

University of Toronto Faculty of Kinesiology & Physical Education

EQUITY REPORT

2019-2020



UNIVERSITY OF
TORONTO

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A MESSAGE FROM THE DEAN

Our Faculty's mission is clear. It is to develop, advance and disseminate knowledge about the interactions between physical activity and health. We accomplish this through education, research, leadership and the provision of opportunity to the University of Toronto community to engage in a broad spectrum of sport and physical activity programs. The University of Toronto's academic programs in kinesiology, exercise science and sport related subjects are ranked among the top five in the world. I am convinced that we have been attracting that kind of global recognition not only because of the metrics of excellence in scholarship, research, teaching and learning, but also because of how we accomplish our mission. We are distinguished as a Faculty and institution by our commitment to the values of integrity and respect, equity and diversity, leadership and excellence, which guide our every decision and action.

This inaugural report serves to highlight our Faculty's continuous and consistent efforts to uphold these values as we progress towards each of our strategic goals – from educating a diverse student body to become productive contributors and leaders in their fields to building new capacity through investments in infrastructure, people and partnerships.

While we have made great strides, we recognize the ongoing need to identify and address systemic barriers that stand in the way of equity and inclusion for all members of our community. That recognition is why our KPE Faculty Council established the Faculty's task force on race and Indigeneity. The report it produced has had a profound effect on raising awareness and sensitivity to the importance of proactively reflecting on the task force's observations and recommendations in all areas of planning and operations of KPE.

I remain personally committed to regularly revisiting the work of the task force to assess the Faculty's progress. That is why I am very excited to share with you this first report of recent creative and inspiring initiatives within our Faculty that exemplify our continuing commitment to excellence through diversity, equity and inclusion. I want to thank the entire KPE community for their collective commitment to the pursuit of equity, diversity and inclusion in all that we do. Special thanks is owed to the members of the KPE task force on race and Indigeneity and to the members of the KPE Faculty council equity committee for their leadership in this regard.

Ira Jacobs, Dean

Faculty of Kinesiology and Physical Education

1 Educating and graduating a diverse student body who become productive contributors and leaders in their fields.

In its continual pursuit of academic excellence, our Faculty is committed to principles of equity, diversity and inclusivity. The diversity of our community serves as an inspiration to continually diversify and enrich our own student body, faculty and teaching, so that it mirrors the rich fabric of our local and global society and its evolving needs.



RECRUITMENT & ADMISSIONS

Recruitment

- Ensuring diversity is reflected in recruitment/marketing materials, both images and content.
- Hosted summer mentorship program for high school students of Indigenous or African ancestry.
- Hosted SOAR Indigenous Youth Gathering over March Break.
- Outreaching to high schools that have a high ratio of racialized students.
- Collaborating with U of T offices such as First Nations House.

Undergraduate Admissions

- Tracking applications from self-identified Indigenous applicants.
- Providing individualized admission consideration to all Indigenous applicants.
- Working with the University's First Nations House to identify/counsel/guide potential applicants interested in the Faculty's kinesiology program on ways to prepare for successful admission to the program.
- Rewording and moving forward the optional question for Indigenous applicants to self-identify on the Program's Statement of Interest to encourage more participation.

Graduate Admissions

- Intentionally recruiting and selecting racialized and international masters and PhD students for September 2020 with projects focused on issues of anti-racism, nationalism(s) and Indigeneity.
- Considering issues in equitable representation across communities in PhD and MSc selection processes of the Graduate Committee.

Faculty Searches and Staff Hiring

- Including an equity and inclusion statement in all job postings.
- Requesting committee members complete unconscious bias training.
- Reporting current demographics of the professoriate to each faculty search committee and collecting and sharing self-reported demographics of the applicant pool with the search committee.
- Considering the potential contribution of the candidate in supporting the Faculty's ongoing work to develop and sustain equity, diversity and inclusion in all faculty appointments and staff hires.

SUPPORTING AN INCLUSIVE LEARNING & WORKING ENVIRONMENT

KPE Undergraduate Association Equity Sub-Committee Facilitated

- Orientation Week equity workshops, which covered topics such as sexuality and gender diversity, race, accessibility and inclusivity, mental health and Indigeneity. The 2019 workshop on Indigeneity was facilitated by First Nations House to great reviews.
- De-stressing events for mental health, including ball making, paint night, de-stress with pocket pets, de-stressing with art therapy and therapy dogs.
- Equity Instagram account (@kpe_equity) was created to make information and resources more accessible to all undergraduate students.
- For Bell Let's Talk focused on promoting campus resources and encouraged a daily conversation about mental health on campus.
- KPE Community Nights ran every other Wednesday night until the end of March. Provided space for guest speakers and students to discuss barriers students of colour face in the Faculty.
- Love yourself campaign focused on mental health and taking care of yourself.

KPE Graduate Society

- The Mental Health Forum featured an open discussion on graduate student mental health.
- Grads on the Go provided a lunchtime drop in for grads to grab a coffee & treat and chat or work in a social setting.
- Run Club offered weekly walks/runs for all students to interact outside of the office setting and to get some fresh air.
- Intramurals teams were offered for the first time, leading to increased involvement of all students from graduate programs across the university.
- PEKinPAC offered weekly lunchtime sport drop-ins for all students and faculty.

Undergraduate Connect Peer-Mentor Program

- Creating Inclusive Environments workshop from the Office of Student Life added to peer mentor training.
- Diversity awareness activity offered in online training.
- Addition of "finding community on campus" newsletter.

Graduate Student Support

- Continued to support and promote initiatives of our campus partners such as:
 - Promoting SGS Awards for Black and Indigenous graduate students.
 - Extensively promoting Grad Life events, including co-curricular programs, events, resources and engagement related to equity and diversity.
 - Having a First Nations representative give a presentation to the students during MPK orientation week to highlight the needs of/opportunities for First Nations Peoples.

