

2020 IDERD CONFERENCE & AWARDS

ANTI-RACISM: FROM CONVERSATION TO ACTION *STRATEGIZE. MOBILIZE. ACTUALIZE.*

Friday, March 20, 2020

8:30 a.m. – 4:30 p.m.

Hart House

The Great Hall

7 Hart House Circle, Toronto, ON

2ND AFTERNOON BREAKOUT SESSIONS 2:20 P.M. - 3:20 P.M.

SESSION 3A

Shannon Giannitsopoulou, Dr. Umberin Najeeb, Chantal Phillips

Location: East Common Room, Hart House

Title: *Creating a Community of Care: Supporting Racialized Students through Equity-Based Mentorship*

Although mentorship is a critical component of medical education, literature identifies a relative lack of informal mentorship opportunities for racialized and other marginalized medical learners. In response, the Faculty of Medicine's Office of Inclusion and Diversity created a formalized equity-based mentorship program called the Diversity Mentorship Program (DMP), which connects medical students from racialized and other marginalized groups with Faculty mentors that have similar backgrounds or identify as practicing allies. The DMP employs anti-oppression principles and a de-colonial lens. Equity-based mentorship supports racialized students in overcoming systemic barriers in education, and provides bidirectional learning for mentees and mentors.

Using the DMP as a case study, workshop participants will gain insights on how to develop, implement, and evaluate an equity-based mentorship program. The workshop will include a didactic presentation interspersed with facilitated interactive small group discussions. A mentee and mentor from the DMP will share their mentorship experiences along with the challenges and opportunities identified in their mentorship relationships. Participants will have the opportunity to brainstorm how they might use the approaches being presented in ways relevant to their own workplace or educational setting.

SESSION 3B

Renee Hall, Fatemah Shamkhi, Valerie Nwaokoro

Location: South Dining Room, Hart House

Title: *Creating safety for marginalized students in social science pedagogy*

This research originated from work previously conducted by United in Colour, a student-led peer support group for BIPOC (black, Indigenous, and people of colour) students in the school of social work at McMaster University. Out of the lived experiences and remarks of students of colour on campus, mainly in the School of Social Work, came the concern of unsafe class spaces. The goal of this project is to create safety for marginalized students in social sciences through the development of a pedagogical presentation/webinar. This presentation, which could be delivered in lecture(s) or tutorial(s) that are discussion-based, would attempt to address how students can engage in class dialogue around a myriad of social justice-related issues (e.g. racism, sexism, transphobia, etc.) in a respectful and reflective manner.

Topics include: the adverse impacts of tokenism and under/misrepresentation of marginalized identities, the difference between intent and impact of language and actions (e.g. how well intentioned statements can still be negatively experienced by marginalized students), and how students can check in with themselves, their instructor(s), and/or each other to foster a safer space where class discussion is possible.

SESSION 3C

Dr. Nouman Ashraf

Location: Music Room, Hart House

Title: *Integrating Student Voice to Enabling Inclusive Pedagogy*

Management education has not historically paid adequate attention to how identity impacts leadership development and organizational behaviour. My teaching focus within the Rotman School of Management's programs is premised upon connecting self-awareness with tools for overcoming barriers to inclusion that are often implicit within the personal, inter-personal and organizational contexts. One of the key outcomes for adoption of an inclusive framework is soliciting feedback actively from learners as they navigate issues of voice, identity, agency and structural impediments to full participation. Taking a design-based approach to pedagogical innovation, I routinely utilize the Student Consultant Model to integrate and amplify student voices for greater impact in successive offerings. This highly interactive session will explore how students can be enabled through a guided mastery approach into being contributors.

SESSION 3D

Michelle Brownrigg, Lena Yusim

Location: Great Hall, Hart House

Title: *All Access! Intersectional Arts, Dialogue and Wellness Programs CO-Designed with Students to Break Down Barriers*

This is an interactive “hands-on” session and open discussion, engaging with initiatives from Hart House as a unique campus and community cultural and wellness centre. Hart House works with many campus and community partners to foster community and educational connections. This session considers the histories and current expressions of privilege and whiteness in academic and community spaces. It will engage participants in discussion on programs that seek to enhance learning and community-building both linked to and beyond the classroom. These programs attempt to address and unpack systemic barriers related to race, identity, space and place. All featured initiatives involve co-design and delivery with youth and students.

Program discussions will include community partnerships focused on enhancing post-secondary access; visual art and podcasting initiatives that explore issues related to race, ability and feeling “othered”; Black Futures programs that highlight Black visionaries and leaders in business, technology, arts and wellness; Hip Hop Education initiatives developed with community and across campuses that involve performative, production, education, and activist themes; and the Good Ideas Fund where students receive funding for initiatives that address campus and community issues.

