my goals in providing references to alternative approaches is to acknowledge those perspectives and showing I am open to discussions in office hours etc. (Sciences & Management)

In explicitly discussing safety and the emotions that may arise for students in discussing potentially sensitive and triggering issues, instructors “tr[ie]d to create an open environment where students can voice their experiences” (Other Units). In sum, across disciplinary areas, a safe classroom space was recognized as something to be achieved via respectful and inclusive dialogue between students and instructors.



Successful Pedagogical Interventions: Examples from the Humanities

In addition to employing the strategies of inclusivity, accessibility, UDL principles, and diverse representation in the classroom that were evident across disciplinary areas at UTSC, Humanities respondents reported two pedagogical interventions that are worth noting in some detail. The first strategy involved encouraging students to challenge hegemonic texts and white-centrism in their disciplines, while the second strategy aimed to ensure that when systemically marginalized lived experiences and/or knowledges are included in the classroom, these experiences and knowledges are not understood by students as “additional” or “extra” add-ons to traditional disciplinary approaches. We describe the specific strategies Humanities instructors reported using within these broad pedagogical interventions below.

Challenging Hegemonic Perspectives in the Disciplines

Respondents in the Humanities discussed how a key feature of anti-racist pedagogy is encouraging students to challenge texts and resources viewed as hegemonic or canonical in Humanities disciplines. This anti-racist praxis involves encouraging students to encounter foundational disciplinary texts as embedded in histories of racism, colonialism, and misogyny. Encouraging these critical reflections in the classroom takes various forms, since the misogynist, colonialist, and white-/Eurocentric worldview underpinning foundational texts may or may not be explicit in the texts themselves.

In texts where this context is implicit, instructors reported encouraging students to read “against the grain” of course materials. As one instructor reported:

One of my hopes for [my] course was to show students ways of reading white and hegemonic, canonical texts between the lines or “against the grain” ... to show how [canonical texts are] ... underpinned by racism [and] colonialism. (Humanities)

When such content is explicit, instructors worked to have honest discussions with students about potentially triggering content:

At times, I am dealing with older material ... that contains racist or otherwise offensive language or representations. [...] I think that being open and upfront with students, giving them warnings, and placing material in context (given that issues of race, class, gender, sexuality are central to some of these courses and also to my work), really helps students and ... they have generally been appreciative of this approach. (Humanities)

Another Humanities instructor encouraged students to engage with hegemonic disciplinary texts critically by centering theories and frameworks that are often presented as “additional” to traditional or canonical work:

[My] course ... exposes students to specific frameworks or perspectives for reading. The objective ... is to get students to recognize and then challenge hegemonic perspectives, and in fact I begin by situat[ing] the class in the colonial, hierarchical, classist, and racist history of the university. While some of the perspectives covered are themselves hegemonic in nature (e.g., written by authors from non-diverse backgrounds), the majority of the topics covered are direct inquiries into power and (the lack of) inclusivity. (Humanities)

Finally, Humanities instructors' critical, anti-racist pedagogy included challenging the neutrality routinely ascribed to whiteness in disciplines and institutions of higher learning inaugurated by white men:

[W]e all teach about race every time we step into the classroom, whether we intend to or not. But this acknowledgement requires, I think, a willingness to name and think about the structures of White supremacy. This is something I name explicitly in my classes, and I also encourage my students to understand how Whiteness is constructed and codified and naturalized. [...] Antiracist pedagogy is not an object but a praxis, one that I believe we all need to work on constantly. (Humanities)

Cumulatively, these pedagogical strategies in the Humanities work alongside the strategy of bringing Black, Indigenous, and other marginal perspectives to the center in the classroom, encouraging students to engage critically with unmarked categories of privilege (e.g., whiteness).

Avoiding Tokenism in Diversifying Course Content

Many Humanities respondents discussed the importance of not including historically marginalized perspectives in a tokenistic way or as an alternative or brief appendix to core content. Avoiding tokenism was recognized by instructors as part of an ethical commitment to ensuring that all aspects of course material are inclusive and anti-racist. As one Humanities instructor reflected:

I incorporate increasing understanding of Indigenous ways of knowing - not merely as a one-off session, but throughout. For example ... we discuss Indigenous ways of knowing in the context of colonialism, we look at the racism in the founding of 'Canada' and the legacy of residential schools. (Humanities)

Another instructor reflected on the importance of beginning class with historically marginalized perspectives:

I start each class by locating my courses in Indigenous, Black, Crip, Trans-Feminist and Queer ways of knowing and making and the courses are always thinking about [course content] through an EDI/social justice framework. (Humanities)

Instructors reflected on the unintended damage that a "tacked on" approach to inclusion and diversity may have:

I ... think perhaps it is better to engage regularly with texts and artistic works by marginalized people, without naming that I'm doing it as part of a commitment to EDI, because the message of doing so is that these are among the most important ... works to attend to - not that it's part of a specific ideological commitment. (Humanities)

According to survey respondents, the success of these pedagogical interventions is reflected in student feedback regarding centering EDI, anti-racism, and diverse ways of knowing in the classroom. For example, one Humanities instructor noted that “when I foreground these [EDI] issues in lecture and classroom discussions, more students participate in the conversation.” Another Humanities respondent reported that “[s]tudents regularly comment that my course is very inclusive, that they learn a lot about different perspectives from their own and that they gain an appreciation for and commitment to all of the above in my classes.”

One Humanities instructor reflected on the success of pedagogical interventions that center equity-related content and diverse knowledges in the classroom, and discussed benefitting from students’ challenges regarding power and privilege in the classroom:

Students often tell me that they have never had the opportunity to hear other voices, [or] read other ways of knowing before taking my seminars and small lecture classes. They want more. Sometimes that challenge[s] me to further reflect upon my own positionality and privileges—they have been unfailingly respectful of one another (and me) in these conversations. (Humanities)

While instructors’ comments about student feedback regarding equity-centered, anti-racist, and anti-colonial pedagogical interventions were overwhelmingly positive, some instructors noted that they have yet to determine the best strategies for addressing white, cisgender male students who assert that the focus on equity-based content detracts from “core” course content, and students who assert that an “EDI” focus is a form of anti-intellectual “identity politics.” Some Humanities instructors recognized such experiences as opportunities for further learning. As one instructor noted:

In general, student feedback has been positive, but there have been some very difficult conversations that have left some students confused and emotionally raw. This is part of the educational mission and, I believe, these episodes have been handled with sensitivity. (Humanities)

The overwhelmingly positive nature of student feedback, as reported by these instructors, suggests that Humanities students have benefited from, and value, pedagogical interventions that strive to center equity, diversity, and inclusion in the classroom. It should be noted, however, that the Landscape Review Survey was focused on outreach to instructors and therefore survey responses do not include student voices.



Successful Pedagogical Interventions: Examples from the Social Sciences

In addition to employing the strategies of inclusivity, accessibility, UDL principles, and diverse representation in the classroom, respondents in the Social Sciences highlighted the importance of weaving course content with experiential learning and providing explicit opportunities for students to embed diverse ways of knowing and equity-related topics in class discussions and course material. Notable strategies employed by instructors in the Social Sciences are described below.

Experiential Learning

Respondents in the Social Sciences emphasized the importance of experiential learning. Due to a variety of partnerships with organizations in the Scarborough community, many of these experiences had an explicit focus on anti-Black racism or Indigenous knowledges and knowledge systems. Other examples of experiential learning included engaging with community partners for student placements; collaborating with the Equity, Diversity, and Inclusion Office at UTSC (EDIO); partnering with local community-based organizations; and Indigenous outreach. In addition, students were provided with extensive resources to “encourage local activism” (Social Sciences).

Opportunities to Co-Develop Course Readings and Assignments

Respondents described directly involving students in the development of course materials and/or assessments:

[W]e will center feminist, queer, POC, Black and Indigenous [knowledges]. [...] Alongside our readings, discussions, and speaker presentations, students will themselves [create original content]. (Social Sciences)

Furthermore, respondents noted that providing students with opportunities in the classroom to share their experiences has enabled racialized students to examine issues related to racialized perspectives. As one respondent stated, “I’ve noticed on a number of occasions that this has enabled Black students to study issues of particular concern to the Black community in Canada” (Social Sciences).

Students have expressed appreciation for these opportunities to co-develop course readings and assessments and for the centering of class discussions on equity-related topics. According to one respondent:

In my experience, students clearly appreciate having aspects of their experiences, identities, and communities acknowledged in their courses. They often mention this when speaking with me. I’ve also noticed in a decade of near daily interactions with UTSC students that they all want to be respected and appreciated for who they are— how they define themselves—and not for how they are defined by society and by others. (Social Sciences)

Successful Pedagogical Interventions: Examples from Sciences and Management

In addition to employing the strategies of inclusivity, accessibility, UDL principles, and diverse representation in the classroom, respondents in the Sciences & Management reported three pedagogical interventions: the application of “growth mindset” teaching practices; developing assignments that encourage students to explore Black, Indigenous, and People of Colour (BIPOC) scientists’ work; and integrating imagery in lecture slides to promote diversity.

Application of “Growth Mindset” Teaching Practices

Many respondents applied “Growth Mindset” teaching practices. Examples of these teaching practices include developing “low-stakes” course assessments (e.g., “credit/no-credit practice problems that include answer keys[;] these problems are based on short videos” [Sciences & Management]). One advantage of these “low-stakes” practice problems is that they can be implemented in large classes. Another example is giving students the option to drop their lowest grade(s) (e.g., including only 8/12 quizzes). This reduces the chance that a student’s grade will be negatively affected by factors such as workload, family obligations and/or disability-related reason(s) during a specific week. Applying “Growth Mindset” teaching practices emphasizes to students that the practice and application of course concepts will increase their understanding of the course material and thereby their performance in the class.

Engagement of Equity-Related Topics Using Assignments

Instructors from Sciences & Management noted that they engaged with equity-related topics and diverse knowledges by creating assignments that encourage students to explore research conducted by BIPOC scientists and to collaborate with community organizations. As stated by one instructor:

[Each student] chooses a different community and then shares aspects of that community with their classmates as the term progresses. In this way, students not only get to engage in a deeper exploration of a community that is important to them, they also get to hear about communities that are important to their classmates. Because of the diversity of our UTSC student body, a large proportion of these projects end up focusing on identity-based communities oriented around race, country of origin, Indigenous identities, social class, gender identity, sexual orientation, disability, and other EDI- relevant identities. (Sciences & Management)

Similarly, respondents highlighted developing assignments with an EDI lens, as noted here:

Students are given as an explicit option the possibility of exploring how a specific concept in [science] may be misunderstood/misrepresented when considering it through the lens of EDI. (Sciences & Management)



Notably, respondents described “lots of ‘aha’ moments when [students] realize self-directed, independent, Western goals are not the only important things to strive for” (Sciences & Management).

Promoting Diversity Through Visuals

Survey respondents across departments in Sciences & Management mentioned integrating images, videos, and examples into lectures to promote diversity. For example:

[When I] reference a study with a BIPOC, woman, or trans author, I include their photo and name, then reference it, when discussing the study; where possible I seek out newer examples that include such authors. (Sciences & Management)

I incorporate ... photo[s] of [people from] racialized background[s] into one of my tutorials simply to promote the idea that [scientists] come from a diversity of backgrounds. (Sciences & Management)

Including images of racialized individuals emphasizes to students that scientists come from diverse ethnic backgrounds and that there are many ways of knowing. (Sciences & Management)

Successful Pedagogical Interventions: Examples from Other Units

In addition to employing the strategies of inclusivity, accessibility, UDL principles, and diverse representation in the classroom that were evident across disciplinary areas at UTSC, respondents in the Other Units grouping emphasized their commitments to peer-based, non-hierarchical learning models, as well as positive reinforcement of students’ skills and aptitudes. For example, instructors who emphasized peer-to-peer learning stated:

During pre-pandemic times I had students working with different classmates right from Week 1 so that by middle of semester they have bonded into a strong learning community. (Other Units)

The first class also includes a sharing and listening exercise done in pairs and processed as a group. I do my best to establish relationships of trust between peers. (Other Units)

A key strategy for peer-to-peer learning reported amongst Other Units respondents was encouraging students to draw upon their own lived experiences in making sense of course materials. For example, one instructor noted that “[s]tudents are encouraged to bring their own lived experiences and knowledge into the course.” Another instructor reported that “[my] courses are by nature inclusive and I encourage students to draw on their own languages and experiences (and those of family members)” in making sense of course content.

Some respondents in the Other Units disciplinary area discussed the importance of emphasizing the skills and aptitudes that students already have, rather than focusing on areas for improvement. As one instructor stated:



[My course] allows students to examine themselves and gain a deeper sense of self and the job market and the world of work. [...] There has been a strong focus placed building student's confidence in their abilities rather than focusing on what skills or ability they may be developing or lacking, as well as value for their experiences and backgrounds. (Other Units)

One of the Other Units respondents reflected that these commitments were part of a general pedagogy of making “inclusivity and diversity central to everything I do” in the classroom. Given the interest in engaging with one or more named areas of the curriculum review across disciplinary areas, the peer-to-peer learning model holds potential in other disciplinary areas as a way of disrupting the one-way knowledge transmission model characteristic of higher education classrooms.

Areas in which Faculty Require Further Support to Integrate Inclusive, Accessible, and Anti-Racist Pedagogies in the Classroom

This section addresses specific supports requested by faculty to build a more inclusive classroom and incorporate anti-racist pedagogy into the curriculum. First, however, we provide quantitative data from the survey regarding the current degree of integration of equity-related issues, Indigenous knowledges and knowledge systems, Black knowledges, and anti-racist pedagogies into courses at UTSC.

Section 2 of the survey focused on course content. A total of 474 courses were reported: 201 from Humanities, 105 from Social Sciences, 109 from Sciences & Management, and 59 from other units. Figures 7 and 8 show the breakdown of courses reported by discipline and by course level, respectively.



Breakdown of Courses by Discipline (n=474)

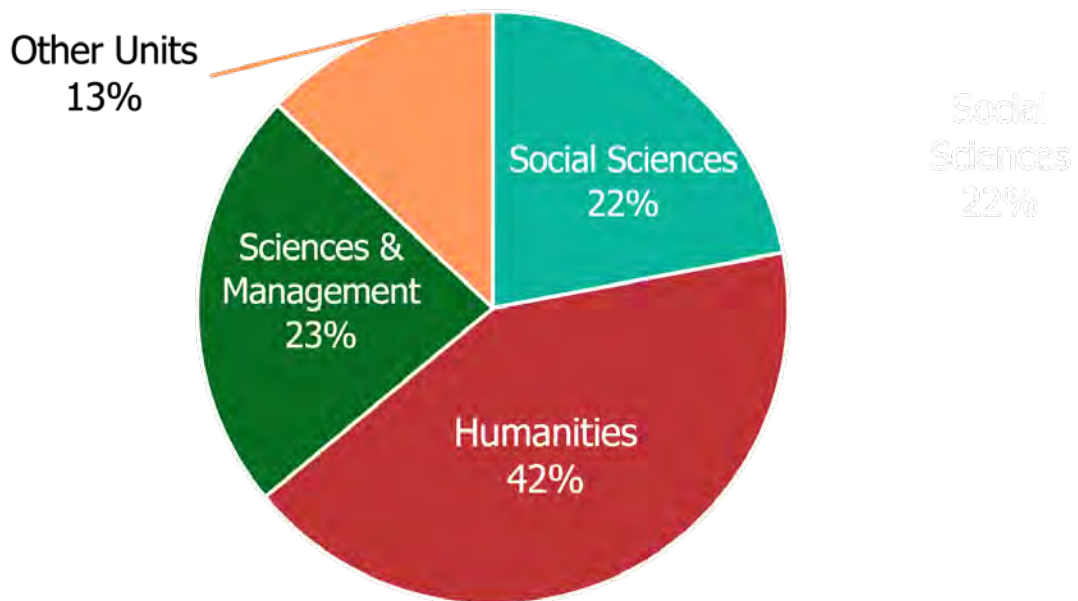


Figure 7. Breakdown of courses reported by discipline.

Breakdown of Courses by Level (n=474)

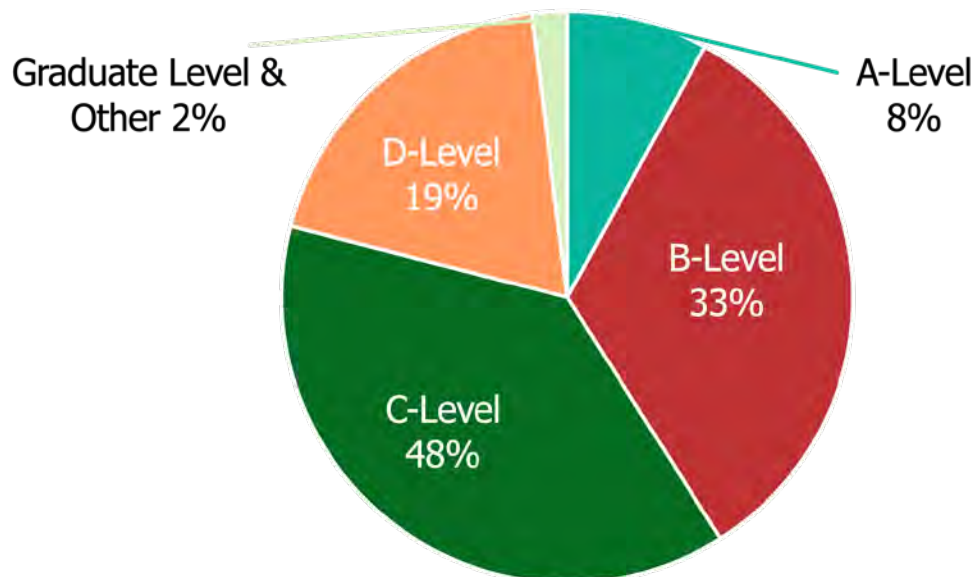


Figure 8. Breakdown of courses reported by course level.



Figures 7 and 8 indicate that slightly more than 70% of the courses reported are B- and C-level, and that about 65% of courses reported are from Humanities and Social Sciences.

Question 12 asked about course components that engage with Indigenous knowledges and knowledge systems, Black knowledges, racialized perspectives, international and intercultural perspectives, and intersectionality (Figure 9). While about 68% of the courses reported included at least one course component that engaged in these areas, a relatively low percentage of courses reported are directly related to Indigenous knowledges and knowledge systems (13%), Black knowledges (18%), or equity-related topics (27%).

Course components that Engaged with Indigenous knowledges and knowledge systems, Black knowledges and Equity-Related Topics (n=474)

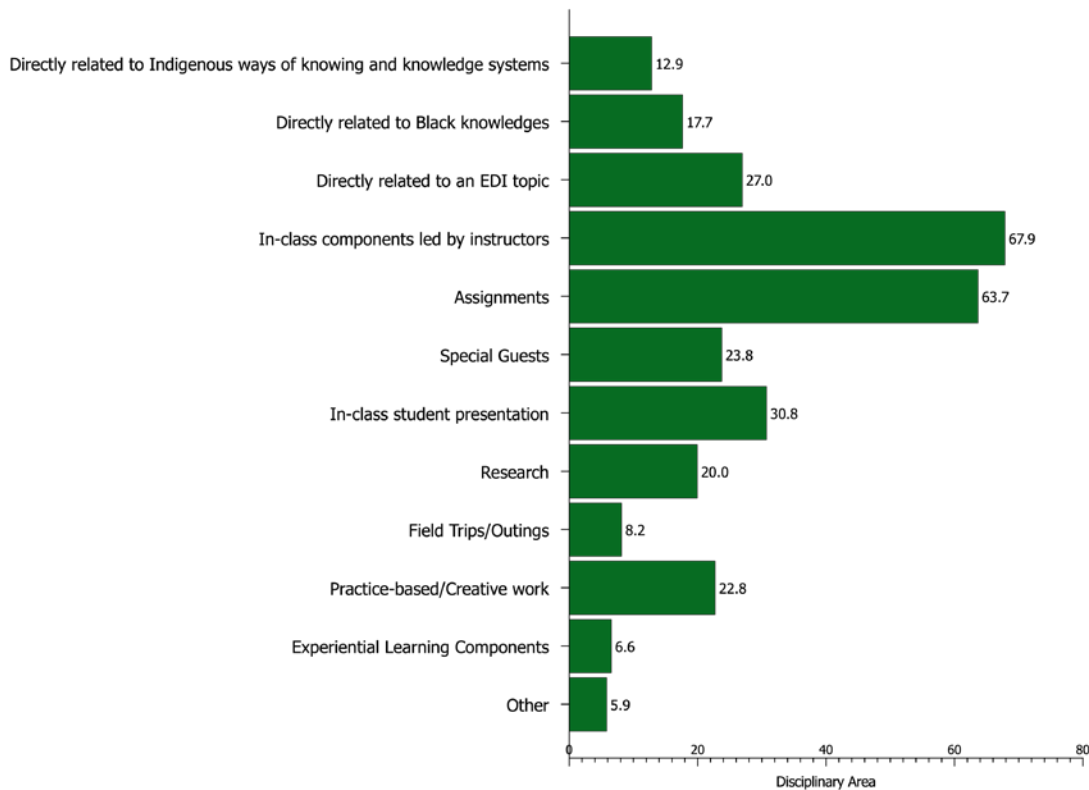


Figure 9. Course components that engage with Indigenous knowledges and knowledge systems, Black knowledges, racialized perspectives, international and intercultural perspectives, and intersectionality.

Note: *In-class components led by instructors consist of lectures and class discussions, while experiential learning components consist of experiential learning, work-integrated learning (WIL), and Co-op programs.*

We now turn to courses that are directly related to one or more areas of the curriculum review. Of the 474 courses reported, 61 are directly related to Indigenous knowledges and knowledge systems, 84 are directly related to Black knowledges, and 128 are directly related to equity-related topics. Note that some courses reported engage in more than one of these areas. Figures 10 to 12 and Tables 3-6 show the breakdown of courses reported that are directly related to Indigenous knowledges and knowledge systems, Black knowledges, and/or an equity-related topic by different measures.

Courses Directly Related to Indigenous Knowledges and Knowledge Systems

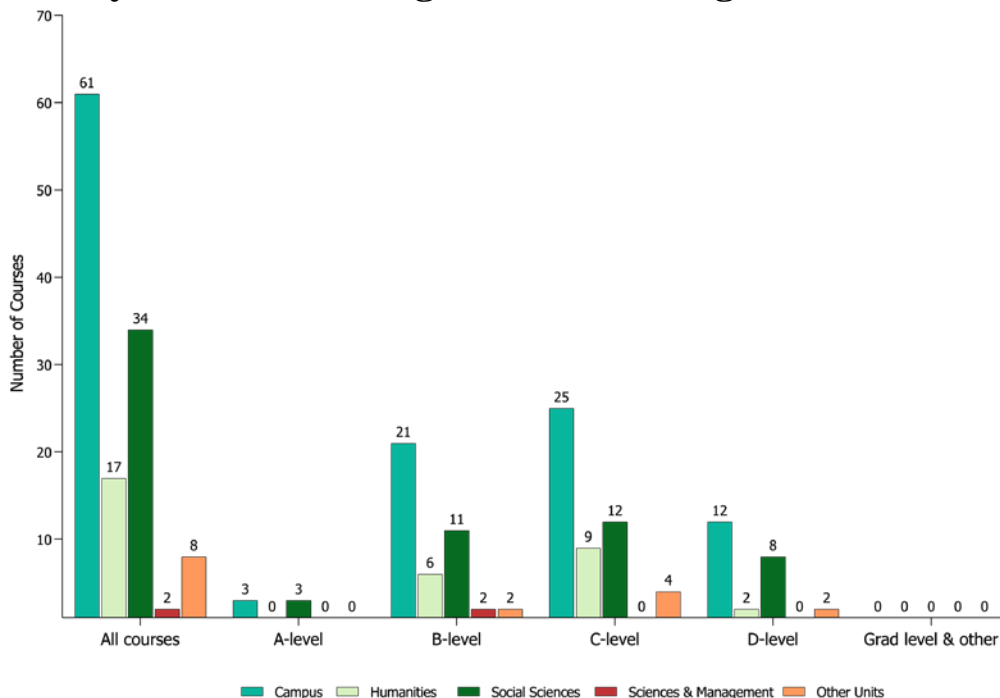


Figure 10. Courses that are directly related to Indigenous knowledges and knowledge systems by discipline and level.

Courses Directly Related to Black Knowledges

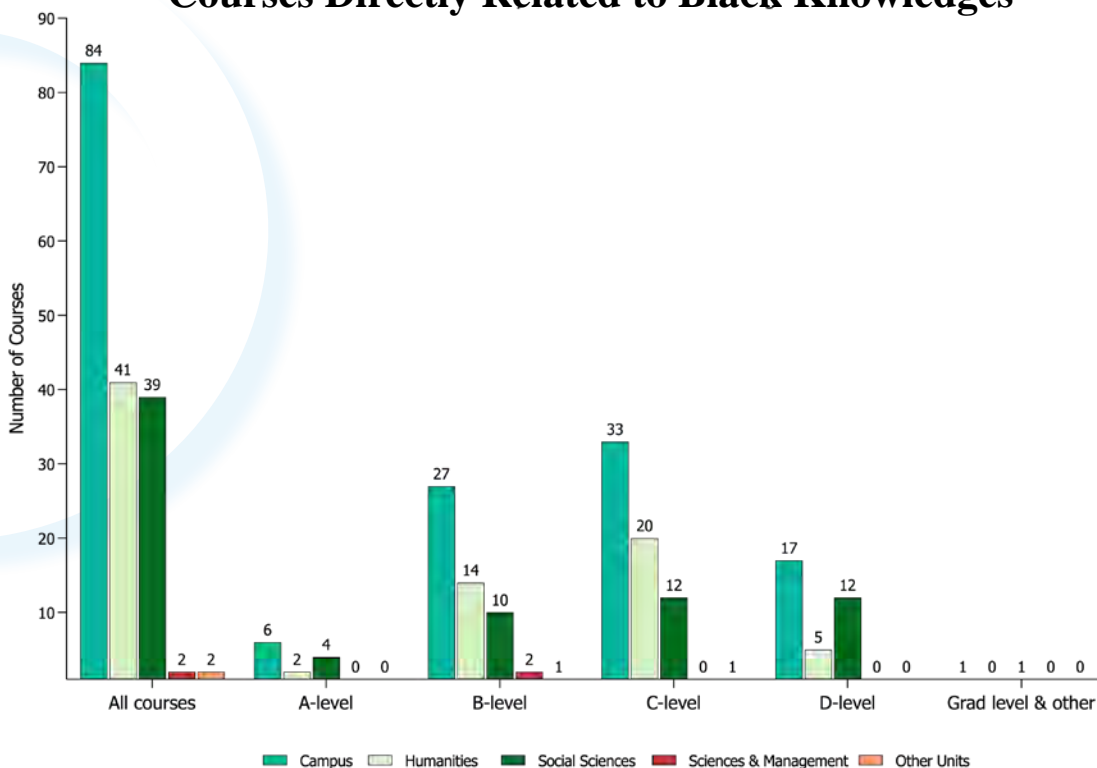


Figure 11. Courses that are directly related to Black knowledges by discipline and level.



Courses Directly Related to an Equity-Related Topic

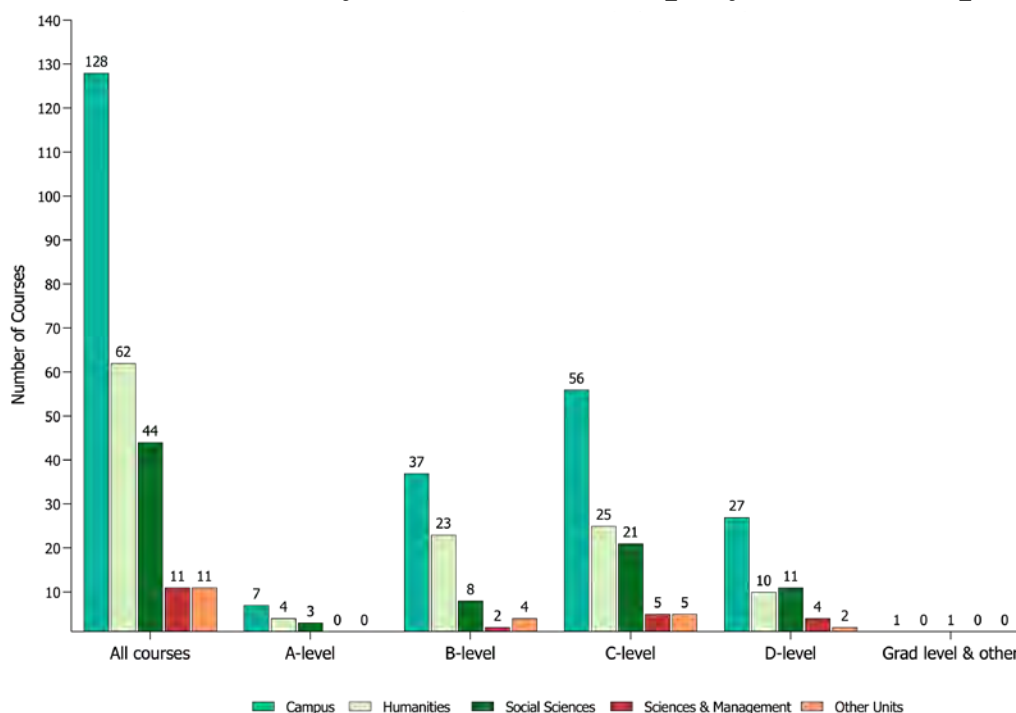


Figure 12. Courses that are directly related to an equity-related topic by discipline and level.