Professional Development for Staff

- ODLC – Indigenous Cultural Competency Training.
- Aboriginal Worldviews and Education – OISE MOOC.
- KAIROS Blanket Exercise.
- Ontario Academic Advising Professionals Conference, specifically the following sessions: Do We See Students for Who They Are? Advising the Whole Student and Advising Grounded in an Anticolonial Discursive Framework.

Professional Development for Faculty Members

- Workshop and consultation with Suzanne Stewart about Indigenous research methodologies and ethical concerns.
- How do we talk about race? Diversity dialogue event.
- Race Equity Action Speaker Series.
- Tri-Agency/University of Toronto unconscious bias training.

Placements

- Onboarded Indigenous Sport and Wellness Ontario as a placement site this past year.

CURRICULAR ADVANCES

Bachelor of Kinesiology

- KPE 100 (Physical Cultural Studies) includes lectures, content and assessments related to race, ethnicity, Indigeneity, as well as broader equity issues related to gender, class, sexuality, ability, etc.
- KPE 200 (Sport, Physical Culture and the Human Condition) questions what it means to live in a society structured by power relations that privilege some and form the bases of injustice for others. A range of sociological, philosophical, humanities, and cultural theories are used to illustrate how people's participation in physical culture is affected by historical and contemporary relations of power, such as; structures and processes of normalization, colonialism, racism, patriarchy, neoliberalism, speciesism, environmental injustice and scientization.
- KPE 302 (Media Health and Exercise Sciences) includes a cultural literacy comparative case study of Canada's food guide and Indigenous food guides.
- KPE 307 (Olympic and Paralympic Studies) case studies of Indigenous athletes included in lecture modules (e.g. Tom Longboat, Waneek Horn Miller). Critical race and decolonizing methodologies discussed as lens to critique research in course topics and to apply in student projects.
- KPE 371 (Lifestyle and Metabolic Disease) includes class discussion on how ethnicity influences disease risk; e.g. the heightened prevalence of Type 2 diabetes. Sex-based differences in exercise metabolism and disease risk are also discussed.
- KPE 400 (Ethics and Power in Kinesiology and Health Settings) focuses on understanding ourselves as Treaty People, creating ethical spaces, decolonizing health care, and acknowledging practitioner vulnerability and privilege. Anti-racism and Indigenous knowledge and experiences are embedded in the course, with specific case studies of (un)ethical practice in research and health care. Alternative ways of knowing and teaching are incorporated, including starting each lecture with antiphonic physicality to build community and introduce African epistemologies. Racialized (non-academic) community members and scholars were invited into the class to share valuable knowledges.
- KPE 401 (International Development through Sport) is currently under development to include an international experiential learning component in the form of travel to Kingston, Jamaica. The course will also include historical and cultural content related to Jamaica and the Caribbean diaspora as well as the history and politics of international development.
- KPE 403 (Sport, Gender and Sexuality) addresses the multiplicity, complexity, intersectionality and coloniality of gender/s and sexualities, this course examines how sexuality/gender identities are enabled and/or constrained in sport and physical culture. Drawing from key critical literatures, film, and guest speakers, we explore the role of sports and physical cultures in promoting or impeding social justice, as well as their role in community building and normativity among sexual minoritized people.
- KPE 405 (Race and Indigeneity in Physical Culture) centres many of the recommendations of the Task Force on Race and Indigeneity, ensuring that students gain a deep appreciation for histories of colonization, ongoing white supremacy and the experiences of non-white athletes in sport, recreation and education settings.
- KPE 434 (Advanced Adapted Physical Activity) includes engagement at Variety Village as part of a Field Learning component of this course for the students to gain hands-on experience working with individuals with disabilities as well as the opportunity to plan and implement physical activity lessons that are tailored to the members of Variety Village's LINKS and Milestones programs.

- Launch of the Certificate in Global Kinesiology & Physical Education – showcasing the international, global and Indigenous content existing within B.Kin. courses, the Certificate in Global Kinesiology & Physical Education makes transparent for students and their future employers the burgeoning role that the field of kinesiology and physical education plays in health, physical activity and their intersections in a global context.

Master of Professional Kinesiology

- MPK 3999 (Introduction to Professional Kinesiology)/MPK 4000 (Introduction to Human Movement in Professional Kinesiology)/MPK 4002 (Biophysical Assessment and Interventions) includes clients with diverse backgrounds within case studies to assess students' knowledge/skills.
- MPK 4004 (Physical Culture, Health and Social Environments) developed new modular components to focus on core issues in health inequalities within First Nation/Indigenous communities.
- MPK 4006 (Interprofessional Practice) IPE workshops completed with other faculties provide an opportunity to discuss equity, diversity and inclusion through the lens of multiple health care professions.
- MPK 8001 (Placement 1) exposure to diverse populations is provided across the structured experiential learning opportunities (SELOs) as an opportunity to discuss strategies to support equity, diversity and inclusion within

an exercise setting. Four professional development sessions will run (one per SELO) to discuss this topic, in addition to other unique aspects of each SELO.

- MPK 8002 (Placement 2)/MPK 8003 (Placement 3) includes various opportunities to work with diverse groups.
- MPK curriculum mapping – During the mapping process, the director spoke to each instructor about their efforts to support equity, diversity and inclusion within the classroom. Examples shared include opportunities to encourage diversity in teaching methods and evaluation strategies to accommodate diversity in learning preferences amongst the cohort. Every course is now structured to assess students in a unique way.

Master of Science/Doctor of Philosophy

- EXS 5537 (Health, Media and Social Change) Indigenous health media readings and documents assigned (e.g. Janet Smylie, Sume Ndume-Eyoy, Suzanne Stewart, Eve Tuck); Shireen Amhed, social media activist session on intersectional feminist interventions in sport media by women of colour.
- EXS 5534 (Sport, Politics and Social Development) includes books and discussions related to race and colonialism, as well as equity issues related to gender, class and public policy.
- EXS 5540 (Narrative Methodology) includes new modular components to highlight Indigenous methodologies and to focus on core issues in health

inequalities within First Nation/Indigenous communities.

