UTSC Campus Curriculum Review
Terms of Reference
2020-2021

Background
A key priority of UTSC's 2020-25 Strategic Plan, *Inspiring Inclusive Excellence*, is to ensure that the campus's commitment to inclusion, Indigeneity, and anti-racism is reflected across our programs and embedded in our curriculum and in our pedagogical approaches and supports. A campus-wide curriculum review will be initiated in 2020-2021 to assess our current standing against those goals and to inform a plan for action. The importance of this is reflected in the mandate of the newly created Vice-Dean Teaching, Learning, and Undergraduate Programs, a role that holds responsibility for curricular and pedagogical innovation and renewal with specific attention to representation of Indigenous ways of knowing, racialized perspectives, as well as international and intercultural experiences. Over the summer of 2020 these priorities took on new urgency, with our students and community partners increasingly calling on UTSC to engage in a fundamental way with the challenges to equity illuminated during the pandemic, particularly in relation to anti-Black racism.

The focus of this review will be Indigenous ways of knowing, Black knowledges, racialized perspectives, as well as international and intercultural experiences. UTSC is making steady progress in building up its curricular offerings in gender and sexuality studies and disability studies, reflected in the recent establishment of the Centre for Global Disability Studies and new course offerings in queer studies across programs that complement existing offerings in women's and gender studies. Work in these areas is by no means complete, and it is crucial to recognize the importance of intersectional approaches in undertaking EDI-related curricular change. At the same time, racialized perspectives, particularly Indigenous and Black knowledges, remain underrepresented in our curriculum. Recent studies have also highlighted for a broader audience that challenges impacting the success of Black and Indigenous students in Canada and at U of T in particular.[1] These areas must be prioritized in order to ensure that our programming and pedagogical practices more fully reflect the diversity of our campus community and that UTSC is an accessible and inclusive space where students can succeed and thrive.

The first step in the review process will be the establishment of a working circle to assess pathways to ensuring that UTSC's commitment to inclusion, Indigeneity, and anti-racism is fully reflected and embedded in its curriculum.

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[1] For examples, see recent collaborative research initiatives led by Mark Hunter, Department of Human Geography, UTSC ("Why Do Students Drop Out of UTSC?") and Carl James, Faculty of Education, York University ("Towards Race Equity in Education: The Schooling of Black Students in the Greater Toronto Area"),as well as INDspire's reports, notably "Truth and Reconciliation in Post-Secondary Settings: Student Experience" (2018).

Working Circle Process and Membership
- Establish a [circle-based process](#) with core representation and co-leadership from Indigenous and Black faculty and staff

Working Circle Members

Students:
Sarah Abdillahi, President, Scarborough Campus Students' Union
Leah Lee, Secretary, Graduate Student Association at Scarborough
Olashile Adeyoyin, Centre for Critical Development Studies and Dept. of Arts, Culture, and Media
Halle Borland, Department of Biological Sciences and Department of English
Emma Chan Matthews, Department of Psychology
Taylor Tabobondung, Department of Physical and Environmental Sciences

Faculty:
Kateri Akiwenzie-Damm, Assistant Professor, Teaching Stream, Department of English
Aarthi Ashok, Professor, Teaching Stream, and Associate Chair, Department of Biological Sciences
Iris Au, Professor, Teaching Stream, Department of Management
Kyle Danielson, Assistant Professor, Teaching Stream, Department of Psychology
Husseina Dinani, Assistant Professor, Department of Historical and Cultural Studies
Mark Hunter, Professor, Department of Human Geography
Danielle Kwan-Lafond, Assistant Professor, Teaching Stream, Department of Sociology
Randy Lundy, Assistant Professor, Teaching Stream, Department of English
Laura Risk, Assistant Professor, Department of Arts, Culture, and Media
Nirusha Thavarajah, Lecturer, Department of Physical and Environmental Sciences
Karina Vernon, Associate Professor and Associate Chair, Department of English

