



UNIVERSITY OF TORONTO
FACULTY OF KINESIOLOGY & PHYSICAL EDUCATION

TASK FORCE ON RACE & INDIGENEITY

Final Report
December 4, 2018

TABLE OF CONTENTS

- 1. SUMMARY3
- 2. CONTEXT AND ISSUES 3-6
- 3. HISTORY AND FORMATION OF THE TASK FORCE ON RACE AND INDIGENEITY 6-7
- 4. PROCESS UNDERTAKEN 7-10
- 5. DEFINITIONS AND KEY TERMS 11
- 6. RECOMMENDATIONS 11-18
- 7. NEXT STEPS AND IMPLEMENTATION 18
- 8. REFERENCES 19

1. SUMMARY

This document reports on the formation, operations and results of the *Task Force on Race and Indigeneity* that operated within the Faculty of Kinesiology and Physical Education (KPE) at the University of Toronto (U of T) between May 2016 and November 2018. The Task Force undertook its efforts within the context of the Calls to Action of the Truth and Reconciliation Commission of Canada (TRC, 2015) and the importance of reconciliation with Indigenous people at the University of Toronto (Steering Committee, 2017). The Task Force also operated in recognition of the ongoing struggle for racial equity, equality and justice in the field of Kinesiology and Physical Education broadly (see Douglas and Halas, 2013) and in the Faculty of KPE specifically (Kriger, 2016). Against this backdrop, the Task Force sought to understand and investigate experiences, issues, and barriers related to Indigenization and racial diversity and equity, and to make recommendations to KPE senior management about how to support and improve Indigenization and racial equity, diversity and inclusion (EDI) (EDRI Working Group, 2018) across and within KPE at U of T. The 12-member Task Force led and supported the efforts of four Working Groups, each comprised of members from across the University of Toronto community. Each of the Working Groups subsequently delivered a series of recommendations to the Task Force, which were then organized thematically. The breadth, depth and number of recommendations resulting from the efforts of the Working Groups (listed below) illustrate both the challenges and opportunities presented to KPE in meeting its stated goals of supporting Indigeneity and racial equity, diversity, and inclusion in both its curricular and co-curricular endeavors (KPE, 2013, p. 7).

2. CONTEXT AND ISSUES

Several factors and issues served to contextualize the formation, efforts and results of the *Task Force on Race and Indigeneity*. Foremost amongst these was the need to acknowledge the trauma of colonialism and racism within Canadian culture generally, and within the field of Kinesiology and Physical Education specifically. In turn, the Task Force recognized the potential and opportunity for a more productive, equitable, just and fair Faculty of KPE if policies and practices are developed and implemented using the insights of anti-racist, de-colonizing and Indigenizing philosophies and praxis. Several resources were influential here.

Truth and Reconciliation

One was the *Summary of the Final Report of the Truth and Reconciliation Commission of Canada*, released in 2015. The TRC concluded that the destructive legacy of residential schools, and the attempted genocide of Indigenous people within Canada's history and borders, call for changes that are both far ranging and fundamental within Canadian culture and society. In the words of the TRC (2015, p. vi):

“(Reconciliation) requires that the paternalistic and racist foundations of the residential school system be rejected as the basis for an ongoing relationship. Reconciliation requires that a new vision, based on a commitment to mutual respect, be developed. It also requires an understanding that the most harmful impacts of residential schools have been the loss of pride and self-respect of Aboriginal people, and the lack of respect that non-Aboriginal people have been raised to have for their Aboriginal neighbours. Reconciliation is not an Aboriginal problem; it is a Canadian one. Virtually all aspects of Canadian society may need to be reconsidered.”¹

Within this context, the traditional policies and practices of Canadian universities, and their academic and co-curricular departments, require critical appraisal and self-reflection. In this spirit, the subsequent *Final Report of the Steering Committee for the University of Toronto Response to the Truth and Reconciliation Commission of Canada* (Steering Committee, 2017) concluded that even though the University of Toronto itself did not operate residential schools, or develop specific policies of genocide, the University was nevertheless responsible for ‘educating’ generations of Canadian leaders (politicians, civil servants, teachers, policy makers, etc.) who contributed to the cultural and political system that created, implemented and maintained residential schools. In turn, leaders and researchers at the University of Toronto did little to challenge the system of residential schools, despite its obvious destructive impacts on Indigenous peoples.

More recently, University of Toronto researchers have likely led or contributed to research studies that have done damage to Indigenous communities and/or have ignored the needs of Indigenous peoples. As a result, the University of Toronto has tended to be an unwelcome place for Indigenous peoples, who tend to experience low graduation rates as students, and are underrepresented in positions of authority, such as amongst senior management and the professoriate (Steering Committee, 2017).

Race, Racism and Whiteness in Kinesiology and Physical Education

In addition, the *Task Force on Race and Indigeneity* also focused on issues of racism, racial diversity, and the normativity of Whiteness. Some of these issues connect to the history of genocide and context of Indigeneity as discussed above, but they also differ in important ways.