- EXS 7001 (Directed Reading in Exercise Sciences) Indigenous and African methodologies reading course list designed.
- Organized 3 out of 4 EXS graduate seminars in the winter of 2020 focused on research activism and equity issues in sport involving racialized persons, conducted by racialized researchers.
- The South Asian Adolescent Diabetes Awareness Program (SAADAP): A Critical Lifestyle Intervention (Dr. Ananya Banerjee).
- Overshadowed Victories at the 2018 Tennis US Open: Post-Match Commentary and the Undertones of Race, Gender, and the Politics of Respectability (Dr. LaToya Brackett).
- Volunteering for Academics Without Borders in Brazil: Partners' Priorities for Graduate Qualitative Research (Dr. Denise Gastaldo).
- Specialization in Women's Health Graduate Seminar Series – Indigenous scholar presentations at monthly seminar series.
- Media and Motion Collaboratory Journal Club – discussions and readings have included such topics as allyship, media research about Colin Kaepernick and anthem protests.
- Exercise Physiology Group – ensure diversity amongst scientists is visible to student trainees.

THE PROVISION OF OPPORTUNITY FOR PHYSICAL ACTIVITY

The following exemplify our Faculty's efforts at integrating curricular and co-curricular programs to promote inclusion, diversity, equity and accessibility in physical activity.

S.P.A.R.K. is an on-campus wellness initiative in partnership with U of T Health and Wellness and Embedded Wellness Counsellors where U of T students experiencing high stress or mental health concerns are given the opportunity to work one-on-one with a student in the MPK program to execute an exercise plan (developed by MPK students) based on their goals, health and activity levels.

S.M.I.L.E. is a curricular program where a child with a developmental disability is paired with an MPK student to receive one-to-one kinesiology services and adapted kinesiology-based programming for fundamental movement skill development.

G'Y'MPLAY is an innovative eight-week physical activity program that is intended to provide children and youth with varying ability levels a unique opportunity to participate in group physical activity programming. Each child is paired with a U of T student to receive one-to-one adapted programming for fundamental movement skill development.



Janelle Joseph to teach critical studies of race & Indigeneity in physical activity & sport

Assistant Professor Janelle Joseph will be teaching a course on race, Indigeneity and physical culture

by Jelena Damjanovic

For a long time, Janelle Joseph didn't consider becoming a professor because she didn't see many racialized people who were faculty members at Canadian universities.

"I hadn't really considered that before because there were almost no racialized professors in my entire undergraduate career," she says. "I didn't see myself represented in the professoriate."

Fast forward to today and Joseph has taken on a new role as an assistant professor at the University of Toronto's Faculty of Kinesiology & Physical Education. She teaches a class on race, Indigeneity and physical culture, and aims to break down barriers for her students.

"One of the fundamental questions that drives me forward is: How do we open doors, how do we allow all people to see themselves represented in leadership, in the professoriate, in the community?"

"Many of my students have never had a Black professor before, so being at the front of the classroom has really been a privilege, knowing that I am changing perspectives and lives with my research and my presence and leadership."

Joseph traces her interest in the sociology of sport to her childhood. Her father was an elite cricket player in his native Antigua, and her brother, Jamaal, signed with the Florida Marlins (now the Miami Marlins).

Her fascination with gender, race and movement cultures grew as an undergraduate studying kinesiology at Western University. On an exchange to Victoria University in Melbourne, she met Chris Hallinan, a scholar of Indigenous studies and sport. He encouraged her to consider becoming a professor – and to study with some of the leading experts in sport sociology, including U of T's Bruce Kidd and Peter Donnelly.

She did just that. She obtained a master's in exercise science at KPE, working under Donnelly's supervision on a project about cultural authenticity in martial arts. (She took an interest in the Brazilian martial art capoeira while in Australia.)

"It was a really rich opportunity to be able to have conversations with people like Bruce Kidd, who was the dean at the time and had such a wealth of not only scholarly knowledge, but of personal connections and experiences," she says. "You'd show up in his office and he'd pull out a book and say, 'Here, read this.'"

She also worked closely with Associate Professors Margaret MacNeill and Caroline Fusco.

She found the experience so enriching, she decided to pursue a PhD in exercise science in the same department and with the same supervisor. This time she worked on a transnational project involving cricket and the Caribbean diaspora. She published a book on the subject in 2017.

photo: KPE

“One of the fundamental questions that drives me forward is: How do we open doors, how do we allow all people to see themselves represented in leadership, in the professoriate, in the community?” — Assistant Professor Janelle Joseph.

Near the end of her PhD studies, Joseph noticed a gap in the undergraduate curriculum – one that she might be able to fill.

“We had a course on adapted physical activity, we had a course on gender and health, but there was nothing on multiculturalism, race, diaspora, globalization, transnationalism, cultural authenticity ... all the subjects that I was so passionate about,” she says.

Many students in the classes where she was a teaching assistant appeared interested in these ideas as well, she recalls. Those familiar with her research would ask her questions about these subjects after class. “For the most part, those were racialized students in our faculty and it was important for them to be represented in the curriculum and learn about critical race theory,” she says. “But I think it’s important for all students, regardless of their family history or personal experience, to have a deeper understanding of these issues.”

She developed a course called Race and Sport in Canadian Society, which explored critical race theory and multiculturalism.

She later took a break from teaching to complete two post-docs, one at New Zealand’s University of Otago, researching multiculturalism and capoeira, and the other at the Ontario Tech University, exploring Afro-centric physical education. But she ultimately returned to Toronto to be closer to her family and resumed teaching at KPE.

At the same time, Joseph became a learning strategist at U of T’s Student Life and later its director of academic success. In 2017, she became assistant director of U of T’s Transitional Year Program (TYP), a bridging program for adults to acquire qualifications for university.

