PREPARED BY
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A REPORT ON DIVERSITY AND INCLUSION EXPERIENCES AT THE FACULTY OF INFORMATION

SEPTEMBER 2020

A COLLABORATION BETWEEN THE DWG, MPOC, ICWG, AIWG, MUSSA, AND MISC

Land Acknowledgement

We live, work, and learn on the traditional homelands of the Wendat, the Anishnaabeg, the Haudenosaunee, the Seneca, the Métis, and the Mississaugas of the Credit First Nation. We also acknowledge that this land is covered by the Toronto Purchase (Treaty 13), which was signed by the Missisaugas of the Credit, and the Williams Treaty, which was signed by the members of the Alderville, Chippewas of Beausoleil, Chippewas of Georgina Island, Chippewas of Rama, Curve Lake, Hiawatha and Mississaugas of Scugog Island First Nations. Toronto remains home to many Indigenous peoples across Turtle Island and we will continue to centre decolonization in our work and lives.

Statement of Acknowledgement

We would like to acknowledge and thank the Diversity Working Group, Museum Professional of Colour, Doctoral Student Association Indigenous Connections Working Group, Accessibility Interests Working Group, Master of Museum Studies Student Association, & the Master of Information Student Council both for their contributions to this project, and for their ongoing efforts in fostering a more inclusive environment at the Faculty of Information. Specifically, we would like to thank Adrian Petterson, Shweta Sridhar, Magali Delgado Santana, Alexandra Desplanque, Chloé Houde, Daniel Ago, Denise Tenio, Eric Hanson, Amal Hussein, Jordan Vetter, Katy Love, Maggie Ma, Melissa Nelson, Tamara Rayan, Stefanie Martin, Megan Sue-Chue-Lam, Melissa Mertsis, Percephone Miller, Sara Fontes, Shamsa Abdullahi, Tomoko Shida, Veronica Rutherford, Haley Bryant, Camille-Mary Sharp, Alex Ross, Bradley Clements, Dawn Walker, Jamile Ghaddar, Renée Saucier, Moska Rokay, and Rida Idrees. This work began long before the current cohort and we would like to thank previous students for their advocacy, activism and setting the groundwork for projects such as this. We would like to extend special thanks to students and alumni outside of these groups such as Meagan Lindley and Urooj Ameeruddin, who assisted in the construction and/or circulation of the survey and simply for lending their support; and, library professionals May Chan and Desmond Wong for their continued support and encouragement. We would also like to thank faculty members who have supported and guided us during this process. And finally, we would like to thank everyone who participated in the Diversity and Inclusion Experience Survey and shared their experiences with us. It was truly heartbreaking and inspiring to read your stories.

Who We Are

The Diversity Working Group (DWG) was founded in 2019, with their main objectives being to push for changes within the faculty such as incorporating critical race perspectives within the iSchool curriculum; to provide a support network for BIPOC students; and to hold the iSchool accountable to its commitments to uphold the Truth and Reconciliation Commission's Calls to Action.[1]

Museum Professionals of Colour (MPOC) became a ratified University of Toronto student organization in February of 2020. Their primary goal is to support their colleagues of colour and to push for more diversity, accessibility, equity, and inclusion in the Master of Museum Studies program and the museum field at large. At the time of writing this report, MPOC consists of three Asian cisgender women and one white woman. They have white and lightness privileges. They work to make space for others, but by no means, represent or speak on behalf of other racialized, 2SLGBTQIA+, or students with disabilities in the MMSt program.

Accessibility Interests Working Group (AIWG)
Founded in 2019, the Accessibility Interests Working Group works to promote inclusivity and accessibility and reduce barriers to access based on ability at the Faculty of Information.

The Doctoral Student Association Indigenous Connections Working Group (ICWG)
The Doctoral Student Association' Indigenous Connections Working Group stems out of the work of the Truth and Reconciliation Student Working Group (founded in 2017). It seeks to actively include and promote the work of Indigenous creators, scholars, students, and community members as it relates to the field of Information Studies at the iSchool.