A guiding document here was Douglas and Halas’ (2013) peer-reviewed, critical appraisal of the current state of Kinesiology and Physical Education as an academic discipline and institution within Canadian universities. Citing a demographic assessment of KPE departments in Canada, as well as interviews with faculty members working in Canadian KPE departments, Douglas and Halas (2013, p. 453) “draw attention to the profound lack of racial diversity as well as the prevalence of whiteness within Canadian faculties of Kinesiology and Physical Education.” One implication of

¹ While this passage from the TRC report deploys the term *Aboriginal*, within this report (and the workings of the KPE *Task Force on Race and Indigeneity*), *Indigenous* is the preferred term. This is in recognition of the broader scope, inclusion (and solidarity) suggested by the term *Indigenous*, which can include many Aboriginal groups, and was produced by and through the need to recognize the devastating impact of colonialism on many Indigenous peoples.

<https://indigenousfoundations.arts.ubc.ca/terminology/>

this pervasive state of Whiteness is that faculties of KPE in Canada tend not to “reflect the diversity of their respective cities/regions” (Douglas and Halas, 2013, p. 471), a charge that applies to KPE at the University of Toronto given the significant racial and cultural diversity of Toronto and the Greater Toronto Area. As a result, Douglas and Halas (2013, p. 453) called for immediate and far-reaching “equity programming within physical education in higher education.” The *Task Force on Race and Indigeneity* viewed its efforts as progress towards responding to this call.

Changing Cultures

Another concept that served as a contextual basis of the efforts of the Task Force was the importance of collaboration and the need to recognize that mutual benefits and even success can result from a commitment to anti-racism and diversity in organizational settings. By recruiting widely for its contributing members, the *Task Force on Race and Indigeneity* sought to include a diversity of participants and viewpoints, especially racial diversity, all with the goal of supporting culture change and shifting attitudes and behaviours around issues of racism, anti-racism, de-colonization and Indigeneity within KPE. In so doing, the Task Force drew on research reported in the *Harvard Business Review*, which found that in contrast to simply implementing mandatory diversity training – which has been found to lead to resistance and even resentment amongst employees – the organization and implementation of social accountability initiatives, which notably includes Task Forces, tend to have greater impact by introducing a culture of engagement and responsibility. In fact,

“Task Forces are the trifecta of diversity programs. In addition to promoting accountability, they engage members who might have previously been cool to diversity projects and increase contact among the women, minorities and white men who participate” (Dobbin and Kalev, 2016).

The *Task Force on Race and Indigeneity* saw such an approach as compatible with its overall mandate, its terms of reference and its goal of supporting Indigeneity and racial diversity within and across the Faculty of KPE.

Conversely, the goal of the Task Force was explicitly *not* the “naming and shaming” of those who have tended to be the beneficiaries of Whiteness in KPE (as both an academic discipline and a Faculty responsible for both curricular and co-curricular activities). Rather, the Task Force sought to contribute to a (more) honest and robust assessment of race and indigeneity within KPE and, in turn, to support the implementation of anti-racist and Indigenizing policies and practices. Such policies and practices need not come at the expense of the current U of T or KPE community. The recommendations of the Task Force (below) were not designed to punish, but rather to support culture changes that recognize diversity of all kinds as a source of organizational and cultural strength. This aligns with the goals of the *Final Report of the Steering Committee for the University of Toronto Response to the Truth and Reconciliation Commission of Canada*, “not to point fingers at forebears, not to wallow in past failures, but rather to start the path towards reconciliation from a place of honesty” (Steering Committee, 2017, page 2). It also aligns with the University of Toronto’s official position that equity and diversity are sources of strength and are compatible with the pursuit of excellence

(U of T Governing Council, 2006), a position further evidenced by recent recommendations to support equity and diversity in the research and innovation across the University (EDRI Working Group, 2018).

Intersectionality

A final principle that guided the work of the *Task Force on Race and Indigeneity* was intersectionality. While the focus, discussion and recommendations from the Task Force were focused on race and Indigeneity first and foremost, the Task Force also embraced the ways in which race and Indigeneity and their associated social structures and formations necessarily connect to – or *intersect* with – other aspects of society and identity, such as gender, sexuality, social class and ability/disability. Thus, the Task Force took a broad view of race and Indigeneity, with the hope of meeting its mandate of equity, diversity and inclusion for all people who connect with and participate in the Faculty of Kinesiology and Physical Education at the University of Toronto.

3. HISTORY AND FORMATION OF THE TASK FORCE ON RACE AND INDIGENEITY

While unique in its focus and scope, the *Task Force on Race and Indigeneity* continued the tradition within KPE at U of T of pursuing equity policies and practices in support of groups that have traditionally been excluded or marginalized within research, recreation and/or sport.

A previous such example was the *2003 Report of the Task Force on Equity in Regards to Sexual Diversity*, conducted under the then-named Faculty of Physical Education and Health. The report found that: “In sport and most forms of physical recreation, sexual minorities are frequently excluded by traditions that require conformity to traditional gender roles, and expectations of heterosexual orientation” (p. 5) and led to policy changes to make FPEH inclusive of sexual and gender diversity (FPEH, 2003).

In turn, a number of events and forms of knowledge production served to illustrate and contextualize issues around race and Indigeneity in KPE, in ways that led to the formation of the *Task Force on Race and Indigeneity*.

One was a panel discussion series held at the University of Toronto in 2014 and 2015 entitled *A Hurdle to Success*. Organized in the context of the 2015 Toronto PanAm/ParaPan Games, the series focused on the experiences of, and challenges faced by, racialized student athletes and Indigenous student athletes, particularly in Toronto, as they attempt to navigate the overlapping structures of education and sport. The discussion paper emerging from the series concluded that student athletes, both Indigenous and racialized, face particular and specific challenges related to access and recruitment, retention, and transition to professional/high performance sport (Joseph, 2015). Recognition of these barriers became an important focus of the *Task Force on Race and Indigeneity*.