Table 3. Of the total number of courses reported in the survey, percentages of courses identified that are engaged in Indigenous knowledges and knowledge systems, Black knowledges, and equity-related topics by discipline and by course level.

Number of courses reported in the survey	Total	A-level	B-level	C-level	D-level	Grad course	Other
Campus (Number of courses reported in the survey)	474	37	154	182	91	8	2
Directly related to Indigenous knowledges and knowledge systems	12.9%	8.1%	13.6%	13.7%	13.2%	0.0%	0.0%
Directly related to Black knowledges	17.7%	16.2%	17.5%	18.1%	18.7%	0.0%	50.0%
Directly related to an equity-related topic	27.0%	18.9%	24.0%	30.8%	29.7%	0.0%	50.0%
Humanities							
Humanities	201	18	78	74	31	0	0
Directly related to Indigenous knowledges and knowledge systems	8.5%	0.0%	7.7%	12.2%	6.5%	-	-
Directly related to Black knowledges	20.4%	11.1%	17.9%	27.0%	16.1%	-	-
Directly related to an equity-related topic	30.8%	22.2%	29.5%	33.8%	32.3%	-	-

Number of courses reported in the survey	Total	A-level	B-level	C-level	D-level	Grad course	Other
Social Sciences	105	7	26	44	26	0	2
Directly related to Indigenous knowledges and knowledge systems	32.4%	42.9%	42.3%	27.3%	30.8%	-	0.0%
Directly related to Black knowledges	37.1%	57.1%	38.5%	27.3%	46.2%	-	50.0%
Directly related to an equity-related topic	41.9%	42.9%	30.8%	47.7%	42.3%	-	50.0%
Sciences & Management	109	9	25	45	27	3	0
Directly related to Indigenous knowledges and knowledge systems	1.8%	0.0%	8.0%	0.0%	0.0%	0.0%	-
Directly related to Black knowledges	1.8%	0.0%	8.0%	0.0%	0.0%	0.0%	-
Directly related to an equity-related topic	10.1%	0.0%	8.0%	11.1%	14.8%	0.0%	-
Other units	59	3	25	19	7	5	0
Directly related to Indigenous knowledges and knowledge systems	13.6%	0.0%	8.0%	21.1%	28.6%	0.0%	-
Directly related to Black knowledges	3.4%	0.0%	4.0%	5.3%	0.0%	0.0%	-
Directly related to an equity-related topic	18.6%	0.0%	16.0%	26.3%	28.6%	0.0%	-

Table 4. Of the total number of courses identified that are directly related to Indigenous knowledges and knowledge systems, Black knowledges, and/or an equity-related topic, breakdown by course level.

	Number of courses identified	Proportion of the number of courses reported					
		A-level	B-level	C-level	D-level	Grad course	Other
Directly related to Indigenous knowledges and knowledge systems	61	4.9%	34.4%	41.0%	19.7%	0.0%	0.0%
Directly related to Black knowledges	84	7.1%	32.1%	39.3%	20.2%	0.0%	1.2%
Directly related to an equity-related topic	128	5.5%	28.9%	43.8%	21.1%	0.0%	0.8%

Table 5. Of the total number of courses identified that are directly related to Indigenous knowledges and knowledge systems, Black knowledges, and/or an equity-related topic, breakdown by disciplinary area.

		Proportion of the number of courses reported			
	Number of courses identified	Humanities	Social Sciences	Sciences & Management	Other units
Directly related to Indigenous knowledges and knowledge systems	61	27.9%	55.7%	3.3%	13.1%
Directly related to Black knowledges	84	48.8%	46.4%	2.4%	2.4%
Directly related to an equity-related topic	128	48.4%	34.4%	8.6%	8.6%



Table 6. Of the total number of courses identified that are directly related to Indigenous knowledges and knowledge systems, Black knowledges, and/or an equity-related topic in each disciplinary area, breakdown of courses by course level.

	Number of courses identified	A-level	B-level	C-level	D-level	Grad course	Other
Humanities							
Directly related to Indigenous knowledges and knowledge systems	17	0.0%	35.3%	52.9%	11.8%	0.0%	0.0%
Directly related to Black knowledges	41	4.9%	34.1%	48.8%	12.2%	0.0%	0.0%
Directly related to an equity-related topic	62	6.5%	37.1%	40.3%	16.1%	0.0%	0.0%
Social Sciences							
Directly related to Indigenous knowledges and knowledge systems	34	8.8%	32.4%	35.3%	23.5%	0.0%	0.0%
Directly related to Black knowledges	39	10.3%	25.6%	30.8%	30.8%	0.0%	2.6%
Directly related to an equity-related topic	44	6.8%	18.2%	47.7%	25.0%	0.0%	2.3%
Sciences & Management							
Directly related to Indigenous knowledges and knowledge systems	2	0.0%	100%	0.0%	0.0%	0.0%	0.0%
Directly related to Black knowledges	2	0.0%	100%	0.0%	0.0%	0.0%	0.0%
Directly related to an equity-related topic	11	0.0%	18.2%	45.5%	36.4%	0.0%	0.0%
Other units							
Directly related to Indigenous knowledges and knowledge systems	8	0.0%	25.0%	50.0%	25.0%	0.0%	0.0%
Directly related to Black knowledges	2	0.0%	50.0%	50.0%	0.0%	0.0%	0.0%
Directly related to an equity-related topic	11	0.0%	36.4%	45.5%	18.2%	0.0%	0.0%

The data indicates that courses that are directly related to Indigenous knowledges and knowledge systems, Black knowledges, and/or an equity-related topic tend to concentrate in the upper levels. This observation holds true even if we look at disciplinary specific data. This may be because, in many A-level courses, instructors are focused on introducing concepts of the subject area and do not perceive equity issues to be foundational to the discipline.

The majority of the courses that engage with these areas are in the Humanities and Social Sciences. However, there are differences in the level of engagement among departments and units even within the same disciplinary area. Different departments/units may be at different stages in their internal processes regarding the integration of Indigenous knowledges and knowledge systems, Black knowledges, and equity-related topics in the curriculum. In addition, when interpreting the data, it is important to keep in mind that the survey results do not include all courses offered at UTSC.

Section 3 of the survey asked about support from the University for instructors to engage with inclusive, accessible and anti-racist pedagogies, Indigenous knowledges and knowledge systems, Black knowledges, racialized perspectives, international and intercultural perspectives, and intersectionality. The Listening and Conversation sub-circle contributed to these questions.

Both Questions 15 and 16 were completed only by those who teach, or 152 respondents. Figures 13 and 14 summarize the results of Questions 15 and 16 respectively. The data from Question 15 shows relatively high levels of awareness in developing pedagogy and teaching environments in a number of areas of the curriculum review, including using accessible pedagogies (70% at the campus level), and on international and intercultural perspectives (67%). However, there is a lack of awareness regarding developing pedagogy and teaching environments on Indigenous knowledges and knowledge systems (37%) and Black knowledges (38%). The percentages reported are higher in Humanities and Social Sciences.

Question 16 asked about the resources provided to faculty members, department chairs and directors, librarians, and other staff involved with teaching. About 40% of respondents indicated that UTSC has adequately provided them with resources to engage with work related to the named areas of the curriculum review, including using accessible pedagogies. However, 30% felt that the University had not provided adequate support and resources for faculty and staff to engage with inclusive, accessible and anti-racist pedagogies, Indigenous knowledges and knowledge systems, Black knowledges, and other equity-related topics. In general, respondents felt that more support and resources were needed from the institution.

Question 18 asked about departmental initiatives to embed inclusive, accessible and anti-racist pedagogies, Indigenous knowledges and knowledge systems, Black knowledges, racialized perspectives, international and intercultural perspectives, and/or intersectionality across the curriculum (Figure 15). Of the 158 responses received, 65% stated that their department has taken initiatives in faculty recruitment and about half mentioned that their department has struck an EDI and/or anti-racism committee. Some departments are revising their curriculum and/or developing new courses/programs to address the above areas. However, more supports are needed for awards, grants, and faculty mentorship.

Awareness of How To Make Pedagogy and Teaching Environments Engage with Topics Related to the Review

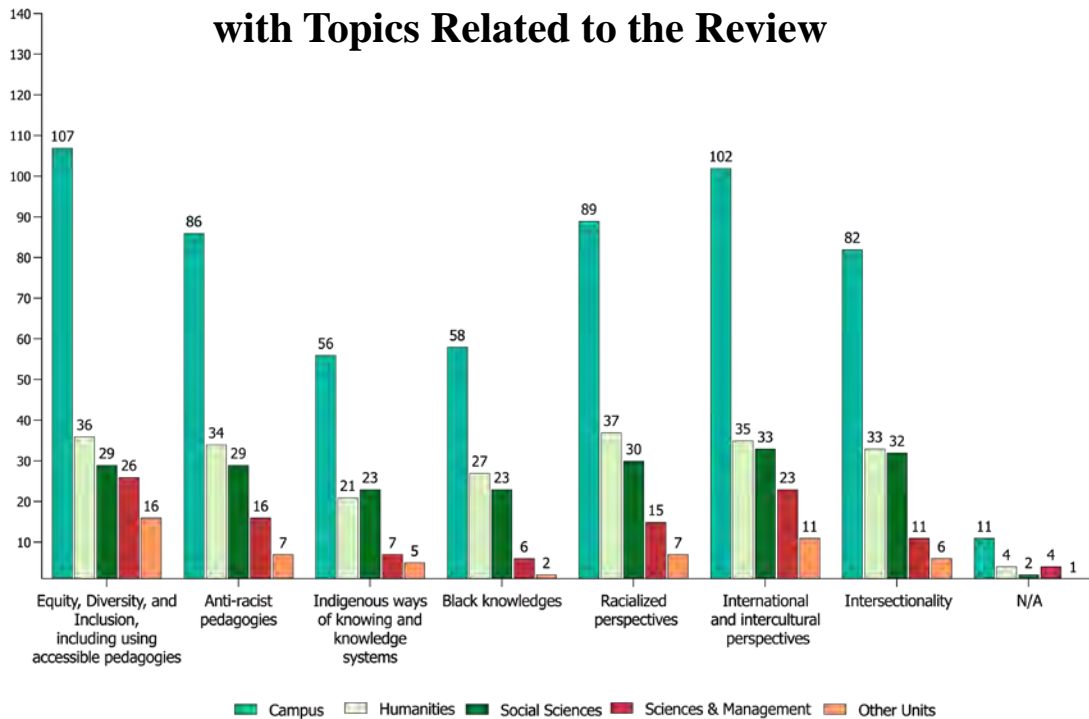


Figure 13. Awareness of how to make pedagogy and teaching environments engage with topics related to one or more areas of the curriculum review.

Pedagogical and Teaching Resources Provided to Engage with One or More Areas of the Curriculum Review

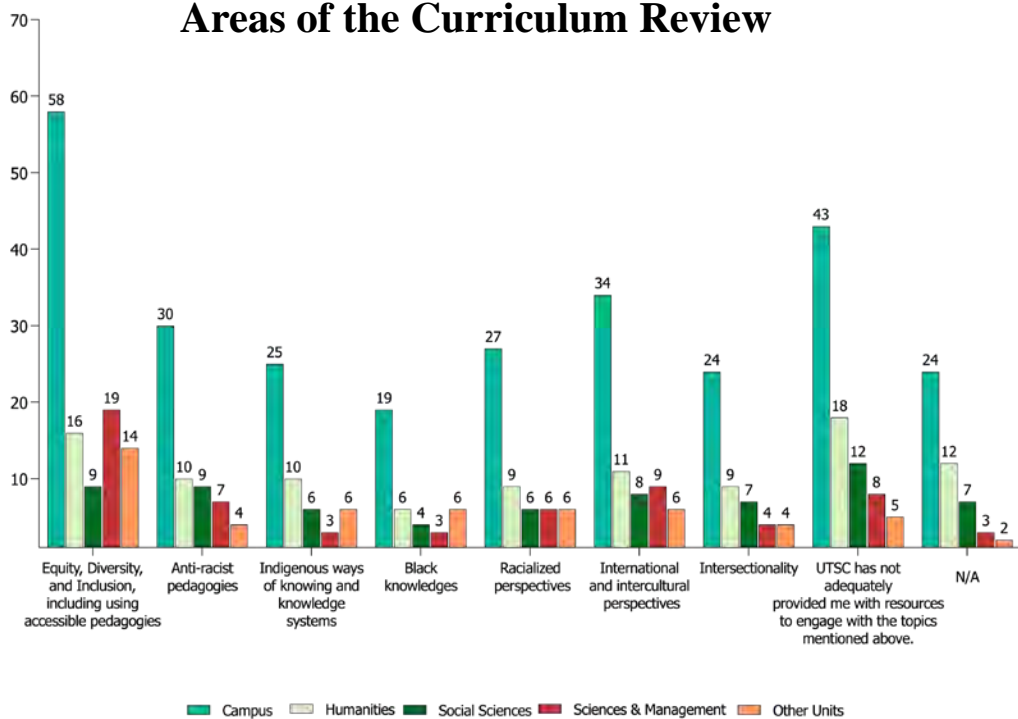


Figure 14. Pedagogical and teaching resources provided to engage with topics related to one or more areas of the curriculum review.

Departmental Initiatives to Embed Inclusive, Accessible, Anti-Racist Pedagogies Across Curriculum and to Provide Support for Faculty (n=158)

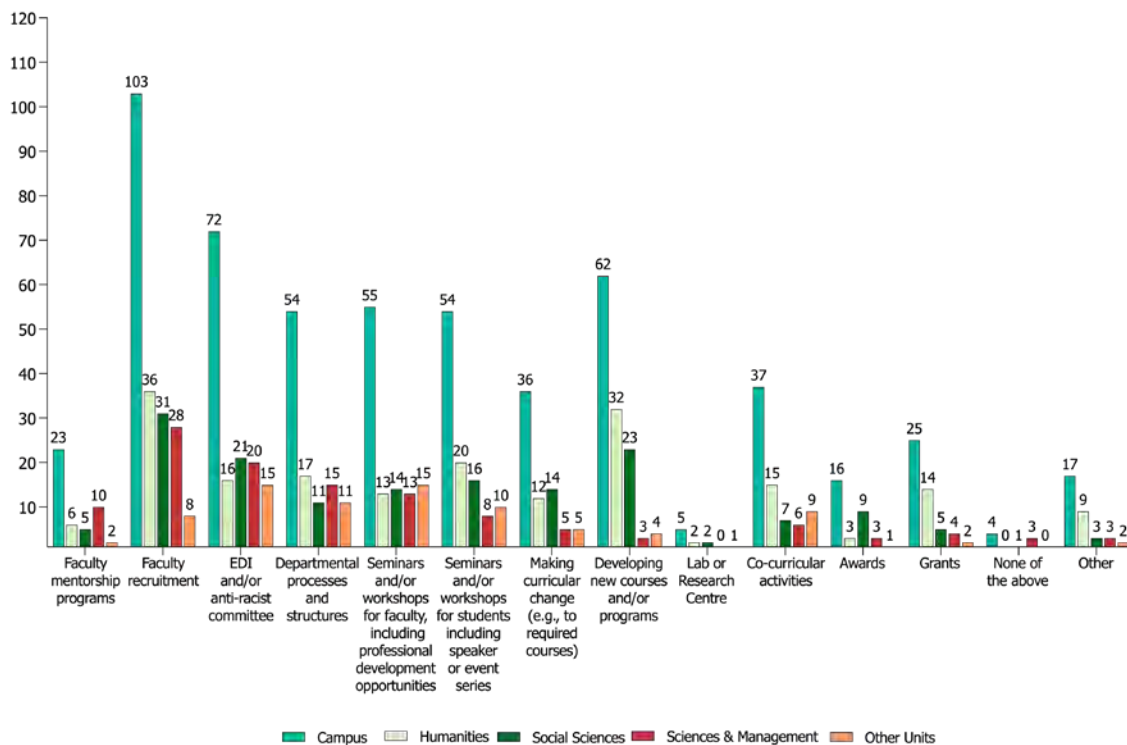


Figure 15. Departmental initiatives to embed inclusive, accessible and anti-racist pedagogies, Indigenous knowledges and knowledge systems, Black knowledges, racialized perspectives, international and intercultural perspectives, and/or intersectionality across the curriculum.

Existing Initiatives Related to the Goals of the Curriculum Review Across Disciplinary Areas

As shown in Figures 13, 14 and 15, respondents across disciplinary areas have drawn on a variety of initiatives (including workshops, training, resources, and the formation of departmental EDI and/or anti-racism committees) that have assisted with embedding inclusive, accessible and anti-racist pedagogies, Indigenous knowledges and knowledge systems, Black knowledges, racialized perspectives, international and intercultural perspectives, and/or intersectionality in the classroom. Examples of these initiatives are described below.

Resources Used at UTSC and at the Tri-Campus Level

Respondents have attended events and training sessions and collaborated with several offices at the University of Toronto to learn, apply and engage meaningfully with the areas highlighted by the survey. These offices include: the tri-campus Anti-Racism and Cultural Diversity Office (ARCD), the Equity, Diversity, and Inclusion Office (EDIO) at UTSC, AccessAbility Services, the Centre for Teaching and Learning (CTL), the Dean's Office, English Language Development Support (ELDS) and the Writing Centre (i.e., to "create additional supports for students ... e.g., assignment-specific writing workshops" [Social Sciences]), the Community Partnerships and Engagement Office at UTSC (i.e., "[...] engaged with developing community

partnerships with local community-based organizations that serve Black communities” [Social Sciences]), the Library, and other academic departments and campus services (e.g., Communications, IT, etc.).

Specific resources accessed by instructors include:

- Unconscious Bias and Inclusive Hiring Practices Modules (developed by Maydianne Andrade and members of the TIDE Group)
- ARCDO Workshops
- Indigenous Elders
- TRC Library Curriculum

Formation of EDI and/or Anti-Racism Committees Across Departments

About 45% of respondents noted the formation of EDI and/or anti-racism committees at the departmental level. While the specific goals of each EDI and/or anti-racism committee vary across disciplines, the overlapping objectives include: to engage with curriculum re-design; to review hiring practices (i.e., reduce implicit bias during the recruitment process); to develop discipline-specific EDI-related initiatives including hosting events that speak to department culture; and to establish scholarships and awards for marginalized undergraduate students (i.e., Black and Indigenous students).

Campus-Level, Structural Supports for Integrating Accessible, Inclusive, and Anti-Racist Pedagogy

Across disciplinary areas, many respondents outlined specific campus-level structural supports that are needed to integrate accessible, inclusive, and anti-racist pedagogy. Priority areas for structural supports were identified as follows: 1) Development of a centralized pedagogical toolkit with a focus on anti-racist, anti-colonial, equity-based, and accessible approaches; 2) Co-teaching opportunities between faculty and graduate students/post-doctoral fellows to support mentorship and professional development; 3) Compensation for additional learning and acknowledgement of curriculum re-design; and 4) Institutional-level supports for students.

Targeted Supports Needed in Humanities

In addition to funding for guest speakers, education to support engagement with Indigenous knowledges, knowledge systems and pedagogies in the classroom, and the hiring of more Black and Indigenous faculty, respondents in the Humanities requested institutional support for faculty and students of colour navigating racist microaggressions in the classroom. Humanities respondents also stressed the need for institutional recognition of the mentoring work that faculty of colour currently do on behalf of racialized and other marginalized students.



Regarding institutional support for navigating racist microaggressions, Humanities respondents discussed the necessity of establishing clear communication pathways for students and faculty. Respondents stressed the need for two distinct forums for communicating the harm caused by microaggressions and stereotyping: 1) a general forum where faculty and staff can discuss strategies for navigating specific forms of microaggressions in the classroom (e.g., students being asked to speak in an authoritative voice on behalf of their community); and 2) confidential pathways to report microaggressions and have the situation remedied in ways that do not call upon racialized students and staff to perform emotional labour in order to feel safe in the classroom on a day-to-day basis. Respondents noted that, to the best of their knowledge, there is not a widely accessible and well-known resource for reporting microaggressions and/or talking through experiences of microaggressions at UTSC.

The second major support requested by Humanities respondents was institutional recognition for the mentoring work done by faculty of colour. As respondents noted, faculty of colour are sought out by racialized and other marginalized students as mentors, and often racialized faculty take on several students at once (e.g., graduate students) and/or have an “open door” policy for undergraduate students who wish to discuss racism in the academy, microaggressions, the under-representation of people of colour in institutions of higher learning, or strategies for navigating higher learning. The mentoring labour that faculty of colour assume in order to meet students’ needs was described as an enormous emotional and intellectual commitment and one that is not sufficiently recognized by UTSC as an institution (e.g., in terms of PTR assessments).

Targeted Supports Needed in Social Sciences

In addition to funding for guest speakers, education to support engagement with Indigenous knowledges, knowledge systems, and pedagogies into the classroom, and the hiring of more Black and Indigenous faculty, respondents in the Social Sciences highlighted the need for anti-racism training and additional funding for teaching assistants and community partners. For example, respondents indicated the need for “how-to” workshops to create inclusive, safe, and respectful class discussions. In particular, the request was to have anti-racism training workshops intended specifically for white faculty, with the goal of providing methods for decentering white voices in the classroom.

Respondents also indicated the need for additional funding to support the engagement of community partners. Many community organizations host student placements but are not compensated for their time. For example, one respondent noted:

If UTSC would like to better support [department] courses where students are placed with organizations that do important work with marginalized communities, then funding for TA support and financial compensation for community partners would be much appreciated! This year I scabbled together some funding to provide \$100 gift cards to a few long-term community partners as a ‘thank you’, but this was a rarity. [...] Particularly as most local community organizations in Scarborough have faced the impacts of neoliberal funding cutbacks and are forced to ‘do more with less’ with limited staffing capacity. There seems to be a general sense at the university level that community organizations should be ‘lucky’ to receive students but generally I find that community organizations end up doing more labor on their end. (Social Sciences)

Targeted Supports Needed in Sciences and Management

In addition to the needs expressed across multiple disciplinary areas at UTSC—funding for guest speakers, education to support engagement with Indigenous knowledges, knowledge systems, and pedagogies in the classroom, and hiring more Black and Indigenous faculty—respondents in Sciences and Management requested discipline-specific resources to integrate inclusive and anti-racist pedagogies into the teaching of scientific, technical, and mathematical subjects (e.g., Chemistry, Physics, Astrophysics, and Environmental Science). Existing programming has focused on acknowledging equity-related issues but less on the concrete methods that instructors can use to integrate content related to the named areas of the curriculum review in STEM courses. A respondent from Sciences & Management noted:

Discipline-specific resources are necessary. Incorporating Indigenous or Black ways of knowing into an English literature course or a history course may be a completely different task than incorporating those ways of knowing into a physical or life science course. (Sciences & Management)

Similarly, survey respondents identified that “Black voices in [Sciences & Management] are slightly better represented than Indigenous voices” (Sciences & Management), thus making it more challenging to incorporate Indigenous knowledges and knowledge systems into course content. Notably, respondents expressed a clear intent to integrate Black voices into assigned readings, research studies, and class discussions. For example:

I do attempt to incorporate [Black and Indigenous] ways of knowing whenever possible in my readings. There are also more Black students (and/or Black students are more visible) than Indigenous students, and the students themselves help drive those conversations in the classroom. (Sciences & Management)

In summary, across Sciences & Management, there is a need for discipline-specific pedagogical resources that can be used to integrate anti-racist, inclusive and accessible pedagogies into scientific and technical course content. In particular, there is a demand for training on building Indigenous knowledges and knowledge systems into these courses. As one instructor noted:

I find that I lack the imagination to understand how to bring many of these subjects into the teaching of certain scientific subjects. There don't seem to be many examples and resources available that specifically speak to these issues within scientific disciplines. (Sciences & Management)

Targeted Supports Needed in Other Units

Echoing the needs expressed across disciplines, respondents in the Other Units grouping requested funding for guest speakers and education for engagement with Indigenous knowledges, knowledge systems, and pedagogies in the classroom. They also requested the hiring of more Black and Indigenous staff members. In addition to these needs, Other Units respondents noted that most pedagogical trainings and workshops at UTSC cater to the needs

of traditional classroom instruction (i.e., presume a lecture theatre and traditional lecturing format for teaching and learning). Since most respondents in Other Units teach in unique environments (e.g., in library workshops or co-op programs geared toward preparing students for the job market), specific training and workshops on areas related to the curriculum review within these non-traditional educational settings was requested.

For example, one Other Units respondent observed that:

Many professional development events about anti-racist pedagogies or Indigenous ways of knowing, for example, are focused on faculty members and their courses, but do not have specific tips for librarians who have different teaching needs. (Other Units)

Similarly, another respondent suggested that:

[Pedagogical] training is the main stumbling block, as many of the professional development sessions around pedagogy are not tailored to the needs of [staff working in non-traditional educational settings]. I think many [of us who interact with students in non-traditional settings] would like to improve our teaching but it's difficult to know where to start. We have information discussions and learn from each other, but it would be good to get more comprehensive training. (Other Units)

These respondents' comments suggest that pedagogical training specific to the needs of instructors working in non-traditional educational contexts would benefit UTSC students and staff.

Feedback on the Survey Tool

Across multiple disciplinary areas, respondents generally noted that the Landscape Review survey was an excellent initiative and that the "survey itself was a learning experience" (Sciences & Management). In this section, we highlight respondents' feedback with regards to the survey, including advantages, areas for improvement, and limitations.

Advantages

As previously mentioned, survey respondents emphasized that the survey itself was a valuable learning experience and that it had helped raise their awareness with regards to opportunities for further learning. The survey also helped respondents identify ways to meaningfully engage with those areas covered by the survey (Indigenous knowledges and knowledge systems, Black knowledges, racialized perspectives, international and intercultural perspectives, and intersectionality) in the classroom. Instructors noted that they will continue to "feature a lot of changes in tone, approach, and content based on [their] learning" (Humanities). In particular, respondents highlighted the inclusion of the list of reading recommendations as quite helpful.

In addition, the survey stimulated engagement from participants for further discussion and conversations. As noted by an instructor in the Humanities:

I would be glad to participate more in this curriculum review, and to hear some feedback about how my courses could be strengthened. (Humanities)

Overall, many survey respondents were impressed with the level of detail and thoughtfulness of the survey. Respondents were able to identify areas that required further learning on their part. The survey served as a source of ideas and encouraged instructors to develop and embed anti-racist, inclusive and accessible pedagogies.

Other Feedback

While the survey was generally well received, respondents across disciplinary areas also highlighted two main areas for improvement: shortening the length of the survey and utilizing a scalar approach for specific response options.

