



UNIVERSITY OF TORONTO  
FACULTY OF KINESIOLOGY & PHYSICAL EDUCATION

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# TASK FORCE ON RACE & INDIGENEITY

Final Report  
December 4, 2018

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## 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.”<sup>1</sup>*

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

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<sup>1</sup> 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 <sup>2</sup>	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

<sup>2</sup> 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.

## 8. REFERENCES

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## 9. APPENDICES

### WORKING GROUP MEMBERSHIP

<b>Student Recruitment, Admission, Success and Retention Working Group</b>
Eric Schwenger      Sophie Harding Hannah Stevenson      Kim Penney
<b>Staff and Faculty Recruitment, Retention and Advancement Working Group</b>
Carolina Rios Catherine Maloney Liam Mitchell Robin Waley Shannon Simpson Tsitsi Macherera Zoe Dille
<b>Curriculum, Research, Pedagogy and Learning Working Group</b>
Asma Khalil (co-chair) Eleni Vlahiotis (co-chair) Ainsley Goldman Bahar Tajrobehkar Catherine Amara Debra Kriger Hilding Neilson Juan Rodriguez-Camacho Madison Danford Terry McQuaid Vanessa Silano
<b>Recreation &amp; Sport, Community Outreach and Recruitment Working Group</b>
Danielle Dinunzio Greg Gary Julia Silano Manpreet Kaur Michelle Campbell Roxy O'Rourke Shannon Giannitsopoulou Zeana Hamdonah

## WORKING GROUP REPORTS

### RECREATION & SPORT, COMMUNITY OUTREACH AND RECRUITMENT WORKING GROUP FINAL REPORT

Over the past 7 months, we have heard many perspectives from within the Faculty of Kinesiology and Physical Education (KPE) and the broader campus community. Working within physical activity and sport provides a unique opportunity and position to enact change on campus and in the community. The work that that has guided this report is:

- Participatory Action Research (PAR) - Decolonizing and Indigenizing KPE Researchers: Shannon Giannitsopoulou and Michele Riel
- Literature review: Zeana Hamdonah
- Initiatives Undertaken By Higher Education Institutions In Response To Recommendations Pertaining To Race And Indigeneity: Julia Silano
- Summary of Findings from Focus Group: Manpreet Kaur
- Coaching Staff Consultations: Michelle Campbell and Roxy O'Rourke<sup>3</sup>
- Recruitment and Access for Varsity Student Athletes: Danielle Dinunzio and Greg Gary

Through our investigation into policy and practices within the faculty, research of other departments and institutions, campus outreach, focus groups and consultations we were able to outline emergent themes and highlight the campus voices that have in turn helped guide this report. In this Working Group report, we have identified our key findings on where KPE is falling short, outlined recommendations, and an implementation framework that includes accountability processes and timelines. Through our research, our recommendations can be summarized under four key themes:

1. Re-envisioning Spaces - Belonging & Barriers at KPE
2. Inclusive and Culturally Focused Strategic Planning & Training
3. Data and Transparency
4. Recruitment & Retention of Varsity Athletes and Coaches

While these themes and our subsequent recommendations may overlap with the focus of the other working groups, we have included them to emphasize the importance of addressing the recommendations in a holistic approach.

### REFLECTING ON WHERE WE'RE FALLING SHORT

The Faculty of Kinesiology and Physical Education strives to develop, advance and disseminate knowledge about physical activity, sport and health and their interactions through education, research, leadership and the provision of opportunity. The Faculty is committed to equity in both our curricular and co-curricular activities, culture, budgets, and operations, however, challenges still remain. It is imperative that programs, policies, and practices at KPE are dedicated to creating a positive, engaging, respectful, and supportive environment where all students thrive.

Through our conversations and consultations with the KPE and broader university community, we have identified areas where we fall short in living up to those commitments. By identifying our shortcomings and analyzing the gap between our reality and our vision, we may better strategize ways in which race and indigeneity can be addressed within KPE.

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<sup>3</sup> The research has yet to be uploaded by the students working on this project but their findings have been discussed in our meetings

## Re-envisioning Spaces - Belonging & Barriers at KPE:

Within the consultation work done in the “Participatory Action Research (PAR) - Decolonizing and Indigenizing KPE” the need to further convey KPE as an open and accessible space was expressed. There was a strong desire to shift the emphasis in our facility spaces and programs, including images, promotional material, history, and art, to represent the broader campus community.

Within a focus group, racialized female students from both KPE and non-KPE faculties outlined they did not know what existed on campus in terms of physical activity and sport programming. Despite our best efforts, there is a huge lack of awareness about the variety and scope of programming offered by KPE. But the issue is not simply an awareness one, these facilities and activity programmers are not actively playing a part in recruiting and inviting racialized students to their physical activity and sport programs.

“I feel like Goldring has a lot of overarching elitism associated with it because it is varsity athletes, which can make it hard. Because if you feel very uncomfortable in a space that is very elite or white it’s not easy to go and workout”

“Honestly for the AC, I don't want to come here because I don't know where to go. Literally I was like where do I sign in or where the change room is.”

“Let’s look at the games and recreations of people of color. There is a vast richness there that is untapped. Can we do more than offer things rich white people do?” - survey respondent

By re-envisioning the spaces in white KPE holds, will allow us to better represent the campus’s current and its future population.

## Inclusive and Culturally Focused Strategic Planning & Training:

Throughout our research, the theme of lack of awareness of existing programs or efforts to be inclusive and a lack of staff training emerged frequently. In order to build inclusive excellence at KPE, we believe that diversity must be a key component of a collective, faculty-wide strategic planning process that incorporates change in a holistic approach. We’ve come to realize the importance to step outside of athletics/sports environment to gain different perspectives and learn new strategic planning processes that would allow us to work collectively towards the final recommendations.

In our consultations and surveys, a dichotomy of being over trained verse the complete lack of training when it came to bias and racism was exposed. Those external to KPE felt that training would be a strong step forward in impacting change, however, internally some expressed they didn’t believe there was a problem.

“People have to get over any stigmas or stereotypes that they may have towards or about Indigenous people. Racism and stereotypes may be a barrier for Indigenous people to join in activities” – survey respondent

“Please don't. It's 2018. Coaches and athletes know how to behave. - This type of training just introduces uncomfortable situations and makes people of color feel uncomfortable about it.” - survey respondent

## Recruitment & Retention of Varsity Athletes and Coaches:

One of the most striking findings in our research around recruitment and retention of athletes and coaches was the lack of a consistent approach, method, training, and support that coaches received. Staff expressed a lack of resources to thorough support coaches and athletes in recruitment efforts that could allow for a broader pipeline of athletes. It was also very apparent that once admitted, there is not enough resources, support, and training to assist athletes who may be struggling with barriers to inclusion. Athletes and coaches appeared to have mixed responses about the need for better equity/diversity training and their comfort level to navigate issues when they arise.

Unfortunately, there is no data collected by the Varsity Blues to use as a baseline to gauge where our recruitment pipelines exist, what outreach initiatives target underserved youth and the retention of varsity athletes who could be considered “at risk”.

U of T’s varsity page only features students on their social media to convey the notion that the school is diverse and inclusive. However, they fail to provide supports for ethnic individuals. On many occasions, I as a POC have experienced some forms of racism, however, there are no resources to turn to where I feel safe enough to share my thoughts. - survey respondent

## Data and Transparency:

Comments from staff attested to the lack of data collection and reporting around the recruitment of varsity athletes and indigenous students into the Kinesiology academic program. Without data, it is impossible to have a clear understanding of where we’re falling short, making it difficult to enact measurable change.

In consultation with Dr. Ruth Childs and her graduate students at the Centre for the Study of Canadian and International Higher Education, it became clear that in order to better support our students through recruitment and retention initiatives we first need to know: who applied, who did we select and who was denied or didn’t accept their admissions offer. In order to move forward and achieve progress on several of our recommendations, it is imperative that we begin to collect measurable data.

Within these conversations, the importance of remaining transparent about why we intend to collect data, what we intend to do with the data, and an allocation of space for ongoing feedback is critical in the process of building trust and accountability with the campus community. As such, the development of clear data, goals, timelines and public accountability is crucial.<sup>4</sup>

## FRAMEWORK

While we gathered many recommendations from our research and consultations, we have prioritized our recommendations into implementation phases.

- **Phase One** – Includes recommendations that we believe are easily actionable or are high impact priorities. These should be implemented within year one (Fall 2018 – Summer 2019).
- **Phase Two** – Recommendations that can be implemented within year two (Fall 2019 - Summer 2020).
- **Phase Three** – Recommendations listed in phase three require a longer strategic planning process and we have chosen to include them here, not because they are less important but because they will require significant

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<sup>4</sup> See for example: <https://diversity.umich.edu/wp-content/uploads/2017/11/dei-unitprogress.pdf>

commitment from KPE. As such, these recommendations should be implemented within year three (Fall 2020 - Summer 2021).

As we have noted above, we believe that through this process KPE should remain as transparent as possible and provide annual reports that update the campus community on the status of each recommendation. By doing so, we also ensure that we are accountable to the commitments we make through the final report of the task force.

As you'll see below, several of our recommendations are solely based on this concept of transparency to the campus community and the broader public. We have also started to attach a KPE staff member who could be considered accountable to the recommendation and hope that something similar would carry through into the final report.

### **KEY RECOMMENDATIONS: PHASE ONE**

A full list of recommendations with our justifications (quotes and/or research findings) can be in the attached spreadsheet named "Recommendations - Recreation & Sport, Community Outreach and Recruitment"

<b>Recommendation</b>	<b>Theme</b>	<b>Who's Accountable (person/department)</b>
<p>Extension of the KPE Task Force and working groups through the Spring 2019 to ensure accountability.</p> <p>This extension should also ensure Indigenous voices are centered in the work and long term goals of KPE.</p>		Task Force & KPE Dean
<p>Consult a Design Thinking consultancy in order to strategically implement the recommendations.</p> <p><u>NoTosh</u> for example, helps schools and organizations move from passive thinking to dynamic activity and values the individual voice within the collective</p> <p>Learn more at <a href="https://notosh.com">https://notosh.com</a></p>		Task Force
<p>Create an annual reporting plan that provides an update to the campus community on the status of each recommendation.</p>	Data and Transparency Strategic Planning & Training	Task Force
<p>Create an online 'Suggestion Box' which permits the university community to add comments and/or suggest solutions to the Task Force's conversation and progress.</p>		Task Force

<p>Hire a consultant to immediately provide cultural sensitive training for all full-time staff and faculty.</p> <p>This training must include education on working with Indigenous community, anti-black racism, anti-oppression and socioeconomic sensitivity.</p>	<p>Strategic Planning &amp; Training Re-envisioning Spaces</p>	<p>Director of Human Resources</p>
<p>Immediately increase the KPE undergraduate admission spots held for indigenous applicants from two to four</p>	<p>Re-envisioning Spaces Staff Training Recruitment &amp; Retention of Varsity Athletes and Coaches</p>	<p>KPE Admissions Office &amp; Dean</p>

<p>a) Provide information about this admission program on the KPE website and to the recruitment officers on campus.</p> <p>b) Provide training to coaching staff about KPE spots held for indigenous students so they're better supported in speaking about this opportunity when recruiting athletes</p> <p>c) Require KPE admissions officers expand their role as recruitment liaisons by reaching First Nations through recruitment efforts outside of the GTA.</p>		
<p>Implement the collection of metrics on indigenous recruitment &amp; admission to KPE that includes yearly data on:</p> <ol style="list-style-type: none"> <li>1. Who applied</li> <li>2. Who was admitted</li> <li>3. Who was denied/didn't accept</li> </ol> <p>Assess data on a yearly basis by embedding it into the Faculty Review process</p>	<p>Re-envisioning Spaces Data and Transparency</p>	<p>KPE Admissions Office</p>
<p>Begin to collect voluntary diversity data on student-athlete recruitment forms that would allow us to better understand</p> <ol style="list-style-type: none"> <li>1. Who applied</li> <li>2. Who was admitted</li> <li>3. Who was denied/didn't accept</li> </ol> <p>Assess data on a yearly basis by embedding it into the Co-Curricular Year In Review</p>	<p>Data and Transparency Recruitment &amp; Retention of Varsity Athletes and Coaches</p>	<p>Executive Director of Co-Curricular Athletics and Physical Activity Programs</p>

<p>Clearly outline designated spaces and policies on smudging at KPE to all management staff</p> <p>a. Allow for smudging to take place in several large, accessible spaces</p> <p>c. Ensure KPE staff are educated on the cultural significance of smudging and how it works logistically (i.e. it is a very small flame)</p>	<p>Re-envisioning Spaces</p>	<p>Director of Facilities</p>
<p>Include Indigenous art and representation around KPE. Commission a local Indigenous artist to create an artistic piece that represents the link</p>	<p>Re-envisioning Spaces</p>	<p>Director of Facilities &amp; Director of Communications</p>
<p>Between Indigenous folks and KPE</p> <ul style="list-style-type: none"> <li>- Consult with First Nations House and Elders about what art is suitable for the space.</li> <li>- This art should include: a plaque which identifies the artist.</li> </ul>		
<p>Include the Indigenous community in all KPE promotional materials.</p> <p>Careful consideration needs to be taken in advance as a larger process to Indigenize KPE spaces and programs.</p>	<p>Re-envisioning Spaces</p>	<p>Director of Communications</p>

## KEY RECOMMENDATIONS: PHASE TWO

Recommendation	Theme	Who's Accountable (person/department)
<p>Require that each supervisor identify an underrepresented campus partner to build a relationship with.</p> <p>A program or event outcome should not be the goal of this relationship but rather to build connections and to learn.</p>	Re-envisioning Spaces	
<p>Require each sport to conduct a self-reflection and outline a diversity recruitment plan for their team. This reflection should:</p> <ul style="list-style-type: none"> <li>a) Gather all current outreach pipelines used by coaching staff.</li> <li>b) In consultation with Lydia Gill, develop an inventory of new outreach opportunities that will be updated on a bi-annual basis.</li> <li>c) Establish a coaches working group in collaboration with the academic offices to expand recruitment efforts</li> </ul>	Recruitment & Retention of Varsity Athletes and Coaches	Executive Director of Co-Curricular Athletics and Physical Activity Programs
<p>Require each varsity sport to develop an off-campus community engagement or mentorship program.</p> <p>The Youth Community Recreation Program &amp; research project is a prime example.</p>	Recruitment & Retention of Varsity Athletes and Coaches	Executive Director of Co-Curricular Athletics and Physical Activity Programs
<p>Hire external trainers to deliver cultural sensitive training + diversity training for all coaches &amp; athletes</p>	<p>Recruitment &amp; Retention of Varsity Athletes and Coaches</p> <p>Training</p>	Director of Human Resources
<p>Develop a yearly survey that will be sent to student-athletes &amp; coaches to assess the climate of their individual sport and the intercollegiate program as a collective.</p>	Recruitment & Retention of Varsity Athletes and Coaches	Executive Director of Co-Curricular Athletics and Physical Activity Programs

<p>Create space that will recognize, feature, and provide educational installations in KPE facility spaces that work to decolonize understandings of sport and recreation. For example:</p> <ul style="list-style-type: none"> <li>a) Highlight Indigenous lacrosse equipment along with an education board of information of its Indigenous origins.</li> <li>b) Have a prominently positioned plaque in the facility acknowledging the campus was built on Indigenous land</li> <li>c) Install large paintings/photos of Indigenous athletes in KPE facility spaces that include plaques</li> <li>d) Create a 'Wall of Fame' for successful Indigenous athletes and U of T Indigenous athletes</li> </ul>	<p>Re-envisioning Spaces</p>	<p>Director of Facilities &amp; Director of Communications</p>
<p>Add a webpage on the Varsity Blues site that clearly articulates the athlete recruitment and admission process so that it's publically know what/ how/ why we admit or recruit specific athletes</p>	<p>Recruitment &amp; Retention of Varsity Athletes and Coaches</p>	<p>Executive Director of Co-Curricular Athletics and Physical Activity Programs</p>
<p>Embed department-wide reporting into the Co-Curricular Year In Review that evaluates diversity and equity goals &amp; opportunities.</p>	<p>Strategic Planning &amp; Training</p>	<p>ALL</p>
<p>Enhance or create barrier-free accessible spaces that are built in the faculties strategic plan and budget</p> <p>Ensure that this is considered from an Indigenous lens.</p>	<p>Strategic Planning &amp; Training Re-envisioning Spaces</p>	<p>Director of Facilities</p>

## KEY RECOMMENDATIONS: PHASE THREE

Recommendation	Theme	Who's Accountable (person/department)
Have signage in Indigenous languages	Re-envisioning Spaces	Director of Communications
Have drop-in or sign up hours available with a resident Indigenous elder at U of T	Re-envisioning Spaces Strategic Planning	Executive Director of Co-Curricular Athletics and Physical Activity Programs
Implement regularly offered physical activities and sporting opportunities that reflect Indigenous culture	Re-envisioning Spaces Strategic Planning Recruitment & Retention Varsity Athletes and Coaches	Executive Director of Co-Curricular Athletics and Physical Activity Programs
Host a Summer Bridging Program for incoming student-athletes	Recruitment & Retention Varsity Athletes and Coaches	Executive Director of Co-Curricular Athletics and Physical Activity Programs
Create a Junior Development Scholarships that consider race and gender in its selection process	Recruitment & Retention Varsity Athletes and Coaches	Executive Director of Co-Curricular Athletics and Physical Activity Programs
Provide more funding to support the expansion of the homework/tutoring program	Recruitment & Retention Varsity Athletes and Coaches	Executive Director of Co-Curricular Athletics and Physical Activity Programs
Re-work current promotion and awareness strategies used to engage students on campus to target underrepresented students on campus.  This may require a long-term focus group project to reach those who are truly not here.	Re-envisioning Spaces	Director of Communications
Incorporate Indigenous ways of knowing into sport and recreation pedagogy that will also encourage discourse on decolonization and Indigeneity.  This can be done through:  1. Organize conferences on Decolonizing /Indigenizing sport and recreation 2. Partner with First Nations House, Sage, and other Indigenous organizations to collaborate on the creation of culturally specific events at the U of T athletic facilities.	Re-envisioning Spaces	Executive Director of Co-Curricular Athletics and Physical Activity Programs

