Department of Psychology Equity, Diversity, and Inclusion Infographics

# Preface

This document outlines two Equity, Diversity, and Inclusion (EDI) infographics created by Stephanie Li, a work-study student under Dr. Jessica Dere’s supervision, for the University of Toronto Scarborough (UTSC) Psychology Department.

# Page 1: Equity, Diversity, and Inclusion (EDI) Training

Across three different UofT Working Group Reports, there is a call for EDI training for faculty and others.

## From the [UofT Anti-Black Racism Task Force Final Report (2021)](https://people.utoronto.ca/inclusion/anti-racism-strategic-tables/anti-black-racism-task-force/):

* "Offer more training, webinars, and make anti-racism/diversity training mandatory every two years." (p. 80). "Non-Black staff [are encouraged] to participate more frequently in training workshops involving the understanding of anti-Black racism across the institution. They not only require the education themselves, but it sends a powerful message to others." (p. 80).

## From the [UTSC Campus Curriculum Review (2020-2022)](https://www.utsc.utoronto.ca/curriculum-review/):

* "Across research institutions structurally comparable to the University of Toronto [such as Simon Fraser University]... mandatory [EDI] learning modules [are] part of the onboarding process for students and employees." (p. 144-146).
* Graduate students also working as teaching assistants and/or course instructors highlighted a need for equity-related training and supports (p. 51).
* Faculty recognized a need for EDI-related training with discipline-specific supports, such as STEM resources (p. 51).

## From the [UofT Anti-Asian Racism Working Group Final Report (2023)](https://people.utoronto.ca/inclusion/anti-racism-strategic-tables/anti-asian-racism-working-group/):

* "Nearly every consultation raised the need for increased, if not mandatory, EDI education and training– more specifically, anti-Asian racism training... Those most frequently identified as needing EDI training and education were faculty, senior leaders, and managers." (p. 10).

# Page 2: Equity, Diversity, and Inclusion (EDI) Training

Various departments at UofT offer EDI-related training, workshops, and events that are worth checking out.

## From the [UofT Anti-Racism and Cultural Diversity Office - Trainings & Workshops](https://antiracism.utoronto.ca/training-workshop/).

### EDI-related Feature Workshops:

* + E.g. Anti-Asian Racism Training.
	+ E.g. Anti-Black Racism Training.

### EDI-related Training for Faculty and Staff:

* + E.g. What is Harassment? Tools to Identify and Address Racial and Sexual Harassment (Part 1 and Part 2).

## From the [UofT Division of People Strategy, Equity & Culture - EDI Education](https://people.utoronto.ca/events/edi-calendar/).

### Four categories of EDI educational workshops:

* + Anti-Racism & Cultural Diversity.
	+ AODA + Universal Design.
	+ Indigenous Initiatives.
	+ Sexual & Gender Diversity.

## From the [UofT Centre for Research & Innovation Support - Programs](https://cris.utoronto.ca/rdf/programs/).

### Research-related EDI workshops and events:

* + E.g. Ethically Sharing Qualitative Data Workshop.

## From the [UTSC Equity, Diversity & Inclusion Office](https://edio.utsc.utoronto.ca/).

* EDI-related consultations, education, resources, and programs & events.

# Page 3: Inclusive Teaching Practices

Within the UTSC Psychology Department, what inclusive teaching practices are being implemented by some faculty? Note: these practices were collected from anonymous faculty responses to an annual Inclusive Excellence reflective prompt.

## Number 1: Acknowledging how socio-political forces influence the field of psychology and affect our classrooms.

### Indigenization.

* + Discussing the importance of Indigenous knowledges and providing resources to learn more.

### Sharing one’s positionality.

* + Introducing one’s identities and pronouns to the class.

### Acknowledging WEIRD samples.

* + Dedicating class time to discuss the issues with predominantly White, Educated, Industrialized, Rich, and Democratic (WEIRD) samples in psychology.

## Number 2: Implementing Universal Design for Learning (UDL) practices, whether conscious of this framework or not.

### Accommodating due dates.

* + Providing all students with flexible due dates regardless of being registered with AccessAbility services or not.