Several respondents noted that the survey took more than two hours to complete. This left the impression that neurodiversity was not prioritized when developing the length and scope of the questions. For example, faculty who self-identified as living with ADHD stated that it took them longer than specified in the instructions to complete the survey. One instructor in the Humanities also noted:

If you are someone who does this work in all of their classes and/or has been thinking about this for a long time ... this survey takes a long time! If [I] were to write about individual courses at this time the survey would take at least another 30 min, probably more. This is not a criticism, just a note about neuro-diversity and time-to-complete estimates. I am not able to talk about individual courses right now, but I am happy to do so when I have another 30-90 min so please do not hesitate to ask. (Humanities)

Another issue related to survey length was that many of the questions about institutional supports were placed at the end. This inevitably created a barrier to meaningful engagement with these important questions, as noted by one respondent: "I'm admittedly losing steam as I complete this survey" (Humanities). Another respondent noted:

I greatly appreciate the question about what further institutional supports would be helpful. However... [this] question is buried at the very end of a very long survey – which has already taken me almost two hours (4x as long as promised) [...] I would just implore whoever is reading these responses to please understand that their work to assess what supports the faculty need to do anti-racist teaching well has only just barely begun. We are way too exhausted, at this point in the term, and at this point in the survey, to give this real sustained thought. (Humanities)

Thus, one suggestion for improvement is to shorten the survey, i.e., by breaking it up into parts, having these conversations in departmental meetings, and/or providing faculty with additional opportunities to engage with the areas highlighted on the survey. Instructors also noted that some of the response options did not capture the nuances associated with specific questions and recommended using a scalar approach to the "drop-down" options. Below are some sample comments:

Many of the actions are considered in pedagogy but some are more intentional, central, and frequent than others and [this] varies by course content and class size/level; difficult to capture in binary-response survey. (Humanities)

[UTSC has adequately provided me with pedagogical and teaching resources to engage with the following topics] is articulated in a blanket way that cannot capture even the slightest nuance about what you mean by “provided resources.” There are some resources available, and I have been able to periodically take advantage of them, and then there aren’t adequate resources available, so I haven’t been able to take advantage of them. Since my research is bound up in some of these topic areas, including methodological and ethical commitments to building good relationships, I tend to draw on resources available in these areas, which I find much more developed than those at UTSC. (Humanities)

Some of these questions are really challenging to answer. #2 above: I am aware that Indigenous students are more likely to be pushed away from academia, yes, but I can’t say I’ve taken specific steps to address this in my classes. Other than teaching with the utmost attention to respect and inclusion [...]. I can’t find a way to express this in these questions. (Humanities)

Similarly, respondents felt that the approach used in the survey inadequately captured pedagogical practices because it was difficult to distinguish between “inclusive” and “good” pedagogies. For example:

It’s very hard for me to tease out what I do out of a clear and specific intent to decolonize my classroom and what I do simply because it feels like “good pedagogy” or “engaging pedagogy.” (Humanities)

While the intention of the fixed “drop-down” response options was to shorten the time to complete the survey and to provide respondents with different ways of meaningfully engaging with these areas in the classroom, some instructors felt as though the limited response options did not capture either the nuances associated with pedagogical practices or the degree to which respondents are aware/unaware of how to embed these practices in the classroom. Furthermore, the “lists” in these questions may have inadvertently implied that instructors should be doing “all of the above.”

Limitations

There were a few limitations identified with the survey. Firstly, the survey did not capture that BIPOC faculty carry a heavier working load on campus, especially with respect to areas highlighted on the survey. While this is difficult to capture on a survey, respondents stated that it would be important to have multiple conversations about these topics in-person.

Another limitation was the wording of some of the questions, which some respondents found problematic. Some questions imply that there is a “‘correct’ way to undertake this pedagogy” (Humanities). Instead, these questions can be rephrased to “ask about encouraging, exploring, developing and growing one’s pedagogical practice in these areas (Humanities).” Another example of problematic wording is described below:



The first [question] suggests that a binary exists between an ability vs an inability to engage with the topics listed. I engage with these topics all the time but I feel deeply uneasy and unsettled about suggesting that my knowledge of any of these topics is adequate. The second [question] seems to suggest that if I know about any of these topics, that knowledge comes from the university. To the extent that I do engage with these topics, that ability comes from my own previous engagement with these topics, not from the university. (Humanities)

Similarly, respondents noted that reporting only 6 courses was limiting. For example:

I was surprised to be cut off at 6 courses for this survey -- I've taught 11 courses in the past 5 years and I was simply going in course-catalog order for my responses. I would've liked to talk more about [...]. (Humanities)

However, these respondents were able to report their additional courses in the "additional" comments box.

In sum, while the survey was in general positively received, clear areas for improvement were identified. The inclusion of more open-ended answers and scalar approaches to questions were requested to capture nuances associated with inclusive pedagogical practices.

We made a point in the survey to underscore awareness of the limitations of the survey and the Working Circle's openness to other forms of engagement with the review. In addition to individual responses to this invitation, the Working Circle received a departmental submission from Sociology detailing their department's work on Indigenous curriculum development.

External Landscape Review

This section presents findings from the External Landscape Review (complete list of initiatives and resources across institutions is available upon request). Across research institutions structurally comparable to the University of Toronto, Indigenous Institutes, and Historically Black Colleges and Universities (HBCUs), four initiatives emerged as consistent approaches to ensuring that commitment to Indigenous knowledges and knowledge systems, Black knowledges, racialized perspectives, international and intercultural perspectives, and/or intersectionality were at the forefront of campus curricular offerings. These four initiatives were identified as: 1) the completion of required courses centered on equity, diversity and inclusion; 2) development of new programs prioritizing inclusive, anti-racist, and anti-colonial pedagogy and course content; 3) mandatory training and centralized pedagogical toolkits; and 4) transitional programs.

Course Requirements

There were two approaches taken with respect to completing additional course requirements: campus-wide course requirements and departmental-level course requirements. Campus-wide course requirements require all undergraduate students to take a specific course for which course content pertains to Indigenous knowledges, Black knowledges, and/or racialized perspectives. One prominent example is the Indigenous Course Requirement (ICR; as seen at the University of Winnipeg, Trent University, Laurentian, and Lakehead University). The ICR requires all students to take at least one course anytime during their degree in which the content focuses on Indigenous knowledges and/or knowledge systems. Students can choose from a list of courses (across departments) that fulfil the ICR. Another example can be seen with the Ethnic Studies Requirement at San Francisco State University, which requires all undergraduate students to take at least one course offered by the College of Ethnic Studies.

Departmental-level course requirements require students in specific departments to take courses for which Indigenous knowledges, Black knowledges, and/or racialized perspectives are the focus. For example, the ICR has been adapted at the department level at many institutions (e.g., University of Manitoba [ICR required for all students in the Faculty of Arts]; Laurentian University [6 credits of Indigenous content courses required for all Bachelor of Arts students]; McGill University [Mandatory Indigenous courses in the Faculty of Law, Faculty of Education, School of Social Work, Schools of Nursing and Medicine]). Another example can be seen with Diversity Requirements (e.g., Department of English and Writing Studies at Western University; English Department at Harvard University; Department of English at The Ohio State). Students in these departments can choose from a list of designated “diversity” courses that cover a broad range of topics; some examples include: “Topics in LGBTQ Literatures/Cultures,” “Topics in African American Literature,” “Studies in Asian American Literature/Culture,” etc.

Many of these institutions have adopted a “bucket” system whereby a list of courses that focus on the aforementioned topics are identified as being able to fulfil the “diversity” requirement. Students (whether at the campus level or departmental level) can choose which course(s) to complete from this list to fulfill their requirement.

Development of New Programs

Alongside course requirements, institutions have noted the development of several new programs that predominantly focus on Indigenous and Black course content. Some examples include the Black Canadian Studies Certificate at York University, the Certificate in Indigenous Governance and Partnership at the University of Manitoba, the Institute for the Study of Canadian Slavery at NSCAD University, and Indigenous Studies at McMaster University, York University, University of Saskatchewan, and Dalhousie University.

Mandatory Training and Resource Hub

While prioritizing inclusive, accessible, and anti-racist pedagogies through curricular offerings, many institutions also provided extensive resources and training for faculty, staff, and students (e.g., “Being Black at McGill,” a workshop designed to create a safe environment where Black students at McGill can discuss their experiences). These workshops/resources were often housed on a separate website and consisted of readings, training modules, and pedagogical resources, some of which are highlighted below.

The use of a centralized pedagogical toolkit/training resource provides faculty, staff, and students easy access to tools and resources to integrate various knowledges into course content and deepen their understanding of this work. Some examples of these “resource hubs” include the “Activating Inclusion Toolkit” at the University of British Columbia, which aims to support faculty and staff in embedding equity-based approaches into initiatives and strategic planning; the “DEI Strategic Planning Toolkit” developed by the University of Michigan; the “Teaching Assistant Toolkit” at Queen’s University created specifically for first-time teaching assistants, as well as the more general “Teaching Toolkit”; a comprehensive toolkit titled “Planning toolkits and resources” for academic and administrative units developed by UC Berkeley; and a broader “EDI toolkit” developed by the University of Alberta, which consists of topics such as “Resources for supporting your diverse students” and “EDI in action in STEM.” Discipline-specific toolkits were also identified; for example, the Faculty of Science at Carleton University offers a comprehensive EDI Teaching Toolkit for Instructors.

These resource hubs have been shown to be quite useful (e.g., Indigenous co-op, job postings for Black scholars, etc.) and something similar has been requested by many faculty, staff, and students at UTSC. In addition, mandatory learning modules for faculty, staff, and students were a significant part of these resource hubs. As an example, at Simon Fraser University, the completion of “EDI” learning modules was mandatory as part of the onboarding process for new students and employees.



Transitional Programs

Lastly, transitional and mentorship programs play an important role for many enrolled at higher education institutions. Some examples of transitional programs include the Summer Indigenous Institute and the Indigenous University Preparation Program (IUPP), at Lakehead University and Simon Fraser University respectively, and the Transitional Year Programme (TYP) at the University of Toronto (which prioritizes recruiting Black students, Indigenous students, students from the LGBTQ2IA+ community, students with disabilities, etc.). Notably, the University of British Columbia offers an Indigenous Undergraduate Research Mentorship Program, where Indigenous undergraduate students have the opportunity to conduct research with a faculty member.

In sum, the institutions examined in this external review demonstrated a strong commitment to course requirements and program offerings that center the voices of underrepresented students. These initiatives were supplemented by resource hubs and transitional/mentorship programs.

Impact of Curricular & Pedagogical Models at Comparative Institutions

The above is a preliminary examination of some of the grey literature regarding inclusive, accessible, and anti-racist pedagogies at other higher education institutions, with an emphasis on Indigenous knowledges and knowledge systems, Black knowledges, racialized perspectives, international and intercultural perspectives, and intersectionality. The proposed next step is to study the impact of these curricular and pedagogical programs in a scoping review knowledge synthesis project, drawing on decolonizing research methodologies. The proposed scoping review will investigate:

- Are there models that we can learn from and potentially adapt?
- Are there examples that have not gone as well as expected?
- What are challenges faced when developing new programs that prioritize work in this area?

A scoping protocol has been developed that includes the research question, search process and strategy. Search strings have been developed for relevant databases, as well as a draft data chart to organize what information we will be capturing during the review process. A priority for this review would be to combine scoping protocols with decolonizing methodologies. Work on this phase is underway in Winter 2022 and helps to inform the Working Circle's recommendation for a dedicated working group to further explore possibilities for foundational pathways at UTSC alongside curricular renewal and attention to core requirements and learning outcomes across disciplines and departments.

Conclusion

This report summarizes the work of the Landscape Review sub-circle from January through November 2021, with the goal of assessing the existing curricular context at UTSC with respect to the prioritization of inclusive, accessible and anti-racist pedagogies, and with a particular emphasis on Indigenous knowledges and knowledge systems, Black knowledges, and racialized perspectives. We conducted both internal and external curricular assessments. The internal review consisted of 1) a quantitative keyword-based analysis of terms related to one or more areas of the curriculum review in course titles and descriptions; and 2) a quantitative and qualitative analysis of the results of a Landscape Review survey distributed to UTSC faculty, librarians, teaching staff, and chairs and directors in April 2021. The external review compiled and organized curricular and pedagogical models developed at other higher education institutions, including peer institutions and institutions with a strong focus on Indigenous knowledges and knowledge systems, Black knowledges, and racialized perspectives.

The goal of the Landscape Review sub-circle was a broad overview of the curricular landscape at UTSC. Our work does not stand alone, but should be understood as in conversation with the work of the other sub-circles. We hope that our work over the past year will contribute towards the processes of foundational change at UTSC envisioned by the full Working Circle.

Appendices

Appendix A: Codebook for the Qualitative Analysis

I. Course content (WHAT)	<p>The sub-codes contained within this major analytic category describe course components that address one or more major thematic areas of focus from the survey (i.e., Indigenous ways of knowing/knowledges and knowledge systems, Black knowledges, or EDI/equity-related). For example, a respondent might describe incorporating case studies of current events into a course.</p>
Black knowledges + Anti-Black Racism + Black Lives Matter	<p>References to a specific aspect of course content that addresses Black knowledges, anti-Black racism, or Black Lives Matter.</p>
EDI (including gender, sexuality, feminist, queer, disability content)	<p>References to a specific aspect of course content that addresses an issue related to diversity, equity, and inclusion, such as gender, sexuality, feminist, queer, and disability content.</p>
Indigenous ways of knowing/knowledges	<p>References to a specific aspect of course content that addresses Indigenous ways of knowing/knowledges and knowledge systems, as well as Indigenous content more broadly defined (e.g., lectures that include the work of Indigenous scholars).</p>
International and Intercultural Perspectives	<p>References to a specific aspect of course content that addresses international and intercultural perspectives. (Note: we limited usage of this category to instances in which faculty/chairs explicitly used the language of “international and [inter]cultural perspectives”).</p>
Other	<p>We coded survey responses here if they discussed an aspect of course content that was accessible/inclusive but did not explicitly reference one of the survey areas of focus (i.e., Indigenous ways of knowing/knowledges and knowledge systems, Black knowledges, or EDI/equity-related).</p>
Racialized perspectives	<p>References to a specific aspect of course content that addresses racialized perspectives (Note: we limited usage of this category to instances in which faculty/chairs explicitly used the language of “racialized perspectives”).</p>

II. Pedagogy (HOW)	The sub-codes contained within this major analytic category describe specific aspects of pedagogy and course delivery that address one or more major thematic areas of focus from the survey (i.e., Indigenous ways of knowing/knowledges and knowledge systems, Black knowledges, or EDI/equity-related).
Black knowledges + Anti-Black Racism + Black Lives Matter	References to a specific aspect of course delivery that addresses Black knowledges, anti-Black racism, or Black Lives Matter.
EDI (including gender, sexuality, feminist, queer, disability content)	References to a specific aspect of course delivery that addresses an issue related to diversity, equity, and inclusion, such as gender, sexuality, feminist, queer, and disability content.
Indigenous ways of knowing/knowledges	References to a specific aspect of course delivery that addresses Indigenous ways of knowing/knowledges and knowledge systems, as well as Indigenous content more broadly defined (e.g., lectures that include the work of Indigenous scholars).
International and Intercultural Perspectives	References to a specific aspect of course delivery that addresses international and intercultural perspectives.
Other	Code survey responses related to pedagogy and course delivery here if they discuss an aspect of course delivery that is accessible/inclusive but does not explicitly reference one of the survey areas of focus (i.e., Indigenous ways of knowing/knowledges and knowledge systems, Black knowledges, or EDI/equity-related).
Racialized perspectives	References to a specific aspect of course content that addresses racialized perspectives (Note: we limited usage of this category to instances in which faculty/chairs explicitly use the language of “racialized perspectives”).



III. Institutional support for faculty and staff (i.e., support internal to UTSC)	References to the presence or lack of institutional support via resource allocation. This includes description of institutional funding sources (e.g., teaching enhancement grants) and use of those funding sources, as well as workshops/trainings (e.g., by CTL, EDIO, ARCD, AccessAbility). Note that this code also includes institutional gaps, for example, a lack of funding or other supports for certain activities, and comments on the organization of current offerings.
Existing departmental/unit initiatives	References to existing departmental and unit-level initiatives and supports, for example, co-curricular activities, hiring practices, committees (e.g., EDI committee, Anti-Racism Working Group), curriculum changes/revisions.
Needed supports and resources at the department/unit level	References to departmental and unit-level initiatives and supports that are to support teaching but are currently not available to faculty and staff.
IV. External support for faculty and staff (i.e., support external to UTSC)	References to the use of support structures that are outside UTSC, for instance, community-based supports or outside sources of funding.
V. Student feedback	References to feedback from students.
VII. Feedback on the survey tool	References to the survey context itself, for example, the choice to use a survey to gather information, limitations of the survey, critique of the survey, or other feedback about the survey.
VIII. Ongoing work	When respondents describe equity-related areas that they find challenging or are struggling with, for example, expressions of "I have more work to do in this area." This code also includes general references to areas of ongoing work (e.g., "decolonizing the curriculum is an ongoing project").



References

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APPENDIX D.1:

UTSC CURRICULUM LANDSCAPE REVIEW SURVEY



UTSC Curriculum Landscape Review Survey

A priority of UTSC's 2020-25 Strategic Plan, Inspiring Inclusive Excellence, is to ensure that the campus's commitment to inclusion, Indigeneity, and anti-racism is reflected across programs and embedded in our curriculum and in our pedagogical approaches and supports. A working circle was established in the Fall of 2020 to lead a campus-wide curriculum review in order to assess our current standing against those goals and to inform a plan for action.

We are initiating the listening and engagement part of this process with an internal assessment of current curricular offerings at UTSC. Our goal is to work in dialogue with faculty and academic departments/units to gather information about courses and related initiatives that are prioritizing inclusive, accessible and anti-racist pedagogies. We honour multiple ways of knowing, with particular emphasis on Indigenous ways of knowing and knowledge systems, Black knowledges, and racialized perspectives, while also recognizing the importance of international and intercultural perspectives, and intersectionality (including gender, sexuality, and disability). The survey invites UTSC faculty to reflect on the courses that you are currently teaching and that you have taught over the past five years.

It is crucial for our process that this landscape review is informed by direct input from faculty and Chairs/Directors. That said, we are aware that this request is coming at a time when faculty are balancing many pressures related to the pandemic. We hope you will agree to share the work that you are doing in your courses with the working circle. Your feedback will directly help to shape our assessment of the existing curricular and pedagogical context at UTSC and will also help to inform our recommendations as we collectively move forward with this work. We anticipate that the survey will take approximately 30 minutes of your time. At the conclusion of the survey you will have the option of entering a draw: ten survey respondents will each win \$50 worth of books from A Different Booklist, a Toronto-based and African-Canadian owned independent bookstore showcasing literature of the African and Caribbean diaspora and the Global South.

We recognize that there are many ways of engaging in teaching and learning that are intentionally inclusive and accessible, that highlight diverse perspectives, and that actively confront systems of injustice and oppression. For some faculty, areas highlighted by this review will also connect closely to lived experience. While we hope that you will see the work that you are doing in your teaching reflected in this survey, it is important to emphasize that this document is a starting point, and just one component of the working circle's listening and engagement process. In the coming months we will be engaging further with staff and faculty using a listening circle format, which will allow for the sharing of experiences, as well as hopes for how this review might shape teaching and learning at UTSC. As we move ahead with the review and its recommendations, we will also be prioritizing supports for departments/units and faculty to assist with implementing and further deepening this work. If you would like to set up a one-on-one conversation or a departmental/unit conversation as a way of building on this survey feedback, please reach out to the working circle at curriculum.utsc@utoronto.ca.

Your responses will be held in confidence by the working circle. Data will be aggregated and de-identified and will be used in internal reports related to the curriculum review. If any aspect of the information you submit is included in that context, that will be done anonymously unless you choose to be identified. There is a space at the conclusion of the survey if you would like to provide additional feedback that will be completely separate from your responses on this survey.

We thank you for taking the time to be part of this important process.

* Required

Individual and Institutional Accountability and a Note on Terminology

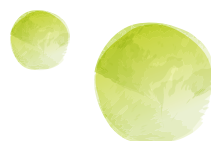
We are using a number of terms throughout this survey and the review process, including “equity, diversity, and inclusion (EDI),” “decolonization,” “Indigenous ways of knowing and knowledge systems,” and “Black knowledges.” While these terms help to anchor our work, each one encompasses complex nuances and reflects diverse histories. They also have limitations, and critical debate about their usage, their effectiveness, and their scope is dynamic, ongoing, and sometimes fraught in both academic and community contexts. With this in mind, and recognizing also the importance of language and terminology, we have enclosed a link to [some suggested readings and multimedia](#), and again at the end of the survey, to help unpack these areas, with particular emphasis on resources anchored within our local context. We invite faculty and departments/units to join the members of the working circle in committing to further learning as well as necessary unlearning as a part of this review process.

Undertaking this work also necessitates acknowledgement of the role that universities, including the University of Toronto and UTSC, continue to play in the history of settler colonialism, as well as recognition that teaching and learning at UTSC take place on traditional Indigenous land that was unjustly taken. Individually and institutionally we hold ourselves accountable to that history and to the reconciliation and systemic change toward which this curriculum review aims to contribute.

Please note that the terms of reference for the curricular review and the membership of the working circle can be found on the [curriculum review website](#).

1. Please select your role in the department/unit. *

- Faculty Member
- Chair/Director



Part 1. Pedagogy & Course Delivery

We recognize that there are many ways in which a course might engage with inclusive, accessible and anti-racist pedagogies, Indigenous ways of knowing and knowledge systems, Black knowledges, racialized perspectives, international and intercultural perspectives, and/or intersectionality. This survey allows space for you to describe curricular engagement in these areas at a variety of levels, including via pedagogy and course delivery (Part 1 of the survey) and course content (Part 2).

We acknowledge that, for some faculty, your work is focused explicitly in the areas addressed in this survey and/or these are integral to your work due to lived experience, and that a survey may be inadequate for this conversation. There will be additional opportunities for faculty to contribute to the review through other kinds of listening formats as the working circle continues its process.

This survey is in three parts:

Part 1 asks about pedagogy and course delivery. Please note that, while we are aware of the interconnectedness of multiple forms of identities, positionalities, and oppressions, we have chosen to include separate sub-sections for anti-racist pedagogies that engage with Indigenous ways of knowing and knowledge systems, and those that engage with Black knowledges.

Part 2 asks about course content. We ask that you respond to the given questions for each course that you have taught at UTSC in the last five years (including Winter 2021). If you have taught the same course multiple times, please answer in reference to the last time the course was offered.

Part 3 asks how the university can support you in these areas in the future.

Before beginning, we encourage you to scroll through the survey to get a sense of the questions. You may wish to write your responses in a word processing program and then paste them into the survey. Please note that there is no save-and-return option. If you need to step away or take a break, please keep the survey open in your browser—the survey will not time out.

We know that this survey is an additional task at an already challenging time and we thank you for your willingness to engage with this process.

2. Please write your name below. *

3. Please tell us about the pedagogical approaches that you use in your course(s) to engage with equity, diversity, and inclusion (EDI), including accessible pedagogies.

Select all that apply.

- I take time at the beginning of the semester to set up a framework for inclusive and respectful classroom discussion and discuss how my commitment to EDI is reflected in my teaching.
- I include statements about the university's commitment to EDI, and the resources available on campus to support diverse learning needs, in my course syllabi.
- I plan lectures, tutorials, and seminars that reflect diversity in the classroom by including perspectives from diverse voices in my field and by acknowledging discrimination faced by different groups of students, including LGBTQ2S+ students and students from marginalized communities.
- I promote EDI-related events on campus by posting announcements on Quercus or mentioning them at the beginning of lectures.
- I foreground reciprocity, power relations, and positionality in research that engages with marginalized communities.
- I apply pedagogical frameworks that help foreground an EDI lens and increase accessibility (e.g., Universal Design for Learning, Open-Pedagogy/Education, etc.), in order to prioritize student health and well-being.
- I work with AccessAbility Services to allow my students to maximise their abilities in my class.
- I incorporate opportunities in my classes for students to engage with and learn from diverse cultures, e.g., through travel, collaboration, and/or initiatives like Global Classrooms.
- When assessing and grading, I keep in mind the diverse backgrounds of my students and seek ways to further help those who would benefit from additional supports (e.g., develop strategies to support non-native English speakers in my class).
- I have engaged with the Equity, Diversity, and Inclusion Office (EDIO) at the University of Toronto Scarborough and taken advantage of some of their programming.
- N/A
- Other

4. Please elaborate on the above. In your comments, please describe your expectations in employing these approaches. Where have you encountered challenges and what have you found to be useful?

If your work is focused explicitly in this area (equity, diversity, and inclusion, including accessible pedagogies) and/or this is integral to your work due to lived experience, we welcome your perspective but also recognize that a survey may be inadequate for this conversation. There will be additional opportunities for faculty to contribute to the review through other kinds of listening formats as the working circle continues its process.

4000 characters max (including spaces)



Part 1. Indigenous Ways of Knowing and Knowledge Systems and Anti-Racist Pedagogies

The following questions ask about course delivery and pedagogies related to Indigenous ways of knowing and knowledge systems and anti-racist pedagogies. We recognize that, for some faculty, your work is focused explicitly in this area and/or this is integral to your work due to lived experience. In that case, we encourage you to check the first response below in addition to any (or all) of the following responses that are applicable.

5. Please tell us about the pedagogical approaches that you use in your course(s) to engage with Indigenous ways of knowing and knowledge systems and anti-racist pedagogies.

Select all that apply.

- My work is focused explicitly in this area and/or this is integral to my work due to lived experience.
- I am aware that Indigenous students are more likely than many other students to be pushed out of educational institutions and I take positive steps to respond to this discrimination.
- I share resources (books, articles, web links, videos, etc.) with students on the subject of Indigenous ways of knowing and knowledge systems.
- I draw attention to anti-Indigenous racism and Indigenous ways of knowing and knowledge systems in my class in ways that students can apply to situations outside of the classroom.
- I include required readings or assignments that are focused on Indigenous ways of knowing and knowledge systems.
- I have invited Indigenous speakers whose focus is on Indigenous ways of knowing and knowledge systems.
- I help promote Indigenous events on campus by posting announcements on Quercus and/or mentioning them at the beginning of lectures.
- I am familiar with [Wecheehetowin: Answering the Call, Final Report of the Steering Committee for the University of Toronto Response to the Truth and Reconciliation Commission of Canada](#), and I have considered how it might be applicable to my own work.
- I take time to discuss the Land Acknowledgement with my students to ensure that we understand our individual and institutional relationships to the land on which we teach and learn at UTSC, and the university's history of settler colonialism.
- I have engaged with the Office of Indigenous Initiatives and/or the UTSC Indigenous Outreach Program and taken advantage of some of their programming.
- N/A
- Other

6. Please elaborate on the above. In your comments, please describe your expectations in employing these approaches. Where have you encountered challenges and what have you found to be useful?

If your work is focused explicitly on Indigenous ways of knowing and knowledge systems and anti-racist pedagogies and/or this is integral to your work due to lived experience, we welcome your perspective but also recognize that a survey may be inadequate for this conversation. There will be additional opportunities for faculty to contribute to the review through other kinds of listening formats as the working circle continues its process.

4000 characters max (including spaces)

Part 1. Black Knowledges and Anti-Racist Pedagogies

The following questions ask about course delivery and pedagogies related to Black knowledges and anti-racist pedagogies. We recognize that, for some faculty, your work is focused explicitly in this area and/or this is integral to your work due to lived experience. In that case, we encourage you to check the first response below in addition to any (or all) of the following responses that are applicable.

7. Please tell us about the pedagogical approaches that you use in your course(s) to engage with Black knowledges and anti-racist pedagogies.

Select all that apply.

- My work is focused explicitly in this area and/or this is integral to my work due to lived experience.
- I am aware that Black students are more likely than many other students to be pushed out of educational institutions and I take positive steps to respond to this discrimination.
- I share resources (books, articles, web links, videos etc.) with students on the subject of Black knowledges and anti-racism.
- I draw attention to anti-Black racism, Black knowledges, and decolonizing frameworks that reveal that colonialism is ongoing and continues to shape social relations and impact disadvantaged groups.
- I intentionally embed decolonizing frameworks and Black knowledges in my class in ways that students can apply to situations outside of the classroom.
- In my classes, students connect anti-colonial traditions to present-day national and global contexts, such as the Black Lives Matter movement.
- I try to create an environment where students feel free to challenge systemic racism and/or express their need for clarity on the concepts of anti-racism and Black history.
- I have invited Black speakers whose focus is on Black knowledges and/or anti-Black racism.
- I include required readings or assignments that are focused on Black knowledges and anti-racism.
- I have engaged with the Anti-Racism and Cultural Diversity Office (ARCD) at the University of Toronto and integrated some of their programming into my curriculum.

- I have worked with the Community Partnerships and Engagement Office at UTSC to build relationships with community partners.
- N/A
- Other

8. Please elaborate on the above. In your comments, please describe your expectations in employing these approaches. Where have you encountered challenges and what have you found to be useful?

If your work is focused explicitly on Black knowledges and anti-racist pedagogies, and/or this is integral to your work due to lived experience, we welcome your perspective but also recognize that a survey may be inadequate for this conversation. There will be additional opportunities for faculty to contribute to the review through other kinds of listening formats as the working circle continues its process.