In 2016, a subsequent event, entitled the *Accelerating Action Roundtable Discussion*, was held at Hart House at the University of Toronto. The event was organized around 7 discussion groups, each made up of concerned stakeholders from across the University of Toronto community. The final report of the event (see Kriger, 2016) identified recurring themes around racism, whiteness and underrepresentation of Indigenous people and racial minorities in KPE at U of T, and concluded that a number of steps could and should be taken to make positive changes. The 5 themes/actions identified in the final report were:

- Hiring of racialized and Indigenous peoples
- Improved visibility of recognition of diversity in KPE spaces
- Improved outreach to underrepresented groups
- Improved accountability around issues of race and Indigeneity
- More support and resources for Indigenization, racial diversity and anti-racism

As discussed further below, each of these 5 themes/actions constituted important elements of the focus of the *Task Force on Race and Indigeneity*. In this sense, the Task Force should be viewed as the continuation of a series of ongoing struggles to support anti-racism, racial diversity and Indigenization in KPE.

4. PROCESS UNDERTAKEN

On May 26, 2016, at the conclusion of the *Accelerating Action Roundtable Discussion*, Acting Dean Gretchen Kerr announced that the Faculty of KPE would launch the *Task Force on Race and Indigeneity*. A subsequent working group contributed to the Terms of Reference for the Task Force. This group was comprised of:

- Gretchen Kerr, Acting Dean, KPE
- Caroline Fusco, Professor, KPE
- Michelle Brownrigg, Director, Physical Activity and Equity, KPE
- Jen Leake, Manager, Children and Youth, KPE
- Terry Gardiner, Assistant Manager, Co-curricular Diversity & Equity

The group also consulted with Sandra Carnegie-Douglas, University of Toronto's Anti-Racism & Cultural Diversity Officer, and Jonathan Hamilton-Diabo, Director of First Nations House, in establishing the Task Force and its terms of reference.

The terms of reference were unanimously endorsed by the Council of Athletics and Recreation, as well as KPE Faculty Council, and then shared broadly with the KPE community. In March 2017, individuals were invited to participate as members of the Task Force and its membership was subsequently confirmed. KPE Assistant Professor Simon Darnell was selected to be the Co-Chair of the Task Force. The original members of the Task Force were:

| Name ² | Constituency |
|-------------------------|---|
| Lamia Aganagic | Undergraduate Student, Faculty of Kinesiology and Physical Education |
| Dr. Cathy Amara | Assistant Professor, Teaching Stream, Faculty of Kinesiology and Physical Education |
| Sarah Bear | Undergraduate Student, Arts & Science and SOAR coordinator |
| Sandra Carnegie-Douglas | Anti-Racism & Cultural Diversity Officer, University of Toronto |
| Dr. Simon Darnell | Assistant Professor, Faculty of Kinesiology and Physical Education Co-chair, Task Force |
| Greg Gary | Head Coach, Football Coaching & Operations, Faculty of Kinesiology and Physical Education |
| Sharon Grandison | Director, Human Resources, Faculty of Kinesiology and Physical Education |
| Shannon Simpson | Director, First Nations House |
| Sophie Harding | Recruitment Events & Communications Coordinator, Office of the Registrar, Faculty of Kinesiology and Physical Education |
| Debra Kriger | Graduate Student, Faculty of Kinesiology and Physical Education |
| John Leung | Undergraduate Student, New College |
| Ernie Sandy | Aboriginal Academic Elder |

One of the first actions of the Task Force was to assert the importance of representation from faculty, staff and students amongst the co-chairs; as a result, Lamia Aganagic (KPE alum) and Sharon Grandison (KPE Director of Human Resources) joined Professor Darnell as co-chairs.

In the first meeting of the Task Force, held in April 2017, members met, discussed its mandate and the four themes outlined below:

- Student recruitment, admissions, success and retention
- Staff and faculty, recruitment, retention and advancement
- Curriculum, research, pedagogy and learning
- Recreation and sport, community outreach and recruitment

² Jonathan Hamilton-Diabo also agreed to serve as a member of the Task Force, but was ultimately unable to do so due to his other commitments across the University.

The Task Force met regularly and discussed its mandate, strategized, and invited guest speakers to share relevant knowledge, planned events, discussed challenges, shared stories and resources, sought clarity and conducted consultations.

The process leading to the creation of the Task Force's four Working Groups began at the beginning of the 2017/18 academic year. A call for applications was distributed amongst students, staff, faculty and community members across U of T in September 2017. A communication plan was developed in consultation and collaboration with the KPE Communications team. This communication plan served to inform the U of T community of the creation of the Task Force, and the Task Force's terms of reference, mandate and goals were shared with all central and divisional communications departments, who in turn shared the information on social media and listservs. The call out for working group members was also communicated via this network. The Task Force received more than 90 applications to serve on Working Groups; the members of the Working Groups were determined by reviewing all of the applications and inviting applicants to one of the Working Groups based on interests, lived experiences and qualifications. A member of the Task Force, excepting the co-chairs, also served on each Working Group. It is important to note that those Task Force members did not serve as chairs of individual Working Groups, but acted primarily as contributors and liaisons between the Working Groups and the Task Force itself.