“I had an academic understanding of access and equity, but being at TYP really deepened my understanding of all the barriers that exist at universities that make it so difficult for some students to achieve success,” Joseph says.

She believes those jobs helped her understand students’ needs and how she can contribute to physical cultural studies.

The significance of Joseph’s course was reinforced by the findings of KPE’s task force on race and Indigeneity, which was inspired by the Truth and Reconciliation Commission. The expert panel’s recommendations included developing a course on “Indigenous issues/history, colonial history, equity, racialization and racism in the context of sport and physical activity” – one based on or complementing Joseph’s work.

Joseph, then a sessional instructor, successfully applied for a full-time tenure-track position.

Her current course focuses on representation and exposure of racialized and Indigenous athletes, who are an often-neglected part of the Canadian sporting story. Another aspect of the course looks at the barriers and discrimination these athletes face.

Joseph says she wants all her students – no matter their ambitions after university – to learn about the inequities facing people of different backgrounds.

“Regardless of what field they’re in, they all deserve to understand where people of different backgrounds are coming from and have an awareness of how they might contribute to changing the structures that are preventing full participation right now.” —JD

2. Strengthening recognition and productivity in research, scholarship, innovation and creative activity.

Our Faculty's commitment to excellence in pursuit of our academic mission includes our pursuit of equity, diversity and inclusivity, the three components at the centre of many of our research endeavors.



RESEARCH INITIATIVES

- Evaluation of families of children and youth with disabilities along with educators and rehabilitation specialists' experiences with the Canadian Tire Jumpstart Charities' inclusive playgrounds across Canada. This work has involved on-site interviews with families and educators and rehabilitation specialists (currently around 75 interviews in total) along with observations of play behaviours and equipment use within the playgrounds (Prof Kelly Arbour Nicitopoulos).
- Refinement of Special Olympics Ontario's Unified Sports initiative within schools across Ontario to ensure that students with and without disabilities are provided with the opportunity to compete in equitable spaces that foster quality sport experiences for all students. This initiative is based on the research led during the 2019 Invitational Youth Games hosted in Toronto by Special Olympics Ontario where surveys were conducted with 500 youth athletes and ~35 youth athletes and coaches were interviewed about their experiences with unified and traditional special Olympics sports (Prof Kelly Arbour Nicitopoulos).
- "Using Participatory Action Research to Understand Sport and Social Development in Toronto, Ontario" – a multi-year participatory research project funded by the Province of Ontario. This project involves a number of EXS grad students as well as partnerships with Hart House, The 519, Native Child and Family Services, Boys & Girls Clubs and the City of Toronto (Prof Simon Darnell).
- Ongoing research projects including female-only cohorts which help increase the representation of female participants in exercise physiology research (Prof Jenna Gillen).
- Received WAA Trust funds to offer women's-only exercise classes in the MoveUHappyU program in collaboration with the KPE diversity and equity team (Prof Jenna Gillen and Prof Catherine Sabiston).
- Submission of grants for the Ontario Early Researcher Award and Connaught New Research Award for projects focused on Critical Race Theory and Physical Culture. Specifically these research projects catalogue the pedagogies, learning objectives and participant experiences of those engaged in physical activities of the Black diaspora (capoeira, vogue, kizomba, yoga, soca, and West African dance) (Prof Janelle Joseph).
- Submission of a proposal for a Gender Equity in Sport Research Hub – an inclusive research hub where researchers and organizations interested in women in sport can join and help advance gender equity in Canadian sport (Prof Gretchen Kerr).
- "Implementation and Evaluation of a Comprehensive Curriculum for Preventing & Addressing Gender-Based and Teen Dating Violence among Adolescents in Sport" – 5-year project in partnership with the Coaching Association of Canada and funded by the Public Health Agency of Canada (Prof Gretchen Kerr and Prof Ashley Stirling).
- Commissioned by the Commonwealth Games Federation to conduct research on gender equality in the Commonwealth Games (Prof Bruce Kidd).
- Proposal development for an Extra-Departmental Unit focused on issues of equity and anti-racism in the Faculty.
- Additional student research projects:
 - The place of football in social development through an ethnographic study of Football for All Vietnam in Hue, Vietnam (PhD student, Michael Dao).
 - A critical analysis of the place of sport and physical culture within practices of Hindu political nationalism in India (PhD student, Priyansh P).
 - The role of physical activity and trail building in Indigenous reconciliation in Canada (PhD student, Tavis Smith).
 - The role of sport and physical activity in the social development of racialized and newcomer youth in downtown Toronto (PhD student, Greg Yerashotis).
 - Moving toward understanding: Negotiating physical activity and wellbeing while living in poverty (PhD student, Teresa Hill).
 - Martial Art Destination Training Camps as Racial, Classed and Gendered Sporting Projects: A Case Study of a Camp in Thailand (PhD student, Alexandra Maris).
 - In and Out: Exploring Inclusion and Alienation within the Sport Experiences of Hijabi Athletes in Ontario (MSc graduate, Asma Khalil; winner of the International Institute for Qualitative Methodology Dissertation Award).

SAMPLE PUBLICATIONS

Darnell, S. C. & Millington, R. (2019) "Social Justice, Sport and Sociology: A Position Statement." *Quest*. 71(2), 175-187. (Published online November 27, 2018)

Darnell, S. C., Whitley, M., Camire, M., Massey, W., Blom, L., Chawansky, M. Forde, S., & Hayden, L. (2019 – In press) "Systematic Reviews of Sport for Development Literature: Managerial and Policy Implications." *Journal of Global Sport Management*. (Published online October 3, 2019).

De Lisio, A. & Fusco, C. (2019). Creative Destruction: Zika, Lex Sportiva and (Alleged) Bodies of Contagion. *Columbia Journal of Gender and Law*. Volume 38 (1) , 1 – 30.