Office of the Vice-Principal and Dean and Office of the Vice-President and Principal:
Katie Larson, Professor and Vice-Dean Teaching, Learning, and Undergraduate Programs (convenor)
Mary Silcox, Professor and Vice-Dean Graduate and Postdoctoral Studies
Natalie Elisha, Equity, Diversity, and Inclusion Coordinator (designate for EDIO)
Kelly Crawford, Assistant Director for Indigenous Initiatives
Karen McCrindle, Associate Professor, Teaching Stream, Associate Dean Teaching & Learning, and Director, Centre for Teaching & Learning
Tina Doyle, Director, Access*Ability* Services
Kimberley Tull, Director, Community and Learning Partnerships and Access Initiatives
Nadia Rosemond, Assistant Dean, Student Affairs and Student Life
Varsha Patel, Assistant Dean, Student Success
Sarah Shujah, University of Toronto Scarborough Library
Zahra Bhanji, Director, Office of the Vice-Principal Academic & Dean (*ex officio*)
Sarah Chaudhry/Farrah Kamani, Programs and Curriculum Coordinator and Project Manager (*ex officio*)

Key Areas of Consideration (Finalized with Working Circle on December 11, 2020)

- Assess the existing curricular context, drawing on the report of a summer co-op student who has been reviewing existing courses and program offerings and expanding to consider pedagogical practices at UTSC as well as potential models at other universities in Ontario and across Turtle Island;
- Assess student experience of the UTSC curriculum, with particular attention to Indigenous ways of knowing, Black knowledges, and racialized perspectives, building on feedback that is already emerging from recent student initiatives and prioritizing a story- and circle-based consultation framework;
- Collectively develop an action plan for a curricular framework and related pedagogical supports that embeds UTSC's commitment to inclusion, Indigeneity, and anti-racism into learning outcomes and degree-level expectations and that accounts for both curricular content and form/structure;
- Work in partnership with the Centre for Teaching and Learning, the Equity and Diversity Office, and AccessAbility Services to enhance pedagogical supports for faculty, instructors, and TAs and to deepen and expand pedagogical development and training opportunities to support inclusive course and assessment design;
- Advocate for and support equity-centred and anti-racist course and program development as well as related initiatives at the department level and consider best practices to guide this work going forward;
- Establish points of intersection with ongoing work related to faculty recruitment and representation as well as access and success for racialized students and align recommendations with those processes.
- Establish a communications and related educational plan for the campus to support awareness and implementation and to help students and faculty understand why these changes are important.
- Develop a concrete framework for follow-up and accountability that can assess the impact of the working circle's action plan.

Consultation and Dialogue
- A priority will be to hear from, and to be in dialogue with, Indigenous and Black faculty, staff, students, and community members including through the Black faculty working group, the UTSC anti-Black racism table, Connections and Conversations, the tri-campus Anti-Black Racism Task Force, UTSC Indigenous Initiatives, the Elders Circle, First Nations House, and potential town halls.
- Consultations will also take place with CAD; with academic departments; co-op and work integrated learning programs, student success and career services; and with community representatives.
- If deemed necessary and appropriate, sub-circles may be established to explore parts of the working circle's areas of consideration. Membership of the sub-circles may include individuals who are not members of the working circle, but have relevant and intersecting expertise.

Shared Learning
The members of the Working Circle will participate in a training session at the outset of the process to ensure a shared understanding of key areas of EDI-related curricular review, with particular attention to Indigenous ways of knowing and Black knowledges. Working Circle members will also be encouraged to participate in related campus and community events throughout the year, including the Equity Matters Seminar, to enhance our shared learning as we undertake this work.

Information and Support
The Working Circle and sub-circles will be provided with data and information as needed to help inform its work and recommendations. Project and administrative support will be available to the Working Circle and sub-circles.

Timelines and Final Report
The Working Circle will meet monthly from October 2020 – June 2021. A report summarizing the learnings and recommendations of the Working Circle will be due in July 2021.