<p>Sponsor and host more of these types of events that welcome Indigenous students, staff, faculty and community members to the facilities</p>		
<p>Development of early Access to Education programs. Examples could be:</p> <ul style="list-style-type: none"> <li>a) Host middle &amp; high school visits which include students and their parents. Each visit should educate and encourage parents to understand the importance of education and athletics. In addition, to be engaged or more engaged in the emotional and social</li> <li>b) Build community off campus through an outreach model with our varsity athletes that explain the balance and school and athletics through lived experience.</li> <li>c) Create a Junior Development Scholarships that consider race and gender in its selection process</li> <li>d) Expand Toronto Community House Midnight basketball program to include life skills and access to education programming</li> </ul>	<p>Recruitment &amp; Retention of Varsity Athletes and Coaches</p> <p>Re-envisioning Spaces</p>	<p>Executive Director of Co-Curricular Athletics and Physical Activity Programs</p>
<p>Re-evaluate the scheduling structure at the Goldring Centre to allocate more designated programming hours that are targeted to non-users.</p> <p>Outreach must be done in advance to build relationships with campus partners.</p>	<p>Re-envisioning Spaces</p>	<p>Executive Director of Co-Curricular Athletics and Physical Activity Programs</p> <p>&amp;</p> <p>Director of Facilities</p>
<p>Create programming that encompasses a holistic focus including physical, emotional, nutritional, mental and spiritual well-being.</p> <p>This should include programming that provides safe spaces and inclusion at KPE for gender queer/2spirit participants and families.</p>	<p>Re-envisioning Spaces</p>	<p>Executive Director of Co-Curricular Athletics and Physical Activity Programs</p>

<p>Create regular programming space for recreation and sport programs that are ‘non-traditional’ in North America</p> <p>These programs should include Indigenous sports programs (archery, lacrosse, standing kick, tug of war) which are taught &amp; led by Indigenous staff.</p>	<p>Re-envisioning Spaces Strategic Planning Recruitment &amp; Retention of Varsity Athletes and Coaches</p>	<p>Executive Director of Co-Curricular Athletics and Physical Activity Programs</p>
<p>Incorporate Indigenous ways of learning in our existing sport programs.</p>	<p>Re-envisioning Spaces Strategic Planning Recruitment &amp; Retention of Varsity Athletes and Coaches</p>	<p>KPE Dean</p>
<p>Host youth cultural camps and children’s camps either for Indigenous people, or open to all with Indigenous instructors and activities.</p>	<p>Re-envisioning Spaces Strategic Planning Recruitment &amp; Retention of Varsity Athletes and Coaches</p>	<p>Executive Director of Co-Curricular Athletics and Physical Activity Programs</p>
<p>Create an embedded resource centre for KPE students and Varsity Athletes</p> <p>a) Writing Centre b) Learning Strategists c) Mental Health Support d) Equity Officer</p>	<p>Recruitment &amp; Retention Varsity Athletes and Coaches</p>	<p>Executive Director of Co-Curricular Athletics and Physical Activity Programs</p>

## APPENDIX: ACCOMPANYING MATERIALS

- Participatory Action Research (PAR) - Decolonizing and Indigenizing KPE Researchers: Shannon Giannitsopoulou and Michele Riel
- Literature review: Zeana Hamdonah
- Initiatives Undertaken By Higher Education Institutions In Response To Recommendations Pertaining To Race And Indigeneity: Julia Silano
- Summary of Findings from Focus Group: Manpreet Kaur
- [Coaching Staff Consultations: Michelle Campbell and Roxy O’Rourke<sup>5</sup>
- Recruitment and Access for Varsity Student Athletes: Danielle Dinunzio and Greg Gary
- Task Force on Race and Indigeneity Survey - Athletes and Coaches report.pdf □ Recommendations - Recreation & Sport, Community Outreach and Recruitment

<sup>5</sup> The research has yet to be uploaded by the students working on this project but their findings have been discussed in our meetings  
*Task Force on Race & Indigeneity Report / 31*

# Final Report to the Faculty of Kinesiology and Physical Education’s Task Force on Race and Indigeneity

## Section 1: Topic and Focus of Working Group

As the Staff and Faculty Recruitment, Retention and Advancement Working Group, we were tasked with:

- examining the current state of leadership positions, recruitment and retention of staff and faculty members through a lens of race and Indigeneity; and
- developing a plan of action to move towards equity in regards to race and Indigeneity.

Our working group was unanimous in its opinion that the thoughtful and coherent writing of Sara Ahmed’s work **‘Diversity Race Equality and the Politics of Documentation’** was the driving force in our discussions and subsequent recommendations. At all times our working group kept the salient words of Dr. Ahmed that *“writing documents or having good policies [should not] become a substitute for action”*<sup>6</sup> top of mind and we document our recommendations in that light.

Further, one of our group’s key recommendation is to strike an Accountability Committee to oversee and continue connecting with the Task Force on the progress and implementation of all working group recommendations moving forward. We strongly suggest that the Task Force take advantage of some of the literature we have listed in our addendum with particular attention to aforementioned article as well as Ozlem Sensoy and Robin Diangelo’s work **“We Are All For Diversity, but...” How Faculty Hiring Committees Reproduce Whiteness and Practical Suggestions for How They Can Change’**.

## Section 2: Group Members

Task Force Representative: Shannon Simpson, shannon.simpson@utoronto.ca  
Working Group Co-Chairs: Zoe Dille, zoe.dille@utoronto.ca  
Carolina Rios, carolina.rios@utoronto.ca  
Members: Jen Leake, jen.leake@utoronto.ca (currently on leave)  
Tsitsi Macherera, tsitsi.macherera@mail.utoronto.ca  
Cathy Maloney, cathy.maloney@utoronto.ca  
Liam Mitchell, liam.mitchell@utoronto.ca  
Robin Waley, robin.waley@utoronto.ca

## Section 3: Overview of Processes Undertaken

Our working group took a qualitative approach to answering the two questions with which we were tasked. Our research gathering phase was constituted of the following components:

- a literature review,
- an information gathering interview with Sharon Grandison from HR at KPE, and

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<sup>6</sup> Sarah Ahmed, “‘You end up doing the document rather than doing the doing’: Diversity, race equality and the politics of documentation”, *Ethnic and Racial Studies* 30, no. 4 (July 2007): 590-609.

- soliciting focussed feedback from racialized and Indigenous staff and faculty at KPE and outside KPE through anonymous survey, focus groups, and individual interviews.

While the individual staff and faculty feedback was robust and informative, the number of respondents was low. This fact both influences our findings and is indicative of the current demographics of the faculty. The following is the participation breakdown for each form of feedback:

- anonymous survey: 2 responses
- focus group: 1 x 4 participants
- staff interviews: 4 participants, 3 from KPE and 1 from U of T outside KPE
- faculty interviews: 1 KPE participant

All of our recommendations are based on the feedback we received.

Appendices:

- questions for Sharon Grandison interview
- focus group questions
- interview questions

## **Section 4: List of Recommendations**

### **Summary of Recommendations**

We have consciously chosen to not rank our recommendations. Each is required to appropriately advance KPE with regards to equity in race and Indigeneity. However, we recognize that some recommendations can be achieved in a short time frame, while others will be longer term undertakings. We have identified which recommendations can and should be advanced quickly and which may require more time to complete.

1. Strike an Accountability Committee to oversee and continue connecting with the Task Force on the progress and implementation of all working group recommendations moving forward.
2. Revise and refocus recruitment efforts to include racialized, Indigenous and graduate student constituencies in its planning and execution of recruitment efforts. These efforts would include broadening its candidate pool through distribution as well as ensuring diversity of voices at the interview and on boarding stages respectively. (short term)
3. Both Faculty and Staff need to develop strategic partnerships and a community outreach plan that will broaden significantly the scope of the recruitment efforts. (short term)
4. Collect data on new staff being hired so as to assess the success of recruitment efforts and where more time or resources need to be allocated. (ongoing long term)

5. Interview questions for faculty should inquire about teaching in culturally sensitive ways, familiarity with racialized and/or Indigenous authors, and incorporate language that signals a critical perspective across all fields at KPE. (short term)
6. KPE should seek to ensure racialized and/or Indigenous scholarship is represented in each of the Faculty's three streams: Cultural Studies, Behavioural Studies, and Physical Studies. (long term)
7. Valuing multilingualism when hiring administrative and casual staff. (short term)
8. Ensure hiring panels include representation from racialized and Indigenous populations and that interview questions should include questions on commitment, understanding, and experience with equity and diversity. All members of hiring committees should also undergo unconscious bias training. (ongoing long term)
9. Create and actively reinforce an equitable, safe, and supportive work environment for racialized and Indigenous faculty and staff. This involves: (long term)
  - 1) Acknowledging systemic discrimination and addressing the cultural needs of racialized and Indigenous faculty and staff
  - 2) Providing administrative support (including from senior administrators) to staff, faculty, and students attempting to challenge the status quo.
  - 3) Support and engagement with research on diversity and equity
10. All staff and faculty members must participate in ongoing anti-oppression training. (short term)
11. Develop a formal mentoring program for racialized and Indigenous faculty and staff. (long term)
12. Yearly workplace environment survey. (short term)
13. A yearly evaluation of KPE equity commitment. (short term)
14. Faculty and staff positions must be permanent positions and not "term" positions. If term positions are necessary, make no short term appointments without posting the position or posting a "call of interest".

## Expanded Recommendations

### Recommendation #2 (recruitment)

#### What is your recommendation?

Our working group recommends KPE revise and refocus Recruitment efforts to include racialized, Indigenous and graduate student constituencies in its planning and execution of recruitment efforts. These efforts would include broadening its candidate pool through distribution as well as ensuring diversity of voices at the interview and on boarding stages respectively.

#### What is your justification for this recommendation?

A reconstituted approach to the recruitment process is the first step towards opening up a pathway for advancement and deeper engagement from a diverse hiring pool; this benefits both KPE and the University writ large. A recent example of a missed opportunity was evidenced in the lack of knowledge sharing between KPE and relevant departments (FNH, Indigenous Studies being the most important) for the CLTA posting for Assistant Professor: Critical Race and Indigenous Studies

During our interviews, participants expressed concerns regarding KPE's hiring practices. Specifically, a lack of transparency in detailing the required qualifications, as well as a lack of consideration of diverse work experiences by the interview team.

During a follow up with HR, one interview participant recalls not being considered for a position because they did not have the proper registrarial background despite 10+ years of administrative experience including time at the University of Toronto. The participant emphasized that the job posting did not make the registrarial background requirement known.

This participant also expressed frustration over the lack of career advancement opportunities at the university for USW employees despite many having years of experience in their given field.

This insight highlights the need for the re-evaluation of recruitment practices. Specifically, how current practices undervalue the credentials of USW employees and other applicants consequently limiting the diversity of the candidate pool. Moreover, it showcases the need for KPE to make career advancement opportunities such as training more accessible.

The insight provided in the aforementioned interview is supported by work done by Sensoy and Diangelo (2017) which argues that in order to recruit a diverse candidate pool, a diversity of not only people but credentials and experiences needs to be valued.

**How do you propose to integrate this recommendation into the KPE community?**

The following breakdown supports the ways in which our working group would like to see changes enacted:

**For Faculty:** cultivate graduate student connections who can be resources or potential candidates as and when job postings become available. Create further connections with departments, divisions, programs or scholars who are already engaged in working closely with racialized and Indigenous community on or off campus.

**For Staff:** engage in more diverse recruitment fairs, develop materials that reflects an inclusive environment, develop job postings that use clear language that will attract racialized and Indigenous candidates. Connect with employment centres already working with racialized and Indigenous, members or newcomer job seekers to assist in a wider distribution.

**What resources did you use to structure this recommendation?**

*Literature review – see bibliography*

### Recommendation #3 (recruitment)

#### What is your recommendation?

Both Faculty and Staff need to develop strategic partnerships and a community outreach plan that will broaden significantly the scope of the recruitment efforts.

#### What is your justification for this recommendation?

This will enhance diversity within the candidate pools encouraging more racialized and Indigenous applications, successful racialized and Indigenous hirings, and a culturally enhanced work environment at KPE.

#### How do you propose to integrate this recommendation into the KPE community?

Culture shift: change working and learning environment to include racialized and Indigenous education, understanding and awareness to normalize this practice.

More racialized and Indigenous staff in visible positions **throughout** the KPE community and especially in positions of seniority

#### What resources did you use to structure this recommendation?

*literature review – see bibliography*

## Recommendation #5 (hiring process)

### What is your recommendation?

Interview questions for faculty should inquire about teaching in culturally sensitive ways, familiarity with racialized and/or Indigenous authors, and incorporate language that signals a critical perspective across all fields at KPE.

### What is your justification for this recommendation?

To ensure KPE can deliver a culturally safe environment for all scholars and learners, it's essential that faculty be thoughtful and demonstrate critical reflection about their methods of instruction and the range of scholarship they present in learning environments. Sensoy and Diangelo (2017) argue that to increase diversity among faculty institutions must challenge the status quo. One way to disrupt the status quo is by integrating diversity questions that require candidates to reflect on their relation to their socio political context and situate their knowledge in this sociopolitical context. Such questions can help applicants consider their unconscious bias or cultural gaps in their training or experience. It is also an expression of KPE's commitment to ensure all faculty share the same value and commitment to cultural sensitivity.

### How do you propose to integrate this recommendation into the KPE community?

Identify appropriate questions that can be added to the standard questions asked of all faculty applicants.

### What resources did you use to structure this recommendation?

- Sensoy, O. and Diangelo, R. (2017) *"We Are All for Diversity, but ..."* *How Faculty Hiring Committees Reproduce Whiteness and Practical Suggestions for How They Can Change*. Harvard Educational Review. 87(4) pp 557-580.

## Recommendation #6 (hiring process)

### What is your recommendation?

KPE should seek to ensure racialized and/or Indigenous scholarship is represented in each of the Faculty's three streams: Cultural Studies, Behavioural Studies, and Physical Studies.

### What is your justification for this recommendation?

For KPE to truly embrace diversity, diversity must be present in all aspects of the Faculty's teaching and scholarship. KPE should ensure the academic explorations of issues related to racialized and/or Indigenous populations occurs in each of its three streams, in a culturally competent and ethical manner. Such scholarship should not be considered the domain of one stream alone. This invigorates research within KPE and overcomes historical oversights.

### How do you propose to integrate this recommendation into the KPE community?

Specifically report on the research conducted that involved racialized and/or Indigenous populations in the Faculty's annual research report.

### What resources did you use to structure this recommendation?

*literature review– see bibliography*

### Recommendation #7 (hiring process)

<b>What is your recommendation?</b>
Valuing multilingualism when hiring administrative and casual staff.
<b>What is your justification for this recommendation?</b>
To better serve KPE's diverse population, the Faculty should place a greater premium on candidates that speak more than one language. Such knowledge is often accompanied by more culturally expansive experience and greater cultural sensitivity.
<b>How do you propose to integrate this recommendation into the KPE community?</b>
Instruct hiring managers to review candidates applications for indications they speak more than one language.
<b>What resources did you use to structure this recommendation?</b>
<i>literature review– see bibliography</i>

## Recommendation #8 (hiring process)

### What is your recommendation?

Ensure hiring panels include representation from racialized and Indigenous populations and that interview questions should include questions on commitment, understanding, and experience with equity and diversity. All members of hiring committees should also undergo unconscious bias training.

### What is your justification for this recommendation?

Unconscious bias is a pervasive and confounding factor in hiring. Ensure broad representation from racialized and Indigenous populations on hiring committees is an important way in which this can be overcome. At the same time, it's important that as part of the standard panel of questions, all candidates are asked about their commitment, understanding, and experience with equity and diversity. These values are essential for KPE to achieve its academic mission and therefore should be shared by all employees within KPE.

Connected to this recommendation is the imperative to investigate the effectiveness of proposed trainings. There is some criticism that not all anti-bias trainings "move the needle on diversity numbers". Joelle Emerson's article makes concrete suggestions as to how to create effective anti-bias training. Additionally, Sonia Kang warns against a reliance on diversity statements without appropriate training of hiring committees. Her research shows that when diversity statements are used in "an organization that has not adequately addressed discriminatory hiring practices, then pro-diversity statements may effectively expose minorities to greater discrimination".

### How do you propose to integrate this recommendation into the KPE community?

Instruct hiring managers and faculty search committees to identify appropriate questions that can be added to the standard questions asked of all applicants. Further, instruct hiring managers and faculty search committees to ensure racialized and Indigenous representation on every hiring and faculty search committee.

### What resources did you use to structure this recommendation?

Sensoy, O. and Diangelo, R. (2017) "We Are All for Diversity, but ..." *How Faculty Hiring Committees Reproduce Whiteness and Practical Suggestions for How They Can Change*. Harvard Educational Review. 87(4) pp 557-580.

Emerson, Joelle. "Don't Give Up on Unconscious Bias Training — Make it Better". *Harvard Business Review* April 28, 2017. <https://hbr.org/2017/04/dont-give-up-on-unconscious-biastraining-make-it-better>

Forscher, Patrick S., Calvin K. Lai, Jordan R. Axt, Charles R. Ebersole, Michelle Herman, Patricia G. Devine, and Brian Nosek. "A Meta-Analysis of Change in Implicit Bias". *Research Gate* (May 2016).

Kang, Sonia, Katherine DeCelles, András Tilcsik, and Sora Jun. "The Unintended Consequences of Diversity Statements". *Harvard Business Review* March 29, 2016. <https://hbr.org/2016/03/the-unintended-consequences-of-diversity-statements>

## Recommendation # 9 (retention)

### What is your recommendation?

Create and actively reinforcement an equitable, safe, and supportive work environment for racialized and Indigenous faculty and staff. This involves:

- 1) Acknowledging systemic discrimination and addressing the cultural needs of racialized and Indigenous faculty and staff
- 2) Providing administrative support (including from senior administrators) to staff, faculty, and students attempting to challenge the status quo.
- 3) Support and engagement with research on diversity and equity

### What is your justification for this recommendation?

Existing literature shows that racialized and Indigenous faculty often experience feelings of loneliness and alienation in handling situations of racism and/or sexism due to the lack of support from administrators and other faculty members (Samuel and Wane, 2005; Jayakumar et al, 2009, Due and Lawrence, 2000; Henry et al, 2017). For example, when Indigenous and racialized faculty share their experiences with racism and or sexism inside the classroom, they are often faced with indifference and condescension from university administrators. (Samuel and Wane, 2005; Due and Lawrence, 2000; Henry et al, 2017). Racialized and Indigenous faculty also face a lack of support when pursuing research concerned with diversity and equity. As indicated by a lack of recognition during tenure and promotion review, equity work is not traditionally valued (Jayakumar et al, 2009). Consequently, the lack of acknowledgment and support of equity work has further alienated racialized and Indigenous faculty. Furthermore, our interviews highlighted that in order for racialized and Indigenous staff and faculty to feel more included, better accommodations need to be made for them to practice cultural and religious customs. More specifically, there were concerns about not being able to practice smudging indoors at KPE and accommodations have not been made to address this.

### How do you propose to integrate this recommendation into the KPE community?

The integration of this recommendation needs to begin with support from the Dean's office. There must be administrative processes and policies in place to support racialized and Indigenous faculty dealing with racism, sexism and all other forms of discrimination within the classroom. All faculty and staff, including senior administrators, have to participate in ongoing anti-oppression training.

Provide support to racialized and Indigenous faculty interested in pursuing research concerned with issues of diversity and equity and ensure this does not impact them negatively during consideration for promotion or tenure.