De Lisio, A., Yerashotis, G. & Fusco, C. (2019). Playing in the Shadow of Event Urbanism: Newcomer Youth, Neighborhood Change, and TO2015. *International Journal of the Sociology of Leisure*, 2 (1+2), 195-218, <https://doi.org/10.1007/s41978-018-00028-6>

Fusco, C. (2019). Sexuality and sport. In George Ritzer and Chris Rojek, (Ed.), *Wiley Blackwell Encyclopedia of Sociology, 2nd Edition*. Malden, MA: Blackwell Publishing. <https://doi.org/10.1002/9781405165518.wbeoss109.pub2>

Giulianotti, R., Coalter, F., Collison, H., & Darnell, S. C. (2019) "Rethinking Sportland: A New Research Agenda for the Sport for Development and Peace Sector." *Journal of Sport and Social Issues*. 43(6), 411-437. (Published online August 9, 2019)

Hill, T., & Tamminen, K. A. (2020). Examining the library as a site for intervention: A mixed-methods case study evaluation of the 'Innovative Solutions to Homelessness' project. *Journal of Library Administration*. <https://doi.org/10.1080/01930826.2020.1729626>

Kidd, B. & Norman, M. *Gender Equality at the 2018 Commonwealth Games: A Comprehensive Evaluation*. Toronto:

Centre for Sport Policy Studies, Faculty of Kinesiology and Physical Education, University of Toronto, 2019.

Kerr, G., Kidd, B., and Donnelly, P. *Advancing Safe Sport in Canada: A Statement on 'Independence'. What it means and what it should look like in practice*. Toronto: Centre for Sport Policy Studies, Faculty of Kinesiology and Physical Education, University of Toronto, 2020.

Tamminen, K. A., Poucher, Z., Povilaitis, V., Nirmalanathan, K., & Spence, J. C. (2020). Examining the experiences of individuals using fee assistance programs to access physical activity and recreation. *Journal of Poverty*. <https://doi.org/10.1080/10875549.2020.1746947>

MacNeill & Kriger. (accepted). "Bartering with Fate: Imagination, Health and the Body" – *an intersectional metaphoric analysis of 2019 Adult Physical Activity Report Card by ParticipACTION*, which critiques the lack of attention social determinants of inequities related to class, race and gender: Submitted and accepted to BodyWork In Canada Book (Canadian Scholars Press).

Mustafa, Eisenstein & MacNeill. (accepted with revisions). "Immigrant Women, BioCultural Model and Experiences of Pain". *Canadian Journal of Pain*.

Whitley, M., Massey, W., Camiré, M., Blom, L., Chawansky, M., Forde, S., Boutet, M., Borbee, A., & Darnell, S. C. (2019) "A Systematic Review of Sport for Development Interventions Across Six Global Cities." *Sport Management Review*. 22(2), 181-193. (Published online June 23, 2018)

Zipp, S., Smith, T., & Darnell, S. C. (2019) "Capabilities, Gender and Sport: Theorizing a Feminist Practice of the Capabilities Approach in Sport for Development and Peace." *Journal of Sport Management*. 33(5), 440-449.

PLANNED ACTIONS FOR EDI

Some further EDI actions planned by KPE researchers, include:

Expand and improve inclusive language when advertising positions.

Use of networks to seek a broad pool of candidates from diverse educational backgrounds (e.g. kinesiology, biochemistry, molecular biology) and UG institutions.

Advertisement of UG and graduate research opportunities at Women in Science and Engineering events and Indigenous student services on campus to ensure opportunities are visible to minority students.

Provision of equitable opportunities for all students (e.g. set funding for conferences and equivalent publication targets) and continue to be approachable (e.g. open-door policy, positive attitude) so trainees feel comfortable in requesting accommodation (religious or otherwise).

Flexible in scheduling meetings around personal commitments.

Encourage inclusivity in research questions.

Exposure of trainees to diverse role models as guest speakers and advisory committee members.

Completing Tri-Agency unconscious bias training.

SAMPLE ARTICLES IN THE MEDIA

“The Demonization of Caster Semenya Continues”, *The Conversation*, <http://theconversation.com/the-demonization-of-caster-semenya-continues-116495>, May 3, 2019.

“The New Rule for Female Athletes is a Green Light for Discrimination in Sports”, *The Telegraph* (India), <https://www.telegraphindia.com/opinion/the-new-rule-for-female-athletes-is-a-green-light-for-discrimination-in-sports/cid/1690163>, May 9, 2019.

“To be on the Right Side of History, the IOC Must Rule Out Sex Testing at the Olympic Games”, *Globe and Mail*, February 10, 2010.