4000 characters max (including spaces)

Part 2. Course Content

We ask that you respond to the given questions for each course that you have taught at UTSC in the last five years (including Winter 2021). If you have taught the same course multiple times, please answer in reference to the last time the course was offered. Please complete this set of questions for one course at a time. The survey will prompt you to complete these questions again for additional courses.

9. Please select a course that you've taught in the last five years (including Winter 2021). *

Note: You will have the opportunity to complete these questions again for additional courses. If this course is linked to more than one department/unit, please only fill out the information below once for the course.

- Course 1

10. When was this course last offered? *

- | | |
|---------------|---------------|
| ○ Winter 2021 | ○ Summer 2018 |
| ○ Fall 2020 | ○ Winter 2018 |
| ○ Summer 2020 | ○ Fall 2017 |
| ○ Winter 2020 | ○ Summer 2017 |
| ○ Fall 2019 | ○ Winter 2017 |
| ○ Summer 2019 | ○ Fall 2016 |
| ○ Winter 2019 | ○ Summer 2016 |
| ○ Fall 2018 | |

11. How frequently is this course offered? *

- Every term (i.e., Winter, Fall & Summer)
- Biannually (e.g., Winter & Fall)
- Annually
- Biennial (every 2 years)
- Other

12. Which of the following course components (if any) engaged with inclusive, accessible and anti-racist pedagogies, Indigenous ways of knowing and knowledge systems, Black knowledges, racialized perspectives, international and intercultural perspectives, and/or intersectionality?

Select all that apply

- This course is directly related to Indigenous ways of knowing and knowledge systems.
- This course is directly related to Black knowledges.
- This course is directly related to an EDI topic (e.g. gender and sexuality studies, disability studies, etc).
- Assignments
- Lectures
- Special Guests
- Practice-based/Creative work
- Field Trips/Outings
- In-class student presentations (graded or non-graded)
- Class Discussions
- Research (e.g., community-based participatory action research)
- Experiential Learning
- Work Integrated Learning (WIL)
- Co-op Program
- Other

13. Briefly describe the above course components. Please note if any of these required funding or other resources (e.g., offering compensation to guest speakers).

If this course is directly related to Indigenous ways of knowing and knowledge systems, Black knowledges, or an EDI topic (e.g. gender and sexuality studies, disability studies, etc.), we welcome your perspective but also recognize that a survey may be inadequate for this conversation. There will be additional opportunities for faculty to contribute to the review through other kinds of listening formats as the working circle continues its process.

4000 characters max (including spaces)



14. Do you have another course to report? *

- Yes
- No

Part 3. Final Questions

15. I am aware of how to make my pedagogy, and/or learning or teaching environments, engage with the following topics:

Select all that apply.

- Equity, Diversity, and Inclusion, including using accessible pedagogies
- Anti-racist pedagogies
- Indigenous ways of knowing and knowledge systems
- Black knowledges
- Racialized perspectives
- International and intercultural perspectives
- Intersectionality
- N/A

16. UTSC has adequately provided me with pedagogical and teaching resources to engage with the following topics:

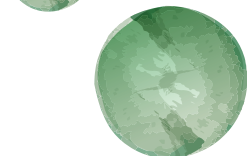
Select all that apply.

- Equity, Diversity, and Inclusion, including using accessible pedagogies
- Anti-racist pedagogies
- Indigenous ways of knowing and knowledge systems
- Black knowledges
- Racialized perspectives
- International and intercultural perspectives
- Intersectionality
- UTSC has not adequately provided me with resources to engage with the topics mentioned above.
- N/A

17. Please describe the resources you have used and/or what further institutional supports would be helpful (e.g., department/unit specific, campus, university, community, etc.).

4000 characters max (including spaces)

18. What steps is your department/unit taking to embed inclusive, accessible and anti-racist pedagogies, Indigenous ways of knowing and knowledge systems, Black knowledges, racialized perspectives, international and intercultural perspectives, and/or intersectionality across the curriculum and to provide support in these areas for faculty?

- 
- Faculty mentorship programs
 - Faculty recruitment
 - EDI and/or anti-racism committee
 - Departmental/unit processes and structures
 - Seminars and/or workshops for faculty, including professional development opportunities
 - Seminars and/or workshops for students, including speaker/event series
 - Making curricular change (e.g. to required courses)
 - Developing new courses and/or programs
 - Lab/Research Centre
 - Co-curricular activities
 - Awards
 - Grants
 - None of the above
 - Other

19. Please elaborate on the above. In your comments, please describe successes or challenges and what you've found to be useful.

4000 characters max (including spaces)

20. What type of feedback have you received from students pertaining to discussions you've had in the classroom about inclusive, accessible and anti-racist pedagogies, Indigenous ways of knowing and knowledge systems, Black knowledges, racialized perspectives, international and intercultural perspectives, and/or intersectionality?

4000 characters max (including spaces)

21. We recognize that there are many ways of engaging with inclusive, accessible and anti-racist pedagogies, Indigenous ways of knowing and knowledge systems, Black knowledges, racialized perspectives, international and intercultural perspectives, and/or intersectionality. If you feel that your work in these areas has not been adequately captured by this survey, please share additional details here.

4000 characters max (including spaces)

Chair/Director of the Department/Unit

We recognize that there are many ways in which a department/unit might engage with inclusive, accessible and anti-racist pedagogies, Indigenous ways of knowing and knowledge systems, Black knowledges, racialized perspectives, international and intercultural perspectives, and/or intersectionality. This survey allows space for Chairs/Directors to describe curricular engagement in these areas at a variety of levels.

We acknowledge that, for some Chairs/Directors, your work is focused explicitly in the areas addressed in this survey and/or these are integral to your work due to lived experience, and that a survey may be inadequate for this conversation. There will be additional opportunities

to contribute to the review through other kinds of listening formats as the working circle continues its process.

As a part of this survey process, some faculty members, particularly those with childcare, eldercare, or other responsibilities, may need additional time to fill out their portion of the survey. In order to ensure as complete a picture of your department/unit as possible, we ask that you reach out to faculty members as needed, and particularly those whom you know are deeply engaged with these issues, to ensure that their work is fully documented in this survey.

This survey is in four parts. If you are currently teaching or you have taught a course in the past 5 years, you will be directed to Part 1 of the survey. Otherwise, you will be directed to Part 4 of the survey.

Part 1 asks about pedagogy and course delivery. Please note that, while we are aware of the interconnectedness of multiple forms of identities, positionalities, and oppressions, we have chosen to include separate sub-sections for anti-racist pedagogies that engage with Indigenous ways of knowing and knowledge systems, and those that engage with Black knowledges.

Part 2 asks about course content. We ask that you respond to the given questions for each course that you have taught at UTSC in the last five years (including Winter 2021). If you have taught the same course multiple times, please answer in reference to the last time the course was offered.

Part 3 asks how the university can support you in these areas in the future.

Part 4 asks about departmental/unit activities.

Before beginning, we encourage you to scroll through the survey to get a sense of the questions. You may wish to write your responses in a word processing program and then paste them into the survey. Please note that there is no save-and-return option. If you need to step away or take a break, please keep the survey open in your browser—the survey will not time out.

We know that this survey is an additional task at an already challenging time and we thank you for your willingness to engage with this process.

22. Are you currently teaching or have taught a course in the past 5 years? *

- Yes
- No



Part 1. Pedagogy & Course Delivery: Chair/Director

We recognize that there are many ways in which courses might engage with inclusive, accessible and anti-racist pedagogies, Indigenous ways of knowing and knowledge systems, Black knowledges, racialized perspectives, international and intercultural perspectives, and/or intersectionality. This survey allows space for you to describe curricular engagement in these areas at a variety of levels, including via pedagogy and course delivery (Part 1 of the survey) and course content (Part 2).

23. Please write your name below. *

24. Please tell us about the pedagogical approaches that you use in your course(s) to engage with equity, diversity, and inclusion (EDI), including accessible pedagogies.

Select all that apply.

- I take time at the beginning of semester to set up a framework for inclusive and respectful classroom discussion and discuss how my commitment to EDI is reflected in my teaching.
- I include statements about the university's commitment to EDI, and the resources available on campus to support diverse learning needs, in my course syllabi.
- I plan lectures, tutorials, and seminars that reflect diversity in the classroom by including perspectives from diverse voices in my field and by acknowledging discrimination faced by different groups of students, including LGBTQ2S+ students and students from marginalized communities.
- I promote EDI-related events on campus by posting announcements on Quercus or mentioning them at the beginning of lectures.
- I foreground reciprocity, power relations, and positionality in research that engages with marginalized communities.
- I apply pedagogical frameworks that help foreground an EDI lens and increase accessibility (e.g., Universal Design for Learning, Open-Pedagogy/Education, etc.), in order to prioritize student health and well-being.
- I work with AccessAbility Services to allow my students to maximise their abilities in my class.
- I incorporate opportunities in my classes for students to engage with and learn from diverse cultures, e.g. through travel, collaboration, and/or initiatives like Global Classrooms.
- When assessing and grading, I keep in mind the diverse backgrounds of my students and seek ways to further help those who would benefit from additional supports (e.g., develop strategies to support non-native English speakers in my class).
- I have engaged with the Equity, Diversity, and Inclusion Office (EDIO) at the University of Toronto Scarborough and taken advantage of some of their programming.
- N/A
- Other

25. Please elaborate on the above. In your comments, please describe your expectations in employing these approaches. Where have you encountered challenges and what have you found to be useful?

If your work is focused explicitly in this area (equity, diversity, and inclusion, including accessible pedagogies) and/or this is integral to your work due to lived experience, we welcome your perspective but also recognize that a survey may be inadequate for this conversation. There will be additional opportunities for Chairs/Directors to contribute to the review through other kinds of listening formats as the working circle continues its process.

4000 characters max (including spaces)

Part 1. Indigenous Ways of Knowing and Knowledge Systems and Anti-Racist Pedagogies

The following questions ask about course delivery and pedagogies related to Indigenous ways of knowing and knowledge systems and anti-racist pedagogies. We recognize that, for some Chairs/Directors, your work is focused explicitly in this area and/or this is integral to your work due to lived experience. In that case, we encourage you to check the first response below in addition to any (or all) of the following responses that are applicable.

26. Please tell us about the pedagogical approaches that you use in your course(s) to engage with Indigenous ways of knowing and knowledge systems and anti-racist pedagogies.

Select all that apply.

- My work is focused explicitly in this area and/or this is integral to my work due to lived experience.
- I am aware that Indigenous students are more likely than many other students to be pushed out of educational institutions and I take positive steps to respond to this discrimination.
- I share resources (books, articles, web links, videos, etc.) with students on the subject of Indigenous ways of knowing and knowledge systems.
- I draw attention to anti-Indigenous racism and Indigenous ways of knowing and knowledge systems in my class in ways that students can apply to situations outside of the classroom.
- I include required readings or assignments that are focused on Indigenous ways of knowing and knowledge systems.
- I have invited Indigenous speakers whose focus is on Indigenous ways of knowing and knowledge systems.
- I help promote Indigenous events on campus by posting announcements on Quercus and/or mentioning them at the beginning of lectures.
- I am familiar with [Wecheehetowin: Answering the Call, Final Report of the Steering Com-](#)



[mittee for the University of Toronto Response to the Truth and Reconciliation Commission of Canada](#), and I have considered how it might be applicable to my own work.

- I take time to discuss the Land Acknowledgement with my students to ensure that we understand our individual and institutional relationships to the land on which we teach and learn at UTSC, and the university's history of settler colonialism.
- I have engaged with the Office of Indigenous Initiatives and/or the UTSC Indigenous Outreach Program and taken advantage of some of their programming.
- N/A
- Other

27. Please elaborate on the above. In your comments, please describe your expectations in employing these approaches. Where have you encountered challenges and what have you found to be useful?

If your work is focused explicitly on Indigenous ways of knowing and knowledge systems and anti-racist pedagogies and/or this is integral to your work due to lived experience, we welcome your perspective but also recognize that a survey may be inadequate for this conversation. There will be additional opportunities for Chairs/Directors to contribute to the review through other kinds of listening formats as the working circle continues its process.

4000 characters max (including spaces)

Part 1. Black Knowledges and Anti-Racist Pedagogies

The following questions ask about course delivery and pedagogies related to Black knowledges and anti-racist pedagogies. We recognize that, for some Chairs/Directors, your work is focused explicitly in this area and/or this is integral to your work due to lived experience. In that case, we encourage you to check the first response below in addition to any (or all) of the following responses that are applicable.

28. Please tell us about the pedagogical approaches that you use in your course(s) to engage with Black knowledges and anti-racist pedagogies.

Select all that apply.

- My work is focused explicitly in this area and/or this is integral to my work due to lived experience.
- I am aware that Black students are more likely than many other students to be pushed out of educational institutions and I take positive steps to respond to this discrimination.
- I share resources (books, articles, web links, videos etc.) with students on the subject of Black knowledges and anti-racism.
- I draw attention to anti-Black racism, Black knowledges, and decolonizing frameworks that reveal that colonialism is ongoing and continues to shape social relations and impact disadvantaged groups.
- I intentionally embed decolonizing frameworks and Black knowledges in my class in ways

- that students can apply to situations outside of the classroom.
- In my classes, students connect anti-colonial traditions to present-day national and global contexts, such as the Black Lives Matter movement.
- I try to create an environment where students feel free to challenge systemic racism and/or express their need for clarity on the concepts of anti-racism and Black history.
- I have invited Black speakers whose focus is on Black knowledges and/or anti-Black racism.
- I include required readings or assignments that are focused on Black knowledges and anti-racism.
- I have engaged with the Anti-Racism and Cultural Diversity Office (ARCDO) at the University of Toronto and integrated some of their programming into my curriculum.
- I have worked with the Community Partnerships and Engagement Office at UTSC to build relationships with community partners.
- N/A
- Other

29. Please elaborate on the above. In your comments, please describe your expectations in employing these approaches. Where have you encountered challenges and what have you found to be useful?

If your work is focused explicitly on Black knowledges and anti-racist pedagogies, and/or this is integral to your work due to lived experience, we welcome your perspective but also recognize that a survey may be inadequate for this conversation. There will be additional opportunities for Chairs/Directors to contribute to the review through other kinds of listening formats as the working circle continues its process.

4000 characters max (including spaces)

Part 2. Course Content: Chair/Director

We ask that you respond to the given questions for each course that you have taught at UTSC in the last five years (including Winter 2021). If you have taught the same course multiple times, please answer in reference to the last time the course was offered. Please complete this set of questions for one course at a time. The survey will prompt you to complete these questions again for additional courses.

30. Please select a course that you've taught in the last five years (including Winter 2021). *

Note: You will have the opportunity to complete these questions again for additional courses. If this course is linked to more than one department/unit, please only fill out the information below once for the course.

- Course 1



31. When was this course last offered? *

- Winter 2021
- Fall 2020
- Summer 2020
- Winter 2020
- Fall 2019
- Summer 2019
- Winter 2019
- Fall 2018
- Summer 2018
- Winter 2018
- Fall 2017
- Summer 2017
- Winter 2017
- Fall 2016
- Summer 2016

32. How frequently is this course offered? *

- Every term (i.e., Winter, Fall & Summer)
- Biannually (e.g., Winter & Fall)
- Annually
- Biennial (every 2 years)
- Other

33. Which of the following course components (if any) engaged with inclusive, accessible and anti-racist pedagogies, Indigenous ways of knowing and knowledge systems, Black knowledges, racialized perspectives, international and intercultural perspectives, and/or intersectionality?

Select all that apply.

- This course is directly related to Indigenous ways of knowing and knowledge systems.
- This course is directly related to Black knowledges.
- This course is directly related to an EDI topic (e.g. gender and sexuality studies, disability studies, etc).
- Assignments
- Lectures
- Special Guests
- Practice-based/Creative work
- Field Trips/Outings
- In-class student presentations (graded or non-graded)
- Class Discussions
- Research (e.g., community-based participatory action research)
- Experiential Learning
- Work Integrated Learning (WIL)
- Co-op Program
- Other

34. Briefly describe the above course components. Please note if any of these required funding or other resources (e.g., offering compensation to guest speakers).

If this course is directly related to Indigenous ways of knowing and knowledge systems, Black knowledges, or an EDI topic (e.g. gender and sexuality studies, disability studies, etc.), we welcome your perspective but also recognize that a survey may be inadequate for this conversation. There will be additional opportunities for Chairs/Directors to contribute to the review through other kinds of listening formats as the working circle continues its process.

4000 characters max (including spaces)

35. Do you have another course to report? *

- Yes
- No

Part 3. Additional Course-Related Questions: Chair/Director

36. I am aware of how to make my pedagogy, and/or learning or teaching environments, engage with the following topics:

Select all that apply.

- Equity, Diversity, and Inclusion, including using accessible pedagogies
- Anti-racist pedagogies
- Indigenous ways of knowing and knowledge systems
- Black knowledges
- Racialized perspectives
- International and intercultural perspectives
- Intersectionality
- N/A



37. UTSC has adequately provided me with pedagogical and teaching resources to engage with the following topics:

Select all that apply.

- Equity, Diversity, and Inclusion, including using accessible pedagogies
- Anti-racist pedagogies
- Indigenous ways of knowing and knowledge systems
- Black knowledges
- Racialized perspectives
- International and intercultural perspectives
- Intersectionality
- UTSC has not adequately provided me with resources to engage with the topics mentioned above.
- N/A

38. Please describe the resources you have used and/or what further institutional supports would be helpful (e.g., department/unit specific, campus, university, community, etc.).

4000 characters max (including spaces)

39. What type of feedback have you received from students pertaining to discussions you've had in the classroom about inclusive, accessible and anti-racist pedagogies, Indigenous ways of knowing and knowledge systems, Black knowledges, racialized perspectives, international and intercultural perspectives, and/or intersectionality?

4000 characters max (including spaces)


40. We recognize that there are many ways of engaging with inclusive, accessible and anti-racist pedagogies, Indigenous ways of knowing and knowledge systems, Black knowledges, racialized perspectives, international and intercultural perspectives, and/or intersectionality. If you feel that your work in these areas in the classroom has not been adequately captured by this survey, please share additional details here.

4000 characters max (including spaces)

Part 4. Departmental/Unit Activities

In this section, we ask that you share information about departmental/unit activities.

41. What steps is your department/unit taking to embed inclusive, accessible and anti-racist pedagogies, Indigenous ways of knowing and knowledge systems, Black knowledges, racialized perspectives, international and intercultural perspectives, and/or intersectionality across the curriculum and to provide support in these areas for faculty?

- 
- Faculty mentorship programs
 - Faculty recruitment
 - EDI and/or anti-racism committee
 - Departmental/unit processes and structures
 - Seminars and/or workshops for faculty, including professional development opportunities
 - Seminars and/or workshops for students, including speaker/event series
 - Making curricular change (e.g. to required courses)
 - Developing new courses and/or programs
 - Lab/Research Centre
 - Co-curricular activities
 - Awards
 - Grants
 - None of the above
 - Other

42. Please elaborate on the above. In your comments, please describe successes or challenges and what you've found to be useful.

4000 characters max (including spaces)

43. Use this space to provide additional comments and/or concerns.

4000 characters max (including spaces)

Anonymous Feedback to Working Circle/Landscape Review Sub-Circle

Responses on the Landscape Review survey will be aggregated and de-identified for use in internal reports related to the curriculum review. If any aspect of the information you submit is included in that context, that will be done anonymously unless you choose to be identified. However, if you want to share feedback to the Working Circle/Landscape Review sub-circle that will be completely separated from your other responses, please use this form:

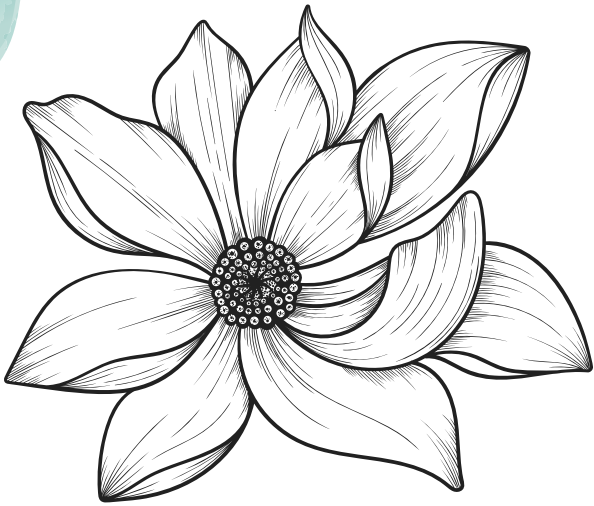
If you would like to set up a one-on-one conversation or a departmental/unit conversation as a way of building on this survey feedback, please reach out to the Working Circle at curriculum.utsc@utoronto.ca.

Please visit the following site for suggested readings and multimedia related to the curriculum review. Further resources can be added using the feedback form provided on the site to contribute to a [collective list](#).

44. Thank you for participating in this survey. Ten survey respondents will each win \$50 worth of books from A Different Booklist, a Toronto-based and African-Canadian owned independent bookstore showcasing literature of the African and Caribbean diaspora and the Global South. Would you like to be entered into the draw?

- Yes
- No





APPENDIX E:

UTSC LISTENING AND CONVERSATION SURVEYS

Listening and Conversation Survey: Student Leaders

Dear UTSC Student Leaders,

A priority of UTSC's 2020-25 Strategic Plan, Inspiring Inclusive Excellence, is to ensure that the campus's commitment to inclusion, Indigeneity, and anti-racism is reflected across programs and embedded in our curriculum and in our pedagogical approaches and supports. A working circle was established in the Fall of 2020 to lead a campus-wide curriculum review in order to assess our current standing against those goals and to inform a plan for action.

We are initiating the listening and conversation part of this process by engaging with student leaders using a listening circle format, which will allow for the sharing of experiences, as well as hopes and questions for how this review might shape teaching and learning at UTSC. Our goal is to invite student leaders to reflect on your pedagogical and curricular experience, as well as ways in which the campus might better support you in the future. We honour multiple ways of knowing, with particular emphasis on Indigenous ways of knowing and knowledge systems, Black knowledges, and racialized perspectives, while also recognizing the importance of international and intercultural perspectives, and intersectionality (including gender, sexuality, and disability).

If you participated in the listening circle, the following survey will prompt you to share your feedback about your experience with the circle. If you did not participate in the listening circle, we invite you to reflect on your learning experiences at UTSC, and campus contexts. Your feedback will directly help to shape our assessment of the existing curricular and pedagogical context at UTSC and will also help to inform our recommendations as we collectively move forward with this work. We anticipate that the survey will take approximately 20 minutes of your time. At the conclusion of the survey you will have the option of entering a draw: five survey respondents will each win \$50 worth of books from A Different Booklist, a Toronto-based and African-Canadian owned independent bookstore showcasing literature of the African and Caribbean diaspora and the Global South.

We recognize that there are many ways of engaging in work that is intentionally inclusive and accessible, that highlights diverse perspectives, and that actively confronts systems of injustice and oppression. We also recognize that there are students who are interested in learning more about some or all of the areas of the review but who may have questions about how to engage. We welcome all perspectives. As we move ahead with the review and its recommendations, we will also be prioritizing supports for student leaders. If you would like to provide feedback, please reach out to the working circle at curriculum.utsc@utoronto.ca.

Your responses will be held in confidence by the working circle. Data will be aggregated and de-identified and used in internal reports related to the curriculum review. If any aspect of the information you submit is included in that context, that will be done anonymously.

We thank you for taking the time to be part of this important process.

* Required

Individual and Institutional Accountability and a Note on Terminology

We are using a number of terms throughout this survey and the review process, including “equity, diversity, and inclusion (EDI),” “decolonization,” “Indigenous ways of knowing and knowledge systems,” and “Black knowledges.” While these terms help to anchor our work, each one encompasses complex nuances and reflects diverse histories. They also have limitations, and critical debate about their usage, their effectiveness, and their scope is dynamic, ongoing, and sometimes fraught in both academic and community contexts. With this in mind, and recognizing also the importance of language and terminology, we have enclosed a link to some [suggested readings and multimedia](#), and again at the end of the survey, to help unpack these areas, with particular emphasis on resources anchored within our local context. We invite students, faculty, and departments/units to join the members of the working circle in committing to further learning as well as necessary unlearning as a part of this review process.

Undertaking this work also necessitates acknowledgement of the role that universities, including the University of Toronto and UTSC, continue to play in the history of settler colonialism, as well as recognition that teaching and learning at UTSC take place on traditional Indigenous land that was unjustly taken. Individually and institutionally we hold ourselves accountable to that history and to the reconciliation and systemic change toward which this curriculum review aims to contribute.

Please note that the terms of reference for the curricular review and the membership of the working circle can be found on the [curriculum review website](#).

Survey Format

This survey is in three parts:

If you participated in the listening circle, we invite you to complete only Part 1 of the survey, if you did not participate in the listening circle, the survey will prompt you to complete Parts 2 and 3.

The first part asks about your experience participating in the listening circle (if applicable) and also allows you the opportunity to upload an audio file to expand on the responses you provided during the listening circle.

The second part asks about your understanding of specific phrases relevant to the Curriculum Review and about your experiences as an undergraduate student at UTSC.

The third part asks about campus contexts.

We know that this survey is an additional task at an already challenging time and we thank you for your willingness to engage with this process. All feedback is valued. Please note that if you need to step away or take a break, please keep the survey open in your browser to ensure your answers are saved.

Part 1. Participation in the Listening Circle

1. Please select the UTSC department(s) with which you are most closely engaged. *

- Department of Anthropology
- Department of Arts, Culture and Media
- Department of Biological Sciences
- Department of Computer and Mathematical Sciences
- Centre for Critical Development Studies
- Department of English
- Department of Health and Society
- Department of Historical and Cultural Studies
- Department of Human Geography
- Department of Language Studies
- Department of Management
- Department of Philosophy
- Department of Physical & Environmental Sciences
- Department of Political Science
- Department of Psychology
- Department of Sociology
- Other

2. What year of study are you currently in? *

- First Year
- Second Year
- Third Year
- Fourth Year
- Fifth Year +

3. Did you participate in the listening circle? *

- Yes
- No



4. If you would like, please use this space to provide additional comments about topics discussed in the listening circle.

4000 characters max (including spaces)

5. Please rate your experience in the listening circle on the following scale from, “very unsatisfied” to “very satisfied”.

Very Unsatisfied 1 2 3 4 5 Very Satisfied

6. Please describe your experience with the listening circle.

4000 characters max (including spaces)

Part 2. Understanding Phrases Relevant to the Curriculum Review & Course Experience

The following questions ask about your understanding of the following phrases: equity, diversity, and inclusion (EDI), Indigenous ways of knowing and knowledge systems, and Black knowledges. We recognize that, for some undergraduate students, your work is focused explicitly in this area and/or this is integral to your work due to lived experience. In that case, we encourage you to state “My work is focused explicitly in this area and/or this is integral to my work due to lived experience” to any (or all) of the following questions that are applicable.

7. What is your understanding of the phrase “Equity, Diversity, and Inclusion” (EDI)? What does this phrase mean to you?

4000 characters max (including spaces)

8. What is your understanding of the phrase, “Indigenous ways of knowing and Indigenous knowledge systems”? What does this phrase mean to you?

4000 characters max (including spaces)

9. What is your understanding of the phrase, “Black knowledges”? What does this phrase mean to you?

4000 characters max (including spaces)

10. Are you comfortable with these terms? Why or why not?

4000 characters max (including spaces)

11. Have you taken courses at UTSC that engaged with or drew attention to the following topics?

Select all that apply.

- Equity, Diversity, and Inclusion (EDI), including accessible pedagogies
- Indigenous ways of knowing, Indigenous knowledge systems, and/or anti-racist pedagogies

- Black knowledges and/or anti-racist pedagogies
- N/A
- Other

12. For each item selected above, please provide some examples.

4000 characters max (including spaces)

13. What has your experience been with discussions you've had in the classroom about the following topics: inclusive, accessible and anti-racist pedagogies, Indigenous ways of knowing and knowledge systems, Black knowledges, racialized perspectives, international and intercultural perspectives, and/or intersectionality?