Master of Information Student Council (MISC)
The Master of Information Student Council (MISC) is a group of elected volunteers that work to improve student life for MI students at the University of Toronto's Faculty of Information. Elected members take on various positions, such as advocating for student needs with various student groups, organizing events and professional development opportunities, and creating a sense of community among students.

Master of Museum Studies Association (MUSSA)
Master of Museum Studies Student Association (MUSSA) is a University of Toronto student organization representing Museum Studies students in the Faculty of information. Their goal is to facilitate and foster meaningful relationships among Museum Studies students, the Faculty of Information, and the University of Toronto, promote the advancement of museum studies as a discipline, and seek representation among decision-makers at the institution. They acknowledge their current positionality as a primarily white organization.

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[1] The Diversity Working Group (Renee Saucier, Stefanie Martin, Moska Rokay, and Tomoko Shida), "Dismantling White Supremacy in GLAMs and GLAM Education [Galleries, Libraries, Archives, Museums]," *iJournal* 4.3 (Summer 2019): 17-18.

Positionality Statements

This report was compiled by the following members of the Diversity Working Group (DWG) and Museum Professionals of Colour (MPOC):

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Report Summary

In June 2020, several student groups came together, frustrated by a culture of white supremacy at the Faculty of Information at the University of Toronto. The groups created a petition outlining some preliminary changes. They also sent out a survey to gain a better understanding of what student experience has been like and to learn what students believe would be positive changes at the Faculty, to make it a space that also serves BIPOC, 2SLGBTQIA+[2], and disabled students, faculty and staff. This report is the result of that survey and sheds light on the current state of the Faculty of Information as discussed by students, alumni, and faculty members. Results indicate poor facilitation of discussions around race, gender, sexuality, and disability; little to no perceived inclusion of materials that represent BIPOC, 2SLGBTQIA+ and disabled perspectives and/or worldviews; and minimal support for marginalized students. This report outlines key findings of the survey, as well as a list of action items that we will bring to faculty at the iSchool and University of Toronto leadership.

Content Warning: This report includes discussions on the oppression of BIPOC, disabled and 2SLGBTQIA+ communities; this includes first-hand accounts of traumatic experiences. If you feel triggered, please note that a list of mental health resources is listed in Appendix D - Mental Health Supports. In addition, you are encouraged to reach out to our student groups for support.

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[2] The acronym "LBGTQ2S+" was used within the survey and was intended to serve as an umbrella term for folks within queer communities. We received several comments in the survey about erasure of asexual and aromantic identities at the iSchool. In acknowledgment, the acronym 2SLGBTQIA+ is used throughout this report. After consultation with members of the queer community, it is important to note that this term still does not cover the broad array of sexual and gender identities represented at the iSchool and that language is still a barrier we are trying to overcome.

Introduction

In June 2020, Dean Wendy Duff hired three Diversity, Equity, and Inclusion (DEI) Research Assistants to examine inclusivity initiatives at the University of Toronto's Faculty of Information as compared to other iSchools. The Research Assistants requested that the Dean initiate this work by issuing a public solidarity statement to the Black community, who continue to fight for justice in the murders and police negligence surrounding the deaths of Tony McDade, Breonna Taylor, Ahmaud Arbery, George Floyd, Regis Korchinski-Paquet and many other victims of police brutality. The Dean not only refused to make a statement but touted an *all lives matter* sentiment, even after one of the research assistants told her that this is an inherently anti-Black statement. After a series of emails explaining even further why her inaction is problematic, the Dean wrote a [statement on anti-Black racism](#) and published it on Wednesday, June 3rd, 2020. Unsatisfied with the Dean's disingenuous statement and general lack of action, several student groups at the University of Toronto's Faculty of Information collaborated to create the "Diversity and Inclusion Experiences in the iSchool" survey, which was released on Friday, June 5th 2020 in conjunction with a petition and an open letter template to Dean Wendy Duff with suggestions on how to make genuine change at the Faculty of Information. This is not the first instance of racism experienced by students at our faculty, but rather it exemplifies a culture of "hegemonic [w]hiteness and the processes of racialization that continue to function in the Canadian academy."[3] Students have consistently raised concerns to student working groups regarding microaggressions, lack of diverse course content, and blatant experiences of prejudice. In terms of anti-racist work, the DWG, MPOC, and ICWG have been incredibly vocal about the Faculty's unconscious bias and outright racism towards our BIPOC community. The AIWG has addressed the "physical, technical, systemic, informational or attitudinal" barriers within the faculty and in society.[4] Much of this labour has been appropriated by the faculty as their own. In reality, the work of student working groups builds off the labour of the students and alumni who came before us and spoke up first. The faculty failed to publish a timely statement in solidarity; address the institutional racism on which our school is founded; or, create a concrete plan of action towards becoming more inclusive, diverse, accessible, and equitable. Remaining silent is not a neutral stance. We require more than a promise that the school is making fundamental changes to foster a culture of inclusion. This report illustrates the extensiveness of these issues. We are sharing the experiences of respondents in order to support student well-being, provide ally faculty members with a resource to improve the quality of their courses and classroom environments, and to keep the momentum going after we, the students who are currently working on this, have graduated.