EXAMPLES OF CREATIVE PROFESSIONAL ACTIVITIES

- University of Toronto Research Ethics Board (REB) – faculty members have contributed to infusing critical race, decolonizing and Indigenous resources into deliberations.
- Leading a consensus panel in partnership with Special Olympics Ontario to develop Ontario Concussion Awareness Resources (in support of Rowan’s Law) and an implementation process that meets the needs of athletes with intellectual disabilities (Prof Kelly Arbour Nicitopoulos).
- Content development of the Sport Canada Mandatory Safe Sport Training (PhD Student, Joseph Gurgis, Prof Ashley Stirling and Prof Gretchen Kerr).
- Member of the Federal-Provincial-Territorial Implementation Work Group on Women and Sport (Prof Bruce Kidd).
- Engagement in an international coalition of researchers and human rights activists seeking to abolish the sex test in international sport (Prof Bruce Kidd).
- Caster Semanya, Dutee Chand and the Struggle against the Sex Test in International Sport, The Academic College at Wingate, Wingate Institute, Netanya, Israel, March 10, 2019 (Prof Bruce Kidd).
- Human Rights and the Olympics before Tokyo, UC Alumni Series, February 20, 2020 (Prof Bruce Kidd).
- Engagement as a coalition of athletes and researchers to create a completely independent pan-Canadian mechanism to address gender-based violence and other forms of maltreatment in Canadian sport (Prof Bruce Kidd, Prof Peter Donnelly, Prof Gretchen Kerr and Prof Ashley Stirling).
- Faculty Advisor for the University-wide Access and Inclusion Peer Program (Prof Janelle Joseph).
- Critical Race Theory lead on the CAAWS Impact Research Committee and Egale LGBTQI2S Sport Inclusion Advisory Board (Prof Janelle Joseph).
- Reviewers for the Universal Code of Conduct to Prevent and Address Maltreatment in Sport (Prof Gretchen Kerr, Prof Ashley Stirling and Prof Janelle Joseph).
- NASSS advocacy regarding removing racialized sport logos (e.g. support for removing “Redmen” from McGill U uniforms) (Prof Margaret MacNeill).
- “Changing the Game: Women, Race, Sport & Media” media literacy curriculum guide produced, to be used in high school session at Hart House in March 2020 (PhD Student, Sabrina Razack – Prof Margaret MacNeill served as consulting reviewer on guide).
- Inclusive Spaces to Actualize Equity, Diversity and Social Justice in Kinesiology and Physical Education, presentation at The University of Toronto’s Teaching and Learning Symposium, Toronto, Canada, in May 2019 (Prof Caroline Fusco and Prof Cathy Amara).
- Settler-colonialism, racism and white supremacy in kinesiology programs, presentation at Faculty of Kinesiology and Physical Education Faculty Annual Retreat, University of Toronto, in May 2019 (Prof Caroline Fusco).
- Gender/s, Sexualities and Sport: The Impact of Normativities on the Production of Athletic Identities and Spaces, invited speaker for Bi-Annual Diversity Lecture, Association for Applied Sport Psychology, Toronto, in October 2019 (Prof Caroline Fusco).
- Inclusivity for LGBTQ+ Athletes: The Importance and Impact of Direct Equity Initiatives in Sport Contexts Panel, invited panelist, Association for Applied Sport Psychology, Toronto, in October 2019 (Prof Caroline Fusco).

TRI-COUNCIL GRANT APPLICATIONS

In line with the Tri-Agency Equity, Diversity, and Inclusion Action Plan and the associated Dimensions Charter, the internal KPE Research Just-in-Time Review process for tri-council grants has included recommendations pertaining to the Highly Qualified Personnel training plan. This includes the articulation of research-specific challenges to EDI and planned actions for inclusive research programs.



Creating inclusive opportunities for play

U of T team to evaluate accessible playgrounds

by Jelena Damjanovic



Researchers from the University of Toronto will play a key role in a national charity's roll out of accessible playground facilities in cities across Canada.

The playgrounds, built by Canadian Tire Jumpstart Charities, feature traditional play components modified for children of all abilities. That includes features like double-wide ramps for wheelchair access and roller slides to eliminate possible static electricity build-up for those who wear hearing devices.

The first one opened in Charlottetown, PEI, last fall.

"We push our children to play outdoors, tell them about the importance of being in nature for their physical and mental health, but these opportunities are not available for all children," says Kelly Arbour-Nicitopoulos, an assistant professor in the Faculty of Kinesiology & Physical Education who specializes in disability and physical activity.

Along with Ron Buliung, a professor of geography at U of T Mississauga, Arbour-Nicitopoulos will co-lead a team of experts tasked with evaluating Jumpstart's playgrounds – one of which is scheduled to be built in every Canadian province and territory over the next five years. The U of T-led study will kick off its evaluation this spring once five of the playgrounds are up and running. Another eight playgrounds will be evaluated between this summer and spring of next year.

The team's findings will help stakeholders understand how well the spaces work for children and their families, and if there are elements of the design that can be improved.

"The goal is to be able to do this research on an ongoing basis, so that we can inform

the design of future playgrounds as they are developed for other provinces and territories," Arbour-Nicitopoulos says.

That's potentially welcome news for families of children who are unable to enjoy playground spaces designed based on traditional assumptions about how children develop, move and play.

For Buliung, there is a personal connection to the project. His daughter, who uses a wheelchair, was born with spinal muscular atrophy type 2, a genetic neuromuscular disease that causes progressive muscle weakness.

"We can't just get in the car and go to a playground and play like other families," Buliung says. "We have to make the space work for us and that's not always easy."

Arbour-Nicitopoulos and Buliung hope their findings will provide guidelines on how to create inclusive playground spaces for children of all abilities. The end goal, both of them agree, is to eventually modify and adapt all municipal playgrounds to make them inclusive for a range of abilities.

"If we can determine that these accessible playgrounds make sense and work for families, then we can begin to look at how to diffuse this knowledge and design practices to other playgrounds across the city," says Buliung.

"Instead of building islands of and for disability, let's create inclusive opportunities for play for all children across our cities." –JD

3. Improving participation rates and performance outcomes across the continuum of co-curricular physical activity and sports programs.

Our Faculty is committed to ensuring that all students and members of our community can participate in the full range of our co-curricular offerings in an equitable and inclusive environment that fosters understanding and mutual respect.



CO-CURRICULAR EQUITY REPORT

• Move with Pride

Consists of four LGBTQ2S+ focused workshops, two skating events, one self-defense boxing event and a yoga event. Over the course of the academic year, our team was able to engage 250 students through these workshops.

• Diversity in Motion: A Conference on Equity in Sport & Recreation

50 students attended the conference at the 519 community centre, where they engaged in discussions on gender identity, queer identity, anti-racism, body-positivity, disability and Indigeneity in a world's café. This was followed by a panel discussion on mental health in communities of colour. At the conference, the students developed recommendations and takeaways for U of T Sport & Rec that will impact future programs and initiatives.

• Launch to Leadership

Funding is allocated within the budget to provide financial aid through reimbursements to students from marginalized communities who wish to pursue certifications necessary for employment within sport and recreation. This year we were able to surpass our goal of certifying 20 students.

• Women's Athletic Association

In 2019–2020, the WAA fund was used for six weeks of small group women-only HIIT training sessions as a follow up for past participants of the MoveU. HappyU individual program run out of MPARC. Up to 20 participants will have completed the program this year.

