**Book Club and Mini-Conference on Equity, Diversity, and Inclusion**
*Si Tran, Phani Radhakrishnan, Paco (Francisco) Estrada, Connie Guberman*

**Project summary:** The focus of this proposal is to advance discourse on subtle forms of racism by establishing an affinity group for racialized faculty and EDI allies at UTSC. The logic of this group borrows from research on undergraduate learning communities, which typically unite students who have a common interest and/or identity status in classes, extracurricular activities, and, in some cases, residence. The support that is provided among these learning communities generally offsets some of the isolation that is experienced among students of color, showing gains in engagement, personal and social development, and overall learning. The proposed affinity group seeks to fulfill a similar role for faculty of color and EDI allies. With a focus on EDI issues, the group will (a) provide a forum for learning and open dialogue, (b) create faculty engagement and collaboration, and (c) cultivate resilience among under-represented communities. The proposed book club or reading group would provide an opportunity and forum for UTSC faculty to consider and actively discuss readings from books, chapters, empirical papers, op-ed pieces and other relevant work in the domain of equity, diversity and inclusion (EDI).

To launch the EDI reading group, the organizers will host an EDI speaker and/or workshop in Spring 2019. The reading group meetings would then meet once a month for the 2019 winter term and the 2019-2020 school year (12 meetings in total). The meetings would culminate in an EDI mini-conference open to all UTSC faculty, staff, and students at the end of the 2019-2020 academic year.

**Department of Psychology (UTSC) Pathways from Associate to Full Professor**
*Vina Goghari, Suzanne Erb*

**Project summary:** Mentorship has many benefits for both mentors and mentees, and hence the broader university. Most mentorship programs focus on assistant professors as they are new to academia and are on the tenure/associate professor promotion timeline. However, it is well accepted that associate professors are also in need of mentorship, though few programs are developed specifically for their needs. Combining the literature on mentorship programs for associate professors with the local context of the Department of Psychology, we propose the following model:

- Combine mentorship opportunities with natural junctures were evaluation and feedback are already occurring (promotion committee’s evaluation of CV and recommendation) or could occur in department (PTR evaluation and determination)
- Host peer information sessions over lunch for associate professors to discuss these potential topics (minimum once a semester);
- Form peer mentorship triads of associate professors. Also assign one full professor to each triad.

The goal of this program is to further cultivate a “culture of promotion” in the Department of Psychology. Not only will this program try to remove some of the barriers to promotion to full professor identified in the literature (e.g., lack of knowledge of promotion criteria, lack of attention to career planning by associates, lack of attention by department to professional development of associates), it will enhance a sense of community through the peer support groups.
Collaborative and Cross-disciplinary Hive for SoTL (CoaCH-SoTL)
Aarthi Ashok, Zohreh Shahbazi

Project summary: Continual appraisal of and reflection on our pedagogical approaches is imperative to ensure that our teaching strategies are successful, and enhance the learning experience of our students. It is often deeply informative when we gauge the success of such strategies through systematic investigation; an approach commonly referred to under the umbrella term of Scholarship of Teaching and Learning (SoTL).

This proposal outlines a plan to address barriers to engaging in SoTL by bringing together instructors across disciplines that are interested in SoTL work as a pilot CoaCH- SoTL cohort. It is our goal to promote collaboration among instructors with SoTL research interests, while providing structured time and space for peer mentoring. In addition, we seek to draw on the expertise of educational research scholars at OISE (or other departments), who are familiar with the published literature and research methods, and who could provide one-on-one guidance or group consultations at regularly scheduled meetings. Importantly, this moves away from the extant models of SoTL that are often discipline-limited, solitary experiences for faculty. We hope to work towards building a large community of collaborative SoTL work on campus.