No justice, no peace.

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[3] Frances Henry and Carol Tator, "Introduction: Racism in the Canadian University," *Racism in the Canadian University: Demanding Social Justice, Inclusion, and Equity*, edited by Frances Henry and Carol Tator (Toronto, Buffalo, and London: University of Toronto Press, 2009), 3.

[4] Accessibility Interests Working Group, "Accessibility Interests," *Master of Information Student Council,* accessed August 8, 2020, http://misc.ischool.utoronto.ca/accessibility-interests/

Methodology

This survey was originally used in a 2019 collaboration with two Factor-Inwentash Faculty of Social Work (FIFSW) alumni and was adapted to fit our needs. Whereas the FIFSW survey was designed to focus on the experiences of Indigenous students, this survey broadly incorporated subject matter on the experiences and perspectives of BIPOC (Black, Indigenous, People of Colour), 2SLGBTQIA+ (2-spirit, lesbian, gay, bisexual, transgender, queer, intersex, asexual) and disabled (both with visible and invisible disabilities) individuals and content within the iSchool at the University of Toronto. The survey was open to current students, alumni, and faculty members, and remained open from June 5, 2020, to June 17, 2020. Respondents completed the survey anonymously and all data remains secured with the compilators of this report.

The survey consisted of 23 questions, all of which were optional; this design resulted in some questions having more responses than others. Questions covered curriculum, engagement of/with faculty members, exposure to content and professionals from and/or about the aforementioned communities, and general student/faculty experience. Additionally, most questions were open-ended, or allowed for elaboration, to account for the unique experiences of students, alumni, and faculty members. This approach also helped gain a deeper sense of respondents' thoughts, opinions, and perspectives. Thus, all percentages are in relation to the total response to the specific question, rather than the total number of respondents for the survey. The survey was originally announced via a public post in an iSchool-specific Facebook group and was further promoted via student groups' own social media channels, as well as by several supportive faculty members, who emailed students encouraging them to voice their concerns.