In October 2017, the Task Force held an event to formally welcome members of the Working Groups to the Task Force process. Working Group members used the event to meet, interact, engage, and discuss the eventual preparation of their reports.

Members of the Working Groups then engaged in a range of activities to support the development of their recommendations. Individual working groups generally met monthly to work and engage in various activities. These activities included, but were not limited to:

- conducting environmental scans of research literature,
- conducting surveys,
- holding focus groups and interviews,
- reviewing similar or compatible initiatives at other educational institutions,
- conducting original research projects,
- attending conferences,
- sharing stories and personal experiences,

- debating relevant issues, both formally and informally.

In March 2018, the Task Force convened a second event for Working Group members, during which they again gathered to meet and share, as well as to discuss preliminary findings. Significant and sometimes animated discussions were held regarding issues such as resources, research, and findings as Working Groups prepared to develop their final recommendations.

The Working Groups submitted their findings and recommendations to the Task Force in June 2018.

Members of the Task Force reviewed the findings and recommendations of each Working Group in June 2018, and discussed the structure and strategy for the final report. The reports of the Working Groups formed the bulk of the recommendations (below) and have been reviewed, analyzed, distilled, synthesized and developed into this final report.

It is also important to note that by the conclusion of the Task Force, and owing to changes in job descriptions, employment and availability, the Task Force's core membership changed. The final roster of the *KPE Task Force on Race and Indigeneity*, made up of those responsible for the creation of this report, was as follows:

| Name | Constituency |
|-------------------|--|
| Lamia Aganagic | Undergraduate Student, Faculty of Kinesiology and Physical Education |
| Dr. Cathy Amara | Assistant Professor, Teaching Stream, Faculty of Kinesiology and Physical Education |
| Dr. Simon Darnell | Assistant Professor, Faculty of Kinesiology and Physical Education Co-chair, Task Force |
| Greg Gary | Special Projects Officer, and Former Head Coach, Football Coaching & Operations, Faculty of Kinesiology and Physical Education |
| Sharon Grandison | Director, Human Resources, Faculty of Kinesiology and Physical Education |
| Shannon Simpson | Director, First Nations House, University of Toronto |
| Sophie Harding | Recruitment Events & Communications Coordinator, Office of the Registrar, Faculty of Kinesiology and Physical Education |
| Debra Kriger | Graduate Student, Faculty of Kinesiology and Physical Education |
| Robin Waley | Assistant Manager, Co-curricular Diversity & Equity, Faculty of Kinesiology and Physical Education |

5. DEFINITIONS AND KEY TERMS

In conducting its work, the Task Force on Race and Indigeneity recognized and adopted definitions and key terms from the University of Toronto's Equity and Diversity in Research & Innovation Working Group Report (EDRI Working Group, 2018).

***Equity** is the fair and respectful treatment of all people and involves the creation of opportunities and reduction of disparities in opportunities and outcomes for diverse communities. It also acknowledges that these disparities are rooted in historical and contemporary injustices and disadvantages.*

***Diversity** is the demographic mix of the university community and involves recognizing and respecting everyone's unique qualities and attributes, but focuses particularly on groups that remain underrepresented at U of T.*

***Inclusion** means creating an environment where everyone feels welcome and respected, focusing on groups that remain underrepresented at U of T. It means creating the conditions to have the opportunity to fully participate in the University, and where everyone's talents are valued and celebrated. It is important to note that while an inclusive group is by definition diverse, a diverse group is not always inclusive. An inclusive University strives for equity and respects, accepts and values difference.*

6. RECOMMENDATIONS

The final recommendations that constitute this report are organized into seven themes, listed here alphabetically. All recommendations are derived from the reports of the Task Force's four Working Groups. The Working Group reports themselves are included as appendices. While organized thematically, the recommendations here are intended to be considered simultaneously and in total:

1. Academics, Curriculum and Programming
2. Communications
3. Data collection
4. Recruitment
5. Relationships
6. Space
7. Training

Academics, Curriculum and Programming

The Faculty of Kinesiology and Physical Education delivers a wide range of curricular and co-curricular programming to a diverse group of students, faculty, staff and community members. The priorities of the Faculty's curricula, research and programming, in accordance with its Academic Plan, are to "build the foundations of important future legacies, creating new, research-informed paradigms for sport and physical activity and helping to share programs and policy, locally, provincially and nationally" (KPE, 2013). These programs have historically been rooted in traditional policies and practices whereby the delivery and content have reflected Western ways of knowing, teaching, and learning. Efforts to decolonize curricula, incorporate Indigenous ways of knowing, support inclusive research practices, and implement anti-

racism programs and/or initiatives can start a journey towards addressing the systemic barriers, bias, oppression and racism faced by Indigenous and racialized people.