• Drop-in Trans Positive Swim

This swim is a safe and welcoming weekly swim time for trans/non-binary folk, and attracts an average of 14 swimmers per week.

• Drop-in Vogue Dance Class

Taught by House Mother Snoopy of the Kiki House of Disney, this program continues weekly throughout the academic year and draws an average of 22 participants each class. Vogue is a form of dance that is culturally important to queer people of colour.

• Indigenous Student Swim Initiative

In partnership with First Nations House, this program was created to combat disproportionately high drowning rates in Indigenous communities and allows Indigenous students to receive free swimming lessons from Sport & Rec. This academic year, seven students successfully moved through the initiative.

• Equity Ideas Fund

Student groups can apply for up to \$500 for an equity themed or equity focused event, aiming to target marginalized populations on campus. This year the fund is \$10,000 and we've had 15 successfully approved applications.

• Black Excellence Ball

Organized and run in partnership with the Toronto Kiki Ballroom Alliance, this event engages 100–200 spectators and participants from the U of T and LGBTQ2S+ Ballroom communities. It celebrates a largely racialized, LGBTQ2S+ community and brings them into a space typically not available or accessed by them. It also celebrates the culturally important dance form of vogue femme and Queer Ballroom culture.

• Soar Indigenous Youth Gathering

Soar is a March Break camp for Indigenous youth created to promote scholarship and encourage post-secondary school attendance. In March 2020 it was cancelled due to the COVID-19 pandemic, but plans are underway to resume activities in 2021.

• Sport Medicine Clinic

We believe that our customers reflect the diversity in the U of T and larger communities. We do not keep statistics based on race, ethnicity, religion, language or sexual orientation. Nonetheless, we see all who seek services without discrimination, and one look in our waiting room or treatment spaces reveals a variety of people who seem to accurately reflect our diverse community. Our staff reflects the diversity in our community with respect to gender, race/ethnicity and orientation.

• She Moves

This is an event for women-identifying students to celebrate International Women's Day with activity and comradery. Registration is free and includes an Under Armour t-shirt and swag bag of goodies. Activities include: Cardio Dance warm-up, Vogue Dancing, Badminton, Basketball, Cycle-Row-Go, European Handball, Seated Volleyball, Foam Rolling, Studio HIIT and a Yoga Cool down. The evening wraps up with a Nutrition workshop and light dinner



INTRAMURALS



- We offer women's or co-ed programming for all of our sports to support gender diversity.
- We encourage and enforce "maximum of any one gender" participation rules in all co-ed programming (i.e. max four males instead of min three females), which supports both gender equity, as well as encourages non-binary participants to feel comfortable playing within the gender constructs of IM. These rules are used in over 60% of IM programming.
- We have established an Equity and Diversity sub-committee group within the Intramural Sports Council, with the responsibility of reviewing current policies and recommending improvements in those areas.
- We have a Sport Development committee that has been working on introducing adaptive sports such as seated volleyball and wheelchair basketball, with the intent to offer one-day tournaments (~100 students).
- We currently offer a variety of leagues and tournaments that cater to our international student base; between badminton, cricket and table tennis, we service approximately 650 international students each semester.



INTERCOLLEGIATE

- Para Rowing is offered. We also track High Performance Para Coaching.
- Equity operational funding provided for women's teams to assist in enhanced intercollegiate programming.
- Ensure equity allotment of student athlete financial awards to both genders.
- We are intentional in developing and hiring more female coaches, such as the partnership we have with Coaches of Ontario to hire and mentor female coaches.
- USports has created new policy measures to include transgender athlete participation in intercollegiate athletics.



SPORT & REC

• Student Group Access

Allows student groups recognized by UTSU and/or ULife to access/rent our facilities free of charge. This arose from a commitment to the student governments that we would ensure there are designated spaces within our facilities for student groups.

• The International Student Initiative Fund

Aims to address the identified lack of physical activity among international students on campus by increasing awareness, educating on the benefits of physical activity, better understanding the types of physical activity programs international students want and need, and dedicating training and physical activity space for international students who may be at increased risk for mental health challenges given the added acculturation stress.

• MoveU

MoveU is a tri-campus initiative at the University of Toronto with teams on the St. George, Scarborough and Mississauga campuses, whose goal is to encourage physical activity and promote a healthy active lifestyle while allowing students to explore their environment and interact with their peers.

KPE hosts Sports Day for LGBTQ+ newcomers and refugees

By Jelena Damjanovic



The Faculty of Kinesiology and Physical Education welcomed LGBTQ+ newcomers and refugees to the Varsity Centre for The 519's annual Sports Day, an event that aims to foster community through sport and recreation in a safe, welcoming and inclusive environment.

“For many LGBTQ+ newcomers and refugees in Canada, the resettlement process can be a very challenging experience,” says Robin Waley, assistant manager of co-curricular diversity & equity programs at KPE. “It’s difficult to prove your sexual orientation or gender identity and the systemic homophobia and transphobia in the settlement system multiply the barriers these folks already face as newcomers to Canada.”

The Sports Day for LGBTQ+ newcomers and refugees event is a culmination of the ongoing Fuel Program – a free all-levels sport and recreation program for LGBTQ+ refugees and newcomers offered by The 519 in collaboration with KPE and Hart House. The 519 is a city agency and registered charity serving LGBTQ2S+ communities.

In addition to Sunday’s event, KPE engages with the Fuel Program through participatory action research initiatives and provision of access to many of its equity focused physical activity programs such as the trans-positive swim and Black Excellence Ball.

“It’s important for LGBTQ2S+ youth, refugees and newcomers to have access to physical activity spaces that are safe and free from discrimination,” says Waley. “This partnership helps foster this inclusivity and hopefully inspires members from the community to pursue post-secondary education by encouraging a sense of community and belonging.” –JD



4 Building new capacity through investments in infrastructure, people and partnerships.

In striving to provide an equitable, inclusive and welcoming environment for all members of our community to learn, teach and work, our Faculty is proactively reducing and eliminating physical, attitudinal and technological barriers.