Respondent Demographic

130 respondents completed the survey. Given the context of this survey and report, we focused mainly on racial identities but are cognizant that many students, alumni, and faculty members also experience oppression based on their gender, sexuality, and disabilities. As such, we included "2SLGBTQIA+" and "disabled" in many of the questions. At 51.2%, the majority of respondents self-identified as white. 34.1% identified as 2SLGBTQIA+, 33% identifies as Asian, and 15.5% identified as disabled. The demographics of the current and past student bodies are not collected and made public and, as such, we cannot confirm if this is an accurate representation of the Faculty of Information. Additionally, there was a strong alumni presence: 36.7% of respondents are alumni, while 61.7% are current candidates for the Master of Information, Master of Museum Studies, or Doctoral program. The remaining 1.6% of respondents are Faculty members, staff, or students working at the Faculty of Information. User Experience Design students made up 24.3% of the respondents, with Library Information Sciences with 22.7% accounting for the second-highest number of respondents. Master of Museum Studies and Archives and Records Management each made up 19.5%. Notably, 2.3% of respondents were PhD students in Information and none were students in the Bachelor of Information program.
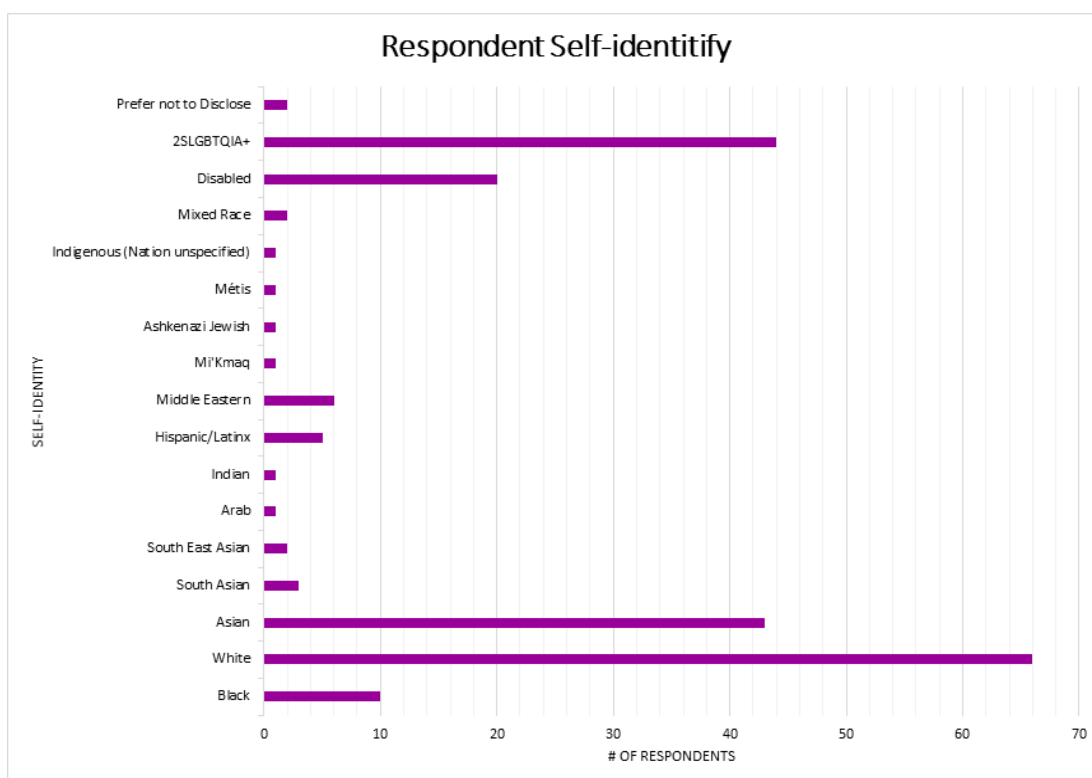
Image 1
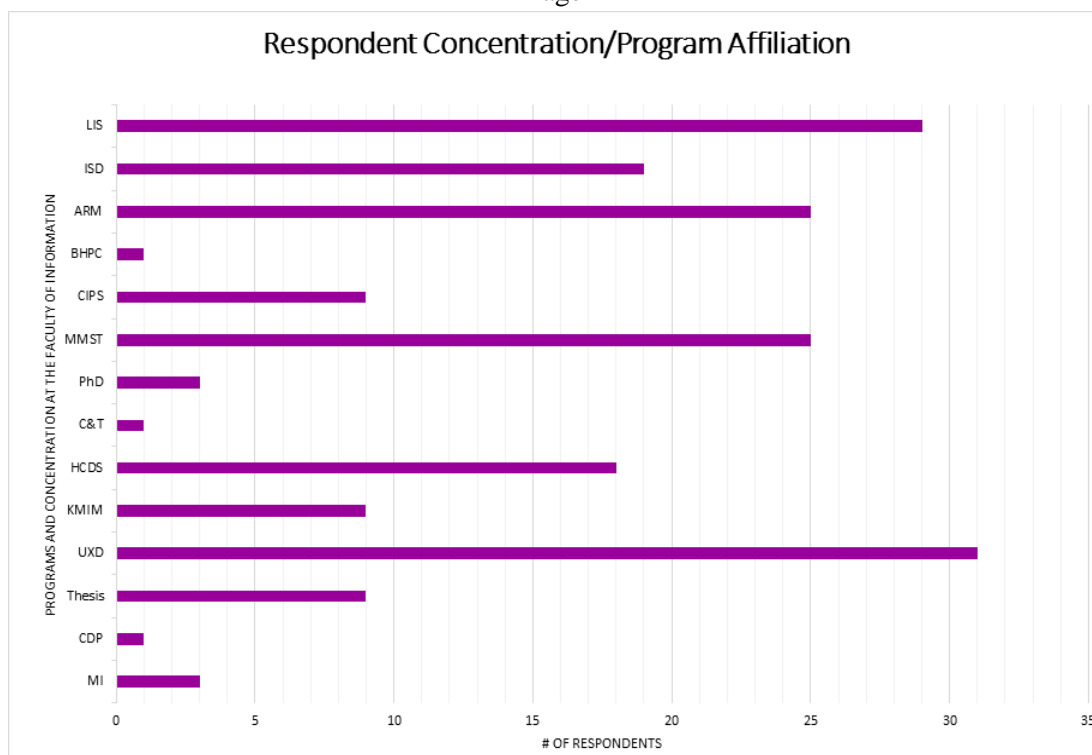
Image 2[5]