4000 characters max (including spaces)

14. Do you feel comfortable sharing topics related to equity, diversity, and inclusivity in the classroom? *

- Yes
- No
- Other

15. If yes, what makes you feel comfortable sharing topics related to equity, diversity, and inclusion in the classroom?

4000 characters max (including spaces)

16. If no, why do you not feel comfortable sharing topics related to equity, diversity, and inclusion in the classroom?

4000 characters max (including spaces)

17. Do you feel comfortable sharing topics related to Indigenous knowledges in the classroom? *

- Yes
- No
- Other

18. If yes, what makes you feel comfortable sharing topics related to Indigenous knowledges in the classroom?

4000 characters max (including spaces)

19. If no, why do you not feel comfortable sharing topics related to Indigenous knowledges in the classroom?

4000 characters max (including spaces)

20. Do you feel comfortable sharing topics related to Black knowledges in the classroom? *

- Yes
- No
- Other

21. If yes, what makes you feel comfortable sharing topics related to Black knowledges in the classroom?

4000 characters max (including spaces)

22. If no, why do you not feel comfortable sharing topics related to Black knowledges in the classroom?

4000 characters max (including spaces)

23. Please tell us about your experience with learning environments at UTSC that have been particularly welcoming of discussions around diverse knowledges.

4000 characters max (including spaces)

24. How often have you seen scholarly work or the achievements or experiences of diverse faculty or community members (for example, Indigenous, Black, racialized, queer, differently abled) incorporated into the courses you've taken? For example, published articles, books, multimedia by academics from diverse backgrounds.

- Regularly (that is, for almost every course)
- Occasionally (that is, about 2-3 courses)
- Rarely (that is, about 1 course)
- Never
- Other

25. Do you feel that, in your experience, course instructors at UTSC make appropriate accommodations for students' differing abilities (physical and psychological) to engage with course structures, materials, lectures, assignments, and/or activities?

- Yes
- No

26. Do you feel that, in your experience, course instructors at UTSC communicate, act upon, and/or prioritize students' mental health and well-being in the context of their course structures, materials, lectures, assignments, and/or activities?

- Yes
- No

27. You may use this space to elaborate or provide additional comments.

4000 characters max (including spaces)

Part 3. Campus Contexts

28. Have you been part of initiatives at UTSC to prioritize equity in the curriculum? *

- Yes
- No

29. If yes, please provide some examples of these initiatives.

4000 characters max (including spaces)

30. If you have engaged in discussions regarding inequity in the curriculum, please tell us where you have engaged in such conversations.

Select all that apply.

- In specific courses
- Campus spaces or events
- At home
- At your workplace
- Other

31. Are there resources on campus you have used to unpack inequity in the curriculum? If yes, please describe the resources you have used, if no, please describe what institutional supports would be helpful (for example, department/unit specific, campus, university, community, etc.).

4000 characters max (including spaces)

32. Please tell us about any other steps (not captured in this survey) that the UTSC department(s) with which you engage is taking to draw attention to inclusive, accessible and anti-racist pedagogies, Indigenous ways of knowing and knowledge systems, Black knowledges, racialized perspectives, international and intercultural perspectives, and/or intersectionality across the curriculum and to provide support in these areas for you.

4000 characters max (including spaces)

33. What steps or initiatives do you think would allow us to implement inclusive curricula and learning structures at UTSC?

4000 characters max (including spaces)

34. Do you have anything else you would like to share that you feel would be helpful for the review process and that hasn't been captured in this survey?

4000 characters max (including spaces)



Upload Audio File

35. All survey respondents are welcome to share their experiences and provide additional feedback by uploading an audio file. In particular, if your work is focused explicitly on inclusive, accessible and anti-racist pedagogies, Indigenous ways of knowing and knowledge systems, Black knowledges, racialized perspectives, international and intercultural perspectives, intersectionality, and/or this is integral to your work due to lived experience, we welcome your perspective but also recognize that a survey may be inadequate for this conversation. You may upload an audio file here to share your experiences and if applicable, to expand on the responses you provided during the listening circle if you wish to do so. Please note that these audio files will be held in confidence and will be de-identified.

File number limit: 1, Single file size limit: 1GB, Allowed file types: Word, Excel, PPT, PDF, Image, Video, Audio.

Further Resources

If you would like to add to this survey feedback, please reach out to the working circle at curriculum.utsc@utoronto.ca.

Please visit the following site for suggested readings and multimedia related to the curriculum review. Further resources can be added using the feedback form provided on the site to contribute to a [collective list](#).

36. Thank you for participating in this survey. Five survey respondents will each win \$50 worth of books from A Different Booklist, a Toronto-based and African-Canadian owned independent bookstore showcasing literature of the African and Caribbean diaspora and the Global South. Would you like to be entered into the draw?

- Yes
- No

37. Please enter your email address below to be entered into the draw. A reminder that survey responses will be de-identified. *

Listening and Conversation Survey: UTSC Students

Dear UTSC Students,

A priority of UTSC's 2020-25 Strategic Plan, Inspiring Inclusive Excellence, is to ensure that the campus's commitment to inclusion, Indigeneity, and anti-racism is reflected across programs and embedded in our curriculum and in our pedagogical approaches and supports. A working circle was established in the Fall of 2020 to lead a campus-wide curriculum review in order to assess our current standing against those goals and to inform a plan for action.

We are continuing the listening and conversation part of this process by engaging with UTSC students using a listening circle format, which will allow for the sharing of experiences, as well as hopes and questions for how this review might shape teaching and learning at UTSC. Our goal is to invite students to reflect on your pedagogical and curricular experience, as well as ways in which the campus might better support you in the future. We honour multiple ways of knowing, with particular emphasis on Indigenous ways of knowing and knowledge systems, Black knowledges, and racialized perspectives, while also recognizing the importance of international and intercultural perspectives, and intersectionality (including gender, sexuality, and disability).

If you participated in the listening circle, the following survey will prompt you to share your feedback about your experience with the circle. If you did not participate in the listening circle, we invite you to reflect on your learning experiences at UTSC, and campus contexts. Your feedback will directly help to shape our assessment of the existing curricular and pedagogical context at UTSC and will also help to inform our recommendations as we collectively move forward with this work. We anticipate that the survey will take approximately 20 minutes of your time. At the conclusion of the survey you will have the option of entering a draw: ten survey respondents will each win a \$50 gift card from either [Seventh and Oak](#) or [The Cedar Basket](#); this gift offers direct support to Black- and Indigenous-owned businesses.

We recognize that there are many ways of engaging in work that is intentionally inclusive and accessible, that highlights diverse perspectives, and that actively confronts systems of injustice and oppression. We also recognize that there are students who are interested in learning more about some or all of the areas of the review but who may have questions about how to engage. We welcome all perspectives. As we move ahead with the review and its recommendations, we will also be prioritizing supports for students. If you would like to provide feedback, please reach out to the working circle at curriculum.utsc@utoronto.ca.

Your responses will be held in confidence by the working circle. Data will be aggregated and de-identified and used in internal reports related to the curriculum review. If any aspect of the information you submit is included in that context, that will be done anonymously.

We thank you for taking the time to be part of this important process.

* Required



Individual and Institutional Accountability and a Note on Terminology

We are using a number of terms throughout this survey and the review process, including **“equity, diversity, and inclusion (EDI),” “decolonization,” “Indigenous ways of knowing and knowledge systems,”** and **“Black knowledges.”** While these terms help to anchor our work, each one encompasses complex nuances and reflects diverse histories. They also have limitations, and critical debate about their usage, their effectiveness, and their scope is dynamic, ongoing, and sometimes fraught in both academic and community contexts. With this in mind, and recognizing also the importance of language and terminology, we have enclosed a link to [some suggested readings and multimedia](#), and again at the end of the survey to help unpack these areas, with particular emphasis on resources anchored within our local context. We invite students, faculty, and departments/units to join the members of the working circle in committing to further learning as well as necessary unlearning as a part of this review process.

Undertaking this work also necessitates acknowledgement of the role that universities, including the University of Toronto and UTSC, continue to play in the history of settler colonialism, as well as recognition that teaching and learning at UTSC take place on traditional Indigenous land that was unjustly taken. Individually and institutionally we hold ourselves accountable to that history and to the reconciliation and systemic change toward which this curriculum review aims to contribute.

For more information about the curriculum review and the working circle please visit [the curriculum review website](#).

Survey Format

This survey is in three parts:

If you participated in the listening circle, we invite you to complete only Part 1 of the survey, if you did not participate in the listening circle, the survey will prompt you to complete Parts 2 and 3.

The first part asks about your experience participating in the listening circle (if applicable) and also allows you the opportunity to upload an audio file to expand on the responses you provided during the listening circle.

The second part asks about your understanding of specific phrases relevant to the Curriculum Review and about your experiences as an undergraduate student at UTSC.

The third part asks about campus contexts.

We know that this survey is an additional task at an already challenging time and we thank



you for your willingness to engage with this process. All feedback is valued. Please note that if you need to step away or take a break, please keep the survey open in your browser to ensure your answers are saved.

Part 1. Participation in the Listening Circle

1. Please select the UTSC department(s) with which you are most closely engaged. *

- Department of Anthropology
- Department of Arts, Culture and Media
- Department of Biological Sciences
- Department of Computer and Mathematical Sciences
- Global Development Studies
- Department of English
- Department of Health and Society
- Department of Historical and Cultural Studies
- Department of Human Geography
- Department of Language Studies
- Department of Management
- Department of Philosophy
- Department of Physical & Environmental Sciences
- Department of Political Science
- Department of Psychology
- Department of Sociology
- Other

2. What year of study are you currently in? *

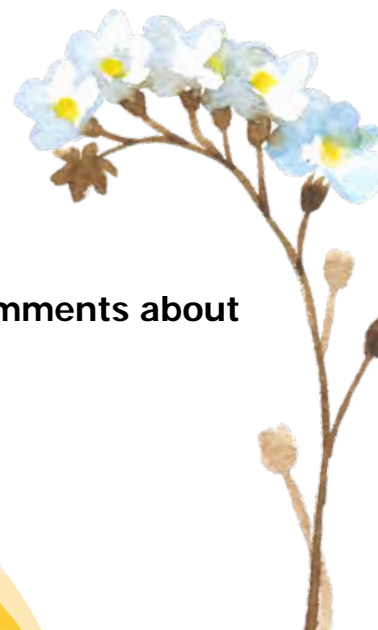
- First Year
- Second Year
- Third Year
- Fourth Year
- Fifth Year +

3. Did you participate in the listening circle? *

- Yes
- No

4. If you would like, please use this space to provide additional comments about topics discussed in the listening circle.

4000 characters max (including spaces)



5. Please rate your experience in the listening circle on the following scale from, "very unsatisfied" to "very satisfied".

Very Unsatisfied 1 2 3 4 5 Very Satisfied

6. Please describe your experience with the listening circle.

4000 characters max (including spaces)

Part 2. Understanding Phrases Relevant to the Curriculum Review & Course Experience

The following questions ask about your understanding of the following phrases: equity, diversity, and inclusion (EDI), Indigenous ways of knowing and knowledge systems, and Black knowledges. We recognize that, for some undergraduate students, your work is focused explicitly in one or more of these areas and/or this is integral to your work due to lived experience. In that case, we encourage you to state "My work is focused explicitly in one or more of these areas and/or this is integral to my work due to lived experience" to any (or all) of the following questions that are applicable.

7. How would you rate your understanding of the phrase, "Indigenous ways of knowing and Indigenous knowledge systems"?

Poor Understanding 1 2 3 4 5 Excellent Understanding

8. How would you rate your understanding of the phrase, "Black knowledges"?

Poor Understanding 1 2 3 4 5 Excellent Understanding

9. How would you rate your understanding of the phrase, "Equity, Diversity, and Inclusion" (EDI)?

Poor Understanding 1 2 3 4 5 Excellent Understanding

10. Are you comfortable with these phrases? Why or why not?

4000 characters max (including spaces)

11. Have you taken courses at UTSC that engaged with or drew attention to the following topic

Select all that apply.

- Equity, Diversity, and Inclusion (EDI), including accessible pedagogies
- Indigenous ways of knowing, Indigenous knowledge systems, and/or anti-racist pedagogies
- Black knowledges and/or anti-racist pedagogies
- N/A
- Other

12. Do you feel comfortable sharing topics related to equity, diversity, and inclusivity in the classroom? *

- Yes
- No
- Other

13. Do you feel comfortable sharing topics related to Indigenous knowledges in the classroom? *

- Yes
- No
- Other

14. Do you feel comfortable sharing topics related to Black knowledges in the classroom? *

- Yes
- No
- Other

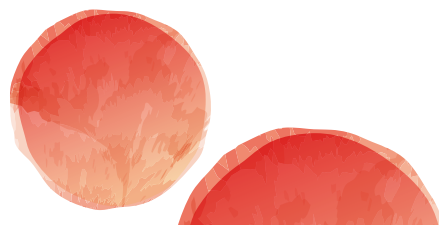
15. Please tell us about your experience with learning environments at UTSC that have been particularly welcoming of discussions around diverse knowledges.
4000 characters max (including spaces)

16. How often have you seen scholarly work or the achievements or experiences of diverse faculty or community members (for example, Indigenous, Black, racialized, queer, differently abled) incorporated into the courses you've taken? For example, published articles, books, multimedia by academics from diverse backgrounds.

- Regularly (that is, for almost every course)
- Occasionally (that is, about 2-3 courses)
- Rarely (that is, about 1 course)
- Never
- Other

17. Do you feel that, in your experience, course instructors at UTSC make appropriate accommodations for students' differing abilities (physical and psychological) to engage with course structures, materials, lectures, assignments, and/or activities?

- Yes
- No



18. Do you feel that, in your experience, course instructors at UTSC communicate, act upon, and/or prioritize students' mental health and well-being in the context of their course structures, materials, lectures, assignments, and/or activities?

- Yes
- No

19. You may use this space to elaborate or provide additional comments.

4000 characters max (including spaces)

Part 3. Campus Contexts

20. Have you been part of initiatives at UTSC to prioritize equity in the curriculum? *

- Yes
- No

21. If you have engaged in discussions regarding inequity in the curriculum, please tell us where you have engaged in such conversations.

Select all that apply.

- In specific courses
- Campus spaces or events
- At home
- At your workplace
- Other

22. Are there resources on campus you have used to unpack inequity in the curriculum? If yes, please describe the resources you have used, if no, please describe what institutional supports would be helpful (for example, department/unit specific, campus, university, community, etc.).

4000 characters max (including spaces)

23. Can you identify an institutional resource which you are familiar with and/or have used in the context of courses, academic policies, materials, lectures, assignments, and/or activities?

Please choose up to 3 resources.

- Centre for Teaching & Learning
- Academic Advising & Career Centre
- AccessAbility Services
- Health & Wellness Centre
- Department of Student Life
- International Student Centre

- Scarborough Campus Students' Union (SCSU)
- Library (UTSC)
- Athletics and Recreation
- Office of the Registrar
- Equity, Diversity and Inclusion Office (EDIO)
- Student Housing Residence Life
- Information Instructional Technology Services
- N'sheemaehn: Child Care Centre
- Sexual Harassment Office
- UTSC Campus Safety
- Other



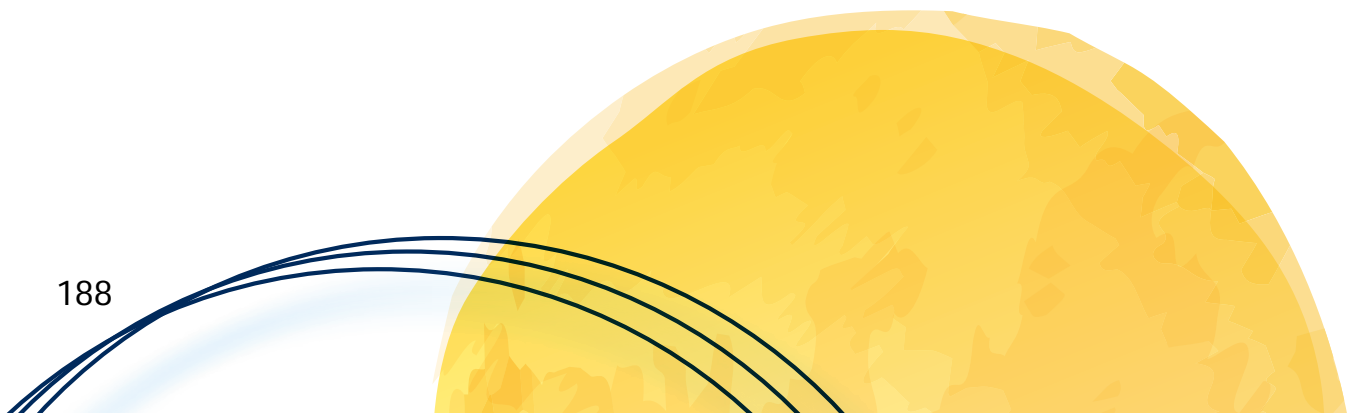
24. In your experience, did the resource(s) you selected in the previous question recognize Indigenous ways of knowing and knowledge systems, Black knowledges, racialized perspectives, international and intercultural perspectives, and/or intersectionality? If yes, in what ways? If no, what suggestions do you have for enhancing supports?

25. Do you have anything else you would like to share that you feel would be helpful for the review process and that hasn't been captured in this survey?
4000 characters max (including spaces)

Upload Audio File

26. All survey respondents are welcome to share their experiences and provide additional feedback by uploading an audio file.

In particular, if your work is focused explicitly on inclusive, accessible and anti-racist pedagogies, Indigenous ways of knowing and knowledge systems, Black knowledges, racialized perspectives, international and intercultural perspectives, intersectionality, and/or this is integral to your work due to lived experience, we welcome your perspective but also recognize that a survey may be inadequate for this conversation. You may upload an audio file here to share your experiences and if applicable, to expand on the responses you provided during the listening circle if you wish to do so.



Please note that these audio files will be held in confidence and will be de-identified.

File number limit: 1, Single file size limit: 1GB, Allowed file types: Word, Excel, PPT, PDF, Image, Video, Audio

Further Resources

If you would like to add to this survey feedback, please reach out to the working circle at curriculum.utsc@utoronto.ca.

Please visit the following site for suggested readings and multimedia related to the curriculum review. [Further resources can be added using the feedback form provided on the site to contribute to a collective list.](#)

For more information about the curriculum review and the working circle please visit [the curriculum review website](#).

27. Thank you for participating in this survey. Ten survey respondents will each win a \$50 gift card from either [Seventh and Oak](#) or [The Cedar Basket](#); this gift offers direct support to Black- and Indigenous-owned businesses. Would you like to be entered into the draw?

- Yes
- No

28. Please enter your email address below to be entered into the draw. A reminder that survey responses will be de-identified. *

Listening and Conversation Survey: UTSC Recent Graduates

Dear UTSC Graduates,

A priority of UTSC's 2020-25 Strategic Plan, Inspiring Inclusive Excellence, is to ensure that the campus's commitment to inclusion, Indigeneity, and anti-racism is reflected across programs and embedded in our curriculum and in our pedagogical approaches and supports. A working circle was established in the Fall of 2020 to lead a campus-wide curriculum review in order to assess our current standing against those goals and to inform a plan for action.

We are continuing the listening and conversation part of this process by engaging with recent graduates, which will allow for the sharing of experiences, as well as hopes and questions for how this review might shape teaching and learning at UTSC. Our goal is to invite recent

graduates to reflect on your pedagogical and curricular experience, as well as ways in which the campus might better support future students. We honour multiple ways of knowing, with particular emphasis on Indigenous ways of knowing and knowledge systems, Black knowledges, and racialized perspectives, while also recognizing the importance of international and intercultural perspectives, and intersectionality (including gender, sexuality, and disability).

The following survey will invite you to reflect on your learning experiences at UTSC, and campus contexts. Your feedback will directly help to shape our assessment of the existing curricular and pedagogical context at UTSC and will also help to inform our recommendations as we collectively move forward with this work. We anticipate that the survey will take approximately 15 minutes of your time. At the conclusion of the survey you will have the option of entering a draw: five survey respondents will each win a \$50 gift card from either [Seventh and Oak](#) or [The Cedar Basket](#); this gift offers direct support to Black- and Indigenous-owned businesses.

We recognize that there are many ways of engaging in work that is intentionally inclusive and accessible, that highlights diverse perspectives, and that actively confronts systems of injustice and oppression. We also recognize that there are recent graduates who are interested in learning more about some or all of the areas of the review but who may have questions about how to engage. We welcome all perspectives. As we move ahead with the review and its recommendations, we will also be prioritizing supports for students. If you would like to provide feedback, please reach out to the working circle at curriculum.utsc@utoronto.ca.

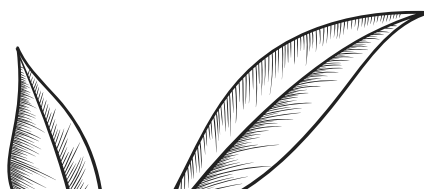
Your responses will be held in confidence by the working circle. Data will be aggregated and de-identified and used in internal reports related to the curriculum review. If any aspect of the information you submit is included in that context, that will be done anonymously.

We thank you for taking the time to be part of this important process.

* Required

Individual and Institutional Accountability and a Note on Terminology

We are using a number of terms throughout this survey and the review process, including **“equity, diversity, and inclusion (EDI),” “decolonization,” “Indigenous ways of knowing and knowledge systems,”** and **“Black knowledges.”** While these terms help to anchor our work, each one encompasses complex nuances and reflects diverse histories. They also have limitations, and critical debate about their usage, their effectiveness, and their scope is dynamic, ongoing, and sometimes fraught in both academic and community contexts. With this in mind, and recognizing also the importance of language and terminology, we have enclosed a link to [some suggested readings and multimedia](#), and again at the end of the survey, to help unpack these areas, with particular emphasis on resources anchored



within our local context. We invite students, faculty, and departments/units to join the members of the working circle in committing to further learning as well as necessary unlearning as a part of this review process.

Undertaking this work also necessitates acknowledgement of the role that universities, including the University of Toronto and UTSC, continue to play in the history of settler colonialism, as well as recognition that teaching and learning at UTSC take place on traditional Indigenous land that was unjustly taken. Individually and institutionally we hold ourselves accountable to that history and to the reconciliation and systemic change toward which this curriculum review aims to contribute.

For more information about the curriculum review and the working circle please visit [the curriculum review website](#).

Survey Format

This survey is in two parts:

The first part asks about your understanding of specific phrases relevant to the Curriculum Review and about your experiences during your time at UTSC.

The second part asks about campus contexts.

We know that this survey is an additional task at an already challenging time and we thank you for your willingness to engage with this process. All feedback is valued. Please note that if you need to step away or take a break, please keep the survey open in your browser to ensure your answers are saved.

1. When did you graduate from UTSC? *

- June 2020
- November 2020
- June 2021
- Other

2. Please select the UTSC department(s) you closely engaged with during your time at UTSC. *

- Department of Anthropology
- Department of Arts, Culture and Media
- Department of Biological Sciences
- Department of Computer and Mathematical Sciences
- Global Development Studies
- Department of English
- Department of Health and Society

- Department of Historical and Cultural Studies
- Department of Human Geography
- Department of Language Studies
- Department of Management
- Department of Philosophy
- Department of Physical & Environmental Sciences
- Department of Political Science
- Department of Psychology
- Department of Sociology
- Other

Part 1. Understanding Phrases Relevant to the Curriculum Review & Course Experience

The following questions ask about your understanding of the following phrases: equity, diversity, and inclusion (EDI), Indigenous ways of knowing and knowledge systems, and Black knowledges. We recognize that, for some recent graduates, your work was/is focused explicitly in one or more of these areas and/or this was/is integral to your work due to lived experience. In that case, we encourage you to state “My work was/is focused explicitly in one or more of these areas and/or this was/is integral to my work due to lived experience” to any (or all) of the following questions that are applicable.

3. How would you rate your understanding of the phrase, “Indigenous ways of knowing and Indigenous knowledge systems”?

Poor Understanding 1 2 3 4 5 Excellent Understanding

4. How would you rate your understanding of the phrase, “Black knowledges”?

Poor Understanding 1 2 3 4 5 Excellent Understanding

5. How would you rate your understanding of the phrase, “Equity, Diversity, and Inclusion” (EDI)?

Poor Understanding 1 2 3 4 5 Excellent Understanding

6. Are you comfortable with these phrases? Why or why not?

4000 characters max (including spaces)



7. Have you taken courses at UTSC that engaged with or drew attention to the following topics?

Select all that apply.

- Equity, Diversity, and Inclusion (EDI), including accessible pedagogies
- Indigenous ways of knowing, Indigenous knowledge systems, and/or anti-racist pedagogies
- Black knowledges and/or anti-racist pedagogies
- N/A
- Other

8. Did you feel comfortable sharing topics related to equity, diversity, and inclusivity in the classroom?

- Yes
- No
- Other

9. Did you feel comfortable sharing topics related to Indigenous knowledges in the classroom?

- Yes
- No
- Other

10. Did you feel comfortable sharing topics related to Black knowledges in the classroom?

- Yes
- No
- Other

11. Please tell us about your experience with learning environments at UTSC that have been particularly welcoming of discussions around diverse knowledges.

4000 characters max (including spaces)

12. How often have you seen scholarly work or the achievements or experiences of diverse faculty or community members (for example, Indigenous, Black, racialized, queer, differently abled) incorporated into the courses you've taken? For example, published articles, books, multimedia by academics from diverse backgrounds.

- Regularly (that is, for almost every course)
- Occasionally (that is, about 2-3 courses)
- Rarely (that is, about 1 course)
- Never
- Other

13. Do you feel that, in your experience, course instructors at UTSC make appropriate accommodations for students' differing abilities (physical and psychological) to engage with course structures, materials, lectures, assignments, and/or activities?

- Yes
- No

14. Do you feel that, in your experience, course instructors at UTSC communicate, act upon, and/or prioritize students' mental health and well-being in the context of their course structures, materials, lectures, assignments, and/or activities?

- Yes
- No

15. You may use this space to elaborate or provide additional comments.
4000 characters max (including spaces)

Part 3. Campus Contexts

16. Have you been part of initiatives at UTSC to prioritize equity in the curriculum?

- Yes
- No

17. If you have engaged in discussions regarding inequity in the curriculum, please tell us where you have engaged in such conversations.

Select all that apply.

- In specific courses
- Campus spaces or events
- At home
- At your workplace
- Other

18. Are there resources on campus you have used to unpack inequity in the curriculum? If yes, please describe the resources you have used, if no, please describe what institutional supports would have been helpful (for example, department/unit specific, campus, university, community, etc.).

4000 characters max (including spaces)

19. Can you identify an institutional resource which you are familiar with and/or have used in the context of courses, academic policies, materials, lectures, assignments, and/or activities?

Please choose up to 3 resources.

- Centre for Teaching & Learning
- Academic Advising & Career Centre
- AccessAbility Services
- Health & Wellness Centre
- Department of Student Life
- International Student Centre
- Scarborough Campus Students' Union (SCSU)
- Library (UTSC)
- Athletics and Recreation
- Office of the Registrar
- Equity, Diversity and Inclusion Office (EDIO)
- Student Housing Residence Life
- Information Instructional Technology Services
- N'sheemaehn: Child Care Centre
- Sexual Harassment Office
- UTSC Campus Safety
- Other

20. In your experience, did the resource(s) you selected in the previous question recognize Indigenous ways of knowing and knowledge systems, Black knowledges, racialized perspectives, international and intercultural perspectives, and/or intersectionality? If yes, in what ways? If no, what suggestions do you have for enhancing supports?

21. Do you have anything else you would like to share that you feel would be helpful for the review process and that hasn't been captured in this survey?

4000 characters max (including spaces)

Further Resources

If you would like to add to this survey feedback, please reach out to the working circle at curriculum.utsc@utoronto.ca.

Please visit the following site for suggested readings and multimedia related to the curriculum review. Further resources can be added using the feedback form provided on the site to contribute to a [collective list](#).

For more information about the curriculum review and the working circle please visit the [curriculum review website](#).

22. Thank you for participating in this survey. Five survey respondents will each win a \$50 gift card from either [Seventh and Oak](#) or [The Cedar Basket](#); this gift offers direct support to Black- and Indigenous-owned businesses. Would you like to be entered into the draw?

- Yes
- No

23. Please enter your email address below to be entered into the draw. A reminder that survey responses will be de-identified. *

Listening & Conversation Survey: Graduate Students and Postdoctoral Fellows

A priority of UTSC's 2020-25 Strategic Plan, Inspiring Inclusive Excellence, is to ensure that the campus's commitment to inclusion, Indigeneity, and anti-racism is reflected across programs and embedded in our curriculum and in our pedagogical approaches and supports. A working circle was established in the Fall of 2020 to lead a campus-wide curriculum review in order to assess our current standing against those goals and to inform a plan for action.