Accommodate religious practices such as smudging inside the building at KPE.

### What resources did you use to structure this recommendation?

- Samuel, E and Wane, N (2005) "Unsettling Relations": Racism and Sexism Experienced by Faculty of Colour Predominantly White Canadian University. *Journal of Negro Education*. 74 (1) pp. 76-87.
- Jayakumar, U. M., Howard, T.C., Allen, W. R., Han, J.C. (2009) Racial Privilege in the Professoriate: An Exploration of Campus Climate, Retention, and Satisfaction. *The Journal of Higher Education*. 80 (5) pp. 538-563.
- Dua, E. and Lawrence B. (2000) Challenging White Hegemony in University Classrooms: Whose Canada is it? *Atlantis* 24 (2) pp 105-122.
- Henry, F., Dua, E., James, C.E., Kobayahsi, A., Li, P., Ramos, H., Smith, M.S. (2017)

The Everyday World of Racialized and Indigenous Faculty Members in Canadian Universities. In the *Equity Myth: Racialization and Indigeneity at Canadian Universities*. (pp. 115 – 154) Vancouver: UBC Press.

## Recommendation #10 (retention)

### What is your recommendation?

All staff and faculty members must participate in ongoing anti-oppression training.

### What is your justification for this recommendation?

The literature on experiences of racialized and Indigenous faculty shows that faculty experience covert forms of racism and sexism in universities on a daily basis (Samuel and Wane, 2005; Due and Lawrence, 2000; Henry et al, 2017; Jayakumar et al, 2009). In order for non-racialized and non-Indigenous faculty and staff to provide support to racialized and Indigenous faculty and staff, non-racialized and non-Indigenous faculty and staff have to understand how systems of oppression operate, intersect, and manifest in overt and subtle ways. A training on anti-oppression would allow faculty and staff to develop this understanding of the challenges Indigenous and racialized faculty and staff face. This has to be ongoing training because unpacking and changing systemic issues is a process that cannot be resolved with one training. This training must take place on a yearly basis and be mandatory for all faculty and staff.

Connected to this recommendation is the imperative to investigate the effectiveness of proposed trainings. There is some criticism that not all anti-bias trainings “are equally good”. Joelle Emerson’s article makes concrete suggestions as to how to create effective anti-bias training.

### How do you propose to integrate this recommendation into the KPE community?

The Dean’s office and HR Director need to work together to develop an anti-oppression training for Faculty and staff and this training must be mandatory.

### What resources did you use to structure this recommendation?

- Samuel, E and Wane, N (2005) “Unsettling Relations”: Racism and Sexism Experienced by Faculty of Colour Predominantly White Canadian University. *Journal of Negro Education*.74 (1) pp. 76-87.
- Jayakumar, U. M., Howard, T.C., Allen, W. R., Han, J.C. (2009) Racial Privilege in the Professoriate: An Exploration of Campus Climate, Retention, and Satisfaction. *The Journal of Higher Education*. 80 (5) pp. 538-563.
- Dua, E. and Lawrence B. (2000) Challenging White Hegemony in University Classrooms: Whose Canada is it? *Atlantis*24 (2) pp 105-122.
- Henry, F., Dua, E., James, C.E., Kobayahsi, A., Li, P., Ramos, H., Smith, M.S. (2017) The Everyday World of Racialized and Indigenous Faculty Members in Canadian Universities. In the *Equity Myth: Racialization and Indigeneity at Canadian Universities*. (pp. 115 – 154) Vancouver: UBC Press.

Emerson, Joelle. “Don’t Give Up on Unconscious Bias Training — Make it Better”. *Harvard Business Review* April 28, 2017. <https://hbr.org/2017/04/dont-give-up-on-unconscious-biastraining-make-it-better>

Forscher, Patrick S., Calvin K. Lai, Jordan R. Axt, Charles R. Ebersole, Michelle Herman, Patricia G. Devine, and Brian Nosek. “A Meta-Analysis of Change in Implicit Bias”. *Research Gate* (May 2016).

## Recommendation #11 (retention)

### What is your recommendation?

Develop a formal mentoring program for racialized and Indigenous faculty and staff.

### What is your justification for this recommendation?

Jayakumar, Howard, Allen, and Han (2009) explain that the lack of mentoring opportunities for African American faculty leaves these scholars with the responsibility for their own intellectual development and academic success, which results in further isolation and with no access to information that would support their career advancement (pp. 542). Forging relationships with senior faculty members can help racialized and Indigenous faculty with the feelings of loneliness and alienation and be of a great benefit to them. Senior Faculty members can share important information on how to navigate the world of academia and advocate for racialized and Indigenous faculty during considerations for promotion and tenure. An example of the benefits mentorship can have on junior faculty is described in a recent article in the *Toronto Star* by Bernard Schiff. Schiff, a senior faculty member, describes advocating for the hiring, promotion, and salary increase of a non-racialized and non-Indigenous junior faculty member. This junior faculty member has become a controversial figure today for his comments against transgender students, feminists, and diversity and equity programs. Schiff describes that despite the skepticism from hiring committee members and disapproval of the department chair in giving his mentee a raise, he successfully advocated for his mentee. This type of mentorship and advocacy is rarely available to racialized and Indigenous faculty members. In the literature and in our interview with a racialized faculty member, it has been identified that there is not enough mentorship opportunities available for racialized and Indigenous faculty members, which as shown in Schiff's article can be extremely helpful for junior faculty.

### How do you propose to integrate this recommendation into the KPE community?

The Dean's office and HR Director need to work together to design and develop a formal mentorship program for faculty and staff.

### What resources did you use to structure this recommendation?

- <https://www.thestar.com/opinion/2018/05/25/i-was-jordan-petersons-strongestsupporter-now-i-think-hes-dangerous.html>
- Nandala, S. (2016) A portrait of faculty diversity at selected elite Universities. *International Journal of Higher Education Management*. 3 (1) pp. 75-82
- Henry, F., Dua, E., James, C.E., Kobayahsi, A., Li, P., Ramos, H., Smith, M.S. (2017) The Everyday World of Racialized and Indigenous Faculty Members in Canadian Universities. In the *Equity Myth: Racialization and Indigeneity at Canadian Universities*. (pp. 115 – 154) Vancouver: UBC Press.
- Jayakumar, U. M., Howard, T.C., Allen, W. R., Han, J.C. (2009) Racial Privilege in the Professoriate: An Exploration of Campus Climate, Retention, and Satisfaction. *The Journal of Higher Education*. 80 (5) pp. 538-563.
- Mahtani, M. (2004) Mapping Race and Gender in the Academy: The Experiences of Women of Colour Faculty and Graduate Students in Britain, the US and Canada. *Journal of Geography in Higher Education*. 28 (1) pp. 91-99.

**Recommendation #12 (retention)**

**What is your recommendation?**

To deliver a yearly workplace environment survey to assess the effectiveness of recommendations.

**What is your justification for this recommendation?**

Having a yearly workplace environment survey would allow KPE to assess the environment at KPE as well as the effectiveness of the recommendations. This can serve as a tool to assess improvements and gaps to creating a safe work environment for everyone and where diversity and equity are respected and valued.

**How do you propose to integrate this recommendation into the KPE community?**

A survey would have to be developed. The survey may have to be different for Faculty and Staff.

**What resources did you use to structure this recommendation?**

*literature review– see bibliography*

### Recommendation #13 (advancement)

**What is your recommendation?**

A yearly Evaluation of KPE equity commitment.

**What is your justification for this recommendation?**

We need to ensure KPE is remaining committed to ensuring equity within the department. This includes ensuring the Equity Committee remains a vital and active part of the department, while recognizing that this work should not fall on the plates of all the racialized and Indigenous staff and faculty.

**How do you propose to integrate this recommendation into the KPE community?**

Course syllabuses need to incorporate academic and scholarly work from POC and Indigenous people. This needs to include reading material, guest speakers and experiential learning opportunities.

A review of how grants are awarded and to whom needs to take place. Funds must be made available for research in equity/sport studies that centres around work with racialized and Indigenous people.

Ensure Career Development plans are a part of staff and faculty roles. Career/credential advancement opportunities must be made available for lower-level and mid-range employees.

A more precise framework on dealing with racial discrimination must be developed. This must include an emphasis on increasing response time from administrative bodies when complaints are brought forward.

**What resources did you use to structure this recommendation?**

*literature review– see bibliography*

**Recommendation #14 (advancement)**

**What is your recommendation?**

Faculty and staff positions must be permanent positions and not “term” positions. If term positions are necessary, make no short-term appointments without posting the position or posting a “call of interest”.

**What is your justification for this recommendation?**

Far too often racialized and Indigenous academics are brought into positions for short terms with no extensions or options to be made permanent. A true commitment to increasing racialized and Indigenous people within the department lies in creating permanent, meaningful positions for Indigenous and racialized people at the staff and faculty levels. The most recently posted 3-year term position for a faculty member in Critical Race and Indigenous Studies is a perfect example of missing an opportunity to hire a full-time, permanent racialized and/or Indigenous faculty member.

If internal term positions for faculty and staff are needed from an operational perspective, the fairest way to ensure equal opportunity requires the position to be posted, or at minimum a “call of interest” put forth.

**How do you propose to integrate this recommendation into the KPE community?**

Ensure that any current term positions for Indigenous and/or racialized staff are made permanent. Ensure that all future positions that are created for Indigenous and/or racialized studies/initiatives are always permanent positions.

When reviewing candidates for promotions within the department, ensure that research on race and Indigeneity is seen as equal to any other research currently being engaged in within the department.

Ensure internal “term” positions are posted so all staff and faculty have an opportunity to apply/ advance within KPE.

**What resources did you use to structure this recommendation?**

*Survey results & literature review – see bibliography*

## Appendices

### Appendix 1

#### Meeting with HR Director at KPE -- December 15, 2017

1. *Is there an equity statement included in job postings? Can HR provide a copy of the equity statement?*
2. *Aside from the U of T website, what other websites are used to advertise job postings?*
3. *Is there representation from racialized or Indigenous groups in the hiring/search committees? If not, why does this not currently exist as a policy? How are members for these committees selected?*
4. *Is anything done to ensure that members of the hiring/search committees are informed of equity and diversity? If yes, what are the means (documents, guidelines, training, etc.) of ensuring this familiarity? If not, has there been any discussions about implementing such steps?*
5. *Aside from simply posting, has there been any efforts to reach out directly to organizations that have a greater connection with racialized and Indigenous groups so as to increase the likelihood of recruiting members from those communities?*
6. *Could HR share the instructions/policies/guidelines that are shared with hiring/search committees?*
7. *Do you have a current demographic breakdown of the Faculty, and if so would we be able to have a copy to assist our research?*
8. *Are there any diversity related questions included in interviews that would require candidates to demonstrate their cultural competency?*
9. *In your experience, do barriers exist for racialized and Indigenous peoples to be hired at KPE? If so, what are they?*
10. *What barriers (if any) exist that prevent racialized and Indigenous staff from advancing into leadership positions once hired?*
11. *What changes (if any) would you like to implement to ensure hiring, promoting and workplaces are more equitable for current and prospective staff?*

### Appendix 2

#### Focus Group and One-on-One Interview Questions

*Please list questions for the one-on-one interviews and focus group. The focus group will be 45 minutes to one hour in length.*

Introduction: refer to demographic info form for details to include here.

Please emphasize confidentiality.

Ask if they are okay with us recording interview.

Ask for demographics sheet and ask them to sign it if they haven't already.

Icebreaker:

- a) Tell us about something you are grateful for.
- OR

- b) Something that you are looking forward to.
- 1) What is your role in KPE?
    - a) Job title?
    - b) Length of service?
    - c) Variety of roles?
  - 2) As a member of the KPE community, describe your experience. For example, how did you find your interview experience(s) at KPE?
    - a) Was the hiring panel diverse?
    - b) To your knowledge, were there diverse candidates under consideration?
  - 3) We have a scenario we would like you to consider:

*Sally is a new employee in KPE working part-time as swim instructor. Her supervisor frequently asks where she is from. When she replies, "Mississauga," he asks "No, really? Where are you from?"*

Have you or anyone you know experienced something like this? Anything similar? What other examples come to mind where someone's identity might be questioned or coded language might be used?

- a) Would you feel comfortable reporting incidents such as these?
  - b) How have reports of racism at work been handled from your perspective?
- 4) Do you feel that KPE supports individual's career advancement? Does it do so equally for all employees?
    - a) Are there mentorship opportunities available?
    - b) If not, why?
  - 5) Do you think KPE reflects the diversity of the communities it serves? For example, do you find diversity is represented consistently throughout the Faculty, or largely centred in a few key roles?

Other questions from One-on-One Interviews:

- 6) Have you been in a situation, or witnessed a situation, where an administrator, faculty, and/or staff member was embarrassed, patronized or treated you negatively because of their race/ethnic origin? Please explain. Have you experienced any overt racism from colleagues, managers, or community members?
  - a) Did you report it?
  - b) Did that impact your relationship with your colleagues?
- 7) Have you been able to identify role models in KPE?
- 8) Have you experienced any microaggressions at work? Interviewer needs to provide an example of microaggressions. For example, You don't act or talk like a black person. Or so where are you really from?
- 9) Have you encountered examples of implicit bias from colleagues, managers, or community members? Provide an example of implicit bias. For example, a woman was on a flight and found out the pilot was a woman. At first she was excited that there was a female pilot but then thought to herself "i hope she is a good pilot". This example reveals an implicit bias from this person taking the flight.
- 10) Do you feel everyone is given a fair chance at advancing their career at KPE? If no, why do you think this is the case?
- 11) How have reports of racism at work been handled from your perspective?

- 12) How comfortable are you in expressing your cultural practices? Are religious/spiritual/cultural accommodations being made such as booking time off for ceremonies, ? If so, how? If not, what would you need?
- 13) Do you feel that your contributions and perspective as a person of a marginalized community valued within the professional environment?
- 14) If you were to report racial or cultural harassment or discrimination in KPE, you would report it to your superior?
- 15) Do you have any comments to add?

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**TASK FORCE ON RACE AND INDIGENEITY**

*Working group on Student Recruitment, Admissions, Success and Retention*

Faculty of Kinesiology and Physical Education – University of Toronto

## Topic and Focus of Working Group

### Definitions:

For a more comprehensive understanding of the processes used to make these recommendations, we believe it is pertinent to define recruitment, retention and success within the context of our work.

**Recruitment:** Recruitment encompasses all outreach initiatives that encourage and support applicants to enroll in the program. Recruitment initiatives may include high school programming, visits to schools, mentorship opportunities etc. For the purpose of this report, recruitment is centered on understanding the barriers to entry, and supporting racialized and Indigenous students from the point where they start thinking about post-secondary education, through the application process.

**Success:** Success is multi-faceted, depending on the student's definition. To some students, success may be completing a degree while raising a family or working part-time. To other students, success might be defined as being on the Dean's list and enrolling in graduate school. Thus, our definition of success is to provide the resources and support for students to fulfill their definition of success.

**Retention:** For students to stay enrolled in post-secondary education until completion of degree.

### Overview of Processes Undertaken

With the inception of the Working Groups, the Task Force Co-Chairs selected 13 individuals from a variety of academic and administrative backgrounds to address the barriers that prospective (and current) students face during their time spent in the Faculty of Kinesiology and Physical Education. Using the Terms of Reference and Janelle Joseph's A Hurdle to Success discussion paper as a starting point, the RASR Working Group began structuring a series of survey questions intended for the KPE student body that covered issues pertaining to recruitment, admission, success and retention. However, as the academic year progressed, changes in membership resulted in a change in focus from student engagement to policy review. At the start of the Winter term, the RASR Working Group relied upon its remaining 4 members to see the objectives established in the Interim Report through. Using email correspondence and biweekly meetings, the Working Group focused on structuring their recommendations by reviewing initiatives locally (University of Toronto) and provincially/nationally (Lakehead University, University of Winnipeg) that have made an impact on the recruitment and retention of students from marginalized communities. Given the circumstances, an informal disclaimer must be made prior to the recommendations listed below; the lack of student engagement in the research process has resulted in recommendations that pertain to the institution of the Faculty of Kinesiology as opposed to recommendations that pertain to the student of Kinesiology.

### Group Members

Kim Borden Penney MBA, CFA, M. Ed, PhD Student - Co Chair of Working Group

I am graduate of the University of Toronto- Ontario Institute of Studies in Education (OISE) with a M.Ed in Humanities, Social Science and Social Justice Education. I am also a descendent of indigenous Black Canadians in Nova Scotia (Scotians) whose roots reach back to the late 1600s. My research is centered on critical race theory (CRT), anti-blackness, and anti-racism pedagogy and practice, which critically examines the structures and policies that entrench and reproduce racism, sexism, transphobia, and homophobia in post-secondary settings. The focus of her research is to engage in the

consciousness-raising of educational policies that will challenge and change practices in advocating for an inclusive educational environment.

Hannah Stevenson BA Hons. (Class of 2015), MSc. Candidate (Class of 2019)

I graduated from the University of Toronto with a BA (Hons) in History, Political Science and Religion. I am currently in the process of completing an MSc (2019) in Social Justice and Community Engagement from the University of Edinburgh. I also work in the Faculty of Medicine at U of T as a Student Enrolment Services Assistant. The Faculty of Medicine has provided me with a great deal of insight about outreach, equity, and community support at the post-secondary level. I would like to note my limitations as a white woman in providing recommendations on race and Indigeneity. My recommendations are thus not informed by personal experience, but are derived from the marriage of working as a staff member in student support/counselling at the University of Toronto, as well as my research in community integration and social justice at the graduate level.

Eric Schwenger

I am a graduate (BA (hons) 2016, UC) and current masters student at OISE studying higher education and educational policy. I work full time at Centennial College in Scarborough as the Coordinator of Co-Curricular Student Engagement. My interests in and contributions to the working group derive heavily from my masters work and also from my experience in and procedural knowledge gained from various leadership roles held in the faculty of KPE as a student (member of CAR, co-chair of the ISC and chair of CoSS).

Lamia Aganagic B.Kin (Class of 2017), MPP Candidate (Class of 2020)

As a former undergraduate student of the Faculty, I engaged with the curricular and co-curricular aspects of the Bachelor of Kinesiology undergraduate program at the University of Toronto. Before I begin stating my recommendations for the Task Force, I must acknowledge my privilege as a cis-gendered, heterosexual and white-passing female. In order to contextualize my experience of the Faculty of Kinesiology and Physical Education, I must recognize that I felt safe in the spaces I inhabited and welcomed by the people I encountered. My time serving as Student Co-Chair of the Task Force has demonstrated the need for co-curricular programming and curricular initiatives that are representative of the diverse community that the University of Toronto caters to. The student experience at the Faculty of Kinesiology and Physical Education is defined by the environment created for student success in its dynamic social setting embedded within its rigorous academic context.