Therefore, we recommend that the Faculty of Kinesiology and Physical Education:

- explore ways to increase and integrate content on race and Indigeneity across the KPE curriculum and seek to ensure racialized and Indigenous scholarship is represented in each of the Faculty's three streams: Physical Cultural Studies, Behavioural Studies and Bio-Physical Studies.
- develop and integrate a required course within the undergraduate KPE curriculum focused on Indigenous issues/history, colonial history, equity, racialization and racism in the context of sport and physical activity. This course could collaborate with or build upon the one currently taught on a sessional basis by Dr. Janelle Joseph.
- revise the current KPE curriculum to include and embed Indigenous and anti-racist knowledge within existing courses. Current courses open to such inclusion are:
 - KPE304 Violence and Suffering in Physical Culture - might address topics pertaining to Canada's history of residential schools as well as the National Inquiry into Missing and Murdered Indigenous Women
 - KPE400 Ethics and Power in Kinesiology and Physical Education - might address topics pertaining to the Truth and Reconciliation Commission and how it includes sport, research and health; might include readings from texts such as "Seven Fallen Feathers" by Tanya Talaga to analyze and understand Canada's historic mistreatment of Indigenous communities
- look to incorporate Indigenous ways of knowing into its sport and recreation programs in ways that encourage recognition and discussion of the importance of decolonization. This could be achieved through organizing conferences on decolonizing/indigenizing sport and recreation, as well as partnering with First Nations House, Supporting Aboriginal Graduate Enhancement (SAGE), the Centre for Indigenous Studies, and other Indigenous organizations as a way to collaborate on the creation of culturally specific events at KPE facilities.
- embark on an ongoing process of decolonizing the KPE curriculum and pedagogical practices. We recommend that the Faculty look to incorporate non-Western ways of knowing, teaching, and learning strategies into existing courses and curricula in an effort to undertake the important task of decolonizing pedagogy. In doing so, the Faculty could work to identify, name, and question Whiteness and Euro-centricity in curriculum design, resources, course learning goals, and evaluations. This approach might also bring attention to, and begin to question, the ways in which Euro-Western epistemologies continue to predominate over other knowledge systems within KPE.
- commit to providing funding, grants, and scholarships for research on Indigenous and racialized issues (broadly defined), and to seeing that this research is conducted by Indigenous and racialized researchers and students. We recommend that instead of increasing funding for non-Indigenous and non-racialized people to conduct research in Indigenous and racialized communities, the Faculty of Kinesiology and Physical Education support Indigenous and racialized researchers to do research *with* Indigenous and racialized communities. We also recommend that the Faculty provide funding to support other non-research initiatives started by Indigenous and racialized students, as appropriate.
- examine the existing research methodologies and ethics undertaken within the Faculty, particularly the ethics of non-Indigenous and non-racialized researchers conducting research on Indigenous and racialized communities. This might contribute towards embedding a decolonizing research methodology across KPE, and aid in supporting, conducting, producing, and interpreting Indigenous and racialized research.
- invite Indigenous and racialized scholars to present as guest lecturers in KPE courses, symposiums, conferences, seminars, etc. We recommend invitations also be extended to different (and non-academic) types of knowledge keepers who might not have academic experience, but who can share valuable knowledge nonetheless. Honorariums could be set aside for compensating these guests. In addition, we recommend that KPE bring critical attention to the kind of knowledge that is valued in KPE, a process which likely will require intentional and open discussions about who is invited into KPE spaces and discussions.
- investigate and consider changing the current pre-tenure structure and requirements for Indigenous and racialized scholars to better reflect the nature of their commitments to their research and the importance of

relationship-building with their own (and other) Indigenous and racialized communities. This might include formal recognition of multilingualism and community engagement within the tenure-review process.

- provide resources and support to enable professors and instructors to include Indigenous and racialized scholarship and pedagogical practices in their fields (such as utilizing Indigenous methodologies) and to support efforts to include such scholarly and pedagogical activity in KPE classes.
- create a new and permanent Research Centre focused on Indigeneity, racialization and anti-racism as they relate to the fields of kinesiology and physical education. This Centre might explore and research the various ways in which physical activity, health, sports, and physical education are understood by and within Indigenous and racialized communities, within Canada and internationally. We recommend that this Centre be directed by an Indigenous and/or racialized scholar, and that it also hold a number of places for Indigenous and racialized scholars and graduate students.
- launch and host a Research Day (bi-annual, or otherwise) on topics related to Indigeneity and racialization in the field of KPE. This research day might include keynote addresses by Indigenous and racialized scholars.
- look to establish research links between KPE and Indigenous/racialized scholars across the University of Toronto, and their respective departments and research centres. This could be supported by funding dedicated to projects that support such collaboration.
- revise the PRA curriculum to include Indigenous games as a part of its pedagogy. This might include recognition of the conservation efforts made by Indigenous communities in Ontario's parklands. We also recommend that undergraduate PRA students be encouraged to attend the Powwow hosted by the Indigenous Studies Student's Union in the Winter semester.
- aim to implement regularly offered physical activity and sporting opportunities that reflect Indigenous culture and/or that seek to incorporate Indigenous ways of learning into the existing sport and recreation programming in KPE.

Communications

The number of stakeholders with whom the Faculty of Kinesiology and Physical Education communicates is vast and diverse. It includes current and prospective students, staff and faculty, varsity athletes, community members, researchers, community partners and alumni. The lens through which KPE is viewed by its audience (and through which it views itself), including words, graphics and media, is integral to its connections with Indigenous and racialized communities. Mindful communication plans, strategies, and methods can positively shape, impact and inform KPE's culture and values of equity, diversity and inclusion.