We are continuing the listening and conversation part of this process by engaging with graduate students and postdoctoral fellows using a listening circle format, which will allow for the sharing of experiences, as well as hopes for how this review might shape teaching and learning at UTSC. Our goal is to work in dialogue with graduate students and postdoctoral fellows to gather information about courses and related initiatives that are prioritizing inclusive, accessible and anti-racist pedagogies. We honour multiple ways of knowing, with particular emphasis on Indigenous ways of knowing and knowledge systems, Black knowledges, and racialized perspectives, while also recognizing the importance of international and intercultural perspectives, and intersectionality (including gender, sexuality, and disability).

If you participated in the listening circle, the following survey will prompt you to share your feedback about your experience with the circle. If you did not participate in the listening circle, we invite you to reflect on your pedagogy and teaching philosophy (if applicable), and departmental and campus contexts. Your feedback will directly help to shape our assessment of the existing curricular and pedagogical context at UTSC and will also help to inform our recommendations as we collectively move forward with this work. We anticipate that the survey will take approximately 20 minutes of your time. At the conclusion of the survey you will have the option of entering a draw: five survey respondents will each win a \$50 gift card from either [Seventh and Oak](#) or [The Cedar Basket](#); this gift offers direct support to Black- and Indigenous-owned businesses.

We recognize that there are many ways of engaging in teaching and learning that are intentionally inclusive and accessible, that highlight diverse perspectives, and that actively confront systems of injustice and oppression. As we move ahead with the review and its recommendations, we will also be prioritizing supports for graduate students and postdoctoral fellows to assist with implementing and further deepening this work. If you would like to set up a one-on-one conversation as a way of building on this survey feedback, please reach out to the working circle at curriculum.utsc@utoronto.ca.

Your responses will be held in confidence by the working circle. Data will be aggregated and de-identified and used in internal reports related to the curriculum review. If any aspect of the information you submit is included in that context, that will be done anonymously.

We thank you for taking the time to be part of this important process.

* Required

Individual and Institutional Accountability and a Note on Terminology

We are using a number of terms throughout this survey and the review process, including **“equity, diversity, and inclusion (EDI),” “decolonization,” “Indigenous ways of knowing and knowledge systems,”** and **“Black knowledges.”** While these terms help to anchor our work, each one encompasses complex nuances and reflects diverse histories. They also have limitations, and critical debate about their usage, their effectiveness, and their scope is dynamic, ongoing, and sometimes fraught in both academic and community contexts. With this in mind, and recognizing also the importance of language and terminology, we have enclosed a link to some [suggested readings and multimedia](#), and again at the end of the survey, to help unpack these areas, with particular emphasis on resources anchored within our local context. We invite students, faculty, and departments/units to join the members of the working circle in committing to further learning as well as necessary unlearning as a part of this review process.

Undertaking this work also necessitates acknowledgement of the role that universities, including the University of Toronto and UTSC, continue to play in the history of settler colonialism, as well as recognition that teaching and learning at UTSC take place on traditional Indigenous land that was unjustly taken. Individually and institutionally we hold ourselves accountable to that history and to the reconciliation and systemic change toward which this curriculum review aims to contribute.

For more information about the curriculum review and the working circle please visit the [curriculum review website](#).

Survey Format

This survey is in four parts:

If you participated in the listening circle, we invite you to complete only Part 1 of the survey, if you did not participate in the listening circle, the survey will prompt you to complete Parts 2, 3, and 4.

The first part asks about your experience participating in the listening circle (if applicable) and also allows you the opportunity to upload an audio file to expand on the responses you provided during the listening circle.

The second part asks about your understanding of specific phrases relevant to the Curriculum Review and if applicable, courses you've taken as a graduate student at UofT.

The third part asks about course delivery, pedagogy, and teaching philosophy (if applicable). The fourth part asks about departmental and campus contexts.

We know that this survey is an additional task at an already challenging time and we thank you for your willingness to engage with this process. Any input is valued, even if incomplete. Please note that if you need to step away or take a break, please keep the survey open in your browser to ensure your answers are saved.

Part 1. Participation in the Listening Circle

1. Please select the UTSC department with which you are most closely engaged. *

- Department of Anthropology
- Department of Arts, Culture and Media
- Department of Biological Sciences
- Department of Computer and Mathematical Sciences
- Global Development Studies
- Department of English
- Department of Health and Society
- Department of Historical and Cultural Studies
- Department of Human Geography
- Department of Language Studies
- Department of Management
- Department of Philosophy
- Department of Physical & Environmental Sciences
- Department of Political Science
- Department of Psychology
- Department of Sociology
- Other

2. Did you participate in the listening circle? *

- Yes
- No

3. If you would like, please use this space to provide additional comments about topics discussed in the listening circle, including course delivery and pedagogy, and departmental activities.

4. Please rate your experience in the listening circle on the following scale from, "very unsatisfied" to "very satisfied".

Very Unsatisfied 1 2 3 4 5 Very Satisfied

5. Please describe your experience with the listening circle.

4000 characters max (including spaces)

Part 2. Understanding Phrases Relevant to the Curriculum Review

The following questions ask about your understanding of the following phrases: equity, diversity, and inclusion (EDI), Indigenous ways of knowing and knowledge systems, and Black knowledges. We recognize that, for some graduate students and postdoctoral fellows, your work is focused explicitly in one or more of these areas and/or this is integral to your work due to lived experience. In that case, we encourage you to state “My work is focused explicitly in one or more of these areas and/or this is integral to my work due to lived experience” to any (or all) of the following questions that are applicable.

6. What is your understanding of the phrase “Equity, Diversity, and Inclusion” (EDI)? Do you feel that you have an adequate understanding of this phrase? What does this phrase mean to you?

4000 characters max (including spaces)

7. What is your understanding of the phrase, “Indigenous ways of knowing and Indigenous knowledge systems”? Do you feel that you have an adequate understanding of this phrase? What does this phrase mean to you?

4000 characters max (including spaces)

8. What is your understanding of the phrase, “Black knowledges”? Do you feel that you have an adequate understanding of this phrase? What does this phrase mean to you?

4000 characters max (including spaces)

9. Please identify whether you are a graduate student or a postdoctoral fellow. *

- Graduate Student
- Postdoctoral Fellow

10. Do you feel that the courses you’ve taken at the University of Toronto engaged with or drew attention to the following topics?

Select all that apply.

- Equity, Diversity, and Inclusion (EDI), including accessible pedagogies
- Indigenous ways of knowing, Indigenous knowledge systems, and/or anti-racist pedagogies
- Black knowledges and/or anti-racist pedagogies
- N/A
- Other

11. For each item selected above, please provide some examples.

4000 characters max (including spaces)

12. Please tell us about any training programs, departmental initiatives or pedagogical approaches that you would like to see or feel should be implemented in your course and departmental contexts.

4000 characters max (including spaces)

Part 3. Course Delivery, Pedagogy and Teaching Philosophy

13. Are you currently or have you been a teaching assistant (TA) or course instructor at UTSC? *

- Yes, only a teaching assistant.
- Yes, only a course instructor.
- Yes, both a TA and course instructor.
- No

14. In the context of courses for which you were TAing, were there discussions or materials provided for you to embed inclusive, accessible and anti-racist pedagogies, Indigenous ways of knowing and knowledge systems, Black knowledges, racialized perspectives, international and intercultural perspectives, and/or intersectionality in course curricula?

4000 characters max (including spaces)

15. Please select the following topics that were discussed in the TA or course instructor training program(s) you have taken.

Select all that apply.

- Equity, Diversity, and Inclusion (EDI), including accessible pedagogies
- Indigenous ways of knowing, Indigenous knowledge systems, and/or anti-racist pedagogies
- Black knowledges and/or anti-racist pedagogies
- N/A
- Other

16. I am aware of how to make my pedagogy and/or learning or teaching environments engage with the following topics:

Select all that apply.

- Equity, Diversity, and Inclusion, including using accessible pedagogies
- Anti-racist pedagogies
- Indigenous ways of knowing and knowledge systems
- Black knowledges
- Racialized perspectives
- International and intercultural perspectives
- Intersectionality
- N/A



17. Please tell us about the pedagogical approaches or teaching philosophy that you use in your courses, tutorials or labs, labs, office hours, and/or review sessions that engage with EDI.

When answering this question, please think about steps that you take personally when TAing or instructing a course, rather than those implemented by a faculty member. If your work is focused explicitly on EDI and/or this is integral to your work due to lived experience, we welcome your perspective but also recognize that a survey may be inadequate for this conversation. There will be an opportunity at the end of the survey to upload an audio file where you may share your experiences.

4000 characters max (including spaces)

18. Please tell us about the pedagogical approaches or teaching philosophy that you use in your courses, tutorials or labs, labs, office hours, and/or review sessions that engage with Indigenous ways of knowing and knowledge systems, and anti-racist pedagogies.

When answering this question, please think about steps that you take personally when TAing or instructing a course, rather than those implemented by a faculty member. If your work is focused explicitly on Indigenous ways of knowing and knowledge systems, and anti-racist pedagogies and/or this is integral to your work due to lived experience, we welcome your perspective but also recognize that a survey may be inadequate for this conversation. There will be an opportunity at the end of the survey to upload an audio file where you may share your experiences.

4000 characters max (including spaces)

19. Please tell us about the pedagogical approaches or teaching philosophy that you use in your courses, tutorials or labs, labs, office hours, and/or review sessions that engage with Black knowledges and anti-racist pedagogies.

When answering this question, please think about steps that you take personally when TAing or instructing a course, rather than those implemented by a faculty member. If your work is focused explicitly on Black knowledges and anti-racist pedagogies and/or this is integral to your work due to lived experience, we welcome your perspective but also recognize that a survey may be inadequate for this conversation. There will be an opportunity at the end of the survey to upload an audio file where you may share your experiences.

4000 characters max (including spaces)

20. What type of feedback have you received from students pertaining to discussions you've had in the classroom about inclusive, accessible and anti-racist pedagogies, Indigenous ways of knowing and knowledge systems, Black knowledges, racialized perspectives, international and intercultural perspectives, and/or intersectionality?

4000 characters max (including spaces)

Part 4. Departmental and Campus Contexts

21. Does the UTSC department with which you engage discuss inclusive, accessible and anti-racist pedagogies, Indigenous ways of knowing and knowledge systems, Black knowledges, racialized perspectives, international and intercultural perspectives, and/or intersectionality during departmental meetings and events (e.g., town halls) and related communications? If yes, briefly provide examples of these topics or initiatives (e.g., RA opportunities, journal club papers, conferences).

4000 characters max (including spaces)

22. UTSC has adequately provided me with pedagogical and teaching resources to use or engage with the following topics:

Select all that apply.

- Equity, Diversity, and Inclusion, including accessible pedagogies
- Anti-racist pedagogies
- Indigenous ways of knowing and knowledge systems
- Black knowledges
- Racialized perspectives
- International and intercultural perspectives
- Intersectionality
- UTSC has not adequately provided me with resources to engage with any of the topics mentioned above.
- N/A

23. Please describe the resources you have used and/or what further institutional supports would be helpful (e.g., department/unit specific, campus, university, community, etc.).

4000 characters max (including spaces)

24. Please tell us about any other steps (not captured in this survey) that the UTSC department with which you engage is taking to draw attention to inclusive, accessible and anti-racist pedagogies, Indigenous ways of knowing and knowledge systems, Black knowledges, racialized perspectives, international and intercultural perspectives, and/or intersectionality across the curriculum and to provide support in these areas for you.

For example, providing funding/bursaries to attend conferences related to the aforementioned topics, providing resources or developing workshops that focus on inclusive pedagogies to assist in the mentoring of post-docs as potential future faculty, etc. 4000 characters max (including spaces)

25. Do you have anything else you would like to share that you feel would be helpful for the review process and that hasn't been captured in this survey?

4000 characters max (including spaces)

Upload Audio File

26. We encourage all survey respondents to share their experiences and provide additional feedback by uploading an audio file.

In particular, if your work is focused explicitly on inclusive, accessible and anti-racist pedagogies, Indigenous ways of knowing and knowledge systems, Black knowledges, racialized perspectives, international and intercultural perspectives, intersectionality, and/or this is integral to your work due to lived experience, we welcome your perspective but also recognize that a survey may be inadequate for this conversation. You may upload an audio file here to share your experiences and if applicable, to expand on the responses you provided during the listening circle.

Please note that these audio files will be held in confidence and will be de-identified.

File number limit: 1, Single file size limit: 1GB, Allowed file types: Word, Excel, PPT, PDF, Image, Video, Audio.



Further Resources

If you would like to set up a one-on-one conversation or a departmental/unit conversation as a way of building on this survey feedback, please reach out to the working circle at curriculum.utsc@utoronto.ca.

Please visit the following site for suggested readings and multimedia related to the curriculum review. Further resources can be added using the feedback form provided on the site to contribute to a [collective list](#).

For more information about the curriculum review and the working circle please visit [the curriculum review website](#).

27. Thank you for participating in this survey. Five survey respondents will each win a \$50 gift card from either [Seventh and Oak](#) or [The Cedar Basket](#); this gift offers direct support to Black- and Indigenous-owned businesses. Would you like to be entered into the draw?

- Yes
- No

28. Please enter your email address below to be entered into the draw. A reminder that responses will be de-identified. *

Listening and Conversation Survey: Student-Facing Staff

A priority of UTSC's 2020-25 Strategic Plan, Inspiring Inclusive Excellence, is to ensure that the campus's commitment to inclusion, Indigeneity, and anti-racism is reflected across programs and embedded in our curriculum and in our pedagogical approaches and supports. A working circle was established in the Fall of 2020 to lead a campus-wide curriculum review in order to assess our current standing against those goals and to inform a plan for action.

We are continuing the listening and conversation part of this process by engaging with student-facing staff using a listening circle format, which will allow for the sharing of experiences, as well as hopes and questions for how this review might shape teaching and learning at UTSC. Our goal is to invite student-facing staff to reflect on your experience working with aspects of curriculum and pedagogy at UTSC, as well as ways in which the campus might better support you in the future. We honour multiple ways of knowing, with particular emphasis on Indigenous ways of knowing and knowledge systems, Black knowledges, and racialized perspectives, while also recognizing the importance of international and intercultural perspectives, and intersectionality (including gender, sexuality, and disability).

If you participated in the listening circle, the following survey will prompt you to share your feedback about your experience with the circle. If you did not participate in the listening circle, we invite you to reflect on your experience at UTSC with areas related to the review as well as campus contexts. Your feedback will directly help to shape our assessment of the existing curricular and pedagogical context at UTSC and will also help to inform our recommendations as we collectively move forward with this work. We anticipate that the survey will take approximately 20 minutes of your time. At the conclusion of the survey you will have the option of entering a draw: five survey respondents will each win \$50 worth of books from A Different Booklist, a Toronto-based and African-Canadian owned independent bookstore showcasing literature of the African and Caribbean diaspora and the Global South.

We recognize that there are many ways of engaging in work that is intentionally inclusive and accessible, that highlights diverse perspectives, and that actively confronts systems of injustice and oppression. We also recognize that there are staff who are interested in learning more about some or all of the areas of the review but who may have questions about how to engage with this work. We welcome all perspectives. As we move ahead with the review and its recommendations, we will also be prioritizing supports for student-facing staff to assist with implementing and further deepening this work. If you would like to set up a one-on-one conversation as a way of building on this survey feedback, please reach out to the working circle at curriculum.utsc@utoronto.ca.

Your responses will be held in confidence by the working circle. Data will be aggregated and de-identified and used in internal reports related to the curriculum review. If any aspect of the information you submit is included in that context, that will be done anonymously.

We thank you for taking the time to be part of this important process.





Individual and Institutional Accountability and a Note on Terminology

We are using a number of terms throughout this survey and the review process, including **“equity, diversity, and inclusion (EDI),” “decolonization,” “Indigenous ways of knowing and knowledge systems,”** and **“Black knowledges.”** While these terms help to anchor our work, each one encompasses complex nuances and reflects diverse histories. They also have limitations, and critical debate about their usage, their effectiveness, and their scope is dynamic, ongoing, and sometimes fraught in both academic and community contexts. With this in mind, and recognizing also the importance of language and terminology, we have enclosed a link to [some suggested readings and multimedia](#), and again at the end of the survey, to help unpack these areas, with particular emphasis on resources anchored within our local context. We invite students, faculty, and departments/units to join the members of the working circle in committing to further learning as well as necessary unlearning as a part of this review process.

Undertaking this work also necessitates acknowledgement of the role that universities, including the University of Toronto and UTSC, continue to play in the history of settler colonialism, as well as recognition that teaching and learning at UTSC take place on traditional Indigenous land that was unjustly taken. Individually and institutionally we hold ourselves accountable to that history and to the reconciliation and systemic change toward which this curriculum review aims to contribute.

For more information about the curriculum review and the working circle [please visit the curriculum review website](#).

Survey Format

This survey is in three parts:

If you participated in the listening circle, we invite you to complete only Part 1 of the survey, if you did not participate in the listening circle, the survey will prompt you to complete Parts 2, 3, and 4.

The first part asks about your experience participating in the listening circle (if applicable) and also allows you the opportunity to upload an audio file to expand on the responses you provided during the listening circle if you wish to do so.

The second part asks about your understanding of specific phrases relevant to the Curriculum Review.

The third part asks about campus contexts and resources.

We know that this survey is an additional task at an already challenging time and we thank

you for your willingness to engage with this process. All feedback is valued. Please note that if you need to step away or take a break, please keep the survey open in your browser to ensure your answers are saved.

Part 1. Participation in the Listening Circle

1. Please enter the UTSC department(s) or office with which you are most closely engaged. *

2. Did you participate in the listening circle? *

- Yes
- No

3. If you would like, please use this space to provide additional comments about topics discussed in the listening circle.

4000 characters max (including spaces)

4. Please rate your experience in the listening circle on the following scale from, "very unsatisfied" to "very satisfied".

Very Unsatisfied 1 2 3 4 5 Very Satisfied

5. Please describe your experience with the listening circle.

4000 characters max (including spaces)

Part 2. Understanding Phrases Relevant to the Curriculum Review

The following questions ask about your understanding of the following phrases: equity, diversity, and inclusion (EDI), Indigenous ways of knowing and knowledge systems, and Black knowledges. We recognize that, for some administrative and student-facing staff, your work is focused in one or more of these areas and/or this is integral to your work due to lived experience. In that case, we encourage you to state "My work is focused explicitly in this area and/or this is integral to my work due to lived experience" to any (or all) of the following questions that are applicable.

6. What is your understanding of the phrase "Equity, Diversity, and Inclusion" (EDI)? What does this phrase mean to you?

4000 characters max (including spaces)

7. What is your understanding of the phrase, "Indigenous ways of knowing and Indigenous knowledge systems"? What does this phrase mean to you?

4000 characters max (including spaces)

8. What is your understanding of the phrase, “Black knowledges”? What does this phrase mean to you?

4000 characters max (including spaces)

9. Are you comfortable with these terms? Why or why not?

4000 characters max (including spaces)

Part 3. Campus Contexts and Relationships

10. What is your level of familiarity with UTSC’s anti-discrimination policies? Are they readily communicated? If not, do you have any suggestions for how this could be better communicated (i.e. meetings, training materials, websites etc)?

4000 characters max (including spaces)

11. Have you ever had a student approach you with discrimination or inequity concerns with regard to curricula or course structure?

- Yes
- No
- Other

12. If yes, what kind of resources have helped you handle the situation? Or what kind of resources could have helped you?

4000 characters max (including spaces)

13. In your experience, are there effective systems for students to report experiences of discrimination or inequity? *

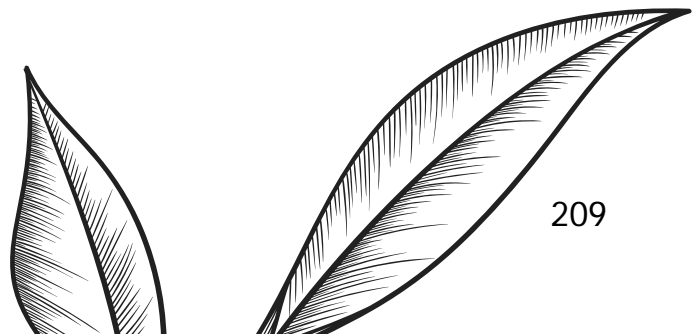
- Yes
- No

14. If yes, in your experience, are students aware of these systems and do they use them?

- Yes
- No

15. Are you aware of curricular and/or pedagogical initiatives at UTSC that engage with the following topics: EDI, including accessible pedagogies; Indigenous ways of knowing, Indigenous knowledge systems and/or anti-racist pedagogies; Black knowledges and/or anti-racist pedagogies?

4000 characters max (including spaces)



16. In your experience, have students encountered challenges with implicit bias at UTSC?

Implicit Bias is the unconscious attitudes and stereotypes we hold about different groups of people that [may] influence our actions. Operating outside of conscious awareness, the implicit associations we form through a lifetime of direct and indirect messages about groups of people can cause us to have unconscious attitudes about people based on characteristics like race, ethnicity, and gender (Jackson, 2018).

- Yes
- No
- Other

17. Do you think faculty and staff receive effective training on implicit bias?

- Yes
- No

18. What type of resources or education do you think would be beneficial in the area of implicit bias?

4000 characters max (including spaces)

19. Do you think that there are resources to support the diverse needs of our students (e.g., academic, mental health, physical health, etc.)? *

- Yes
- No

20. If yes, what do you consider to be the most effective and/or most popular resources?

4000 characters max (including spaces)

21. If no, what additional resources could help to better support our diverse population of students?

4000 characters max (including spaces)

22. What are your thoughts on the level of familiarity on the campus with institutional anti-discrimination policies? Do you have any suggestions for how this could be better communicated (i.e. departmental meetings, council meetings, course syllabi etc.)?

4000 characters max (including spaces)

23. Does your unit offer any training programs for embedding inclusive pedagogies into curricula?

- Yes
- No

24. If yes, please provide examples of these training programs.

4000 characters max (including spaces)

25. What steps or initiatives do you think would help us to implement inclusive curricula and learning structures at UTSC?

4000 characters max (including spaces)

26. Do you have anything else you would like to share that you feel would be helpful for the review process and that hasn't been captured in this survey?

4000 characters max (including spaces)

Upload Audio File

27. All survey respondents are welcome to share their experiences and provide additional feedback by uploading an audio file.

In particular, if your work is focused explicitly on inclusive, accessible and anti-racist pedagogies, Indigenous ways of knowing and knowledge systems, Black knowledges, racialized perspectives, international and intercultural perspectives, intersectionality, and/or this is integral to your work due to lived experience, we welcome your perspective but also recognize that a survey may be inadequate for this conversation. You may upload an audio file here to share your experiences and if applicable, to expand on the responses you provided during the listening circle.

Please note that these audio files will be held in confidence and will be de-identified.

File number limit: 1, Single file size limit: 1GB, Allowed file types: Word, Excel, PPT, PDF, Image, Video, Audio

Further Resources

If you would like to set up a one-on-one conversation or a departmental/unit conversation as a way of building on this survey feedback, please reach out to the working circle at curriculum.utsc@utoronto.ca.



Please visit the following site for suggested readings and multimedia related to the curriculum review. Further resources can be added using the feedback form provided on the site to contribute to a [collective list](#).

For more information about the curriculum review and the working circle please visit [the curriculum review site](#).

28. Thank you for participating in this survey. Five survey respondents will each win \$50 worth of books from A Different Booklist, a Toronto-based and African-Canadian owned independent bookstore showcasing literature of the African and Caribbean diaspora and the Global South. Would you like to be entered into the draw?

- Yes
- No

29. Please enter your email address below to be entered into the draw. A reminder that survey responses will be de-identified. *





APPENDIX F:

Answering the Call to Indigenize the Curriculum:

**ASSESSMENT AND PLANNING REPORT
OF UTSC SOCIOLOGY, 2015-2025**



Prepared by:
Yukiko Tanaka
Patricia Landolt
Joe Hermer
K-Lee Fraser

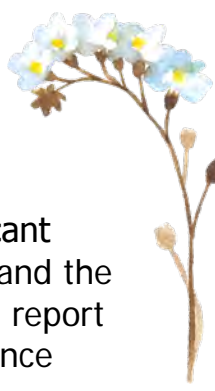
June 15, 2021

UTSC Department of Sociology (2021) Answering the Call to Indigenize the Curriculum:
Assessment and Planning Report of UTSC Sociology, 2015-2025.

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Overview



U of T's "Answering the Call" report (2017) requires the university to "integrate significant Indigenous curriculum content in all its divisions by 2025" (p. 21). In response to this and the national Calls to Action of the Truth and Reconciliation Commission Report (2015), this report summarizes the sociology department's efforts to incorporate Indigenous curriculum since 2016.

It is important to note the approach that was taken by the chair and working group with regard to indigenization and the curriculum. This has not been a top-down approach where faculty are given ultimatums or deadlines to increase indigenous content. We respect the fact that faculty have a wide range of views, experiences and skills that produces different levels of comfort and engagement with these changes. We also understand that there are other factors than simply racism that might drive initial resistance to indigenization efforts. For example, academics are trained to believe that they must be articulate experts on anything they teach in class; or they may not wish to 'politicize' class content. The approach taken up has been one of normalization: that engaging the goals of the TRC is now an expected and intellectually legitimate aspect of their teaching duties, and that given support and resources most faculty will over time engage indigenization as a normal part of their work as scholars and teachers.

In early 2021, we began to review and assess the sociology department's efforts so far and to identify priorities for the future. We carried out a survey of faculty to determine how they have used the TRC Library Guide, how they have incorporated Indigenous content into their courses, and what further resources they require to continue this work. These results were then presented back to faculty. Consultations with stakeholders across U of T, including Dr. Brenda Wastasecoot, Desmond Wong, Dr. Ann McDonald, Erin Peck, and Romeo Fournier were also undertaken. These consultations with faculty members, Indigenous students, and Indigenous staff at UTSC are ongoing.

This report summarizes the results of the faculty survey. In response to the faculty survey, this report includes a review of the literature on indigenization in post-secondary education in Canada. To further support faculty efforts, we developed a list of existing resources and partnerships at U of T. The department is also planning two workshops in the 2021-22 academic year to support faculty to further indigenize their assignments and incorporate Indigenous ways of knowing. We are working on building a speakers list of experts in the community with whom we have partnerships. Appendix B summarizes the department's efforts to indigenize since 2015.

Report Production Process

Feb-April 2021: Literature search and environmental scan for resources on indigenizing curriculum in post-secondary institutions.

March-April 2021: Consultations with key stakeholders at U of T in Indigenous curriculum matters: Dr. Brenda Wastasecoot, Desmond Wong, Romeo Fournier, Dr. Ann McDonald, Erin Peck.

March 2021: Survey developed and administered to sociology faculty. Faculty discussion of survey results and identification of priority next steps.

Future Plans

June/July 2021: Consultations with students, focusing on Indigenous students at UTSC who have taken sociology courses: will be sharing this report with them, asking about their experiences with classes and curriculum.

2021-22: Two workshops planned for faculty to support their efforts to indigenize assignments.

Workshop led by Ann MacDonald (Director and Curator) and Erin Peck (Exhibitions and Programming Coordinator) from the Doris McCarthy Gallery on how faculty can incorporate gallery exhibits, collections, and other resources into assignments and courses.

Workshop led by Professor Brenda Wastasecoot (Assistant Professor in Indigenous Studies) on designing assignments around Indigenous knowledges, with focus on memory mapping, arts-based knowledge, storytelling.

Survey Results

Fifteen faculty responded to the March 2021 survey assessing the UTSC Sociology Department's curricular effort to integrate Indigenous content into the undergraduate classroom (survey instrument is Appendix A of this report). The vast majority of faculty reported that they have used the TRC library guide (n = 14), primarily to get suggestions for course readings (n = 14) and audiovisual materials (n = 8). One respondent reported not using the guide because of a lack of relevance.

Almost all faculty reported competency in teaching empirical application of course themes to Indigenous people (n = 14). This is reflected in course content: respondents had one or more units of course study focused on Indigenous topics (n = 9). Other teaching areas that faculty

have strength in include residential schools and TRC calls to action (n = 9) and the Indian Act and other state policies (n = 7).

Fewer faculty reported feeling comfortable teaching about treaties (n = 3), Indigenous research methodologies and ethics (n = 4), and Indigenous theory, ways of knowing, and worldviews (n = 5). While there is existing competency among faculty, they wanted support to learn more about Indigenous histories and contemporary issues (n = 8), Indigenous ways of knowing (n = 7), indigenization in general (n = 6), methodologies and research ethics (n = 6), and protocols (n = 5). One faculty member noted that they would like to learn more about specific nations' ways of knowing and cultures, moving beyond a pan-Indigenous approach.