### Providing lecture recordings.

* + Encouraging in-class attendance but also offering lecture recordings to all students.

### Low-stakes ways to engage.

* + ​​Creating multiple opportunities for (anonymous) student participation (surveys, live in-class polls, etc.).

# Page 4: Inclusive Teaching Practices

UofT has various resources and supports for inclusive teaching practices. Below are just a few examples!

## Number 1: [UTSC Campus Curriculum Review - Models of Inclusive Teaching & University of Toronto Professional Development Opportunities](https://www.utsc.utoronto.ca/curriculum-review/models-inclusive-teaching-university-toronto-professional-development-opportunities).

* This resource highlights various UofT supports for inclusive teaching:
	+ Centre for Teaching Support and Innovation (CTSI).
	+ Centre for Teaching and Learning (CTL).
	+ And more!

## Number 2: [UTSC AccessAbility Services - Inclusive Teaching Practices](https://www.utsc.utoronto.ca/ability/inclusive-teaching-practices).

* This resource defines ableism and provides guidance on the following:
	+ Universal Instructional Design Multiple Formats (of course readings).
	+ Closed Captioning and Described Video.
	+ Hard of Hearing Tip Sheet.
	+ And more!

## Number 3: [UofT Centre for Teaching Support and Innovation (CTSI) - Creating an Inclusive Course & Classroom: Strategies for Instructors](https://teaching.utoronto.ca/resources/equity-diversity-and-inclusion/#elementor-toc__heading-anchor-1).

* This resource provides guidance across three domains:
	+ Syllabus Design & Course Information.
	+ Course Design for Inclusive Teaching.
	+ Inclusive Teaching.

## Number 4: [UTSC Centre for Teaching and Learning (CTL) - Best & Promising Practices in Teaching & Learning.](https://q.utoronto.ca/courses/266726)

* This resource provides guidance for 10 domains, including but not limited to:
	+ Universal Design for Learning.
	+ Experiential Learning.
	+ Anti-Racist Pedagogy.
	+ And more!

# Page 5: Inclusive Teaching Practices

For more inclusive teaching ideas, check out the models and resources from comparable Canadian and American universities. Note: This information was pulled from the [UTSC Campus Curriculum Review's Resource Hub](https://www.utsc.utoronto.ca/curriculum-review/resource-hub). Please check out their page for more resources!

## Number 1: University of Ottawa. Inclusive principles for syllabi and course design:

* [Top 25 Most Frequently Recommended Inclusion Strategies](https://saea-tlss.uottawa.ca/media/attachments/2023/03/21/4c_top25_inclusion-strategies_voct3-22.pdf).
* [Inclusive Strategies Inventory (135 Strategies)](https://saea-tlss.uottawa.ca/media/attachments/2023/03/29/inclusion-strategies-inventory_pdf_august4-2022.pdf).

## Number 2: University of Manitoba. [Rethinking your syllabus at 3 levels of change:](https://umanitoba.ca/centre-advancement-teaching-learning/support/syllabus-toolkit/inclusive-syllabus)

* Quick and Easy Shifts.
* Medium Changes.
* Deep Commitments.

## Number 3: Tufts University. Inclusive and equitable teaching practices:

* [A few tips and practices](https://provost.tufts.edu/celt/inclusive-and-equitable-teaching/how-do-i-create-an-inclusive-syllabus/).
* [What are inclusive and equitable teaching practices](https://provost.tufts.edu/celt/inclusive-and-equitable-teaching/what-are-inclusive-and-equitable-teaching-practices/)?

## Number 4: University of Michigan. Inclusive practices for syllabi, course content, and classroom interactions:

* [Inventory of Inclusive Teaching Strategies (54 strategies).](https://sites.lsa.umich.edu/inclusive-teaching/inventory-of-inclusive-teaching-strategies/)
* [Inclusive Syllabus Language](https://sites.lsa.umich.edu/inclusive-teaching/inclusive-syllabus-language/)
* [Setting the Tone for Inclusive Classrooms](https://sites.lsa.umich.edu/inclusive-teaching/setting-the-tone-for-inclusive-classrooms/).