## List of Recommendations

### What is your recommendation?

#### Recruitment

Early outreach activities designed to increase college awareness in students elementary, junior high and high school levels and enlarge the pool of college-bound minority students.

Establishment of relations and creation of pilot programs with sport camps or youth recreation centers to demystify access to the post-secondary institutions.

Mobilize networks of alumni of underrepresented minorities in recruitment effort. Recruiters engage the parents and other family members rather than focusing exclusively on the prospective student.

Offer scholarships that encourage diverse and underrepresented students to apply.

Maintain an attractive and informative website that conveys diversity goals, values, and outcomes. Design brochures that focus on diversity and financial aid opportunities for recruitment purposes.

#### Retention

Summer bridge programs to help students make the transition from high school to college.

Academic and cultural support services programs to provide the help that students may need in dealing with the demands of their academic programs or in dealing with an unfamiliar cultural milieu.

Create informational workshops for students on various topics to help them with their transition (e.g., cultural adjustment, social issues, academic expectations, etc.)

Diversity awareness or multicultural sensitivity programs to address the needs of the larger campus community and the community at large. This may include programs to engage on-campus students of color with the larger community.

Recognize student contributions to diversity and inclusion through rewards.

### What is your justification for this recommendation?

Recruitment activities that go beyond the traditional college fairs and high school visits. Successful institutions recruit students of colour in community centres, churches, and other non-traditional settings.

Retention: To provide help and support that students need to be successful.

**How do you propose to integrate this recommendation into the KPE community?**

Inclusive Excellence: The goal of recruitment, promotion, and retention requires proactive involvement with community stakeholders, churches, grassroots organization, and youth centres to develop linkages and relationship building to recruit and support students of colour. Measurement would take the form of establishing relations with stakeholders to create of pilot programs with sport camps or youth recreation centers to demystify access to the post-secondary institutions.

**What resources did you use to structure this recommendation?**

[http://www.ijhssnet.com/journals/Vol\\_5\\_No\\_10\\_1\\_October\\_2015/1.pdf](http://www.ijhssnet.com/journals/Vol_5_No_10_1_October_2015/1.pdf)

<https://naspaaaccreditation.files.wordpress.com/2017/08/student-recruitment-strategies.pdf>

(Eric notes)

- Definitions for 1) recruitment 2) access 3) success (student definition) 4) retention -  
Differentiation between stopping out and dropping out (under retention) - Indigenous tie-ins into curricula? Indigenous ways of knowing?

**Recommendation (Recruitment)**

The Faculty of Kinesiology and Physical Education to develop optional application/admissions streams specifically for racialized and Indigenous students. These programs should include community visibility and support by way of community members being a part of the application review process (ex: Indigenous reviewers for Indigenous applicants), and a short essay/paragraph about why the student is choosing to apply through the specific application stream.

**Justification:** This recommendation mirrors an existing program at the University of Toronto within the Faculty of Medicine. The MD Program, has had great success with the implementation of the Indigenous Student Application Program (ISAP) and the Black Student Application Program (BSAP). These programs encourage and welcome students who may not feel welcome or represented in Higher Ed to apply for the program. The community integration portion of the application allows students, again, who are not represented in higher education to be seen. In the context of the MD Program at U of T, this program has seen great success in increasing the number of Black and Indigenous applicants to medical school, thus simultaneously increasing the number of students in the class.

**Integration:** For this program to be integrated, demographic data of the student body at KPE must be collected and understood. Medicine chooses to focus outreach initiatives to Black and Indigenous students because demographically, they are the two most underrepresented groups in the program. These programs must be implemented with care, where community members, racialized and Indigenous students, faculty, and staff are given a seat at the table to voice best practices and community needs.

Promoting the program, and explaining why the program exists to the public is key to the success of the program. For integration, we recommend working with the Faculty of Medicine and following their successful model.

### **Recommendation (Recruitment/Success/Retention)**

Using appropriate methodological measures to ensure the privacy of the student, the Faculty of Kinesiology and Physical Education will collect demographic data on the undergraduate and graduate student population. Demographic data will be gathered upon admission to the program and will be used to inform decisions that the Faculty administrators make regarding the academic curriculum and co-curricular programming.

**Justification:** By gathering demographic data, the Faculty has a tangible measure of diversity for curricular and co-curricular staff to mould the Faculty's pedagogy to one that reflects the cultural background of its student population. The collection of this data will result in the creation of programming that is inclusive and representative of the community that the University of Toronto serves. With diversity at the forefront of the Faculty's initiatives, a newfound cultural awareness will begin to dismantle the structural and attitudinal barriers marginalized communities face when engaging with the Faculty's programming.

**Integration:** Beginning in the 2019-2020 academic year, a concise and confidential survey will accompany an offer of admission to the Faculty of Kinesiology and Physical Education. The intention of the survey will be made clear to the student in the preamble (i.e. as a part of an ongoing initiative of the Faculty's Task Force on Race and Indigeneity) and will be completed on a voluntary basis. The results will be collected by the Registrar's office and will not be intended for research purposes. The initiative seen in the article by White et al. (2013) will serve as an example of how the demographic data will be used/integrated by administrators.

### **Recommendation (Recruitment/Success)**

A pre-application support group for high-school students who are interested in applying for undergraduate studies in KPE. Modeled from U of T Medicine "Community of Support", students from underrepresented communities should be able to participate in specific programming that provides them with application advice, mentorship with students enrolled in KPE from the students' community, and mentorship from faculty members from their community. This group serves as social and academic support, especially for students who may be the first in their family to attend post-secondary institutions. For the CoS to branch into retention/success, students should maintain correspondence with their mentors throughout their first year of university (at minimum). It is vital important that in our recruitment we aware of tokenism, which another example of microaggression where the institution showcases minorities who are recruited to become the "poster child," which will have a negative impact on our recruitment efforts.

**Justification:** As noted in Hurdles to Success, a barrier to entry for some racialized and Indigenous students is that they are uninformed about the procedures and processes to apply and be admitted into post-secondary institutions. Thus, a community to help guide them through the process and answer any questions can prove extremely beneficial. The MD Program Community of Support has seen 60+ students from the CoS be admitted into MD Programs both in and outside of Canada. The MD Program CoS is open to Black, Indigenous, Filipino, and socio-economically disadvantaged students. These students self-identify by filling out a form online, and are contacted throughout the year with various mentorship, counselling, and support opportunities.

**Integration:** The Integration of a Community of Support type model would first include staff, faculty, and current students who are willing to support high-school students on their path to undergraduate education in KPE. The CoS could be led by a current staff member, or if there is a new diversity and outreach role that emerges from recommendations from the Task Force, it could exist as a component of this new role. Students who participate as mentors for the KPE version of the CoS would have involvement for the co-curricular records.

### **Recommendation (Recruitment/Success)**

To reinstate the Summer Mentorship Program (SMP) that used to exist as a partnership between the Faculty of Medicine and The Faculty of Kinesiology and Physical Education. The Summer Mentorship Program is/was a program for racialized and Indigenous students to explore health sciences programs at U of T for 4 weeks over the month of July.

**Justification:** As per the Hurdles to Success paper, racialized students face higher unemployment, lower socio-economic status, and lower levels of education. Indigenous students in particular have low high school graduation rates. According to Statistics Canada, 93.7% of youth aged 20-24 in Canada had graduated from high school in 2016. Also according to Statistics Canada, only 71% of First Nations students in the same age group had completed post-secondary education. The SMP program helps to introduce high school students to post-secondary education, and provides motivation and support for these students to graduate from high school. After finishing the SMP at U of T Medicine, staff and students check in with the participants throughout the school year to help ensure their success.

**Integration:** KPE should be in contact with the Faculty of Medicine to reinstate their role in the Summer Mentorship Program, or create a new program specific to the needs of the faculty. Outreach at the secondary school level should exist to increase the likelihood of these students to complete high school, and attend post-secondary institutions.

### **Recommendation (Retention)**

Integration of a mandatory course within KPE curriculum on Indigenous issues/history, colonial history, equity, race relations etc. *and/or* the development of a KPE specific course that focuses on race and Indigeneity in the context of sport.

**Justification:** Once enrolled in post-secondary institutions, racialized and Indigenous students are often faced with ongoing racism and microaggressions (Joseph, 2016). A common environmental manifestation of racial microaggressions in post-secondary institutions is lack of representation of Black faculty and other minorities in administration. This can affect the retention of these students. Thus, for KPE to retain racialized and Indigenous students, the entire program is responsible for making these students feel safe and welcome within the program. Creating a mandatory requirement within KPE curriculum on the topics of equity/diversity will contribute to better cultural competency when students from privileged backgrounds interact with other students. Furthermore, this type of required course means that KPE graduates will further contribute to society post-graduation as culturally competent individuals. This model already exists at other Canadian institutions - Lakehead University mandated that all undergraduate students take 0.5 FCE in a course that involves Indigenous knowledge and/or Aboriginal content. The University of Winnipeg also has a mandatory ICR (Indigenous Course Requirement). In the University of Toronto Governing Council Statement on Equity, Diversity, and Excellence, it is stated that excellence is found on the "free expression of their diverse experiences through respectful discourse." By integrating a course as part of KPE curriculum that encourages diverse perspectives and respectful discourse, KPE will be upholding academic excellence.

**Integration:** The course surrounding diversity/equity/Indigeneity should be grandfathered into the program, meaning that the curriculum for students currently enrolled will not change. As mentioned in the recommendation, this can exist either as a list of courses that have been approved by KPE to meet the requirement, or as the creation of an entirely new course that is mandatory for all first year students surrounding race/Indigeneity and sport.

### **Recommendation (Success/Retention)**

The Kinesiology and Physical Education Association (KPEUA) will invite a representative from the Indigenous Studies Student's Union (ISSU) to serve as an Advisor on their General Council. This invitation will allow for open dialogue between

the students and advisors at First Nation's House and the student body at the Faculty of Kinesiology and Physical Education.

**Justification:** Student engagement in athletics and co-curricular activities is an integral part of the undergraduate experience at the Faculty of Kinesiology and Physical Education. An Indigenous perspective on KPE's initiatives is needed to create a climate that is welcoming for students with an Indigenous background. For a student of the Faculty, the KPEUA acts as a resource regarding the many facets of student life; it serves a sounding board for student concerns. Therefore, if an Indigenous student does not feel comfortable advocating for themselves, there is a student advisor/representative from the ISSU present to advocate on their behalf.

**Integration:** A change to the KPEUA Constitutional By-laws will be proposed by the KPEUA's President and Equity Commissioner to be voted upon by the General Council to incorporate this new member from the ISSU. Furthermore, the KPEUA is responsible for planning Orientation Week which acts as a glimpse into student life at the Faculty. With this in mind, the Equity Workshop (which serves as one of the mandatory components of Orientation Week) should be revised to include a session on indigenous status and urban indigeneity (Wall, 2016). This will inform students beginning their post-secondary journey on the objectives of the Truth and Reconciliation Committee (as it pertains to the University of Toronto) as well as highlight the resources available to Indigenous students on campus.

#### **Recommendation (Recruitment/Success/Retention)**

The Faculty of Kinesiology and Physical Education will appoint a part-time Equity and Diversity Officer that oversees the policy changes conducted on both the curricular and co-curricular level. Working in collaboration with the Anti-Racism & Cultural Diversity Office, the Faculty will use this vital resource to ensure that the Faculty moves towards becoming an equitable and inclusive space for students from marginalized populations.

**Justification:** Given the Faculty's prominent position as a change maker regarding equity related initiatives, it would be of interest to the Faculty to incorporate this new role into its already established team of Equity professionals. The integration of this new position will help to address the culture of "whiteness" that pervades Kinesiology as has been documented by the Physical Cultural Studies community of scholars (Douglas & Halas, 2013). The Equity and Diversity Officer will be accessible to administrators and student leaders alike for consultation and will play a prominent role in the oversight of the Task Force's initiatives regarding the revision of KPE's policies on academics, sport and recreation.

**Integration:** The Equity and Diversity Officer will be a member of Faculty Council and will be made accessible to the student body by having an office space (or office hours) within the Faculty. The Anti-Racism & Cultural Diversity Office will be used as a resource throughout the hiring process to ensure that the successful candidate is one that operates in an equitable manner and has a health science oriented lens to the perspective that they bring.

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## **Working Group Final Report**

### **Task Force on Race and Indigeneity**

Teaching, Learning, Pedagogy, and Research Working Group

**Group Members:** Eleni Vlahiotis, Catherine Amara, Debra Kriger, Juan Rodriguez Camancho, Bahar Tajrobehkar, Ainsley Goldman, Asma Khalil, Madison Danford, Vanessa Silano, Hilding Neilson

**Overview of Processes**

Our processes in creating this final report involved the following: conducting a long-term document analysis on existing literature and reports on our topic and focus, analyzing a widely-distributed survey, and conducting qualitative research with members of the university and broader community. We extend our deepest acknowledgements and gratitude to those who aided our progress, including but not limited to feedback and consultation from Prof. Janelle Joseph, Prof. Caroline Fusco, Prof. Margaret MacNeil, an anonymous staff member from OISE, and others.

**List of Recommendations**

**Recommendation #1**

<b>What is your recommendation?</b>
We recommend that the Faculty of Kinesiology and Physical Education recognize that the type of work the Task Force is embarking on needs to be slow and meaningful to be authentic.
<b>What is your justification for this recommendation?</b>
Since “the easy absorption, adoption, and transposing of decolonization is yet another form of settler appropriation” (Tuck and Yang, 2012, p. 3), we must realize that doing this work, in a colonial institution and faculty with limited existing connections to Indigenous people and knowledges, is very complex and must be done carefully. In doing this slow, careful work, we must recall “how the invisibilized dynamics of settler colonialism mark the organization, governance, curricula, and assessment of compulsory learning, the other concerned with how settler perspectives and worldviews get to count as knowledge and research and how these perspectives - repackaged as data and findings - are activated in order to rationalize and maintain unfair social structures” (Tuck and Yang, 2012, p. 2). The university is, and will remain, a site of colonization that reinstates social hierarchies and upholds white supremacy unless directly, and intentionally, challenged by social justice and anti-oppression education.
<b>How do you propose to integrate this recommendation into the KPE community?</b>
The most helpful thing we can do as allies is to impress upon the faculty the expertise required in this area, and the need for more resources, time, and commitment to ensure that this work is done appropriately - and it must be led by Indigenous, Black and other racialized people. Listening to the voices of Indigenous and racialized people is critical in the process of decolonizing education. “In order for Indigenous people to free themselves from the colonizers their voice must be at the root of change” (Smith, 2012, p. 53).
<b>What resources did you use to structure this recommendation?</b>
Smith, T. (2016). Making Space for Indigeneity: Decolonizing Education. Saskatchewan Education Leadership Unit Research Review Journal.  Tuck, E. and Yang, K. W. (2012). Decolonization is not a metaphor. Decolonization: Indigeneity, Education & Society, 1(1): p. 1-40.

## Recommendation #2

### What is your recommendation?

We recommend that the Faculty of Kinesiology and Physical Education interrogate and unpack their relationship/role/responsibility in the process of reconciliation, and how the faculty will share the burden of that load. The burden of Truth and Reconciliation needs to be equally shared by Indigenous and non-Indigenous. The responsibility of reciprocity requires a two-way exchange between the faculty and Indigenous community. We recommend that part of this relationship-building include the Faculty integrating two-way knowledge pedagogy (i.e. university and community partners share knowledge with each other) and reciprocity of learning through critical pedagogical practices.

### What is your justification for this recommendation?

There is widespread recognition that relationships are central to research with Indigenous people. First Nation, Metis, and Inuit recognize physical, mental, emotional, and spiritual elements and their articulation in the context of health and wellbeing. Expectations, outcomes and partnerships need to be shared in discussions and dialogue leading to consensus (Framework for Research Engagement with First Nation, Metis, and Inuit Peoples). Therefore, researchers must dedicate the time and energy to building long-lasting relationships built on a foundation of trust if they wish to engage in research with Indigenous communities. "Conducting Indigenous-related research in an ethical manner requires a greater time commitment than most research, requiring the establishment and maintenance of relationships with the communities under study" (U of T TRC Steering Committee Final Report). Along similar lines, teaching must follow this relationship-building recommendation. One of the most frustrating aspects of the university experience for Indigenous students is the role dichotomy between the producers and the consumers of knowledge. In other words, "the conventional institutionalized roles of a university faculty member as the creator and dispenser of knowledge and expertise and the student as the passive recipient of that knowledge and expertise have a tendency to interfere with the establishment of the kinds of personalized "human" relationships to which First Nations students are most likely to respond" (Kirkness and Barnhardt, 2001). Therefore, teachers must also make effort to build relationships with Indigenous students to be able to better understand and educate them holistically (Smith, 2016).

#### Testimonials:

"I think moving forward in Respect, Friendship and Understanding is the direction that needs to be taken. The Two Row Wampum has strong teaching here. Look to it. Look to the Circle. Look to the 4 Rs when designing courses." (KPE Alumni, Task Force survey)

### How do you propose to integrate this recommendation into the KPE community?

The Faculty must work to build long-lasting, intentional, and reciprocal relationships with Indigenous and racialized scholars, Elders, and community-based partners. We recognize that this is important work that will take a long time to build a relationship built on trust and reciprocity, but it is necessary that it is done, and done well. We recommend that the Faculty look to the University of Manitoba and the University of British Columbia for inspiration and evidence of a long, intentional, effortful relationship among the university's and the Indigenous communities that the universities are situated on.

### What resources did you use to structure this recommendation?

Framework for Research Engagement with First Nation, Metis, and Inuit Peoples University of Manitoba, Faculty of Health Sciences.

Kirkness, V. J. and Barnhardt, R. (2001). First Nations and Higher Education: The Four R's - Respect, Relevance, Reciprocity, Responsibility. Knowledge Across Cultures: A Contribution to Dialogue Among Civilizations. R. Hayoe and J. Pan. Hong Kong, Comparative Education Research Centre, The University of Hong Kong.

Smith, T. (2016). Making Space for Indigeneity: Decolonizing Education. Saskatchewan Education Leadership Unit Research Review Journal.

U of T TRC Steering Committee. (2017). Wecheehetowin: Answering the Call: Final Report of the Steering Committee for the University of Toronto Response to the Truth and Reconciliation Commission of Canada.