Faculty reported assigning readings and other content focusing on Indigenous topics. Readings ranged from non-Indigenous authors writing around settler colonialism and Indigenous politics and experiences (n = 9) to critical Indigenous content by Indigenous authors speaking to settler audiences (n = 8) and speaking from Indigenous ways of knowing (n = 5). One person reported that while they assigned readings on Indigenous topics, they were unsure of the author's background(s). Corresponding to these findings, faculty want support to identify appropriate readings, audiovisual materials, and data to further indigenize their courses (n = 10). This could be in the form of learning how to search for appropriate resources through U of T Libraries (n = 7).

While there was broad competency in teaching Indigenous content, this did not always correspond with what students are evaluated on. Ten respondents gave students the option to write a paper on Indigenous topics while seven had exam questions covering those topics. Only two respondents required students to write papers on Indigenous topics, and one required students to write papers drawing on Indigenous sources of knowledge. Three faculty members reported using community-engaged learning to bring their students outside the classroom. The lower rate of Indigenous topics in evaluation components than in course materials suggests that there needs to be more support for faculty to indigenize assignments. Six faculty members asked for this type of support.

Some faculty supplemented their own teaching with Indigenous guest speakers (n = 4). Nine faculty members wanted support to identify and bring in appropriate guest speakers to their classes.

Overall, faculty showed strength in empirical knowledge about how their course subject matter relates to Indigenous people. Further learning to keep building on this existing expertise should center around how to identify and evaluate potential course materials, particularly those that speak from Indigenous ways of knowing. Training should also include how to integrate those materials into all aspects of courses, including evaluation components.

The work of building relationships and interrogating our ways of knowing, as reflected in measures like connections to guest speakers, community-engaged learning outside the class-



room and assignments drawing on Indigenous sources of knowledge, has not been taken up as much by faculty. Indigenous scholars emphasize that this relationship building, and epistemological shifts are necessary to move beyond tokenistic inclusion (Gaudry and Lorenz 2018; Antoine et al 2018). While overall faculty knowledge in these areas lagged behind empirical application of Indigenous topics, they showed interest in filling this gap through training in Indigenous protocols, ways of knowing, and research methodologies and ethics.

What is Indigenization?

Forty percent of faculty members who responded to the survey wanted more support to learn about what indigenization is. Accordingly, this section provides some context for how postsecondary institutions have moved to indigenize so far and where we might go from here.

Indigenization is about more than including Indigenous content in our courses. Indigenization includes the meaningful integration of Indigenous epistemologies and pedagogies and building relationships with Indigenous communities specific to the land we live and work on (Antoine et al. 2018).

Gaudry and Lorenz (2018) offer a typology of three ways in which Canadian universities envision indigenization. Indigenous inclusion simply works to increase the number of Indigenous students, faculty, and staff, putting the onus on these newcomers to adapt themselves to existing ways of doing and knowing in the academy. Reconciliation indigenization works toward a blend of Indigenous and Western epistemologies, envisioning a new kind of relationship between universities and Indigenous communities. In the most transformative vision, decolonial indigenization, universities are overhauled to “fundamentally reorient knowledge production based on balancing power relations between Indigenous peoples and Canadians” (p. 219). In their view, universities commit to a reconciliation model of indigenization in rhetoric, but in practice tend to remain at the inclusion level.

Inclusion indigenization is insufficient because it demands that Indigenous students assimilate to an institution that is grounded in non-Indigenous ways of knowing. If academic institutions are to take seriously a transformative vision of indigenization, we must bring Indigenous epistemes into the center of what we do. Kuokkanen (2007) uses the term episteme rather than culture to denote a wide conceptualization of worldview. According to Kuokkanen, Indigenous value systems hold reciprocity with and responsibility toward others as the key to social order; thus, seeing Indigenous epistemes as a gift is at once recognizing and enacting those knowledge systems. In sociology, a discipline where we already take seriously the interrogation of epistemology, we are well positioned to recognize the gift of Indigenous epistemes.

Not only should we recognize this gift, but we must also reject the tenets of Western epistemology that support Indigenous dispossession. Several of the TRC calls to action demand the “repudiation of concepts used to justify European sovereignty over Indigenous peoples and lands” (Calls #45, 46, 47, 49). Romeo Fournier, academic advisor and career counsellor

at UTSC, adheres to a “deconstruct/reconstruct” framework: he urges us to critically examine *why* things are done in a certain way. Part of this process should be inviting students to be co-collaborators in their own learning. Only then can we start the work of reconstructing the academy, including hiring Elders and implementing Indigenous knowledge. This “deconstruct/reconstruct” framework echoes the work of Peach et al (2018), who see the need for decolonization first, meaning dismantling colonial thoughts and structures, which can then be followed by indigenization: rebuilding and restructuring what remains in accordance with Indigenous thought and knowledge.

The process of rebuilding or reconstructing requires critical reflexivity about our own positions and those of the authors we draw on. Brenda Wastasecoot, Assistant Professor in Indigenous Studies, draws a distinction between Indigenous and Indigenist literature. Scholarly work by or about Indigenous people can still come from the colonizer’s perspective. Dr. Wastasecoot calls for Indigenist literature that espouses a worldview that is responsible toward Indigenous people, perspectives, and relationships. These works can be by non-Indigenous authors if they are coming from a position of accountability and honesty about their own position. This call for reflexivity is echoed by Desmond Wong, outreach librarian at OISE, who notes that before “indigenizing”, our faculty must first interrogate the ways in which we are complicit in settler colonialism.

Indigenous epistemes should be considered in the design of all sociology courses. Kuokkanen (2007) notes that “knowledge in the Western universities is generally fragmented and compartmentalized, in contrast to the more holistic frames of reference in indigenous cultures” (pp. 1-2). The practice of siloing Indigenous content in the more “obvious” places like sociology of race is one way in which the academy does not meaningfully make room for Indigenous knowledge. This tendency is also highlighted in the Answering the Call report: “Students felt that there is a huge lack of Indigenous content once you look outside of the obvious programs, such as Indigenous Studies. The group wants to ensure that no student can get a U of T degree without being exposed to current, relevant and culturally sensitive Indigenous content” (69).

Because Indigenous epistemes are grounded in reciprocity and relationships with peoples and lands, there can be no ready-made “one size fits all” checklists for indigenization (Kuokkanen 2007; Antoine et al 2018). This means that indigenization must look different according to each institution’s local reality, so while indigenization efforts at other universities or even at the other U of T campuses can offer some ideas, UTSC faculty must walk their own path. This report is meant as a starting point to building relationships and learning from Indigenous epistemes.



Resources at U of T

Cross-Department and Faculty Partnerships

Brenda Wastasecoot, Assistant Professor at the Centre for Indigenous Studies (St. George) is available for the following:

- One-on-one consultations to work on Indigenous content in syllabi or research projects.
- Guest lectures – previous guest lecture topics include Indigenous worldviews, residential schools, arts-based knowledge, memory mapping as a research method, storytelling.
- Connecting faculty with guest speakers from within and outside of the university, including Elders, residential school survivors, etc.
- Advising on protocol, how much to pay guest speakers, etc.
- Liaising between community and university on Indigenous matters.
- Contact: Brenda.wastasecoot@utoronto.ca

Doris McCarthy Gallery's Director and Curator, Dr. Ann McDonald and the Exhibitions and Programming Coordinator, Erin Peck are active partners in our work.

- From the DMG website: "The DMG offers academic and experiential learning opportunities to departments across the University of Toronto Scarborough campus. Gallery staff work with faculty to support student engagement with: exhibitions; off-site projects; the collection; facilitating in-class lectures or artist-led programs, and developing specialized course modules. Gallery visits and programs create dialogue and complement faculty teaching, often providing the structure for class assignments."
- [Source](#)
- Contact: ann.mcdonald@utoronto.ca; erin.peck@utoronto.ca

Library Experts and Resources

UTSC Sociology Liaison Librarians (K-Lee Fraser, Kathryn Barret YRS, Lola Rudin YRS) work on the following:

- Design, maintenance and expansion of [the Sociology TRC Library Guide](#)
- Developing matrix guide for evaluating Indigenous sources
- Finding Indigenous data sources
- Developing search strings
- Contact: klee.fraser@utoronto.ca

Desmond Wong, Outreach Librarian (OISE), is available for the following:

- Subject advice: support in terms of resources - finding books, access to readings
- Information literacy resource support: going into classrooms to give workshops on particular research topics, etc.
- Consultations: meeting research needs of faculty or students, recommending databases, keyword searching, etc.
- Contact: de.wong@utoronto.ca

Co-Curricular Resources

Romeo Fournier, Indigenous Academic Advisor and Career Counsellor, is available for the following:

- Working with Indigenous students on both academic and career advising.
- Traditional academic supports: course planning, course sequencing, how to get started on assignments, etc.
- Works with students around idea of making connections with your work: How does an assignment you're doing right now impact your career options, your life, etc.
- Counselling on how to connect degree to future career steps: either jobs or grad school pathways.
- Contact: Romeo.fournier@utoronto.ca

Juanita Muisse, Indigenous Engagement Co-ordinator

- Consultation pending (Summer 2021)
- Contact: juanita.muisse@utoronto.ca

Speakers List

This section is intended to be a living list that is updated as our faculty build relationships with people and communities. If you have developed a partnership with an individual or organization who would be willing to come into other classrooms as guest speakers, please add their information to the list by contacting xxx.

Professor Kwan-Lafond will work on a Speakers List for Fall 2021.

Protocols to follow when inviting speakers: Elements of Indigenous Style (Younging 2017) is a resource that can help guide faculty in protocols to follow when inviting speakers.



Resources

- Antoine, Asma-na-hi, Rachel Mason, Roberta Mason, Sophia Palahicky, and Carmen Rodriguez de France. 2018. *Pulling together: A Guide for Curriculum Developers*. Victoria, BC: BCcampus.
- Gaudry, Adam and Danielle Lorenz. 2019. "Indigenization as Inclusion, Reconciliation, and Decolonization: Navigating the Different Visions for Indigenizing the Canadian Academy." *AlterNative* 14(3):218-27.
- Kuokkanen, Rauna. 2007. *Reshaping the University: Responsibility, Indigenous Epistememes, and the Logic of the Gift*. Vancouver: UBC Press.
- Peach, Laura, Chanelle A. M. Richmond, and Candace Brunette-Debassige. 2020. "'You Can't Just Take a Piece of Land from the University and Build a Garden on It': Exploring Indigenizing Space and Place in a Settler Canadian University Context." *Geoforum* 114(April): 117-27.

Appendix A: Survey Instrument

Purpose

The purpose of this brief and confidential survey is to assess and adjust the UTSC Sociology Department's curricular effort to integrate Indigenous content into the undergraduate classroom. This preliminary survey will help us evaluate to what extent indigenization has already taken place and what resources faculty would find useful in moving toward indigenization.

U of T's "Answering the Call" report (2017) requires the university to "integrate significant Indigenous curriculum content in all its divisions by 2025" (p. 21). In 2016, specifically in response to this and the national TRC Calls to Action, the UTSC sociology department created a Library Guide in order to encourage the incorporation of Indigenous curricular content into coursework.

Indigenization is about more than including Indigenous content in our courses. What does it mean to indigenize the curriculum? A fulsome working definition includes the meaningful integration of Indigenous epistemologies and pedagogies and building relationships with Indigenous communities specific to the land we live and work on (Antoine et al. 2018).



Steps toward this goal could include:

- Teaching content by non-Indigenous authors that speaks to settler colonialism and/or Indigenous politics and experiences in Canada.
- Teaching critical Indigenous content by Indigenous authors that speak to settler audiences.
- Teaching critical Indigenous content by Indigenous authors that speaks from Indigenous ways of knowing to Indigenous and / or settler audiences.

I. Using the UTSC Sociology TRC Library Guide

1. The [TRC library guide](#) was released in 2017.

- a. Have you ever used it?
 - i. Yes
 - ii. No
- b. If yes:
 - i. How did you use it?
 1. To learn about the TRC
 2. To learn how to indigenize a course I was teaching
 3. To get suggestions for specific course readings (like articles or book chapters)
 4. To identify films or other media for course use
- c. If no:
 - i. Are you aware of the guide?
 1. Yes
 2. No
 - ii. What would it take for you to use it?
 1. More visibility
 2. More relevance
 3. More resources (specify)

II. Indigenous Content, Types, Substances, and Formats

2. What kind of Indigenous content have you included in your course(s) so far?

[Check all that apply]

- a. One or more units of course study focused on Indigenous topics, e.g. MMIWG, Indigenous child welfare, Indigenous health, etc.
- b. Readings by non-Indigenous authors that speaks to settler colonialism and/or Indigenous politics and experiences in Canada.
- c. Critical Indigenous content by Indigenous authors that speak to settler audiences.
- d. Critical Indigenous content by Indigenous authors that speaks from Indigenous ways of knowing.
- e. Indigenous guest speakers.

- f. Indigenous audio/visual material.
- g. Other (specify)

3. What Indigenous content do you feel comfortable teaching now?

[Check all that apply]

- a. Empirical application of course themes to Indigenous peoples – e.g., Indigenous women and gender, Indigenous health, Indigenous crime and justice, etc.
- b. Residential schools/TRC calls to action.
- c. Indian Act and other state policies
- d. Treaties.
- e. Indigenous research methodologies and research ethics
- f. Indigenous theory, ways of knowing, worldview
- g. Other (specify).

4. How is Indigenous content reflected in your course assignments?

- a. Exam questions that cover Indigenous topics
- b. Option to write a paper on Indigenous topics.
- c. Requirement to write a paper on Indigenous topics.
- d. Requirement to write a paper drawing on Indigenous sources of knowledge (e.g., oral history)
- e. Community-engaged learning outside the classroom
- f. Other (specify)

III. Resources to Advance TRC Agenda for Education

5. What resources would you like to have available to indigenize your course content?

- a. Support to identify appropriate course readings, audiovisual materials, data, etc.
- b. Support on how to search for appropriate resources by Indigenous authors and/or about Indigenous topics through U of T Libraries.
- c. Support to identify and bring in appropriate guest speakers.
- d. Support to indigenize assignments.
- e. Other

6. What resources would you like for further faculty learning for teaching and research?

- a. Support to understand what indigenization is.
- b. Support to learn more about Indigenous histories and contemporary issues.
- c. Support to understand Indigenous ways of knowing.
- d. Support to understand Indigenous methodologies and research ethics.
- e. Support to understand Indigenous protocols for guest speakers, etc.
(e.g., tobacco gifting).
- f. Other (specify)

7. Is there anything else you'd like to add?

Appendix B: Timeline of Departmental Activities, 2015-2023



		Curriculum Development	Public Engagement and Relationship Building	Faculty Complement
2015	Winter	Final Report of the Truth & Reconciliation Commission of Canada is released.	-	-
	Summer	Professors Chun and Landolt hire undergraduate workstudy students to create a list of films and readings that sociology faculty can incorporate into their classroom teaching. This is a first response to answering the calls to action of the TRC and specifically Calls #62 & #63.	-	-
	Fall	Workstudy student Ioana Dumitru consults with faculty in sociology regarding readings and films they might incorporate into courses across the curriculum. One-on-one consultation was respectful of individual faculty course content and effective in the short and medium term.	-	-
		The department puts a new course on the books. SOCC61: Sociology of the Truth and Reconciliation Commission. Over the next three years the course is offered by sessional course instructors including Professors Victoria Freeman and Danielle Kwan-Lafond.	-	-

		Curriculum Development	Public Engagement and Relationship Building	Faculty Complement
2016	Fall	Launch of the TRC @ UTSC Library Guide for Sociology Faculty developed in year-long consultation with faculty (2015)	Screening of The Pass System @ UTSC with Elder Lee Maracle and film's director. (Appendix C)	-
	Winter	Annual check-in with sociology faculty begins. How did you use the TRC Library Guide this year? Do you want to add readings or other materials to keep it current? Indigenisation of curriculum is largely content focused.	-	Vice-Dean Maydiane Andrade advocates for hiring a colleague through the provostial TRC funds to augment our capacity to Indigenize the curriculum.
		Professors Hermer and Landolt begin research-focused work with undergraduates to learn more about the UTSC campus lands. Whose traditional territories? What treaty obligations? Let us unpack the UofT land acknowledgement.	Indigenous Stories at UTSC a guided walk of the campus and public education on the Williams Treaties of 1923 (Appendix D is poster).	-
2017		The department puts a new course on the books: SOCC49 Indigenous Health. The course is taught by our new colleague Professor Nicholas Spence.	-	Vice-Dean Maydiane Andrade advocates for hiring a second colleague through the provostial TRC funds to augment our capacity to Indigenize the curriculum.
2018		-	Summer Scholars Program for undergraduate researchers about the settler-colonial and Indigenous histories and present of the UTSC Campus lands. We begin to access public and private archives.	-



		Curriculum Development	Public Engagement and Relationship Building	Faculty Complement
2020		The department begins to Indigenize core courses in the Sociology curriculum. Our new colleague, Professor Kwan-Lafond, begins the Indigenization of SOCB47: Social Inequality.	Quieting - Hermer and Landolt work with undergraduates to design an art-photography installation in partnership with the DMG. (Appendix E)	-
2021	Winter	Review, Assess, Revamp. The department works with Sociology Ph.D student Yukiko Tanaka on a report and survey of faculty. The goal is to take stock of what the department has accomplished in relation to Calls #62 & #63 and identify key actions to move forward.	-	-
	Summer	Professor Kwan-Lafond begins the Sociology Land-Education project on the campus farm with Isaac Crosby of Evergreen Brickwork. She hires two work-study students and hands them shovels. They are doing land-based teaching.	-	-
	Fall	Workshop for Sociology faculty with Professor Brenda Wastasecote on how to Indigenize UG course assignments with a focus on Storytelling and memory mapping.	-	-



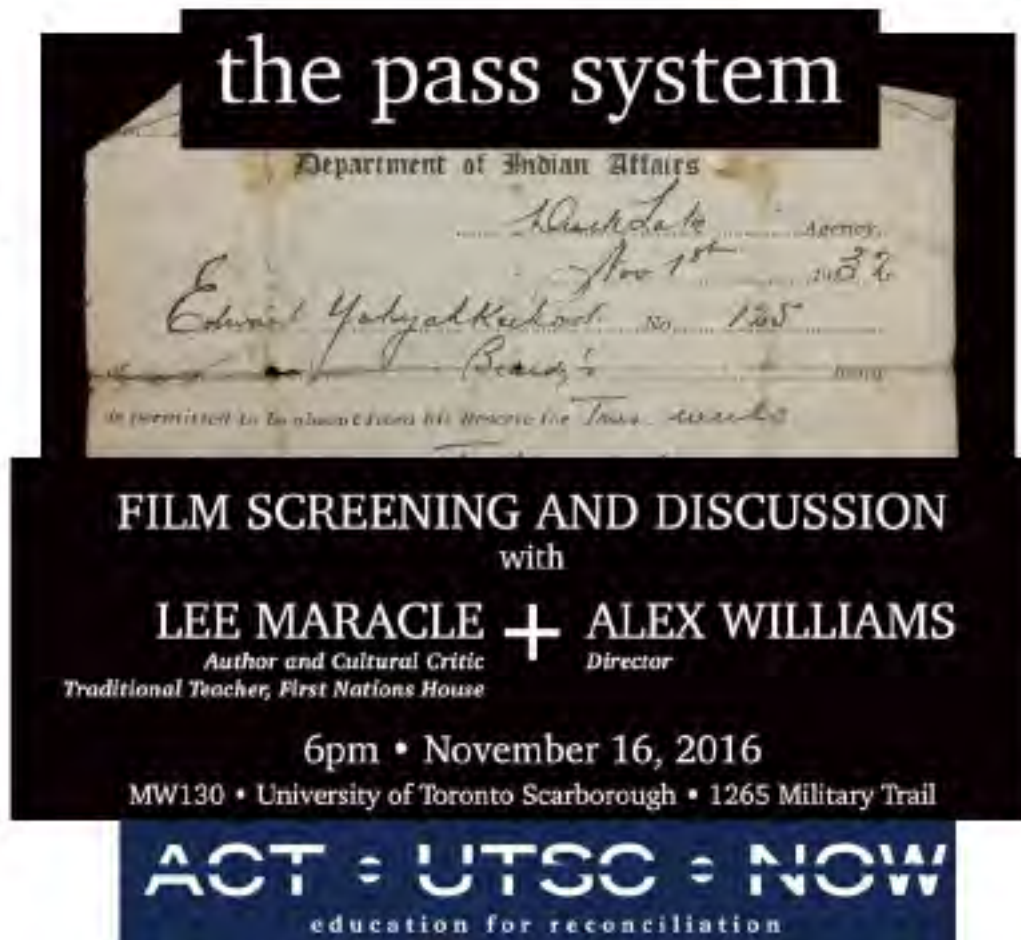
Curriculum Development

Public Engagement and Relationship Building

Faculty Complement

2022	Winter	Workshop for Sociology faculty with Ann McDonald, Director of the Doris McCarthy Gallery with Professor Hermer on how to draw on the art collection and artists in residence to Indigenize assignments.	-	-
		Professor Kwan-Lafond begins to transform SOCC61 into a Global Classroom with land-based learning.	-	-

Appendix C: Event Poster



Appendix D: Event Poster

ACT = UTSC = NOW
education for reconciliation

INDIGENOUS STORIES AT UTSC

MONDAY
MAR
14

10:30 - 3:30pm
THE MEETING PLACE
UTSC

UNIVERSITY OF TORONTO
DORIS MCCARTHY GALLERY
DMG

Faculty & Environmental Studies
Centre for Indigenous
Societal Research
Office of the Vice-Provost (Student,
Arts, Culture & Media)

DORIS MCCARTHY GALLERY
University of Toronto Scarborough
www.utsc.utoronto.ca/dmg

Appendix E: Event Poster

DORIS MCCARTHY GALLERY

ALONG THE WAY TO RECONCILIATION

COLLECTING PUBLICATIONS
RESEARCH & LEARNING

BACK TO SUBMITTING

SEPTEMBER 23, 2019 - APRIL 3, 2020

QUIETING
Lisa Myers

Presented in partnership with the University of Toronto Scarborough Department of Sociology, Professor
Joan Harner and Professor Patricia Landolt





APPENDIX G:

INVITATIONS TO PARTICIPATE AND POSTERS

Email sent from Katherine Larson (Vice-Dean Teaching, Learning, and Undergraduate Programs) to UTSC Student Leaders

Dear UTSC student leaders,

I am writing on behalf of the UTSC Curriculum Review Working Circle to invite your feedback and input into the campus wide curriculum review process that is currently underway to ensure that UTSC's commitment to inclusion, Indigeneity, and anti-racism is reflected across our programs and embedded in our pedagogical approaches and supports.

Enclosed with this email is a link to a survey as well as an invitation to join a listening circle for UTSC student leaders. The dates for the listening circles are **Friday, May 28 from 1:30-3:00pm** and **Friday, June 4 from 10:30am-12:00pm**. You can sign up to join one of the sessions here:

The survey and listening circles invite UTSC student leaders to reflect on your pedagogical and curricular experience, as well as ways in which the campus might better support you in the future. We honour multiple ways of knowing, with particular emphasis on Indigenous ways of knowing and knowledge systems, Black knowledges, racialized perspectives, and international and intercultural perspectives, while also recognizing the importance of intersectionality (including gender, sexuality, and disability).

If you are able to attend the listening circle, the survey provides an opportunity to elaborate on thoughts you shared as well provide feedback on the listening circle process. The listening circle will not be recorded, and note-taking will focus on outcomes for the curriculum review; it will not document personal details or anecdotes that could compromise confidentiality. Sign up for the listening circle here:

If you are not able to attend the listening circle, you will be directed to a survey pathway inviting you to contribute to the curriculum review. To access the survey directly: Listening and Conversation Survey: Student Leaders



We estimate that the survey will take approximately 20 minutes to complete. At the conclusion students will have the option of entering a draw: five survey respondents will win \$50 worth of books from A Different Booklist, a Toronto based and African-Canadian owned independent bookstore showcasing literature of the African and Caribbean diaspora and the Global South.

Your feedback will directly help to shape our assessment of the existing curricular and pedagogical context at UTSC and will also help to inform the working circle's recommendations. We would ask that surveys be completed by **June 11, 2021**. We recognize that this request is coming in the midst of many pressures related to the pandemic, and we hope that this window provides sufficient time for you to respond.

You can learn more about the working circle process and its goals here. Questions and comments about the curriculum review can be sent at any time to curriculum.utsc@utoronto.ca

Thank you in advance for your contribution to this important process.



Email sent from Katherine Larson (Vice-Dean Teaching, Learning, and Undergraduate Programs) to Student-Facing Staff Members

Dear student-facing staff members in the Office of the Registrar,

I am writing on behalf of the UTSC Curriculum Review Working Circle to invite your feedback and input into the campus-wide curriculum review process that is underway to ensure that UTSC's commitment to inclusion, Indigeneity, and anti-racism is reflected across our programs and embedded in our pedagogical approaches and supports.

Enclosed with this email is a link to a survey as well as an invitation to join a listening circle on **Wednesday, November 24th from 10:30-12** (in person). You can sign up to join the session here:

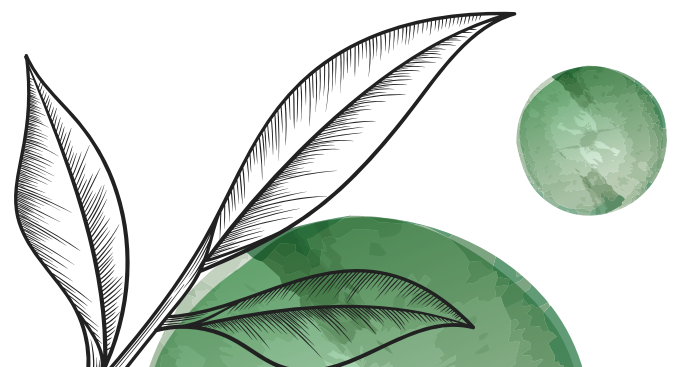
The survey and listening circle invite student-facing staff to reflect on your experience working with aspects of curriculum and pedagogy at UTSC, as well as ways in which the campus might better support you in the future. We honour multiple ways of knowing, with particular emphasis on Indigenous ways of knowing and knowledge systems, Black knowledges, racialized perspectives, and international and intercultural perspectives, while also recognizing the importance of intersectionality (including gender, sexuality, and disability). We also recognize that staff members may be interested in learning more about some or all of the areas of the review but may have questions about how to engage with this work. We welcome all perspectives.

If you are able to attend the listening circle, the survey provides an opportunity to elaborate on thoughts you shared as well as provide feedback on the listening circle process. The listening circle will not be recorded, and note-taking will focus on outcomes for the curriculum review; it will not document personal details or anecdotes that could compromise confidentiality. Sign up for the listening circle here:

If you are not able to attend the listening circle, you will be directed to a survey pathway inviting you to contribute to the curriculum review. You can access the survey directly here:

We estimate that the survey will take approximately 20 minutes to complete. At the conclusion staff members will have the option of entering a draw: five survey respondents will win \$50 worth of books from A Different Booklist, a Toronto-based and African-Canadian owned independent bookstore showcasing literature of the African and Caribbean diaspora and the Global South.

Your feedback will directly help to shape our assessment of the existing curricular and pedagogical context at UTSC and will also help to inform the working circle's recommendations. We would ask that surveys be completed by **November 30, 2021**. We recognize that this request is coming in the midst of many pressures related to the pandemic, and we hope that this window provides sufficient time for you to respond.



Email sent from Katherine Larson (Vice-Dean Teaching, Learning, and Undergraduate Programs) to Student-Facing Staff Members

Dear student-facing staff members of AA&CC, Health and Wellness, and *AccessAbility* Services,

I am writing on behalf of the UTSC Curriculum Review Working Circle to invite your feedback and input into the campus wide curriculum review process that is currently underway to ensure that UTSC's commitment to inclusion, Indigeneity, and anti-racism is reflected across our programs and embedded in our pedagogical approaches and supports.

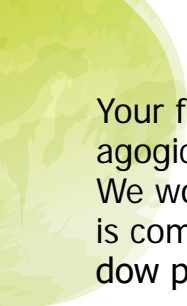
Enclosed with this email is a link to a survey as well as an invitation for student-facing staff in AA&CC, Health and Wellness, and *AccessAbility* Services to join a listening circle. The dates for the listening circles are **Thursday, May 27 from 1:30pm-3:00pm and Tuesday, June 1 from 12:00-1:30pm**. You can sign up to join one of the sessions here:

The survey and listening circles invite student-facing staff in AA&CC, Health and Wellness, and *AccessAbility* Services to reflect on your experience working with aspects of curriculum and pedagogy at UTSC, as well as ways in which the campus might better support you in the future. We honour multiple ways of knowing, with particular emphasis on Indigenous ways of knowing and knowledge systems, Black knowledges, racialized perspectives, and international and intercultural perspectives, while also recognizing the importance of intersectionality (including gender, sexuality, and disability). We also recognize that staff members may be interested in learning more about some or all of the areas of the review but may have questions about how to engage with this work. We welcome all perspectives.