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[5] Please see legend for Graph: *Respondent Concentration/Program Affiliation* on the following page.

LEGEND

MI: Master of Information
LIS: Library and Information Science
ISD: Information Systems Design
ARM: Archives and Records Management
BHPC: Book History and Print Culture
CIPS: Critical Information Policy Studies
MMST: Master of Museum Studies

C&T: Culture and Technology
HCDS: Human-Centred Data Science
UXD: User Experience Design
CDP: Combined Degree Program
KMIM: Knowledge Management and Information Management

Section 1: Curriculum and Course Content

Summary

Questions about course content addressed the course material that is being presented in classrooms and to what extent students, alumni, and faculty members feel it to be inclusive. The three main areas focused on in this section were (1) specific courses that focus on BIPOC, 2SLGBTQIA+, and disabled perspectives and scholarship; (2) scholarship and content across all current courses featuring the aforementioned underserved communities; and, (3) additional courses that would focus on these communities as they pertain to fields within Information Sciences and Museum studies. Participants responded that there is a strong adherence to white-centred material throughout curricula at the Faculty of Information. In an open-ended question, 52% of respondents explicitly declared that the current situation is "disgraceful," "unfulfilling," "lacking," "disappointing," "lacklustre," and "inadequate," or simply stated, "there should be more [BIPOC, LGBTQS+, or disability-based content]." Based on this response, it is clear that there is an insufficient amount of material and scholarship that includes BIPOC, disabled, and 2SLGBTQIA+ communities even though they are also served by, and are a part of, GLAM [galleries, libraries, archives, and museums] and other institutions studied at the iSchool. In addition to increasing content, an important recommendation to professors and other course developers is that the majority of respondents are against "token weeks."[6] Weaving material that relates to BIPOC, 2SLGBTQIA+, and disabled experiences into courses is far more effective and meaningful than adding content as an afterthought or siloing that content. Courses should be taught through a critical lens using BIPOC, 2SLGBTQIA+ and disabled perspectives and experiences.

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[6] We use 'token week' to refer to instances in which a topic is siloed into a single, hyper-focused, week or class within a course, and is typically not discussed during the remainder of the course.