### Recommendation #3

<b>What is your recommendation?</b>
We recommend that the Faculty of Kinesiology and Physical Education create a focused, <b>long-term continuing</b> position(s) within the Office of the Dean to advance the Task Force's recommendations and maintain continual efforts to support equity, diversity, and social inclusion initiatives and processes within KPE. We also recommend that the faculty prioritize hiring an individual that specializes in, and identifies as, racialized or Indigenous.
<b>What is your justification for this recommendation?</b>
U of T's Response to the Truth and Reconciliation report recommends that each division should actively consider the creation of an Indigenous leadership position within the Office of the Dean. Such positions would have to be meaningful, and targeted to real opportunities within KPE. (U of T TRC Steering Committee Final Report). In addition, the work required here involves a lot of expertise, and numerous people should be hired and paid good money to advise on these things.  <b>Testimonials:</b> "This task force is a good start, but what will be one of the greatest predictors of success is how this information is used." (KPE Student, Task Force survey)
<b>How do you propose to integrate this recommendation into the KPE community?</b>
The faculty needs to be intentional about hiring an individual(s) in this position to ensure we move beyond just wanting to hire a person of colour. In other words, the hiring of this job(s) needs to move about and beyond the notion of tokenism. We expect that the person(s) hired in this position will have specific objectives/goals besides maintaining support for the Task Force recommendations, and will be able to bring a critical social justice lens, informed by lived experience, to the position.
<b>What resources did you use to structure this recommendation?</b>
U of T TRC Steering Committee. (2017). Wecheehetowin: Answering the Call: Final Report of the Steering Committee for the University of Toronto Response to the Truth and Reconciliation Commission of Canada.

#### Recommendation #4

##### What is your recommendation?

We recommend that the Faculty of Kinesiology and Physical Education 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. We recommend that the faculty looks into how other faculties have approached this.

##### What is your justification for this recommendation?

Building the capacity of Indigenous and racialized educators is a critical part of decolonizing education; they must be supported to become agents of change because “transformation must come from the people themselves in order for decolonization to happen” (Smith, 2012, p. 52). There is a lack of racial diversity and prevalence of whiteness within Canadian KPE faculties. This predominance of white individuals and cultures of whiteness have significant influence on pedagogical practice and knowledge production (Douglas and Halas, 2011). U of T’s Response to the Truth and Reconciliation report states that a university-wide aim should be to facilitate the hiring of a significant number of Indigenous faculty members over the next three years, since the publication of the report (U of T TRC Steering Committee Final Report). Our working group extends this to mean the hiring of racialized staff in addition to Indigenous staff and faculty.

##### Testimonials:

“Hire more faculty members who are from different ethnic backgrounds and who are indigenous.” (KPE Student, Task Force survey)

“No representation in faculty staff.” (KPE Students, Task Force survey)

“Look at the faculty webpage and tell me there isn't a diversity problem in KPE.” (KPE Student, Task Force survey)

“There are not enough instructors who are people of color or Indigenous teaching within the faculty who can be role models for current or future students of color or whom are indigenous.” (KPE Student, Task Force survey)

“[L]ack of role models for students and adeq[ua]te knowledge/research on racial diversity and indigeneity” (KPE Student, Task Force survey)

“There are no indigenous instructors/ professors in KPE. This is a problem! No [I]ndigenous representation in the classroom, or as a researcher/ supervisor, and thus, there is not a single student in KPE that can go to a professor in our own faculty to learn from an indigenous scholar. Students have to go outside of the faculty to learn from an indigenous scholar. Importantly, non-indigenous scholars should and must be teaching [I]ndigenous knowledges and perspectives in the classroom” (KPE Student, Task Force survey).

##### How do you propose to integrate this recommendation into the KPE community?

We would like to highlight the importance of being careful that existing racialized and Indigenous staff and faculty who are hired are not overburdened with hiring committee participation requirements. It is important to note that racialized and Indigenous people from other faculties and areas of the university should be invited to participate in hiring processes. As said in the TRC Final Report, we must remain aware of “the issue of the heavy load borne by Indigenous faculty members in terms of service at the University, and additional time spent developing and maintaining relationships with Indigenous communities outside of the University...Indigenous faculty members often become the “representative” Indigenous voice on a wide number of committees and groups within their divisions or at the University level” (U of T TRC Steering Committee Final Report).

##### What resources did you use to structure this recommendation?

Douglas, D. and Halas, J. (2011). *The Wages of Whiteness: Confronting the Nature of Ivory Tower Racism and the Implications for Physical Education*. Sport, Education and Society

Smith, T. (2016). *Making Space for Indigeneity: Decolonizing Education*. Saskatchewan Education Leadership Unit Research Review Journal.

U of T TRC Steering Committee. (2017). *Wecheehetowin: Answering the Call: Final Report of the Steering Committee*

## Recommendation #5

### What is your recommendation?

We recommend that the Faculty of Kinesiology and Physical Education start embarking on the long, arduous, important process of decolonizing the Faculty's curriculum and pedagogical practices. We recommend that the faculty work to incorporate non-Western ways of knowing, teaching, and learning strategies into existing courses and curriculum in an effort to undertake the enormous and important task of decolonizing pedagogy in KPE. In doing so, the Faculty must work to identify, name, and work to correct dominance of Whiteness and Eurocentricity in curriculum design, resources, course learning goals, and evaluations. We also wish to bring attention to, and begin challenging, the ways in which Euro-Western epistemologies continue to dominate and hold power over other knowledge systems in the academy.

### What is your justification for this recommendation?

The current structure and composition of KPE faculties are evidence of systemic racism/racially-constructed environments, which must be constantly recognized and evaluated. White staff and faculty are positioned to determine if and how race matters in KPE programs (Douglas and Halas, 2011). Decolonization is necessary to begin authentic reconciliation (Regan, 2010, p. 20), and in order to start the process toward decolonizing, the Faculty must value Indigenous knowledge as much as 'mainstream' knowledge, since education systems are a place that fosters racist ideologies. Indigenous philosophies and ways of thinking must be accepted as sources of knowledge equal to the knowledge of other disciplines (U of T TRC Steering Committee Final Report). Educators must avoid the false Western versus Indigenous knowledge binary, as they do not directly counter one another, but are distinct and unique (Smith, 2012), like the Two Row Wampum Belt. Acknowledging and accepting the responsibility for reconciliation requires adopting a "pedagogical approach to truth telling and reconciliation that not only challenges mainstream society's deeply held myths about history but also fosters a genuine willingness and ability among settlers to accept responsibility for the residential schools" (Regan, 2010, p. 32). In order to decolonize education, we must decolonize the mind. This requires us to work tirelessly to acknowledge that there are other ways of knowing and understanding, and we must value such ways (Smith, 2016). Additionally, the inclusion of Indigenous and Afrocentric knowledge within the curriculum is important so that education is relevant for racialized and Indigenous students (Smith, 2012).

### Testimonials:

"Awareness, inclusion, de-colonization. Indigeneity and racial diversity are fundamental to KPE - this needs to be understood, and this can be if administrators, faculty, grad students and others are accepting and open to different ways of learning, understanding, researching etc." (KPE Student, Task Force survey)

"[T]heories in class stem from largest Western ways of knowing." (KPE Student, Task Force survey).

"Indigenous courses should be a required part of the Kinesiology program because the fact that they are not a priority indicates that we are not doing enough as an institution to fight for their rights, not only in education but in life." (KPE Student, Task Force survey).

"As a Muslim student of colour, I find the faculty to be somewhat ignorant when it comes to accommodations for people of colour. Teaching can take a western approach. PRA classes do not accommodate for individuals who wish to not be touched by the opposite gender; they enforce and assume that women are okay with having male colleagues physically touch them within a class setting as part of practice." (KPE Student, Task Force survey)

"Have different styles of teaching - not just a prof standing in front of everyone and lecturing, or making essays the final project. There could be in class group activities, using art to learn." (KPE Students, Task Force survey)

"[M]any courses rely on peer-reviewed articles for course materials, but they overlooked the various methods of learning, such as different ways of understanding our body...instructors should use other materials, such as narratives, how different cultural groups understand the same concept, etc." (KPE student, Task Force survey).

“Lecturers should introduce different ways of learning or understanding the environment regarding different racial groups, especially for courses focusing on application, which include, but not limited to, KPE334 adapted physical activity, KPE 326 aging, health and physical activity, and perhaps KPE363 Sports Medicine.” (KPE Student, Task Force survey)

“Teach other sports from different cultures for PRA and ODP. Have an Indigenous section, like there are sections for kayaking or high hopes, and have them teach us their dances or more about their physical culture. We could learn a lot from them in an ODP setting. Have more diverse professors - including people of colour and Indigenous profs. Representation matters.” (KPE Student, Task Force survey)

“All of the sports taught in PRA and ODP are White sports.” (KPE Student, Task Force survey)

### **How do you propose to integrate this recommendation into the KPE community?**

We recommend starting this work by hiring an expert(s) to come into to the faculty and work with faculty, instructors, teaching assistants in learning the practice of critical self-reflection on dominant own ways of knowing and praxis as a faculty predominantly made up of settlers. This self-reflection should include, but is not limited to, personal pedagogical practice and ways of knowing, and how these have been influenced by Western ways of teaching, knowing, learning, and standards of the body, and how these ideologies influence and shape teaching and learning in KPE. The Faculty should hire experts to come into the Faculty to train professors, instructors, and TAs on decolonizing education and pedagogical practices that can be included in existing courses. Strategies may include considering other forms of course delivery other than traditional lecture-style, and move towards other classroom designs that encourage dialogue, like circles, half-moon, experiential, land-based pedagogies, etc. The Faculty could encourage the development of experiential learning opportunities beyond the classroom that could do some of this and help build community at the faculty. For example creating an event for people to get out and watch a Toronto Rock game that includes instruction before or after about the history of the sport and including a chance for students to play lacrosse.

### **What resources did you use to structure this recommendation?**

Douglas, D. and Halas, J. (2011). *The Wages of Whiteness: Confronting the Nature of Ivory Tower Racism and the Implications for Physical Education*. Sport, Education and Society

Regan, P. (2010). *Unsettling the Settler Within: Indian Residential Schools, Truth Telling, and Reconciliation in Canada*, UBC Press.

Smith, T. (2016). *Making Space for Indigeneity: Decolonizing Education*. Saskatchewan Education Leadership Unit Research Review Journal.

U of T TRC Steering Committee. (2017). *Wecheehetowin: Answering the Call: Final Report of the Steering Committee for the University of Toronto Response to the Truth and Reconciliation Commission of Canada*.

## Recommendation #6

<b>What is your recommendation?</b>
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. The faculty must think carefully about the criteria for these awards, scholarships, and bursaries, and about who is on selection committees. Additionally, we recommend that the faculty think about having more flexible bursaries set up so that Indigenous students can access/apply for in the case of any emergencies (travel, childcare, broken laptops etc.).
<b>What is your justification for this recommendation?</b>
<b>Testimonials:</b> "Having scholarships for racialized minorities and indigenous populations can help a lot them with financial struggles that most of them struggle with daily" (KPE Student, Task Force survey)
<b>How do you propose to integrate this recommendation into the KPE community?</b>
We recommend that the Faculty of Kinesiology and Physical Education create flexible access to graduate programs of study by increasing access to work opportunities to all students, regardless of reserve band funding.
<b>What resources did you use to structure this recommendation?</b>

## Recommendation #7

<b>What is your recommendation?</b>
We recommend that the Faculty of Kinesiology and Physical Education commit to providing funding, grants, and scholarships to long-term topics related to racialized and Indigenous research that are done by Indigenous and racialized researchers and students. There should not be a need for an increase in non-Indigenous and non-racialized people obtaining resources to research in Indigenous and racialized communities; rather, we should be supporting Indigenous and racialized researchers doing research with racialized and Indigenous communities. We also recommend that the faculty provide funding to support other non-research initiatives started by Indigenous, Black and other racialized students.
<b>What is your justification for this recommendation?</b>
The following quote expresses how and why Indigenous peoples should have control over their voices and stories when it comes to conducting research: "[M]any Western academics continue to oppress and colonize Native people, excluding or marginalizing their knowledge systems, world views, and pedagogy. Western research often exploits or revictimizes and further harms individuals and whole communities. Most importantly, Indigenous people must speak with their own voices about their histories, cultures, and experiences as people who continue to resist the onslaught of colonial structures, policies, and practices. They rightly criticize non-Native scholars who research and write in ways that either appropriate or ignore Indigenous knowledge systems...this does not absolve settlers from the responsibility of addressing our shared colonial history. Rather...we should do so from our own perspectives, using approaches that acknowledge complicity and move us away from the objectifying thinking that situates Indigenous people as the Other and problematizes them accordingly" (Regan, 2010, p. 33).
<b>Testimonials:</b> "Provide adequate funding for research on topics that focus and enhance racial diversity and indigeneity." (KPE Student, Task Force survey)

"Improve accessibility and funding for Indigenous and race research." (KPE Student, Task Force survey)

"We need more research opportunities to address sociocultural issues that are present in our everyday lives and that challenge the systems of knowing here at U of T (what about studying Indigenous belief models? Black history and PA correlates?...we need to take a more social justice stance in the classroom by introducing more of these socially/culturally relevant topics that influence PA." (KPE Student, Task Force survey)

**How do you propose to integrate this recommendation into the KPE community?**

The Faculty must prioritize allocating funding for this purpose.

**What resources did you use to structure this recommendation?**

Regan, P. (2010). *Unsettling the Settler Within: Indian Residential Schools, Truth Telling, and Reconciliation in Canada*, UBC Press.

## Recommendation #8

### What is your recommendation?

We recommend that the Faculty of Kinesiology and Physical Education invite relevant Indigenous and racialized scholars to present as guest lecturers in Faculty in KPE courses, symposiums, conferences, etc. as well as different types of knowledge keepers who might not have the same academic experience, but who carry just as (if not more) valuable knowledge. At the same time, the faculty needs to be conscious of who and what kind of knowledge we are valuing, a process which includes being intentional with who we are bringing into our space. We must make sure that there are appropriate dollars set aside for compensating these people with honorariums.

### What is your justification for this recommendation?

As part of the relationship-building work we have previously mentioned, the Faculty should work to form partnerships with racialized and Indigenous scholars from the university and beyond. It is critical that the faculty build the capacity of Indigenous educators and educational leaders to become agents of change “because transformation must come from the people themselves in order for decolonization to happen” (Smith, 2016, p. 52).

### Testimonials:

“Speak to and connect with Indigenous scholars, researchers, and Elders. Or speak to the First Nations House or ISSU (Indigenous Studies Student Union) on what work we can put forth and in what direction in the U of T community. Reach out to Indigenous communities and youth to talk about the KPE program and what it is about. Actively do so.” (KPE Student, Task Force survey)

### How do you propose to integrate this recommendation into the KPE community?

We suggest that the faculty work to create a list of resources and support professionals in conjunction with U of T Indigenous experts (including **Elders, knowledge keepers**, Indigenous professors, etc.) who can work with the Faculty as guest lecturers, consultants, etc. with suitable and appropriate economic and ceremonial or culturally respectful retribution (i.e. tobacco tie ceremony research). The list should have detailed information about professionals' work to ensure their work relevant to FKPE, and so that any faculty who contacts someone from the list are aware of the topics each resource is prepared to teach/speak on. This recommendation must be approached carefully, especially in regards to Elders and Traditional Knowledge Keepers, since having a list of these types of people may be inappropriate because it suggests these people and their knowledge is just 'for hire' and makes it very transactional arrangement. There should not be attempts to bring traditional knowledge into the academy haphazardly. There is a lot of work and understanding that is needed to determine when and how bringing this knowledge in is appropriate, and this work involves relationships over time so lists do not respect that process. We recommend that this recommendation go hand-in-hand with our previous recommendation on intentional relationship-building.

### What resources did you use to structure this recommendation?

Smith, T. (2016). Making Space for Indigeneity: Decolonizing Education. Saskatchewan Education Leadership Unit Research Review Journal.

## Recommendation #9

### What is your recommendation?

We recommend that the Faculty of Kinesiology and Physical Education 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 methodology) and include that scholarship and other types of resources in classes.

### What is your justification for this recommendation?

Staff and faculty should have the unwavering support of the Faculty behind them if they choose to engage in this method of decolonizing their courses. To avoid performative allyship, or using literature just because it's written by a person of colour for tokenism sake, an expert should work with the faculty to provide this form of support. We must make sure that there are appropriate dollars set aside for compensating this person with an honorarium.

### Testimonials:

"Having texts in classes that go beyond the [W]estern canon." (KPE Student, Task Force survey).

"Have professors make an effort to find academics from different backgrounds to present to students and to make sure they're looking at issues from all angles." (KPE Student, Task Force survey)

"There is a lack of awareness and understanding about what race and indigeneity are...leading to a lack of inclusion of these types of knowledge and contributions to KPE. Apart from select undergrad courses, there is an overwhelming lack of inclusion of indigenous and racial diverse literature, research and methodologies." (KPE Student, Task Force survey)

"Indigenous content and curriculum is a huge gap...I see the impact of people's hard work to keep alive in non indigenous researchers and scholars that gives me hope that Indigenous people won't feel alone or resented." (Qualitative Interview)

### How do you propose to integrate this recommendation into the KPE community?

Hire someone to host a Syllabus Workshop for Faculty at KPE to gain guidance on how to incorporate Indigenous content in their courses, to avoid bad/questionable content and/or people with good intentions incorporating it in bad/questionable ways. We must make sure that there are appropriate dollars set aside for compensating these people with honorariums. Currently, OISE is exploring the possibility of running the aforementioned workshop with their faculty, so there might be an opportunity to reach out and connect about this. Faculty can also make the conscious decision to support Indigenous-owned book sellers, such as [www.goodminds.com](http://www.goodminds.com) and [www.snpl.ca/find-a-book/](http://www.snpl.ca/find-a-book/)

**Recommendation #10**

<b>What is your recommendation?</b>
We recommend that the Faculty of Kinesiology and Physical Education increase funding and support for mental health services that are culturally-relevant and trauma-informed. This should involve considering the physical space, programs and support available for students, and people who may be in this healing space, and consider that the university is a source of violence and trauma for many students, staff, and faculty.
<b>What is your justification for this recommendation?</b>
If we wish to bring more racialized and Indigenous students into the Faculty, we need to ensure we have the proper supports and resources in place to help them thrive and succeed. Indigenous and racialized students have unique experiences and trauma that they may need to process or support with, so a trained mental health professional with trauma-informed training and practice should be available for students to use.
<b>How do you propose to integrate this recommendation into the KPE community?</b>
Work with central U of T services to embed an advisor/counsellor in KPE with expertise in Indigenous and racialized support for undergrad and graduate students.

## Recommendation #11

### What is your recommendation?

We recommend that the Faculty of Kinesiology and Physical Education create and implement mandatory courses on anti-racism, anti-discrimination, settler-Indigenous relations, reconciliation, colonization, etc. This should include incorporating Afro-centric and Indigenous-centric history into courses, either into existing courses or create new courses. These courses should be developed with the collaboration and expertise of experts, faculty members, etc. who specialize in Indigenous and racialized issues and topics that relate to Kinesiology and Physical Education. We must make sure that there are appropriate dollars set aside for compensating these people with honorariums.