If you are able to attend the listening circle, the survey provides an opportunity to elaborate on thoughts you shared as well as provide feedback on the listening circle process. The listening circle will not be recorded, and note-taking will focus on outcomes for the curriculum review; it will not document personal details or anecdotes that could compromise confidentiality. Sign up for the listening circle here:

If you are not able to attend the listening circle, you will be directed to a survey pathway inviting you to contribute to the curriculum review. You can access the survey directly here: [Listening and Conversation Survey: Student-Facing Staff](#)

We estimate that the survey will take approximately 20 minutes to complete. At the conclusion staff members will have the option of entering a draw: five survey respondents will win \$50 worth of books from A Different Booklist, a Toronto based and African-Canadian owned independent bookstore showcasing literature of the African and Caribbean diaspora and the Global South.



Your feedback will directly help to shape our assessment of the existing curricular and pedagogical context at UTSC and will also help to inform the working circle's recommendations. We would ask that surveys be completed by **June 11, 2021**. We recognize that this request is coming in the midst of many pressures related to the pandemic, and we hope that this window provides sufficient time for you to respond.

You can learn more about the working circle process and its goals here. Questions and comments about the curriculum review can be sent at any time to curriculum.utsc@utoronto.ca

Thank you in advance for your contribution to this important process.

Email sent from Katherine Larson (Vice-Dean Teaching, Learning, and Undergraduate Programs) to Chairs/Directors of Academic Units at UTSC

I am writing on behalf of the Curriculum Review Working Circle to share with you the link to the landscape review survey for the Department of English that represents a crucial first piece of the campus-wide curriculum review process.

The survey assesses current curricular offerings at UTSC. Our goal is to work in dialogue with faculty and academic departments to gather information about courses and related initiatives that are prioritizing inclusive, accessible, and anti-racist pedagogies. We honour multiple ways of knowing, with particular emphasis on Indigenous ways of knowing and knowledge systems, Black knowledges, and racialized perspectives, while also recognizing the importance of international and intercultural perspectives, and intersectionality (including gender, sexuality, and disability). This survey invites UTSC faculty to reflect on the courses that they are currently teaching and that they have taught over the past five years, and asks Chairs to reflect both on their own teaching and on departmental work in this area.

We estimate that the survey will take approximately 30 minutes to complete, and at the conclusion faculty and Chairs/Directors will have the option of entering a draw: ten survey respondents will win \$50 worth of books from A Different Booklist, a Toronto-based and African-Canadian owned independent bookstore showcasing literature of the African and Caribbean diaspora and the Global South.

The survey link I am enclosing is unique to the Department of English and can be found here: [Department of English] With this in mind, I would ask you to do three things:

- 1. Please circulate the survey to your faculty and encourage them to complete it.** Faculty will not be receiving the survey via a broad listserv because each department link is unique, so your role in communicating the survey to your faculty is crucial. The survey should be shared with all continuing faculty in your department, including CLTAs and part-time faculty. The survey should only go to sessional instructors who are regularly responsible for a particular course or courses in your unit.
- 2. Please confirm with me by return email that you have circulated the survey to your faculty.**
- 3. Please complete the survey yourself.** You will see that there is a pathway specific to Chairs, which will ask you both about your own teaching and about your department's work related to inclusion, accessibility, and anti-racism.

The feedback of faculty and Chairs/Directors will directly help to shape our assessment of the existing curricular and pedagogical context at UTSC and will also help to inform the working circle's recommendations. We would ask that surveys be completed by **Monday, May 10**. We recognize that this request is coming in the midst of many pressures related to the pandemic, and we hope that this window provides sufficient time for faculty and Chairs/Directors to respond.

In the coming months we will be engaging further with staff and faculty using a listening circle format, which will allow for the sharing of experiences as well as hopes for how this review might shape teaching and learning at UTSC. We will also be prioritizing supports for departments and faculty to assist with implementing and further deepening this work. If you would like to set up a one-on-one conversation or a departmental conversation as a way of building on this survey feedback, please reach out to the working circle at curriculum.utsc@utoronto.ca

While the working circle as a whole contributed to the development of the survey's content, I want to acknowledge in particular the members of the landscape review sub-circle who have taken the lead on the survey's development. They are: Laura Risk (ACM and sub-circle convenor), Iris Au (MGT), Mark Hunter (HGR), Sarah Shujah (Library), and Olashile Adeyoyin (CCDS student). I also want to acknowledge our research assistant Nayani Ramakrishnan (PhD student, PSY), who played a pivotal role in designing and formatting the survey.

Thank you in advance to you and to your department for your contribution to this important process.

Email sent from the Graduate Students' Association at Scarborough to Graduate Students and Postdocs

A priority of UTSC's 2020-25 Strategic Plan, Inspiring Inclusive Excellence, is to ensure that the campus's commitment to inclusion, Indigeneity, and anti-racism is reflected across programs and embedded in our curriculum and in our pedagogical approaches and supports.

A working circle was established in the Fall of 2020 to lead a campus-wide curriculum review in order to assess our current standing against those goals and to inform a plan for action. We are continuing the listening and conversation part of this process by engaging with graduate students and post doctoral fellows using a listening circle format, which will allow for the sharing of experiences, as well as hopes for how this review might shape teaching and learning at UTSC.

Our goal is to work in dialogue with graduate students and post-doctoral fellows to gather information about courses and related initiatives that are prioritizing inclusive, accessible and anti-racist pedagogies. We honour multiple ways of knowing, with particular emphasis on Indigenous knowledges and knowledge systems, Black knowledges, and racialized perspectives, while also recognizing the importance of international and intercultural perspectives, and intersectionality (including gender, sexuality, and disability).

We invite you to please attend a virtual listening circle for graduate students and post-doctoral fellows; your experience and input will be invaluable to the curriculum review process. Please indicate your availability below. If you are unable to attend the listening circle session, we encourage you to complete our survey using the link provided on the next page, as an alternative format for sharing your experiences at UTSC.

The virtual listening circle session will take place on **Tuesday November 30th from 3:00-4:30 p.m.**

An email with Zoom meeting details will be sent to those attending, using the email address provided below.

The listening circle will not be recorded, and note-taking will focus on recommendations for the curriculum review; it will not document personal details or anecdotes that could compromise confidentiality.

For more information about the curriculum review and the working circle please visit [the curriculum review website](#).



Email sent from Mary Silcox (Vice-Dean Graduate & Postdoctoral Studies) to Graduate Students and Postdocs

Dear Graduate Students and Postdocs,

I am writing in my role as Vice Dean Graduate & Postdoctoral Studies, and as a member of the U of T Scarborough Curriculum Review Working Circle, to invite your feedback and input into the campus-wide curriculum review process that is underway to ensure that U of T Scarborough's commitment to inclusion, Indigeneity, and anti-racism is reflected across our programs and embedded in our pedagogical approaches and supports.

You are invited to share your thoughts either through a survey and/or by participating in a listening circle **during the week of November 22nd**.

The survey and listening circle invite graduate students and postdoctoral researchers to reflect on your teaching and learning experience at U of T Scarborough, as well as ways in which the campus might better support you in the future. We honour multiple ways of knowing, with particular emphasis on Indigenous ways of knowing and knowledge systems, Black knowledges, racialized perspectives, and international and intercultural perspectives, while also recognizing the importance of intersectionality (including gender, sexuality, and disability). We also recognize that graduate students and postdoctoral researchers may be interested in learning more about some or all of the areas of the review but may have questions about how to engage with this work. We welcome all perspectives.

If you are able to attend the listening circle, the survey provides an opportunity to elaborate on thoughts you shared as well as provide feedback on the listening circle process. The listening circle will not be recorded, and note-taking will focus on outcomes for the curriculum review; it will not document personal details or anecdotes that could compromise confidentiality.

Sign up for the listening circle - Graduate Students & Postdoctoral Researchers.

If you are not able to attend the listening circle, you will be directed to a survey pathway inviting you to contribute to the curriculum review.

We estimate that the survey will take approximately 20 minutes to complete. At the conclusion graduate students and postdoctoral researchers will have the option of entering a draw: five survey respondents will each win a \$50 gift card from either [Seventh and Oak](#) or [The Cedar Basket](#); this gift offers direct support to Black- and Indigenous-owned businesses.

Your feedback will directly help to shape our assessment of the existing curricular and ped-

agogical context at U of T Scarborough and will also help to inform the working circle's recommendations. We would ask that surveys be completed by **November 30, 2021**. We recognize that this request is coming in the midst of many pressures related to the pandemic, and we hope that this window provides sufficient time for you to respond. You can learn more about the working circle process and its goals on [the curriculum review website](#). Questions and comments about the curriculum review can be sent at any time to curriculum.utsc@utoronto.ca.

Thank you in advance for your contribution to this important process.



UTSC Faculty and Librarians Listening Circle Sessions

A priority of UTSC's 2020-25 Strategic Plan, Inspiring Inclusive Excellence, is to ensure that the campus's commitment to inclusion, Indigeneity, and anti-racism is reflected across programs and embedded in our curriculum and in our pedagogical approaches and supports. A working circle was established in the Fall of 2020 to lead a campus-wide curriculum review in order to assess our current standing against those goals and to inform a plan for action.

We are building on the landscape assessment phase of the review by engaging with faculty and librarians using a listening circle format. The listening sessions will invite faculty and librarians to reflect on their pedagogical and curricular experiences, their hopes and questions for how the curriculum review might shape teaching and learning at UTSC, as well as ways in which the campus might better support inclusive, accessible, and anti-racist teaching and learning in the future.

The review honours multiple ways of knowing, with particular emphasis on Indigenous ways of knowing and knowledge systems, Black knowledges, racialized perspectives, and international and intercultural perspectives, while also recognizing the importance of intersectionality (including gender, sexuality, and disability). We recognize that colleagues bring different perspectives and experiences to these areas. For some faculty and librarians, these are topics that may connect closely to current pedagogical and curricular work; for others, these may be new ideas that also raise questions about how to engage. We welcome all perspectives.

We invite you to join a virtual listening circle for UTSC faculty and librarians. Please indicate which session you would like to attend below.

Monday June 7, 2021 from 3:00 p.m. to 4:30 p.m.

Tuesday June 8, 2021 from 1:30 p.m. to 3:00 p.m.

An email with Zoom meeting details will be sent to those attending, using the email address provided below.

The listening circles will not be recorded, and note-taking will focus on recommendations for the curriculum review; it will not document personal details or anecdotes that could compromise confidentiality.

* Required

*This form will record your name, please fill your name.

1. Full Name*

2. Email Address*

3. Please select one of the following*

- I will attend the session on Monday June 7, 2021 at 3:00 pm
- I will attend the session on Tuesday June 8, 2021 at 1:30 pm
- I am unable to attend

4. If you are unable to attend the listening circle session, we would really appreciate if you would complete [this short survey] instead so as to provide important input into the curriculum review. The survey will take no more than 20 minutes to complete. At the conclusion of the survey you will have the option of entering a draw: ten survey respondents will each win \$50 worth of books from A Different Booklist, a Toronto based and African-Canadian owned independent bookstore showcasing literature of the African and Caribbean diaspora and the Global South.

Students Leaders Listening Circle Sessions

A priority of UTSC's 2020-25 Strategic Plan, Inspiring Inclusive Excellence, is to ensure that the campus's commitment to inclusion, Indigeneity, and anti-racism is reflected across programs and embedded in our curriculum and in our pedagogical approaches and supports.

A working circle was established in the Fall of 2020 to lead a campus-wide curriculum review in order to assess our current standing against those goals and to inform a plan for action. We are initiating the listening and conversation part of this process by engaging with student leaders using a listening circle format.

Our goal is to invite student leaders at UTSC to reflect on your pedagogical and curricular experience, as well as ways in which the campus might better support you in the future. We honour multiple ways of knowing, with particular emphasis on Indigenous ways of knowing and knowledge systems, Black knowledges, racialized perspectives, and international and intercultural perspectives, while also recognizing the importance of intersectionality (including gender, sexuality, and disability).

We invite you to join one of the following virtual listening circle for student leaders; your experience and input will be invaluable to the curriculum review process. Please indicate your availability below.

Friday May 28, 2021 from 1:30 p.m. to 3:00 p.m.

Friday June 4, 2021 from 10:30 a.m. to 12:00 p.m.

An email with Zoom meeting details will be sent to those attending, using the email address provided.

The listening circles will not be recorded, and note-taking will focus on recommendations for the curriculum review; it will not document personal details or anecdotes that could compromise confidentiality.

* Required

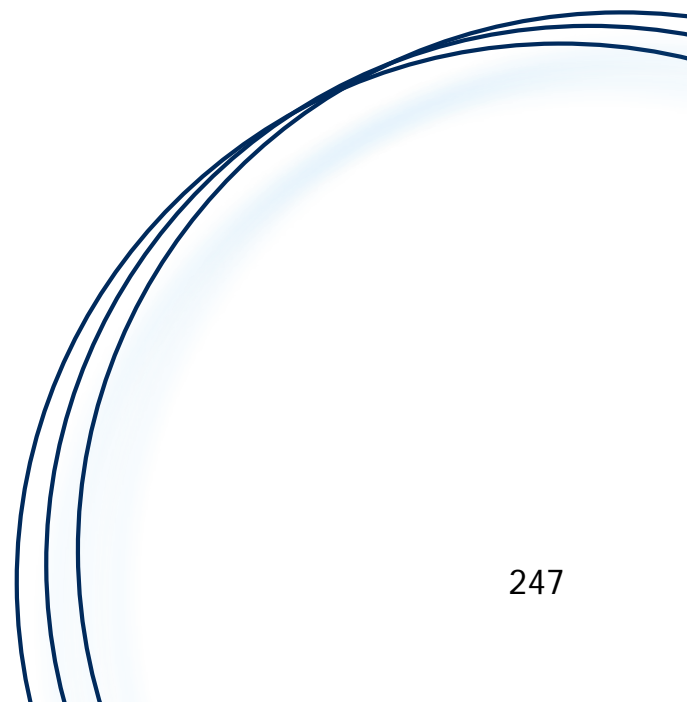
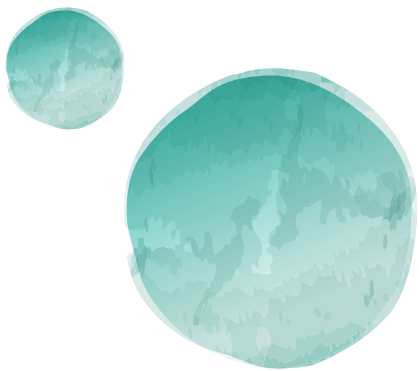


1. Full Name*

2. Email Address*

3. Please indicate your availability below.*

- I will attend the listening circle on Friday May 28, 2021 at 1:30 p.m.
- I will attend the listening circle on Friday June 4, 2021 at 10:30 a.m
- I am unable to attend.



Posters Used to Promote Participation in Listening Circles

**"OUR FACULTY
SHOULD REFLECT
THE DIVERSITY OF
OUR STUDENT
BODY."**

Want to shape UTSC's future curricula?

Contribute to the campus-wide curriculum review by participating in our Listening Circles. Share your perspective on our commitment to inclusion, Indigeneity, and anti-racism.



UNIVERSITY OF
TORONTO
SCARBOROUGH

"TA'S NEED TRAINING AND SUPPORTS FOR MENTAL HEALTH."

Want to shape UTSC's future curricula?

Contribute to the campus-wide curriculum review by participating in our Listening Circles. Share your perspective on our commitment to inclusion, Indigeneity, and anti-racism.



UNIVERSITY OF
TORONTO
SCARBOROUGH

**"INSTRUCTORS
DON'T HAVE A TRUE
UNDERSTANDING
OF STUDENT
REALITIES."**

Want to shape UTSC's future curricula?

Contribute to the campus-wide curriculum review by participating in our Listening Circles. Share your perspective on our commitment to inclusion, Indigeneity, and anti-racism.



UNIVERSITY OF
TORONTO
SCARBOROUGH



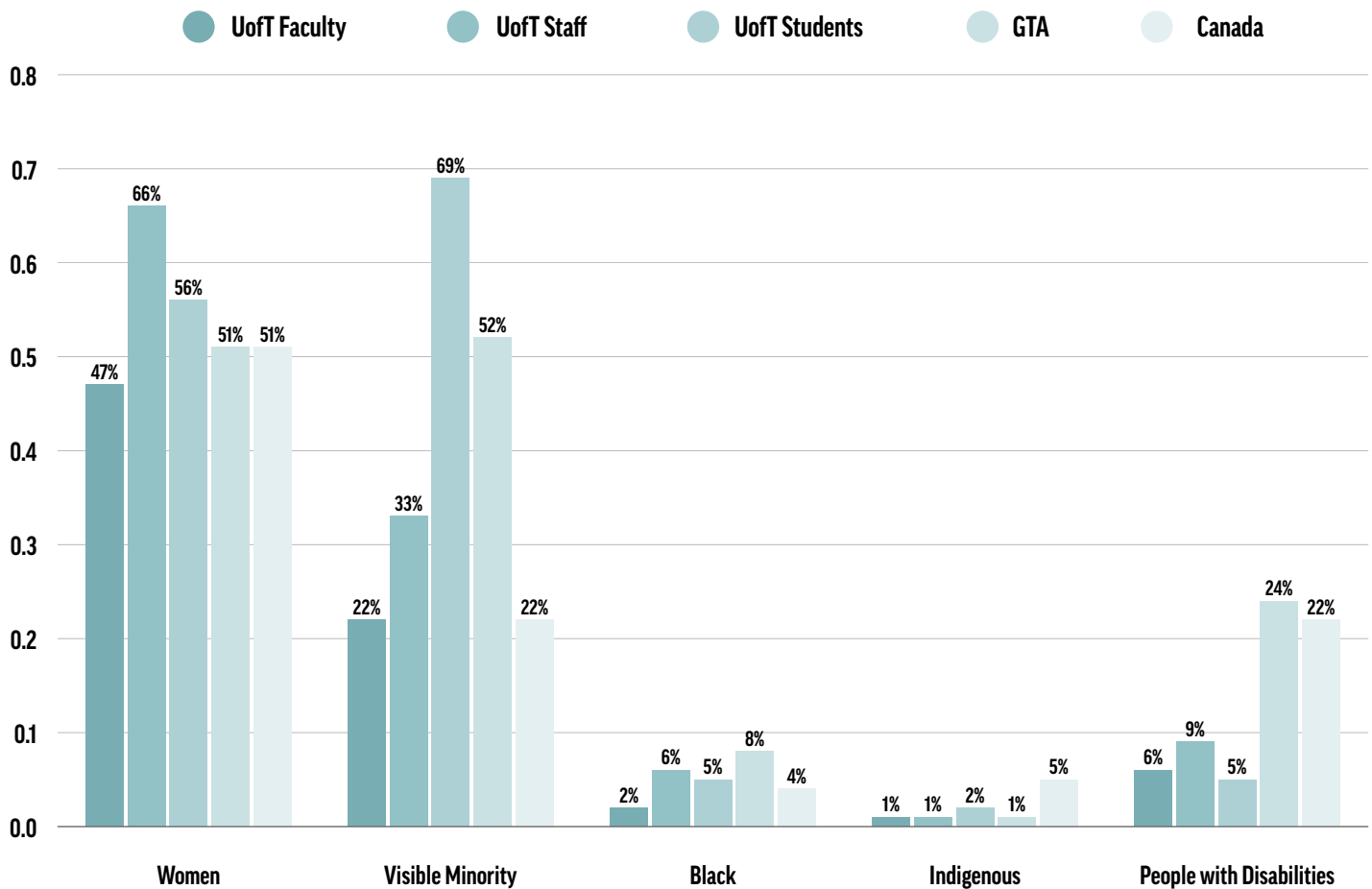
APPENDIX H

TIDE SLIDE



Representation: Faculty & Students

Fraction of Pool %



	UofT Faculty	UofT Staff	UofT Students	GTA	Canada
Women	47%	66%	56%	51%	51%
Visible Minority	22%	33%	69%	52%	22%
Black	2%	6%	5%	8%	4%
Indigenous	1%	1%	2%	1%	5%
People with Disabilities	6%	9%	5%	24%	22%

Sources: Statistics Canada, UofT Employment Equity Report (2017-2018), UofT Accessibility Services, UofT Office of Planning and Budget (2018), National Survey of Student Engagement (2017), City of Toronto.

Data compiled by Bryan Gaensler & Virginia Maclaren

Note: Data sources should be cited when discussing the data and/or when reproducing the figure.

February 22, 2022





APPENDIX I:

UTSC Campus Curriculum Review:

TERMS OF REFERENCE

Background

A key priority of UTSC's 2020-25 Strategic Plan, [*Inspiring Inclusive Excellence*](#), is to ensure that the campus's commitment to inclusion, Indigeneity, and anti-racism is reflected across our programs and embedded in our curriculum and in our pedagogical approaches and supports. A campus-wide curriculum review will be initiated in 2020-2021 to assess our current standing against those goals and to inform a plan for action. The importance of this is reflected in the mandate of the newly created Vice-Dean Teaching, Learning, and Undergraduate Programs, a role that holds responsibility for curricular and pedagogical innovation and renewal with specific attention to representation of Indigenous ways of knowing, racialized perspectives, as well as international and intercultural experiences. Over the summer of 2020 these priorities took on new urgency, with our students and community partners increasingly calling on UTSC to engage in a fundamental way with the challenges to equity illuminated during the pandemic, particularly in relation to anti-Black racism.

The focus of this review will be Indigenous ways of knowing, Black knowledges, racialized perspectives, as well as international and intercultural experiences. UTSC is making steady progress in building up its curricular offerings in gender and sexuality studies and disability studies, reflected in the recent establishment of the Centre for Global Disability Studies and new course offerings in queer studies across programs that complement existing offerings in women's and gender studies. Work in these areas is by no means complete, and it is crucial to recognize the importance of intersectional approaches in undertaking EDI-related curricular change. At the same time, racialized perspectives, particularly Indigenous and Black knowledges, remain underrepresented in our curriculum. Recent studies have also highlighted for a broader audience that challenges impacting the success of Black and Indigenous students in Canada and at U of T in particular.¹ These areas must be prioritized in order to ensure that our programming and pedagogical practices more fully reflect the diversity of our campus community and that UTSC is an accessible and inclusive space where students can succeed and thrive.

The first step in the review process will be the establishment of a working circle to assess pathways to ensuring that UTSC's commitment to inclusion, Indigeneity, and anti-racism is fully reflected and embedded in its curriculum.

Working Circle Process and Membership

- Establish a circle-based process with core representation and co-leadership from Indigenous and Black faculty and staff

¹ For examples, see recent collaborative research initiatives led by Mark Hunter, Department of Human Geography, UTSC ([“Why Do Students Drop Out of UTSC?”](#)) and Carl James, Faculty of Education, York University ([“Towards Race Equity in Education: The Schooling of Black Students in the Greater Toronto Area”](#)), as well as Indspire's [reports](#), notably [“Truth and Reconciliation in Post-Secondary Settings: Student Experience”](#)

Working Circle Members (2020-2021)

Students:

Sarah Abdillahi, President, Scarborough Campus Students' Union

Leah Lee, Secretary, Graduate Student Association at Scarborough

Olashile Adeyoyin, Dept. of Global Development Studies and Dept. of Arts, Culture, and Media

Halle Borland, Department of Biological Sciences and Department of English

Emma Chan Matthews, Department of Psychology

Taylor Tabobondung, Department of Physical and Environmental Sciences

Faculty:

Kateri Akiwenzie-Damm, Assistant Professor, Teaching Stream, Department of English

Aarthi Ashok, Professor, Teaching Stream, and Associate Chair, Dept. of Biological Sciences

Iris Au, Professor, Teaching Stream, Department of Management

Kyle Danielson, Assistant Professor, Teaching Stream, Department of Psychology

Husseina Dinani, Assistant Professor, Department of Historical and Cultural Studies

Mark Hunter, Professor, Department of Human Geography

Danielle Kwan-Lafond, Assistant Professor, Teaching Stream, Department of Sociology

Randy Lundy, Assistant Professor, Teaching Stream, Department of English

Laura Risk, Assistant Professor, Department of Arts, Culture, and Media

Nirusha Thavarajah, Lecturer, Department of Physical and Environmental Sciences

Karina Vernon, Associate Professor and Associate Chair, Department of English

Office of the Vice-Principal and Dean and Office of the Vice-President and Principal:

Katie Larson, Professor and Vice-Dean Teaching, Learning, and Undergraduate Programs
(convenor)

Mary Silcox, Professor and Vice-Dean Graduate and Postdoctoral Studies

Natalie Elisha, Equity, Diversity, and Inclusion Coordinator (designate for EDIO)

Kelly Crawford, Assistant Director for Indigenous Initiatives

Karen McCrindle, Associate Professor, Teaching Stream, Associate Dean Teaching & Learning,
and Director, Centre for Teaching & Learning

Tina Doyle, Director, AccessAbilityServices

Kimberley Tull, Director, Community and Learning Partnerships and Access Initiatives

Nadia Rosemond, Assistant Dean, Student Affairs and Student Life

Varsha Patel, Assistant Dean, Student Success

Sarah Shujah, University of Toronto Scarborough Library

Zahra Bhanji, Director, Office of the Vice-Principal Academic & Dean (ex officio)

Sarah Chaudhry/Farrah Kamani, Programs and Curriculum Coordinator and Project Manager
(ex officio)



Key Areas of Consideration (Finalized with Working Circle on December 11, 2020)

- Assess the existing curricular context, drawing on the report of a summer co-op student who has been reviewing existing courses and program offerings and expanding to consider pedagogical practices at UTSC as well as potential models at other universities in Ontario and across Turtle Island;
- Assess student experience of the UTSC curriculum, with particular attention to Indigenous ways of knowing, Black knowledges, and racialized perspectives, building on feedback that is already emerging from recent student initiatives and prioritizing a story- and circle-based consultation framework;
- Collectively develop an action plan for a curricular framework and related pedagogical supports that embeds UTSC's commitment to inclusion, Indigeneity, and anti-racism into learning outcomes and degree-level expectations and that accounts for both curricular content and form/structure;
- Work in partnership with the Centre for Teaching and Learning, the Equity and Diversity Office, and AccessAbility Services to enhance pedagogical supports for faculty, instructors, and TAs and to deepen and expand pedagogical development and training opportunities to support inclusive course and assessment design;
- Advocate for and support equity-centred and anti-racist course and program development as well as related initiatives at the department level and consider best practices to guide this work going forward;
- Establish points of intersection with ongoing work related to faculty recruitment and representation as well as access and success for racialized students and align recommendations with those processes.
- Establish a communications and related educational plan for the campus to support awareness and implementation and to help students and faculty understand why these changes are important.
- Develop a concrete framework for follow-up and accountability that can assess the impact of the working circle's action plan.

Consultation and Dialogue

- A priority will be to hear from, and to be in dialogue with, Indigenous and Black faculty, staff, students, and community members including through the Black faculty working group, the UTSC anti-Black racism table, Connections and Conversations, the tri-campus Anti-Black Racism Task Force, UTSC Indigenous Initiatives, the Elders' Circle, First Nations House, and potential town halls.
- Consultations will also take place with CAD; with academic departments; co-op and work integrated learning programs, student success and career services; and with community representatives.
- If deemed necessary and appropriate, sub-circles may be established to explore parts of the working circle's areas of consideration. Membership of the sub-circles may include individuals who are not members of the working circle, but have relevant and intersecting expertise.

Shared Learning

The members of the Working Circle will participate in a training session at the outset of the process to ensure a shared understanding of key areas of EDI-related curricular review, with particular attention to Indigenous ways of knowing and Black knowledges. Working Circle members will also be encouraged to participate in related campus and community events throughout the year, including the Equity Matters Seminar, to enhance our shared learning as we undertake this work.

Information and Support

The Working Circle and sub-circles will be provided with data and information as needed to help inform its work and recommendations. Project and administrative support will be available to the Working Circle and sub-circles.

Timelines and Final Report

The Working Circle will meet monthly from October 2020 – June 2021. A report summarizing the learnings and recommendations of the Working Circle will be due in July 2021.