Therefore, we recommend that the Faculty of Kinesiology and Physical Education:

- continue to maintain an attractive and informative website that conveys the importance of Equity, Diversity and Inclusion (EDI) within KPE. We also recommend that communication materials be designed that focus on diversity and financial aid opportunities, and that these be used in recruitment purposes.
- create and/or continue information workshops for Indigenous and racialized first year undergraduate students designed to support them in the transition into post-secondary education (focused on cultural adjustment, social issues, academic expectations etc.). These workshops might also include an active component that touches upon the benefits of healthy living. These workshops could be conducted in collaboration with those currently offered to first year varsity athletes.
- consider including images of Indigenous communities in KPE promotional materials, when and where it is appropriate to do so.
- add a page to the Varsity Blues website clearly articulating the athlete recruitment process. This could take the form of a FAQ added to the current recruitment section of the Varsity Blues website.
- consider revising its communication strategy in an attempt to make it both more inclusive of the KPE community and more reflective of the equitable, diverse and inclusive community that KPE continues to strive towards.

- promote Indigenous and racialized professional development opportunities, conferences and speaking engagements, held both on and off campus, to the KPE community. This could take the format of a brief newsletter delivered via the KPE listserv.

Data Collection

The collection of data offers insight and opportunities for analysis that can lead to improving connections with, and programs for, Indigenous and racialized students, faculty, staff and community members within KPE. Conversely, without data there is likely to be a limited foundation upon which to build equity, diversity and inclusion with and for Indigenous and racialized students. By collecting data, the Faculty will be able to determine the demographics of its constituents, understand success rates, locate areas that require improvements, and implement initiatives and/or programs for Indigenous and racialized people.

Therefore, we recommend that the Faculty of Kinesiology and Physical Education:

- collect demographic data on new staff and faculty hires so as to assess the success of recruitment efforts and identify where additional time or resources may need to be allocated in order to increase the recruitment and retention of Indigenous and racialized staff and faculty.
- conduct a regular workplace environment survey to identify areas of improvement and/or success related to the recruitment and retention of Indigenous and racialized staff and faculty.
- collect demographic data regarding the undergraduate and graduate student population and the extent to which they identify as Indigenous and/or racialized. This should be subject to appropriate methodological measures to ensure privacy of students. This data can be used to inform policies and practices around equity, diversity and inclusion. We recommend that a similar process be undertaken focused on the recruitment and retention of varsity athletes.
- develop a yearly survey of student athletes and Varsity Blues coaches asking for their assessment of the climate of their individual sport as well as the intercollegiate program as it pertains to equity, diversity and inclusion.

Recruitment

The Faculty of Kinesiology and Physical Education is one of the largest employers on the University of Toronto campus and is responsible for a broad range of facilities and services provided to the students, staff and faculty of the University, as well as to the city of Toronto at large. It is also home to world-class researchers, Canada's largest varsity sports program, and the support staff that make such work possible. As a result, recruitment efforts aimed at curricular/co-curricular staff, students, Varsity athletes and faculty should be conducted through an equity and anti-racist framework in which Indigenous and racialized people are supported, particularly through financial and administrative resources, from the initial stages of recruitment through to their subsequent retention and success.

Therefore, we recommend that the Faculty of Kinesiology and Physical Education:

- allocate more funding for scholarships, bursaries, and grants for Indigenous and racialized students entering the Faculty at undergraduate and graduate levels. We recommend careful consideration about the criteria for these awards, scholarships, and bursaries, and about who is asked to serve on selection committees for them. Additionally, we recommend that the Faculty consider the creation of more flexible bursaries that meet the needs of Indigenous and racialized students.
 - KPE might also consider offering designated scholarships that encourage Indigenous and racialized students to apply to both undergraduate and graduate streams. These scholarships could be developed

to ensure students from diverse backgrounds are financially supported in the pursuit of their academic goals.

- create a Junior Development Scholarship that considers Indigeneity and racialization (and their intersections with gender, class and sexuality) in its selection process for incoming student athletes.
- seek to include Indigenous and racialized people in the planning and execution of recruitment efforts. These revised efforts might aim to broaden candidate pools through wider distribution of recruitment information, and by ensuring a diversity of voices at the interview and onboarding stages respectively.
- draft and implement a series of interview questions for all eligible candidates that inquire about topics such as: teaching in culturally sensitive ways; familiarity with racialized and/or Indigenous scholars; and the importance of critical perspectives on Indigeneity and racialization across all fields of KPE.
- strive to place value on multilingualism in its recruitment efforts, particularly when hiring administrative and casual staff. The goal of this recommendation is to move closer to the creation of a staff team that is culturally diverse and able to engage in dialogue with the diverse members of the community that utilize KPE facilities.
- strive to compose hiring panels for prospective faculty that include Indigenous and racialized people. We also recommend that interview questions for new faculty include inquiries about the candidate's commitment to, understanding of, and experience with equity, diversity and inclusion.
- aim to make faculty and staff positions permanent as opposed to "term" positions, as much as possible. If term positions are necessary under particular circumstances, we recommend that the Faculty of Kinesiology and Physical Education make no short-term appointments without posting the position or posting a "call of interest." The overall goal of this recommendation is to provide equitable access to all faculty and staff positions for Indigenous and racialized people.
- develop strategic partnerships and a community outreach plan with the goal of broadening recruitment efforts to better reach Indigenous and racialized candidates.
- engage in early outreach activities in elementary and secondary schools within Toronto and across the Greater Toronto Area to increase awareness of KPE amongst Indigenous and racialized students in an effort to enlarge the pool of incoming KPE students from these groups.
- aim to establish relations with sport camps or youth recreation centres within Toronto and across the Greater Toronto Area to increase awareness of KPE amongst Indigenous and racialized students in an effort to enlarge the pool of incoming KPE students from these groups.
- aim to connect with and mobilize networks of Indigenous and racialized alumni as part of its recruitment efforts, as a way to model and share experiences of attending the University of Toronto.
- consider developing optional application/admission streams specifically for Indigenous and racialized students. These programs might include members from Indigenous and racialized communities as part of the application review process. This program might also ask students to provide a short essay/paragraph about why he/she/they is choosing to apply through the specific application stream.
- develop a pre-application support group for prospective undergraduate students. This group might be modeled on the University of Toronto Faculty of Medicine's "Community of Support" (CoS), in which Indigenous and racialized students are able to participate in specific programming that provides them with application advice, mentorship with students already enrolled in KPE, as well as mentorship from faculty members, ideally from their own Indigenous or racialized community. Such a community could serve as social and academic support, especially for students who may be the first in their family to attend post-secondary institutions. We also recommend that such a program be in place for Indigenous and racialized students' first year of university (at minimum).
- increase the KPE undergraduate admission spots held for Indigenous applicants. We also recommend that the Faculty consider providing training to staff and coaches about designated spots for Indigenous students so that these opportunities can be discussed in the recruitment of students and student athletes.
- aim to expand its recruitment and community outreach to Indigenous communities outside of the city of Toronto and the Greater Toronto Area, as much as possible.
- consider asking each Varsity sport to conduct an assessment of its recruitment plan with an eye to equity, diversity and inclusion. This assessment could: 1) summarize all current outreach efforts, 2) develop an inventory of new outreach opportunities to be implemented, and 3) establish a coaches' working group, in collaboration with KPE administrators, in an effort to expand recruitment efforts.