### What is your justification for this recommendation?

Article 15 of the UN Declaration states that "Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public Information." (United Nations Declaration on the Rights of Indigenous Peoples). Calls to Action 87 to 90 in the TRC call on relevant organizations, such as this Faculty, to "provide public education that tells the national story of Aboriginal athletes in history" (U of T TRC Steering Committee Final Report), so we are of the opinion that the Faculty carries the moral and ethical responsibility to ensure that the histories of racialized and Indigenous histories are taught *well* in KPE courses.

#### Testimonials:

"Have more courses about race and Indigeneity and potentially make it mandatory. This faculty and the students here have a lot to learn, and courses that focus on this can shine a lot light on information that many people are ignorant about. It has a lot of value because racism in sport, and elsewhere, is still a current issue. The only way to actually make a lot of progress is to educate others" (KPE Student, Task Force survey)

"Include more courses that have social justice discourse and dialogue, and actually have people of colour teach these courses. Do more field work and placements, and consider avoiding any "savior" type rhetorics." (KPE Alumni, Task Force survey)

"Introduce KPE-relevant courses that include narratives or knowledge of racialized or indigenous knowledge. Or, add these topics to current courses being taught at the university." (KPE Student, Task Force survey)

"There is a lack of awareness and understanding about what race and indigeneity are - leading to a lack of inclusion of these types of knowledge and contributions to KPE. Apart from select undergrad courses, such as KPE200, there is an overwhelming lack of inclusion of indigenous and racial diverse literature, research and methodologies." (KPE Student, Task Force survey)

"There were courses, such as Bruce Kidd's History of Sport and Games Around the World, that allowed for different paradigms and perspectives. We learned to challenge the mainstream thinking." (KPE Alumni, Task Force survey)

### How do you propose to integrate this recommendation into the KPE community?

The Faculty could work to build 'equity, diversity, and social inclusion' curriculum core competency across the curriculum (i.e. not just PCS courses) such that all students are expected to graduate with an 'advanced' level of skills, attributes, and knowledge related to equity, diversity, and social inclusion. The Faculty could also work to create new courses in collaboration and partnership with experts in areas of race and Indigeneity issues (ex. re-launch Bruce Kidd's History of Sport course, create Indigenous Kinesiology course, etc.)

### What resources did you use to structure this recommendation?

U of T TRC Steering Committee. (2017). Wecheehetowin: Answering the Call: Final Report of the Steering Committee for the University of Toronto Response to the Truth and Reconciliation Commission of Canada.

## Recommendation #12

### What is your recommendation?

We recommend that the Faculty of Kinesiology and Physical Education reviews any current policies, if any, on training Faculty members and instructors, and implement mandatory anti-racist, anti-oppression, decolonizing pedagogical training for all faculty, staff, and instructors. We strongly advise instituting a policy that requires all faculty to undergo training. Additionally, this training should include educating staff and faculty on trauma-informed pedagogical knowledge and praxis to avoid re-traumatizing students, and reducing harm.

### What is your justification for this recommendation?

Professional development and training is a critical aspect of decolonizing education. In order for the Faculty to be ready to support Indigenous and racialized students, existing and incoming staff must be adequately knowledgeable (Smith, 2012). U of T's Response to the Truth and Reconciliation report recommends assessing existing Indigenous cultural awareness training programs at the University, and launch a discussion across the divisions as to how best to ensure equity and cultural sensitivity amongst faculty, staff, and students (U of T TRC Steering Committee Final Report). We are arguing for anti-racism and anti-oppression training in particular, not cultural sensitivity training. Cross-cultural awareness training often ends up encouraging belief that culture difference of the 'Other' is the problem (justifies oppression), and can also create resentment against Indigenous people and culture. We must engage in anti-racism education that explore why and how race matters (St. Denis, 2005).

#### Testimonials:

"Overall lack of education and awareness of Race and Indigenous issues within the faculty on the level of the staff and students" (KPE Student, Task Force survey)

"[T]he faculty and students need to get equity training (it's a skill and has nothing to do with being a kind person or not). the faculty I've engaged with have not done equity training and seemingly don't spend time in equity focused spaces." (KPE Student, Task Force survey)

"Critical race theory learning and coaching... the faculty and students need to get equity training (it's a skill and has nothing to do with being a kind person or not). the faculty I've engaged with have not done equity training and seemingly don't spend time in equity focused spaces" (KPE Student, Task Force survey)

### How do you propose to integrate this recommendation into the KPE community?

This could include accessing pre-existing Indigenous cultural awareness training at U of T, and to determine how these trainings enhance and facilitate Indigenous knowledges related to KPE's curriculum and co-curriculum. Training must be done through an intersectional lens, because anti-racism work needs to incorporate anti-colonialism frameworks, and vice versa.

### What resources did you use to structure this recommendation?

Smith, T. (2016). Making Space for Indigeneity: Decolonizing Education. Saskatchewan Education Leadership Unit Research Review Journal.

U of T TRC Steering Committee. (2017). Wecheehetowin: Answering the Call: Final Report of the Steering Committee for the University of Toronto Response to the Truth and Reconciliation Commission of Canada.

## Recommendation #13

### What is your recommendation?

We recommend that the Faculty of Kinesiology and Physical Education explore the possibility of honouring and respecting the land we are on and Indigenous history and culture throughout the Faculty. We recommend that the Faculty explore the possibility of creating physical learning and meeting spaces that reflect the histories, contributions, and languages of Indigenous and racialized folks (examples include signs and room numbers in other languages, murals painted by Indigenous artists). Look to First Nations House for expertise, and to the fourth floor of the Dalla Lana School of Public Health for inspiration

### What is your justification for this recommendation?

#### testimonials:

Indigenous space is central to the Indigenous experience at university. Current spaces dedicated to Indigenous experiences are lacking in number and in features. Creating the right environment for Indigenous students, staff, and faculty is crucial if the university wishes to ensure recruitment and retention of Indigenous people at U of T (U of T TRC Steering Committee Final Report).

The University should launch a process to identify and name appropriate spaces using Indigenous languages (i.e. a Welcome sign in local Indigenous languages). (U of T TRC Steering Committee Final Report).

“Providing a Safe Space for Smudging, a space where people can gather to share their stories, wherever they come from” (KPE Alumni, Task Force survey)

“Lack of Indigenous acknowledgement/ respect/ appreciation during the Outdoor Projects” (KPE Student, Task Force survey)

### How do you propose to integrate this recommendation into the KPE community?

Explore the potential of including the Statement on Acknowledgement of Traditional Land on first day of classes to students or in course outlines. However, FKPE must ensure that this isn't a token gesture by asking questions such as: What does a land acknowledgement really mean? How does it connect to Indigenous rights movements currently taking place? How is it being connected to the course material? If it is just someone reading a script, then it isn't serving its purpose. If the Faculty is interested in incorporating the Statement of Acknowledgement of Traditional Land, it is important that someone teaches them how to locate and position oneself in the statement and teach best practices on the use of the Statement. The University of Toronto, Mississauga campus, has started doing this in some course outlines, so it would be beneficial to look to them for expertise or guidance for best practice.

The Faculty should consider using a land-based, historically contextual pedagogical lens for restructuring the Outdoor Projects program. We recommend that the Faculty reflect on the current learning outcomes of the ODP program and why it is mandatory, and consider that the program not remain mandatory because of inaccessibility; single parents, low SES students, individuals with disabilities, students of colour, etc. all face challenges participating in ODP. We believe that the ODP program has much potential to be revitalized as a land-based pedagogical program, if done in collaboration with the Indigenous communities whose land we are on, and with the expertise of land-based pedagogy educators.

### What resources did you use to structure this recommendation?

U of T TRC Steering Committee. (2017). Wecheehetowin: Answering the Call: Final Report of the Steering Committee for the University of Toronto Response to the Truth and Reconciliation Commission of Canada.

#### Recommendation #14

<b>What is your recommendation?</b>
We recommend that the Faculty of Kinesiology and Physical Education investigate and consider changing current pre-tenure structure for Indigenous scholars, to better reflect the nature of their commitments to their research and relationship-building with their own and other Indigenous communities
<b>What is your justification for this recommendation?</b>
The Research Ethics group in the TRC Final Report notes that “our current pre-tenure structure does not completely reflect” the time-consuming nature both of Indigenous scholars’ extensive service commitments at the University and their research involving Indigenous communities (U of T TRC Steering Committee Final Report).
<b>How do you propose to integrate this recommendation into the KPE community?</b>
Staff and Faculty need to examine and address barriers that exist within the pre-tenure structure at the Faculty and work to remove any barriers Indigenous faculty might face.

#### Recommendation #15

<b>What is your recommendation?</b>
We recommend that the Faculty of Kinesiology and Physical Education work with Indigenous staff and faculty on campus to create smudging policy for all KPE buildings. As much as possible, this should be done through a decolonizing framework.
<b>What is your justification for this recommendation?</b>
All renovations and new construction on campus should take smudging into consideration in the design process (as did the newly-built Jackman Law Building; Indigenous Initiatives Office has air circulation systems designed specifically to enable smudging). (U of T TRC Steering Committee Final Report). The University is on Indigenous land, so Indigenous students, faculty and staff should be able to smudge wherever, whenever. Although not often acknowledged in the university, this is protected under Ontario Human Rights law: <a href="http://www.ohrc.on.ca/en/policy-preventing-discrimination-based-creed/11-indigenous-spiritual-practices">http://www.ohrc.on.ca/en/policy-preventing-discrimination-based-creed/11-indigenous-spiritual-practices</a>
<b>How do you propose to integrate this recommendation into the KPE community?</b>
Working with Indigenous staff and faculty on campus, KPE facilities should create a smudging policy that is as respectful of Indigenous culture and practice as possible. Most of the Faculty buildings have had smudgings happen in them from past events. The Indigenous Studies Students Union and other Indigenous campus groups have offered to smudge with staff, faculty, and students in the past to demonstrate and share knowledge of the smudging process to help alleviate safety concerns.
<b>What resources did you use to structure this recommendation?</b>
Ontario Human Rights Code of Canada  U of T TRC Steering Committee. (2017). Wecheehetowin: Answering the Call: Final Report of the Steering Committee for the University of Toronto Response to the Truth and Reconciliation Commission of Canada.

## Recommendation #16

<b>What is your recommendation?</b>
We recommend that the Faculty of Kinesiology and Physical Education create a new research center with focuses related to social justice, Indigeneity, and anti-racism. This Centre should explore how physical activity, health, sports, and education are defined by Canadian and international Indigenous and racialized communities. The Faculty should also hold the majority of spots within the center for racialized and Indigenous identified scholars and graduate students.
<b>What is your justification for this recommendation?</b>
Since the research that is produced by institutions inevitably gets reproduced through education within the institution itself, it follows that the Faculty should create a center for research where we prioritize and center decolonizing methodologies of research and pedagogy. “Researchers have recognized the complex interrelated nature of identifying the factors or conditions that shape engagement in physical activity. Drawing on health behavior models, many researchers across different disciplines have proposed the use of multi-level approaches that consider organizational, environmental and individual factors that may impact on health behaviors, such as physical activity engagement...generally, these models approach physical activity engagement through consideration of intrapersonal, social–environmental and physical environment factors. Intrapersonal factors may include demographics, biology, behavior and beliefs. Social–environmental factors may incorporate social support, social climate, culture, policies governing incentives for physical activity and policies governing resources and infrastructure related to physical activity.” (Nelson, Abbott, and Macdonald, 2010).  <b>Testimonials:</b> “A research area for racial diversity and indigeneity is needed as well as more course offerings. Using examples from various ethnic and racial diversities in the classroom.” (KPE Student, Task Force survey)
<b>How do you propose to integrate this recommendation into the KPE community?</b>
The Faculty should create a long-term plan to erect this research center with the partnership and guidance from experts.
<b>What resources did you use to structure this recommendation?</b>
Alison Nelson, Rebecca Abbott, Doune Macdonald; Indigenous Australians and physical activity: using a social–ecological model to review the literature, <i>Health Education Research</i> , Volume 25, Issue 3, 1 June 2010, Pages 498–509, <a href="https://doi.org/10.1093/her/cyq025">https://doi.org/10.1093/her/cyq025</a> ”

**Recommendation #17****What is your recommendation?**

We recommend that the Faculty of Kinesiology and Physical Education examine the existing research methodology and ethics followed by the Faculty, particularly the ethics of non-Indigenous and non-racialized researchers conducting research on groups and communities of racialized folks. This recommendation requires understanding that the journey toward decolonizing research methodology involves aspects relating to conducting, producing, and interpreting Indigenous and racialized research.

**What is your justification for this recommendation?**

It is ethically questionable to ask survivors of trauma to relive events that caused trauma in the first place, especially as this trauma came about because of unequal racial relations like residential schooling, slavery, etc. There are certain stories that do not belong to settlers or non-racialized people; these stories belong to survivors and are there stories to tell (Regan, 2010).

**How do you propose to integrate this recommendation into the KPE community?**

The Faculty should provide professional development opportunities and support for students, alumni, and faculty to learn about research methodologies via decolonized research methodologies, critical race theory, and community-based research as a culturally safe research methodologies. These professional development opportunities should be led by experts and scholars in this field of expertise, and we must make sure that there are appropriate dollars set aside for compensating these people with honorariums.

**What resources did you use to structure this recommendation?**

Regan, P. (2010). *Unsettling the Settler Within: Indian Residential Schools, Truth Telling, and Reconciliation in Canada*, UBC Press.

## Task Force on Race and Indigeneity – Recommendations for Recruitment -Sophie Harding

### Recommendations:

1. Outreach to specific high-schools with high populations of racialized and indigenous students (see list attached)
2. Outreach to specific community groups – that can help connect with racialized and indigenous students (see list attached)
3. Create a 2-day reach-ahead program for racialized and indigenous students over March break
4. Develop KPE specific programming for SOAR over March Break
5. Attend conferences specifically aimed at indigenous students to showcase FKPE programs
6. Continue to work with partners such as First Nations House and colleagues tri-campus whose focus is on the recruitment of racialized and indigenous students.

### Justification for recommendations:

FKPE should aim to increase applications and support from racialized and indigenous students. Through targeted recruitment practices, the hope is to break down some of the barriers that might impede racialized and indigenous students from applying and nurture an inclusive environment that is welcoming to all.

### Resources used to structure recommendations:

- Consultations with tri-campus colleagues whose focus is on recruitment of racialized and indigenous students.

Reference materials such as:

#### **TOWARDS RACE EQUITY IN EDUCATION, The Schooling of Black Students in the Greater Toronto Area**

*This report is the result of a collaborative project between Dr. Carl James, Jean Augustine Chair in Education, Community & Diaspora at York University; the African Canadian Legal Clinic (ACLC); and the Ontario Alliance of Black School Educators (ONABSE). The community consultations were organized by the ACLC and ONABSE, while the research (data collection, analysis, and report writing) was led by Dr. Carl James with Tana Turner.*

#### **Underrepresented Minority High School and College Students Report STEM-Pipeline Sustaining Gains After Participating in the Loma Linda University Summer Health Disparities Research Program**

Lorena M. Salto<sup>1</sup>, Matt L. Riggs<sup>2</sup>, Daisy Delgado De Leon<sup>1</sup>, Carlos A. Casiano<sup>1</sup>, Marino De Leon<sup>1\*</sup>  
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# Shortlisted High Schools for the Faculty of Kinesiology and Physical Education

- Each school was chosen based on a few criteria:
  - Being located in a City of Toronto Neighborhood Improvement Area
  - The school hosts a Sports SHSM program
  - Schools outside of the TDSB and TCDSB were chosen by SHSM

	<b>School</b>	<b>School Board</b>
1.	Weston Collegiate Institute	TDSB
2.	Oakwood Collegiate Institute	TDSB
3.	Blessed Archbishop Romero Catholic SS	TCDSB
4.	Blessed Cardinal Newman Catholic SS	TCDSB
5.	Chaminade College Catholic SS (All Boys)	TCDSB
6.	Senator O'Connor College School	TCDSB
7.	St. Basil The Great Catholic SS	TCDSB
8.	Central Peel Secondary School	Peel District School Board
9.	David Suzuki Secondary School	PDSB
10.	Applewood Heights Secondary School	PDSB
11.	Loyola Catholic Secondary School	Dufferin – Peel Catholic School Board
12.	St. Edmund Campion SS	DPCDSB
13.	St. Francis Xavier SS	DPCDSB
14.	St. Marguerite d'Youville Secondary School	DPCDSB
15.	St. Thomas Aquinas Secondary School	DPCDSB

## Community Organizations

	<b>Group Name</b>
1.	Durham Black Educators Network
2.	Leadership By Design (LLI)
3.	Girls Addicted to Basketball (GAB)
4.	Youth Association for Academics, Athletics and Character Education (YAACE)

**Task Force on Race and Indigeneity – Sport and Recreation Working Group Final Report**  
**Research Project:** Participatory Action Research (PAR) - Decolonizing and Indigenizing KPE  
**Co-Researcher:** Shannon Giannitsopoulou  
**Participatory Action Research Co-Researcher and Participant:** Michele Riel  
**Date:** May 24, 2018

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## Topic and Focus of Research Project

### Research Question:

- 1) Program assessment: How do folks that self-identify as Indigenous to Canada (including Indigenous UofT students, faculty, alumni, staff and community members) experience KPE's sport and rec programs on the St. George campus?
- 2) How can KPE decolonize and Indigenize its spaces and program offerings?

### Guiding secondary questions:

- 1) Do KPE sport and rec programs meet the needs and interests of Indigenous students, faculty and community members at UofT St. George?
- 2) Do UofT sport and rec programs incorporate Indigenous learning and education models?
- 3) What is Indigenous students, faculty and community members' knowledge, understanding and perceptions of KPE sport and rec programs?
- 4) Are KPE sport and rec programs accessible to Indigenous students, faculty and community members?
- 5) Are KPE sport and rec programs/spaces welcoming and inclusive to Indigenous students, faculty and community members?
- 6) What, if any, can be done to increase equity of KPE sport and rec programs for Indigenous UofT students, faculty and community members at the St. George campus?
- 7) How can KPE decolonize its sport and rec programs and spaces?
- 8) How can KPE Indigenize its sport and rec programs and spaces?

## Overview of Processes Undertaken

### Method

While determining what to focus my research project on, I identified that there were no Indigenous folks in our working group. My experience with equity and anti-oppression work has taught me that it is vital to centre marginalized communities' voices in projects that affect them, and work alongside them. Thus, I decided to engage in Participatory Action Research. **Participatory action research (PAR)** is an approach to research that prioritizes active participation of a marginalized group that a study seeks to engage. Beyond looking to the marginalized group for data, it includes them as active agents in a collaborative research and analysis process. In this way, PAR research provides opportunity for empowerment of marginalized communities, by recognizing their autonomy as researchers and thought leaders in addressing issues that affect their own communities.