FACILITIES AND SPACE

- Creation of strategic planning process where EDI is a pillar of the plan represented formally through articulation in key goals, priorities and values.
- Investigation into accessibility options for Clara Benson Building BN202 (student lounge space) and accessibility options to all floors in the Clara Benson Building.
- Creation of single use washrooms in Clara Benson, Warren Stevens and Goldring Centre for High Performance Sport.
- Creation of single use and family change rooms in Warren Stevens and Goldring Centre for High Performance Sport.
- Deploy physical alterations to support EDI sport and recreation programming, e.g. installation of blinds in the Clara Benson Building 25m pool.
- Accessible initiatives to Warren Stevens basement, 1st and 2nd floors.
- Special equity project(s) on team room quality.
- Deployed positive space signage across all properties.
- Aquatic accessibility for 50m and 25m pools.

INFORMATION TECHNOLOGY

- Website redevelopment with a focus on accessibility for both static and mobile platforms.
- Replacement of legacy systems that were not accessible (Class) with a requirement of an accessible platform (Fusion).
- Addition of real-time video and streaming captioning for events and symposia.
- Support of EDI events and programming at the Faculty, e.g. Welcome to the Playoffs Kiki Ball.

HUMAN RESOURCES

- Providing expertise across KPE and U of T EDI special projects, events and conferences, e.g. International Day for the Elimination of Racism, UofT Pride Banner Raising.
- Providing leaderships across KPE and U of T EDI special projects, events and conferences, e.g. KPE Equity Committee, KPE Task Force on Race and Indigeneity, Black History Month, 365 Committee, mentorship of racialized staff.
- Promotional support for EDI initiatives across KPE and U of T.
- Design and use of EDI focused questions during recruitment processes.
- Ensuring that recruitment panels are representative and reflective of the diversity of our staff in KPE.
- Hosted the KAIROS blanket exercise to build awareness and understanding of our shared history as Indigenous and non-Indigenous people.
- Human Resources staff participated in Indigenous Competency Training for Human Resource professionals.



U of T marks start of Pride Month by raising Pride and Trans flags

By Jelena Damjanovic

2019 Pride – KPE’s Assistant Professor Simon Darnell, HR director Sharon Grandison, assistant director of physical activity, equity and client services, Luc Simard, assistant manager of co-curricular diversity and equity, Robin Waley, kinesiology student Rayan Faruque and other members of the Sport & Rec Diversity & Equity team flank U of T Vice-President of Human Resources and Equity Kelly Hannah-Moffat and David Pereira from the Sexual and Gender Diversity Office

“The raising of the Pride and Trans flags, along with other campus events, promotes LGBTQ2S+ visibility, celebrates our differences and emphasizes our support and allyship with our queer and trans communities,” said Kelly Hannah-Moffat, vice-president of human resources & equity at U of T. “It is also an opportunity to reflect on the contributions of the LGBTQ2S+ communities to campus life.”

Inviting everyone to reflect on the diversity of the U of T community, Hannah-Moffat said faculty, librarians, staff and students from Canada and all over the world come to U of T to learn, work and live, and some may be from places that do not allow the freedom to embrace their identities.

“It is our responsibility to ensure our community is inclusive, representative, welcoming and supportive,” she said, extending her thanks to the Faculty of Kinesiology and Physical Education for not only supporting this annual event in June, but embodying the principles of inclusivity and diversity throughout the year. She also commended U of T’s Sexual and Gender Diversity Office

(SGDO), celebrating their 20th anniversary this year, for their contributions to the LGBTQ2S+ community.

“Today’s act of raising the Pride and Trans flags is a strong signal of our Faculty’s and U of T’s continued support for the LGBTQ2S+ community,” said Sharon Grandison, director of HR at KPE.

“Not only does it signify the beginning

The University of Toronto community gathered at the Varsity Centre on June 6th for the annual raising of the Pride and Trans flags to officially welcome the start of Pride Month, a month-long celebration of the LGBTQ2S+ community.

of Pride Month, it also shows our dedication to promoting equity, diversity and inclusion at all levels – in research, education and our broad spectrum of co-curricular physical activity and sport programs, and student-driven initiatives,” added Simon Darnell, an assistant professor at KPE, who co-chaired KPE’s Task Force on Race and Indigeneity with Grandison.

In collaboration with SGDO, KPE has expanded training, programs and events to empower and include the LGBTQ2S+ community – from Athlete Ally, a Varsity



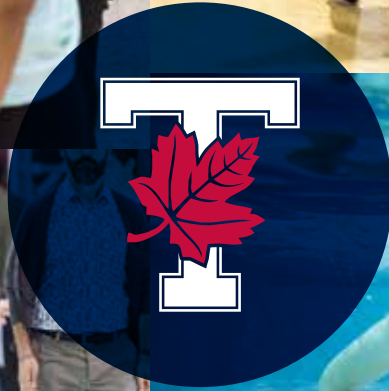
Blues program committed to ending homophobia and transphobia in sport, to Trans Positive Swim, to the Sport & Rec Diversity & Equity Team, a student-led group that organizes inclusive initiatives and events throughout the year such as the Move with Pride physical activity workshop series.

Fourth-year kinesiology student Rayan Faruque spoke on behalf of the Sport & Rec Diversity & Equity Team, announcing the inaugural sale of Pride-themed Blues merchandise throughout the month of June to help raise money for the Equity Ideas fund.

“As a queer student at KPE, I want to acknowledge that, historically, members of the queer community have been excluded from participating openly and proudly in sport and physical activity,” said Faruque.

“But through various equity and diversity initiatives led by the Faculty, like the Queers on Ice skate night or the vogue dance workshop, I was finally able to find a place in sport and physical activity for my queerness,” he said. —JD







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