Detailed Findings

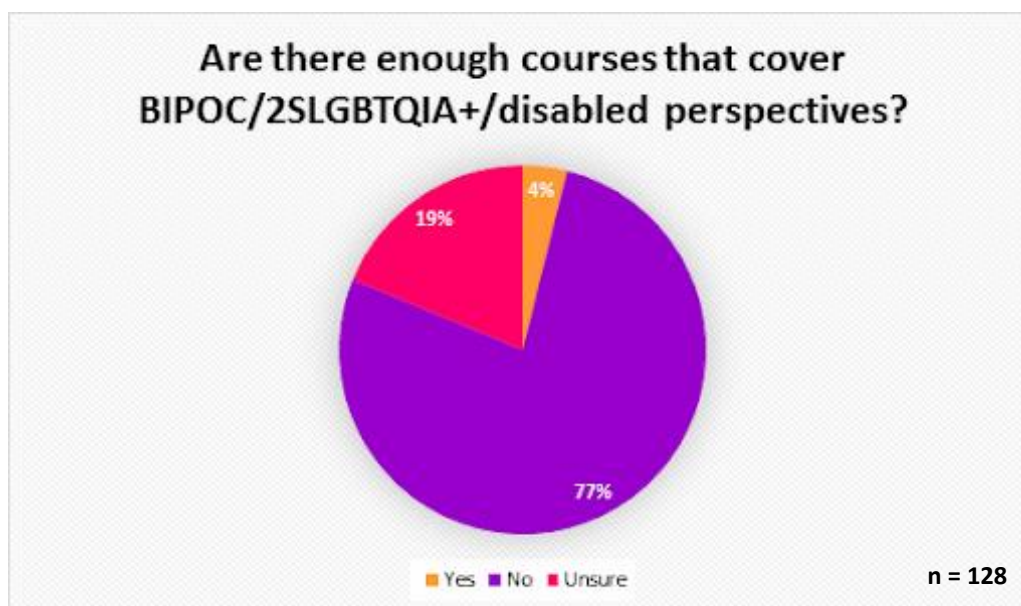## Overall Inclusion of Content/Materials

Image 3

Respondents wrote that the iSchool's current course offerings, and curricula, are dominated by euro-centric, western, able-bodied, white perspectives and worldviews both in terms of curriculum and faculty. One respondent stated that the iSchool is full of "white professors who prioritize white material." While there is a moderate amount of 2SLGBTQIA+ content (which could be more inclusive of asexual content), students noted that there is, overall, little to no BIPOC/disabled content. The vast majority of respondents stated that their courses have little to no readings by these communities outside of a token week/lecture/assignment or, it is presented as an additive component of the course rather than foundational knowledge. Often, BIPOC authors are only used in lessons on BIPOC topics.

Materials speaking to these communities are most likely to come up in the students' research when they have chosen a topic that pertains to one of these communities. Several respondents mentioned that a handful of their professors put in the personal effort to diversify their syllabi; however, it is generally felt that diverse reading materials are not prioritized and this is an area that needs improvement throughout the entire faculty. 27% of respondents stated that an internal review of curriculum (i.e. syllabi) should be prioritized in the school's effort to improve and enhance the overall experience of BIPOC, disabled, and 2SLGBTQIA+ students, faculty and staff. This is something that the Diversity Working Group has been working on for the past year and will be released by the end of 2020.

The lack of diversity is particularly concerning for students who are hoping to work in professions that serve diverse publics upon graduation within galleries, libraries, archives, and museums (GLAM). Students in GLAM concentrations noted feeling unprepared to work with the public because