I started this process by attempting to recruit 3-5 Indigenous students at UofT St. George, inviting them to have their voice heard in the conversation about equity in sports and recreation at UofT, and gain research experience. Susan Lee aided me in this recruitment by sending out my flyer to her contacts on campus, including the Indigenous Studies Students' Union ([issu.uoft@gmail.com](mailto:issu.uoft@gmail.com)), Indigenous Studies Indigenous Studies ([indigenous.studies@utoronto.ca](mailto:indigenous.studies@utoronto.ca)) and the Indigenous Education Network (Julie Blair [ien@utoronto.ca](mailto:ien@utoronto.ca)). Susan Lee cautioned me that she would not send the flyer to any of the Indigenous students she commonly works with, as she wanted to avoid overburdening them with asks. I did not hear back from any current UofT St. George Indigenous students. I did, however, receive one response from a Métis woman named Michele Riel, who is a previous UofT MPK student.

## Research Activities

As a Participatory Action Research Co-Researcher and Participant, Michele and I collaborated on the following phases of this research:

- Created and launched a survey through Google Forms that was sent out to Indigenous folks through Indigenous groups/centres/contacts on campus
  - Note: The central Taskforce deemed that there was not enough time to include the survey with the broader survey that was sent out, so it was created on Google Forms instead
- Participatory Action Research Co-Researcher also acted as a survey respondent and provided her responses to the survey we created
- Drafted interview questions for one-on-one interviews with Indigenous folks
- Provided Participatory Action Research Co-Researcher with training on academic one-on-one interview methods, coding and analysis
- Recruited Indigenous folks for a total of 6 one-on-one interviews, through snowball sampling and targeted asks
  - Note: Although Robin Waley requested that Indigenous groups/centres on campus send out our recruitment flyer to their listservs, it was never confirmed that the flyer was sent out, and I did not receive any responses through this method
- Transcribed audio of one-on-one interviews
- Reviewed, coded and analyzed of survey and results
  - In vivo, descriptive, and process coding was completed with a feminist, intersectional, anti-oppression and de-colonial lens.
- Applied analysis of survey, one-on-one interviews, and other research (including research by Julia Silano, another member of our working group, who completed a review of recommendations from past Taskforces that focused on Indigenizing higher education spaces) to form recommendations on how KPE can make its sport and recreation programs more inclusive for Indigenous folks

## List of Recommendations

The following 22 recommendations were collaboratively written through our PAR research:

We have grouped them into themes that were identified in coding of our data. We found it difficult to prioritize recommendations, as they are all important and well justified based on our research.

## METHOD AND APPROACH TO THIS WORK

<b>RECOMMENDATION #1</b>
Decolonize KPE spaces and programs
<b>What is your justification for this recommendation and what resources did you use to structure this recommendation?</b>
interviewee 006: <ul style="list-style-type: none"><li>• “decolonizing a space/program for me would mean barrier free accessibility for all Indigenous students/family members (community is incredibly important and we benefit from our loved one’s health).</li><li>• “programs that respectfully incorporate our culture and encourage us to be welcome in these spaces is one place to start”</li></ul>
<b>How do you propose to integrate this recommendation into the KPE community?</b>

- a. Create barrier free accessibility for all Indigenous folks and their family members
- b. Include this overarching goal in the faculty’s strategic plan and budget to ensure it is a priority

**RECOMMENDATION #2**

Ensure this work is done accountably, by having it be Indigenous-led, long term goals, and thorough/wide consultation with Indigenous folks/organizations

**What is your justification for this recommendation and what resources did you use to structure this recommendation?**

“Refer to Indigenous folks who specialize in this area.” – survey respondent

**How do you propose to integrate this recommendation into the KPE community?**

- a. Have an annual taskforce on Race and Indigeneity review progress and continue to make recommendations
- b. Consult with the Indigenous games on Indigenous sports that can be implemented here
- c. Be sure to widen the scope of which Indigenous folks are consulted with to avoid overtasking a few Indigenous folks with all the work

**RECOMMENDATION #3**

Ensure work is done with an intersectional lens

**What is your justification for this recommendation and what resources did you use to structure this recommendation?**

“Our identities are very complex. It would be great if there were gender neutral spaces for gender queer/2spirit folks as an option.”- survey respondent

**How do you propose to integrate this recommendation into the KPE community?**

**RECOMMENDATION #4**

Ensure accountability processes are in place for implementation of recommendations

**What is your justification for this recommendation and what resources did you use to structure this recommendation?**

**How do you propose to integrate this recommendation into the KPE community?**

**RECOMMENDATION #5**

Continue to do research on past task forces, literature and consultation with Indigenous folks to ensure this process is informed and accountable

**What is your justification for this recommendation and what resources did you use to structure this recommendation?**

interviewee 001:
<ul style="list-style-type: none"> <li>• “looking at all of the recommendations like in Canada from task forces like that in Canada and worldwide for higher education students”</li> <li>• “not starting from scratch. You don't [have] to start from zero.”</li> <li>• mention that other faculties at UofT also have Taskforces on Indigeneity, and suggestion to review their findings</li> </ul>
<b>How do you propose to integrate this recommendation into the KPE community?</b>

ACCESSIBILITY

<b>RECOMMENDATION #6</b>
Provide subsidized facility memberships and day passes
<b>What is your justification for this recommendation and what resources did you use to structure this recommendation?</b>
<p>“Allow Indigenous folks to apply for bursaries that would allow a cut in the cost.” – survey respondent</p> <p>“If there was a reduced rate for Indigenous students; p/t f/t single parents..etc..” – survey respondent</p> <p>“I am a part time staff and I do not earn enough to pay for gym fees.” – survey respondent</p>
<b>How do you propose to integrate this recommendation into the KPE community?</b>

<b>RECOMMENDATION #7</b>
Extend facility hours (open earlier and stay open later)
<b>What is your justification for this recommendation and what resources did you use to structure this recommendation?</b>
<p>“Make programs available on weekends for students/folks who work during the week” – survey respondent</p> <p>interviewee 006:</p> <ul style="list-style-type: none"> <li>• “the times were inconvenient”</li> <li>• “I know that times of program offerings were not convenient for me at all”</li> </ul>
<b>How do you propose to integrate this recommendation into the KPE community?</b>
<p>a. Make programs available on weekends for students/folks who work during the week</p> <p>b. Consult with Indigenous folks about what timing of programs works for them.</p>

**RECOMMENDATION #8**

Include Indigenous art and representation around KPE.

**What is your justification for this recommendation and what resources did you use to structure this recommendation?**

“Indigenize the spaces with signage.” – survey respondent

Interviewee #005:

- Display Indigenous artwork in facilities including murals of Indigenous specific people, activities, spirit animals, ceremonial artifacts (sacred pipe, drum)...
- Paint walls with 4 directions (north, east, south, west) using appropriate colours to honour traditional lands that facilities occupy.

Interviewee #001:

- “I think one easy [way to Indigenize the space] is putting some Indigenous art”
- “make sure that any Indigenous art you have is signed by that the artist.
- “put a plaque underneath highlighting that artist.”
- “have it [be] meaningful.”
- “commission an Indigenous artist to create a piece of artwork specifically about the connection between Indigenous people and your faculty. In a prominent place.”
- consider “a physical representation of the traditional land acknowledgement. So you know whether that's a plaque whether that's a painting or it's something that acknowledges the land that you know your buildings are on....consider “having it painted over one of the doorways - particularly an East facing door because that's important”

“We can learn from [the University of Michigan ’s] concentrated effort in editing and adding visual images of underrepresented minority groups, in particular Indigenous students, onto Kinesiology materials (i.e. print and electronic materials, website, and premiums).” – From Julia Silano’s Review of Other Taskforce Initiatives

*The Indigenous Initiatives Portfolio* at the University of Alberta (U of A), which seeks to establish and support Indigenous initiatives within the academic community, has taken action to objectively acknowledge Indigenous space. In 2016, the university installed an Indigenous sculpture, *The Sweet Grass Bear*, to acknowledge the treaty-territory on which the school was built. The sculpture symbolizes that Indigenous and non-Indigenous are all treaty people (New Trail, 2016). – From Julia Silano’s Review of Other Taskforce Initiatives

**How do you propose to integrate this recommendation into the KPE community?**

- a. Commission a local Indigenous artist to create a piece that represents the link between Indigenous folks and our Faculty
- b. Include a plaque which identifies the artist
- c. Reach out to First Nations House and Elders consult with them on what art to create
- d. Include Indigenous folks in KPE promotional materials [ensure this is not done in a tokenistic way, but rather as a holistic plan to Indigenize KPE spaces and programs]

<b>RECOMMENDATION #9</b>
Implement installations around KPE that work to decolonize understandings of sport and recreation
<b>What is your justification for this recommendation and what resources did you use to structure this recommendation?</b>
<p>“Let’s look at the games and recreations of people of color. There is a vast richness there that is untapped. Can we do more than offer things rich white people do?” – survey respondent</p> <p>interviewee 001:</p> <ul style="list-style-type: none"> <li>• [consider] “educational installations”</li> <li>• “Maybe that's some kind of display of original handcrafted lacrosse sticks and description of the original game or something like that. (interviewer: To kind of decolonize?) interviewee 001: Yeah exactly. That show origins and to show this, you know... that words... it's not just art it's also an education aspect.”</li> </ul> <p>Suggestion from PAR co-researcher: “Have a prominently positioned plaque in the facility acknowledging the campus was built on Indigenous land”</p> <p><i>The Indigenous Initiatives Portfolio</i> at the University of Alberta (U of A), which seeks to establish and support Indigenous initiatives within the academic community, has taken action to objectively acknowledge Indigenous space. In 2016, the university installed an Indigenous sculpture, <i>The Sweet Grass Bear</i>, to acknowledge the treaty-territory on which the school was built. The sculpture symbolizes that Indigenous and non-Indigenous are all treaty people (New Trail, 2016). – From Julia Silano’s Review of Other Taskforce Initiatives</p>
<b>How do you propose to integrate this recommendation into the KPE community?</b>
<p>a. For example, have Indigenous lacrosse equipment, along with a board of information of its Indigenous origins</p> <p>b. Have a prominently positioned plaque in the facility acknowledging the campus was built on Indigenous land</p>

<b>RECOMMENDATION #10</b>
Implement large paintings/photos of Indigenous athletes with information plaques in KPE spaces
<b>What is your justification for this recommendation and what resources did you use to structure this recommendation?</b>
<p>interviewee 003:</p> <ul style="list-style-type: none"> <li>• suggestion to create a ‘Wall of Fame’ for successful Indigenous athletes and UofT Indigenous athletes</li> </ul>
<b>How do you propose to integrate this recommendation into the KPE community?</b>
Create a ‘Wall of Fame’ for successful Indigenous athletes and UofT Indigenous athletes

**RECOMMENDATION #11**

Have drop-in or sign up hours available with a resident Indigenous elder at UofT

**What is your justification for this recommendation and what resources did you use to structure this recommendation?**

““There’s a huge danger of knowledge being lost if it’s not being shared” stated Shirley Adamson, a Member of the *Elders on Campus* program at Yukon College (CBC News, 2018). This program regularly invites students to join an Elder for tea and bannock, storytelling, campfires, music, activities and other culturally driven events. At the Northern Ontario School of Medicine (NOSM), Elders are respected as the essential link to the past and to the future. For Indigenous students, the presence of Elders can be a deciding factor, helping to balance the two worlds in which they may see themselves living within home-life and academia. Having time allotted by the Elder in residence at U of T to work within the KPE Faculty buildings can provide a safe and willing sounding board, as well as a caring and non-judgmental confidante during difficult social, academic or personal hardships for all students.” -From Julia Silano’s Review of Other Taskforce Initiatives.

**How do you propose to integrate this recommendation into the KPE community?**

**RECOMMENDATION #12**

Have signage in Indigenous languages

**What is your justification for this recommendation and what resources did you use to structure this recommendation?**

“Indigenize the spaces with signage.” – survey respondent

Interviewee 001:

- “[explore] the idea of posting the names of things in multiple [Indigenous] languages.”
- “have different things [signs in Indigenous languages for certain spaces] like maybe gymnasium or pool or... I’m sure maybe that would be one way just so people can see the characters”

This recommendation was also suggested by Interviewee 004.

**How do you propose to integrate this recommendation into the KPE community?**

**RECOMMENDATION #13**

Make clearly designated spaces and policies on smudging at KPE

**What is your justification for this recommendation and what resources did you use to structure this recommendation?**

Interviewee 001:

- “That's actually that's another good point that is part of our community too about the spaces again is room for...space for smudging. And I mean not just an unallowable room ideally it would be. You... don't want to be like there's a closet over there you can use right.”
- “right now, my feeling on that is that there's a lot of resistance to smudging. Because of ignorance. And I don't mean that in the you know. Aggressive negative way I just mean people literally don't know what it means. They think there's a bigger flame or whatever it is.”
- “raising that awareness [of the cultural significance of smudging, of the logistics i.e. it won't burn down the building]

“It has been noted that there is currently no space specifically designated for indoor and outdoor Indigenous spiritual practices in any of the KPE buildings nor anywhere on the university campus. *“A truly Indigenous space would provide a retreat, a place of respite and of spiritual nurturing where Indigenous [people] can be acknowledged and celebrated at the University”* (Indigenous Faculty and Staff Working Group Report, 2017). In my opinion as a current KPE student, because Kinesiology includes physical cultural studies, there is a propitious opportunity for the Faculty to provide a sacred space for spiritual life practices attractive to Indigenous students. This endeavor will enhance Indigenous students' sense of connection and community within KPE spaces.” - From Julia Silano's Review of Other Taskforce Initiatives

**How do you propose to integrate this recommendation into the KPE community?**

- a. Have smudging be allowed in several large, accessible spaces
- b. Ensure everyone is clear on the smudging policy
- c. Ensure people are educated on the cultural significance of smudging and how it works logistically (i.e. it is a very small flame)

## EDUCATION AND TRAINING

### **RECOMMENDATION #14**

Give staff cultural competency training on working with Indigenous folks, that includes anti-oppression, anti-racism lens

### **What is your justification for this recommendation and what resources did you use to structure this recommendation?**

“It starts with facilities, staff and the participants. People have to get over any stigmas or stereotypes that they may have towards or about Indigenous people. Racism and stereotypes may be a barrier for Indigenous people to join in activities” – survey respondent

“Meet with KPE sport and rec staff in order to determine how this can be done.” – survey respondent

Interviewee 001:

- “So, Indigenous content can mean helping you know during blanket exercises and educating the faculty and staff and the non-Indigenous faculty and staff on the history of Indigenous people. So, kind of cultural awareness.”
- “if it's just about helping create more of a safe space maybe you're just going to maybe start with you know the cultural awareness you know... Law is doing some amazing work through Amanda Carling. She's been running blanket exercises. I think she said she's run 300 faculty staff and students [through the training and] that's great. ”

### **How do you propose to integrate this recommendation into the KPE community?**

- a. Commission an Indigenous educator to run blanket exercises with KPE staff, faculty and students

<b>RECOMMENDATION #15</b>
Have Indigenous sports programs, which are led by Indigenous folks
<b>What is your justification for this recommendation and what resources did you use to structure this recommendation?</b>
<p>“Playing Indigenous games. For example, beginner’s lacrosse.” – survey respondent</p> <p>“Could incorporate Indigenous fitness classes like, pow wow dance programming.” – survey respondent</p> <p>“Let’s look at the games and recreations of people of color. There is a vast richness there that is untapped. Can we do more than offer things rich white people do?” – survey respondent</p> <p>interviewee 001:</p> <ul style="list-style-type: none"> <li>• “I think would be interesting to see. some Indigenous sports and, I mean the Indigenous Games is a big deal, right? I mean some of that... I think some of that would be interesting to offer programs that are...But you have to have the right trained people doing it right? You don't want to run a program on Indigenous sport and then have someone you know not connected with the community running it. Right. So, if you could find that I think that might be an interesting way. And it would be a way to highlight...To bring in that Indigenous culture”</li> <li>• “I would just go to the Indigenous games and see some of the stuff” [to determine which Indigenous sports KPE can offer]</li> </ul> <p>interviewee 005:</p> <ul style="list-style-type: none"> <li>• “Recognize and honour traditional Indigenous sports (archery, lacrosse, standing kick, tug of war) by hosting and/or offering programming of such sports”</li> <li>• “Have them organized/taught/presented by Indigenous instructors”</li> </ul> <p>interviewee 006:</p> <ul style="list-style-type: none"> <li>• “I would have strongly responded to traditional Indigenous dance or martial arts training”</li> </ul> <p>PAR researcher:</p> <ul style="list-style-type: none"> <li>• Suggests hosting youth cultural camps and children’s camps either for Indigenous people, or open to all with Indigenous instructors and activities.</li> </ul> <p>“Colgate University’s <i>Diversity and Inclusion Action Plan</i> has successfully ensured that the institution’s admission staff, ambassadors, and tour guides partake in diversity training including issues of race, class, ability, sex, sexual orientation and gender identity.” – From Julia Silano’s <i>Review of Other Taskforce Initiatives</i></p>
<b>How do you propose to integrate this recommendation into the KPE community?</b>
<p>a. Recognize and honour traditional Indigenous sports (archery, lacrosse, standing kick, tug of war) by hosting and/or offering programming of such sports</p> <p>b. Have them organized/taught/presented by Indigenous instructors.</p> <p>c. consult with Indigenous Games to determine which Indigenous sports we can offer</p> <p>d. Host youth cultural camps and children’s camps either for Indigenous people, or open to all with Indigenous instructors and activities.</p> <p>e. incorporate Indigenous ways of learning in sport programs by offering programs outside, dancing, martial arts, building traditional structures - contact Elders for help with this.</p>

**RECOMMENDATION #16**

Create programming that encompasses a holistic focus including physical, emotional, nutritional, mental and spiritual well-being.

**What is your justification for this recommendation and what resources did you use to structure this recommendation?**

“Wholistic worldview, looking at mind, body and spirit and promoting healthy and fun activities for Indigenous students. Look to teachings on sacred medicines, such as sweetgrass to show how mind, body and spirit are intertwined and are integral to good health.”

“Could incorporate Indigenous fitness classes like, pow wow dance programming.”

**How do you propose to integrate this recommendation into the KPE community?**

**RECOMMENDATION #17**

Implement more sport and recreation family programming, including

- a. children’s programs
- b. youth programs
- c. intergenerational programs

**What is your justification for this recommendation and what resources did you use to structure this recommendation?**

“Outreach to Indigenous U of T students would be good.” – survey respondent

interviewee 006:

- “child minding for students with children/in need of childcare”
- “community is incredibly important and we benefit from our loved one’s health”

**How do you propose to integrate this recommendation into the KPE community?**

**RECOMMENDATION #18**

Employ more Indigenous staff running sports and rec programs.