- hire more racialized and Indigenous scholars and staff in KPE, and, in particular, aim to ensure participation of racialized and Indigenous individuals in the hiring process for scholars, instructors and faculty. One such approach might be ‘cluster hires’ in which more than one Indigenous and/or racialized scholar is hired at once. We also recommend that the Faculty look into how other faculties at the University of Toronto have approached this issue.
- in addition to continuing its support for the SOAR event held over March Break, the Faculty of Kinesiology and Physical Education consider creating a 2-day “reach-ahead” program for racialized students over March break.

Relationships

Relationship building is integral to the development of community within the Faculty of Kinesiology and Physical Education. Creating and/or improving relationships between KPE and Indigenous and racialized people can be achieved through mentorship opportunities, coaching, mental health/counselling resources and the designing/hosting events that allow for the celebration of diversity, all within diverse, safe and welcoming spaces.

Therefore, we recommend that the Faculty of Kinesiology and Physical Education:

- consider ways to enhance current services and support for Indigenous and racialized students and student athletes. Such services include: the KPEUA Equity Officer, co-curricular support offered by the Assistant Manager, Co-Curricular Diversity & Equity, and the Varsity Athletes Academic Excellence Program. We also recommend broader and more sustained communication of these existing programs to current and prospective students.
- develop a formal mentoring program for Indigenous and racialized faculty and staff in an effort to improve equity, diversity and inclusion in KPE.
- provide academic and cultural support services and programs for Indigenous and racialized students who may need additional support in dealing with the demands of their academic programs and/or an unfamiliar cultural milieu.
- encourage and support the Kinesiology and Physical Education Undergraduate Association (KPEUA) to invite a representative from the University of Toronto’s Indigenous Students Association to serve as an advisor on their General Council. This invitation may allow for better dialogue between Indigenous student leaders and the student body at the Faculty of Kinesiology and Physical Education.
- consider asking each manager/supervisor to identify an underrepresented campus partner with which to try and build a relationship; the goal of such relationships need not be programs or events, but rather the building of connections and co-learning opportunities.
- consider asking each Varsity sport to develop an off-campus community engagement or mentorship program aimed at connecting to Indigenous and/or racialized communities.
- consider continuing and/or creating sport and recreation programming with a specific and Indigenous-inspired holistic focus that includes promoting physical, emotional, mental and spiritual well-being. KPE administrators might work to provide programming and safe spaces that are inclusive of genderqueer/2-spirit participants and their families. Examples already in place include the LGBTQ2S+ Move with Pride events.
- consider continuing and/or expanding the hosting of youth cultural camps that are led by Indigenous instructors and that feature Indigenous activities. Such camps might be hosted during March Break or Winter Break in order to invite as many elementary and high school students as possible. Examples already in place include SOAR, a March Break camp specifically for Indigenous youth from across Ontario, and the March Break Powwow held at the Goldring Centre for High Performance Sport. These programs could be built upon and/or expanded.
- continue to collaborate directly with the University of Toronto’s new Student Recruitment Officer for Equity, Outreach & Support, and the Recruitment Officer at First Nations House.
- continue, as much as possible, to connect and partner with other Equity groups in other departments and/or Faculties across the university, in order to coordinate and support equity efforts.
- consider establishing an Indigenous Student Resource Centre within one of its facilities and consider naming and supporting an ‘Elder in Residence’ for the Faculty as a whole.
- consider establishing a Racialized Student Resource Centre within one of its facilities.

- consider creating a multi-faith space/room within one of its facilities that is accessible to all.
- consider ways to increase funding and support for mental health services that are culturally-relevant and trauma-informed, aimed at Indigenous and racialized people in KPE. This might connect to considerations of the physical spaces, programs and support available for students, while considering that the university has been, and continues to be, a source of violence and trauma for many Indigenous and racialized students, staff, and faculty.