they are not being taught about diverse perspectives in the classroom. The following question was answered exclusively by current students and alumni.
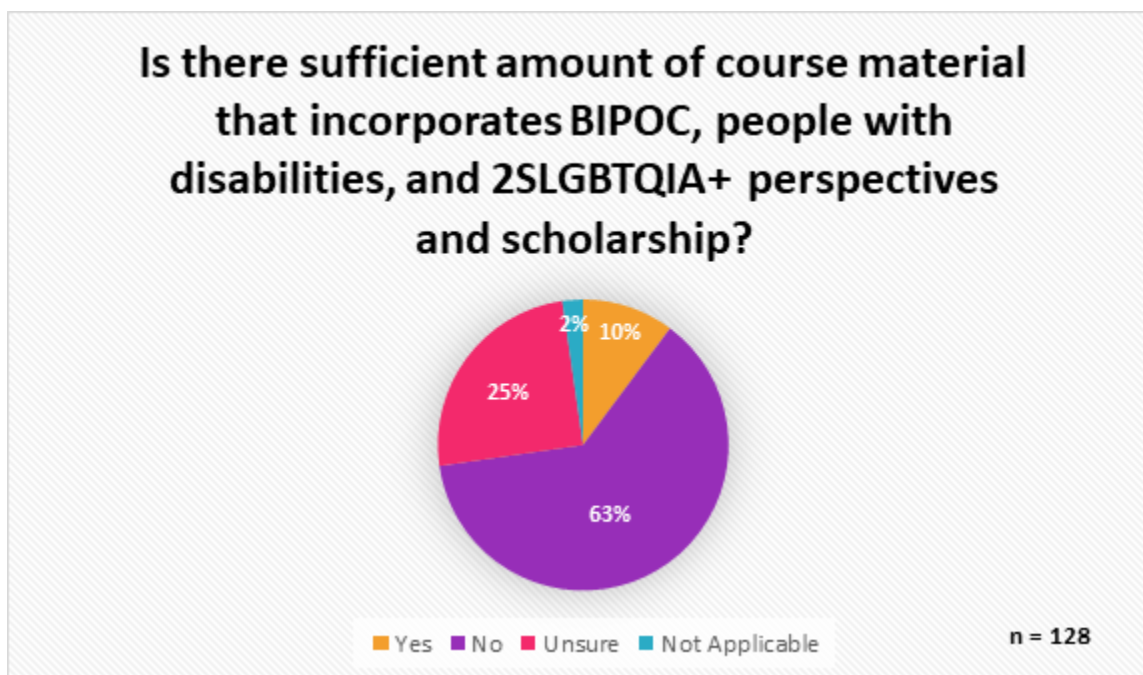

Image 4

Suggested Courses

The majority of respondents expressed interest in a general Diversity, Equity, and Inclusion course in some capacity. To ensure that content about and from underserved communities is not tokenized or siloed, however, respondents also asked that content be woven into existing courses, or, taught from the perspectives and experiences of diverse communities, through a critical lens. Students want their courses to acknowledge that BIPOC, disabled, and 2SLGBTQIA+ people are also served by GLAM and other institutions studied at the iSchool.

Respondents asked that the following subjects/topics be woven into curricula:
- **User Accessibility:** Respondents noted that it is important to learn how to serve populations with diverse access needs (including those with disabilities), and to ensure that their work is at minimum meeting Accessibility for Ontarians with Disabilities Act (AODA) standards. This is particularly important for students in User Experience Design (UXD), Museums, and other GLAM concentrations.
- **History of Information professions using a critical lens:** It is important to know about the history of, and ongoing marginalization of, BIPOC, 2SLGBTQIA+, and disabled communities within our professions, so that we may understand the present and move forward in solidarity.
- **Systemic racism in modern technologies and media**: this was suggested for CIPS (Critical Information Policy Studies) multiple times, but applies to other concentrations like C&T (Communications and Technology), KMIM (Knowledge Management and Information

Management), HCDS (Human-Centered Data Science), and ISD (information Systems and Design).

- **Indigenous theory, perspectives, and worldviews:** Respondents noted a desire to learn about decolonial theory, Indigenous histories, methodologies, knowledges, intellectual property rights, and data sovereignty. Respondents noted the importance of reconciliation in GLAM institutions, and feel that it is important to learn about how information professionals can engage and better serve Indigenous nations.
- **Diverse 2SLGBTQIA+ perspectives:** several respondents noted that when 2SLGBTQIA+ topics come up, asexuality and transgender identities are generally ignored
- **Mental health:** content that addresses mental health and vulnerable populations for GLAM (e.g. working with street-involved people), and de-escalation training