**What is your justification for this recommendation and what resources did you use to structure this recommendation?**

Interviewee 005: It was mentioned that seeing an Indigenous face in a facility (employee at a desk, an instructor, a cleaner, a manager) would create a welcoming feeling

**How do you propose to integrate this recommendation into the KPE community?**

<b>RECOMMENDATION #19</b>
Incorporate Indigenous ways of knowing into sport and recreation pedagogy
<b>What is your justification for this recommendation and what resources did you use to structure this recommendation?</b>
Incorporate a “Wholistic worldview, looking at mind, body and spirit and promoting healthy and fun activities for Indigenous students. Look to teachings on sacred medicines, such as sweetgrass to show how mind, body and spirit are intertwined and are integral to good health.” – survey respondent
<b>How do you propose to integrate this recommendation into the KPE community?</b>

<b>RECOMMENDATION #20</b>
Create programming, safe spaces, and inclusion at KPE for gender queer/2spirit folks
<b>What is your justification for this recommendation and what resources did you use to structure this recommendation?</b>
<p>“Our identities are very complex. It would be great if there was gender neutral spaces for gender queer/2spirit folks as an option.”- survey respondent</p> <p>interviewee 006:</p> <ul style="list-style-type: none"> <li>• “LGBTQI2SA safe programming could be augmented”</li> </ul>
<b>How do you propose to integrate this recommendation into the KPE community?</b>

## COMMUNITY AND RELATIONSHIP BUILDING

<b>RECOMMENDATION #21</b>
Form better relationship with Indigenous folks, students, organizations and raise awareness of our offerings to Indigenous folks. Do relationship building with Indigenous folks, communities, centres and organizations at and around UofT.
<b>What is your justification for this recommendation and what resources did you use to structure this recommendation?</b>
<p>“Email information to indigenous groups/people on a regular basis.” – survey respondent</p> <p>“It starts with facilities, staff and the participants. People have to get over any stigmas or stereotypes that they may have towards or about Indigenous people. Racism and stereotypes may be a barrier for Indigenous people to join in activities. I am a part time staff and I do not earn enough to pay for gym fees.” – survey respondent</p> <p>interviewee 004:</p> <ul style="list-style-type: none"> <li>• suggested a bulletin board with Indigenous-related content</li> <li>• suggested Indigenous representation in promotional materials</li> </ul>
<b>How do you propose to integrate this recommendation into the KPE community?</b>

- a. For example, Ask FNH, ISSU, etc to share KPE info
- b. Email information to Indigenous groups/people on a regular basis

DISCOURSE

**RECOMMENDATION #22**

Encourage discourse on decolonization and Indigeneity by encouraging dialogue and hosting events

**What is your justification for this recommendation and what resources did you use to structure this recommendation?**

“Hold indigenize centered events in the spaces.” – survey respondent

Insight from coding one-on-one interviews:

- A theme emerged that when first asked about whether KPE spaces and program offerings were accessible and welcoming to Indigenous folks, interviewees responded with unsureness or depoliticized answers. However, when directly asked about Indigenizing and decolonizing KPE spaces, interviewee responses were lengthy, politicized, and made it clear that there is much work to be done. This disparity suggests that there has not been much time or space allotted to encouraging Indigenous folks (or the broader UofT community) to reflect on what barriers might exist at KPE for Indigenous folks, what possibilities there are for Indigenizing KPE and reparations by KPE. Thus, this issue requires further discourse to be fostered.

“In order to identify the needs of racialized and Indigenous students and the ways they could be more effectively met by the Faculty, the KPE Task Force may adopt a *Dialogue on Diversity* initiative (Armstrong, 2017). For example, at UM, the *Kinesiology Kickback* event provides undergraduate and graduate students with a space and opportunity to decompress at the end of the semester. A social calendar can provide opportunities for non-Indigenous and Indigenous students to engage in conversation, food, games and crafts reflecting Native culture in order to deconstruct social barriers revealed through dialogue. A series of movie nights showcasing films with a cultural focus will expose Kinesiology students to the realities of equity for Indigenous peoples (Armstrong, 2017). For example, *Keepers of the Game* is an excellent story based on Native American women and the sport of lacrosse illustrating the intersections of race/ethnicity, culture, religion, and gender in sport. “– From Julia Silano’s Review of Other Taskforce Initiatives

“Talking Circles are widely used among the First Nations people of Canada and among the many tribes of Native Americans in the US. Healing circles consist of members sitting in a circle to consider a problem or a question (Mehl-Madrona, 2007). The Talking Circle process is a unique instructional approach that can be used to stimulate multicultural awareness while fostering respect for individual differences and facilitating group cohesion (Wolf & Rickard, 2003). Although not primarily aimed at integrating Native social practices, the University-wide *Presidential Task Force on Inclusion and Belonging* at Harvard coordinated an innovative outreach session of storytelling and small group participatory discussion called the *Afternoon of Engagement* in April 2017. The outcome resulted in over 1500 comments about experiences of inclusion and belonging (or non-belonging) on the Harvard campus and about potential solutions for problems were brought forth for future consideration by over 600 student and staff attendees.

Through discourse from these types of socially engaging events described above, the KPE TFRI will be able to identify ways that race and indigeneity are or could be embedded into academic curricula and student outreach programs (TFRI Terms of Reference, p.3). Moreover, at Colgate University, curriculum was revised at the *Core Curriculum Retreat* held annually, which focused on ways to incorporate three desired themes incorporating not solely Western traditions and perceptions into curricula; Power, Privilege

and Pedagogy. An annual *Indigenous Networking Event* at the U of A is underway. This event will not only serve as an opportunity to increase awareness of Indigenous initiatives throughout the university, but also assist in forming connections between concurrent projects.” – From Julia Silano’s Review of Other Taskforce Initiatives

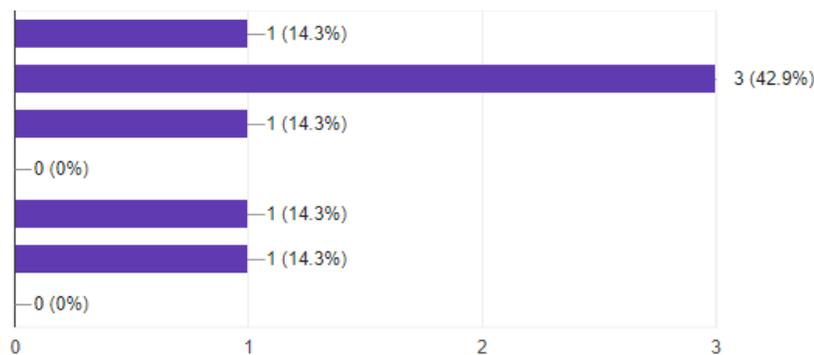
**How do you propose to integrate this recommendation into the KPE community?**

1. Organize conferences on Decolonizing/Indigenizing sport and recreation
2. Partner with First Nations House, Sage, and other Indigenous organizations to collaborate on the creation of culturally specific events at the U of T athletic facilities. Many Indigenous folks in Toronto have attended Pow Wows held at the AC and Goldring Centre. Sponsor and host more of these types of events that welcome Indigenous students, staff, faculty and community members to the facilities

APPENDIX A: Survey Questions and Results

Are you a UofT St. George student, faculty, alumni staff or community member? (Check all that apply):

7 responses



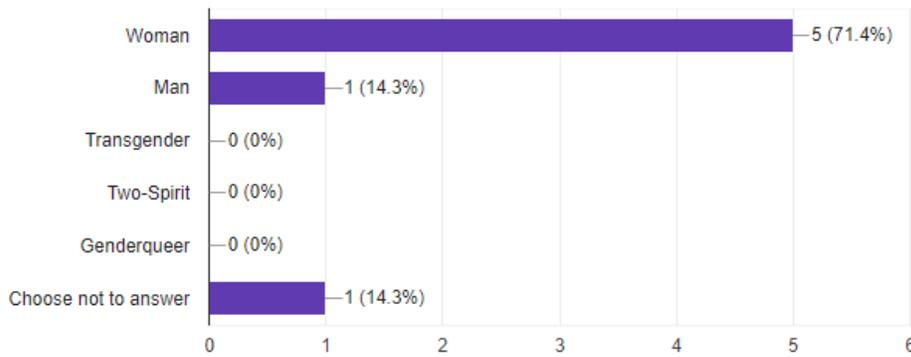
Responses:

- I am an alumni of UofT St. George campus
- I am a current graduate student at UofT St. George campus (X3)
- I am a community member
- I am a staff member on UofT St. George campus
- I am a current undergrad student at UofT St. George campus

(Zero responded that they are a faculty member and zero chose not to respond)

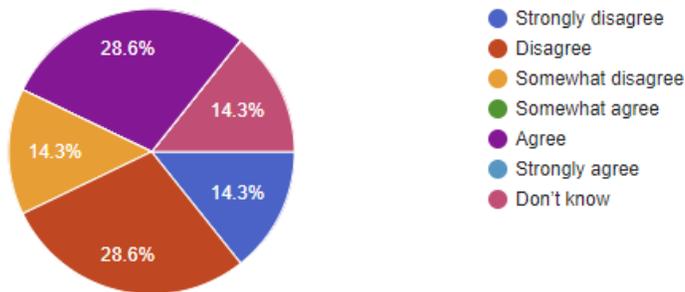
Do you self-identify as (Check all that apply):

7 responses



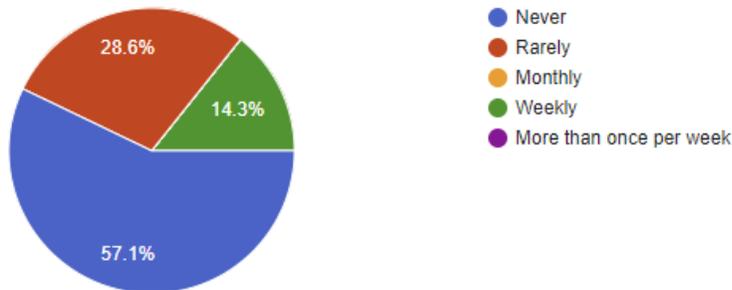
I am aware of sport and recreation program offerings provided by the Faculty of Kinesiology and Physical education (KPE) at UofT St. George campus. (Check one)

7 responses



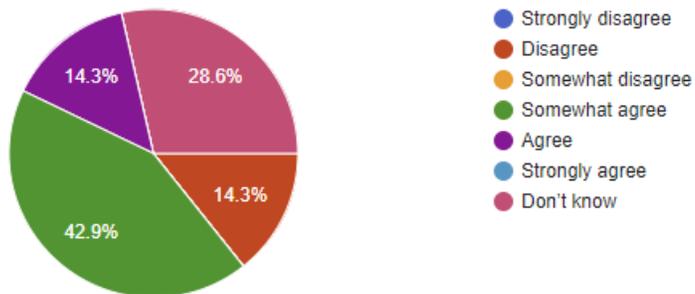
I participate in KPE sport and recreation programs (check one)

7 responses



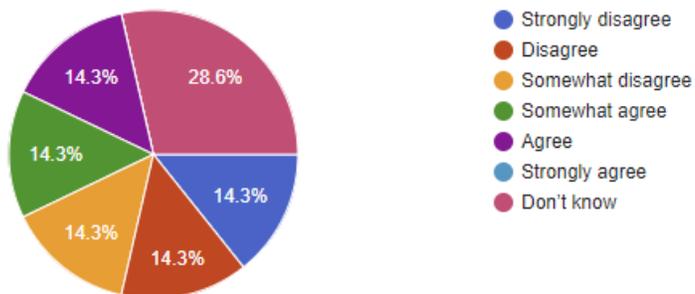
I feel that KPE sport and rec programs meet my needs and interests.  
(KPE sport and rec program offerings can be found at [https://kpe.utoronto.ca/.](https://kpe.utoronto.ca/)) (Check one)

7 responses



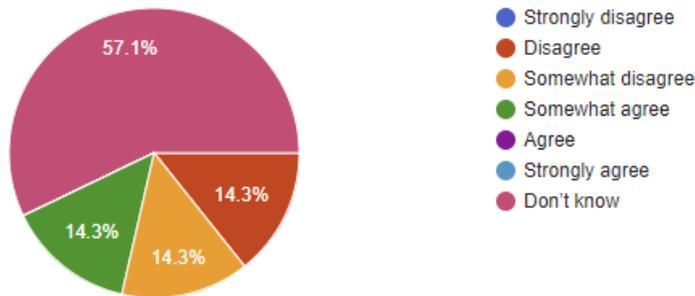
The cost of KPE's sport and recreation programs/facility memberships are accessible to me. (Check one)

7 responses



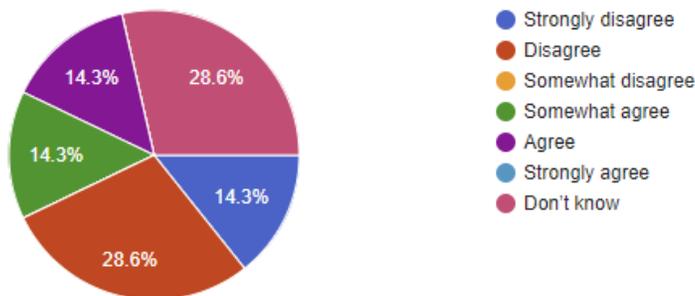
I find KPE sport and recreation programs and spaces are welcoming and inclusive. (Check one)

7 responses



I see Indigenous ways of learning and knowing incorporated into KPE sport and recreation programs. (Check one)

7 responses



**How can KPE create a welcoming and inclusive environment for Indigenous folks (students, alumni, staff, faculty and community members)?**

4 responses

- Hold indigenize centred events in the spaces.
- Playing Indigenous games. For example, beginners lacrosse.
- Outreach to Indigenous U of T students would be good.
- Our identities are very complex. It would be great if there were gender neutral spaces for gender queer/2spirit folks as an option.

**How can KPE increase the accessibility (e.g. cost, times of program offerings, etc.) of its sport and recreation programs for Indigenous folks?**

4 responses

- Email information to indigenous groups/people on a regular basis.
- Allow Indigenous folks to apply for bursaries that would allow a cut in the cost.
- If there was a reduced rate for Indigenous students; p/t f/t single parents..etc..

- Make programs available on weekends for students/folks who work during the week

### **How can KPE incorporate Indigenous ways of learning and knowing in its sport and rec programs?**

*4 responses*

- Meet with KPE sport and rec staff in order to determine how this can be done.
- Refer to Indigenous folks who specialize in this area.
- Wholistic worldview, looking at mind, body and spirit and promoting healthy and fun activities for Indigenous students. Look to teachings on sacred medicines, such as sweetgrass to show how mind, body and spirit are intertwined and are integral to good health.
- Could incorporate Indigenous fitness classes like, pow wow dance programming.

### **How can KPE decolonize and/or Indigenize its spaces and sport and rec programs?**

*3 responses*

- Indigenize the spaces with signage.
- Let's look at the games and recreations of people of color. There is a vast richness there that is untapped. Can we do more than offer things rich white people do?
- It starts with facilities, staff and the participants. People have to get over any stigmas or stereotypes that they may have towards or about Indigenous people. Racism and stereotypes may be a barrier for Indigenous people to join in activities. I am a part time staff and I do not earn enough to pay for gym fees.

## **APPENDIX B: One-on-one Interview Questions**

1. Are you aware of sport and recreation program offerings provided by the Faculty of Kinesiology and Physical education (KPE) at UofT St. George campus?
2. In what ways do you engage with the Faculty of Kinesiology and Physical education (KPE)'s sport and recreation programs and spaces (at the Athletic Centre, Goldring Centre, Varsity Centre, or other locations?) What do you like/not like?
3. Do you feel that KPE sport and rec programs meet your needs and interests?
4. Do you find KPE sport and recreation programs and spaces are welcoming and inclusive? Why or why not?
5. Do you feel that the cost of KPE's sport and recreation programs/facility memberships are accessible? If not, how can KPE increase the accessibility (e.g. cost, times of program offerings, etc.) of its sport and recreation programs for Indigenous folks?
6. Do you see Indigenous ways of learning and knowing incorporated into KPE sport and recreation programs? If not, how can KPE incorporate Indigenous ways of learning and knowing in its sport and rec programs?
7. How can KPE decolonize and/or Indigenize its spaces and sport and rec programs?
8. Do you have any other recommendations?

## APPENDIX C: One-on-one Interviewee Demographic Information

### 1. Interviewee identifies as:

Current undergrad student at UofT St. George campus	0
Current graduate student at UofT St. George campus	1
Alumni of UofT St. George campus	2
Faculty member at UofT St. George campus	2
Staff member at UofT St. George campus	0
Community member	1
Choose not to answer	0

### 2. Interviewee self-identifies as:

Woman	2
Man	1
Two-Spirit	1
Transgender	0
Genderqueer	0
other	0
Choose not to answer	1

### 3. Interviewee is aware of sport and recreation program offerings provided by KPE at UofT St. George campus

Strongly disagree	1
Disagree	1
Somewhat disagree	0
Somewhat agree	4
Agree	0
Strongly agree	0
Don't know	0
Choose not to answer	0

### 4. Interviewee or interviewee's children participate in KPE sport and recreation programs

Never	4
Rarely	0
Monthly	1
Weekly	0
More than once per week	1
Choose not to answer	0

## Shannon Giannitsopoulou – research notes

- Recognizing that there were no Indigenous folks on our working group, and that it is vital to centre marginalized communities' voices in projects that affect them, I structured this study as Participatory Action Research. It is vital that a focus on Indigenizing and Decolonizing KPE is given focus in the implementation of recommendations, and not subsumed under the general category of race. Please do read our research paper, "Participatory Action Research (PAR) - Decolonizing and Indigenizing KPE" in addition to our groups' summary to best understand our recommendations and justifications.
- Participatory action research (PAR) is an approach to research that prioritizes active participation of a marginalized group that a study seeks to engage. Beyond looking to the marginalized group for data, it includes them as active agents in a collaborative research and analysis process. I recruited a Métis woman named Michele Riel, who is a previous UofT MPK student to be both a participant and co-researcher; she and I formulated all these recommendations together, based on one-on-one interviews and an online survey we conducted, please referencing research on other taskforce initiatives in North America.
- The central taskforce asked that we prioritize recommendations – we find this to be difficult because this work must be done holistically. For example – including Indigenous imagery and art around KPE without doing the 'tougher' work of education on colonialism and reconciliation can be empty tokenizing. Also, implementing more Indigenous sport in KPE offerings without Indigenizing the space may be ineffective because Indigenous folks may not feel welcome/represented at KPE in the first place. We ask that a holistic approach be used in this work.
- It is vital that in the implementation of these recommendations, Indigenous folks be invited to take the lead, with compensation.
- I also did a survey on needs for an equity training, that was sent out by the central taskforce. Findings suggested that some coaches and athletes feel a strong aversion to talking about issues of race/equity/anti-oppression, with a sense that there are no barriers at KPE and because we are at a higher education institution, we all somehow already 'know better'. This resistant attitude suggests that much work is to be done in educating coaches and athletes on barriers that do exist, the need for anti-oppression work in sport and rec, and providing mandatory anti-oppression/anti-racism training to both athletes and coaches.