Space

The availability, accessibility and design of spaces hold important meanings for those who have historically and traditionally been unwelcome at the University of Toronto. The Faculty of Kinesiology and Physical Education has an opportunity to re-envision its facilities as inviting spaces for Indigenous and racialized people; spaces that facilitate gatherings, engagement, and cultural practices. Through the arrangement of physical spaces, the integration of art, and the availability of culturally-relevant spaces and programming, the Faculty can become an accessible space for all.

Therefore, we recommend that the Faculty of Kinesiology and Physical Education:

- make available designated spaces for smudging, a cultural practice engaged in by some Indigenous peoples that involves the burning of sacred herbs. We further recommend that these spaces be accompanied by information distributed across KPE that describes the cultural significance of smudging and how it works logistically. This should be developed in collaboration with Indigenous people.
- consider adding Indigenous art to public spaces across the Faculty's facilities. The Faculty might also consider commissioning local Indigenous artists to create pieces that represent links between Indigenous communities and KPE. KPE administrators might consult with First Nations House and Elders about what kind of art is suitable for KPE spaces, and appropriate ways to identify and recognize artists.
- create spaces for art/educational installations in KPE facilities that help to move towards decolonizing current understandings of sport and recreation. Such installations might include: a) a display of lacrosse equipment along with an informational board explaining its Indigenous origins, b) a prominently positioned plaque in each KPE facility acknowledging that the Faculty operates on Indigenous land, c) the installation of large paintings/photos with plaques of Indigenous athletes in KPE facilities, d) the creation of a subsection in the "Hall of Fame" recognizing the University of Toronto's Indigenous athletes. A similar approach could also be taken to recognize racialized athletes as well. To this end, KPE might look to First Nations House for expertise, as well as to the fourth floor of the Dalla Lana School of Public Health for inspiration.
- aim to create barrier-free and accessible spaces that are considered from an Indigenous perspective. This could include choices about design, furniture, natural light, and artwork. Such decisions should be made in collaboration with Indigenous people, and approached through a decolonizing lens.
- incorporate signage in Indigenous languages, if, when and where possible.
- re-evaluate the scheduling structure at KPE facilities in an effort to allocate more designated programming hours that attract Indigenous and racialized people who currently do not use the spaces. We recommend that a guiding principle for this work be the goal of creating a more inviting environment for Indigenous and racialized people.
- strive to create regular programming space for recreation and sport programs that support a decolonizing approach. These might include Indigenous sports programs which are taught and led by Indigenous staff, coaches, leaders.
- create a permanent land acknowledgement, posted in each KPE building, and incorporated in documents circulated by the Faculty.

Training

A culture of inclusivity can be fostered through meaningful relationships and the creation of a working environment that is committed to anti-oppressive and decolonizing practices. The Faculty of Kinesiology and Physical Education can commit to creating a culture of inclusivity by ensuring that its staff and faculty are engaged in ongoing decolonizing and anti-racist training, and the sharing of information through seminars, workshops, conferences and presentations, in ways that confirm the Faculty's commitment to fostering equity and diversity for generations to come.

Therefore, we recommend that the Faculty of Kinesiology and Physical Education:

- consider ensuring that all members of its search committees and hiring panels undergo unconscious bias training, or an equivalent practice of anti-racism and/or decolonization.
- provide opportunities for staff and faculty to participate in anti-oppression training, perhaps on an ongoing basis, and that participation in such training be considered mandatory and/or be recognized and rewarded. We further recommend that such programs and teachings be led by Indigenous and/or racialized people.
- aim to develop diversity awareness or multicultural sensitivity programs that seek to address and improve the equity, diversity and inclusion of Indigenous and racialized students. This might include programs designed to connect Indigenous and racialized students to the larger University of Toronto (or GTA) community. It might also include storytelling and the sharing of experiences specific to Indigenous and/or racialized groups.
- encourage its faculty and staff members to attend conferences specifically aimed at Indigenous students as a way to showcase FKPE programs, as well as continuing to work with partners such as First Nations House and tri-campus colleagues whose focus is the recruitment of Indigenous and racialized students.

7. NEXT STEPS AND IMPLEMENTATION

This section offers further suggestions and perspectives about how the recommendations of the Task Force on Race and Indigeneity might be approached and implemented by the Faculty of Kinesiology and Physical Education.

We recommend that the Faculty of Kinesiology and Physical Education:

- consider implementing some structure or process of accountability and/or oversight, by which to examine and report on the progress in responding to and implementing the recommendations of the Task Force. This might take the form of: an ad hoc committee; oversight by the KPE Equity Committee; a current KPE staff person assigned to this task; a new position created and staffed for this purpose; an annual review/report; updates provided on the KPE website; or some combination thereof
- recognize that in approaching (and implementing) any of the recommendations in this report, that such work needs to be taken up in a deliberate, thoughtful, and even 'slow' manner so as to be authentic. Further, the shifts in culture that underlie many of these recommendations will take years to achieve, meaning that the results of the Task Force should be viewed through both short-term and long-term lenses. In sum, the process of supporting Indigenous and racialized people and committing to anti-racism in KPE should be viewed as an ongoing project.
- realize the importance of a long term commitment to interrogating and unpacking its relationship/role/responsibility in the process of reconciliation, and explore how it will share in such processes as outlined in the Calls to Action of the TRC.

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