Respondents *greatly stressed* that there should be more diverse faculty to teach these courses, or, guest speakers.
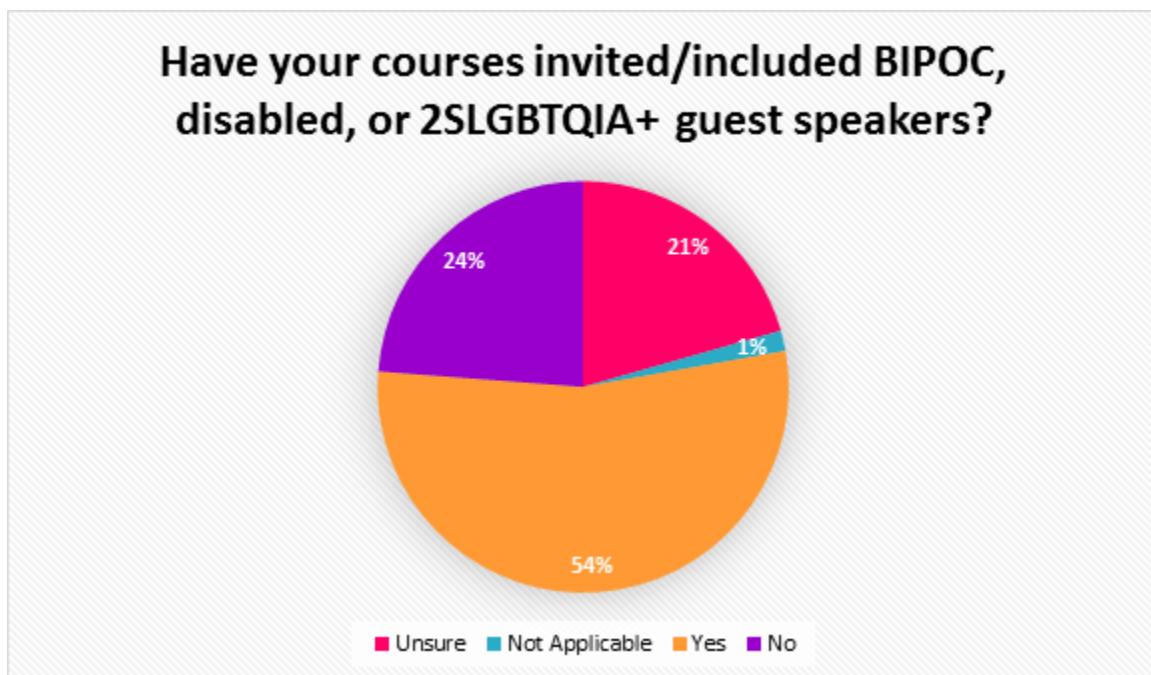

Image 5

Section 2: Facilitation

Summary

Questions regarding facilitation considered the ability with which professors facilitated critical discussions on race, sexuality, gender, and ableism and the environments in which these discussions took place. The main areas addressed in this section were 1) the ability of professors to safely include and facilitate perspectives and scholarship from underserved communities in their classes; 2) the amount of labour that is being put on students from those communities; 3) whether students feel safe and comfortable participating in these conversations.

Students reported that difficult conversations are not handled appropriately and perceived that poor facilitation made their colleagues feel uncomfortable. Only 27% of respondents stated that they feel supported by colleagues and professors at the faculty and many shared personal experiences they had with racism, homophobia, and ableism. This data emphasizes the necessity for professors and instructors to receive training in facilitating conversations surrounding race, sexuality, gender, and disability, and also indicates that the iSchool should have supports in place for students. Professors need to be receptive to feedback and open to learning about how to carry these conversations in a respectful, mindful way.

Detailed Findings

Classroom Discussions

0.8% of respondents felt confident that there was appropriate facilitation and/or frequent discussions of race, gender, sexuality, and disability within their classrooms. The inclusion of material and discussions on these subjects is needed, but it also needs to be facilitated in a way that is safe for students who are affected by these structures of power and creates an environment conducive to comfortable, constructive conversation. One participant stated that:

> *I remember when the Megan Murphy scandal was happening, a prof brought it up and said: "well, maybe you'll talk about it in another class." This was an important issue in libraries and one that was directly pertinent to our studies. Was it avoided because it was "controversial" because it dealt with trans rights? In The Information Experience [course] there was nothing said about Indigenous information- there was one optional reading on this, but the professor said nothing about it in class.*

16% of respondents noted full comfort in class discussions when these topics and perspectives arise, and 27% of respondents went on to state that they perceived their classmates to be comfortable in these conversations. 9 respondents reported that professors responded with hostility or defensiveness in response to students who gave feedback on their facilitation of classroom discussions. One respondent said:

> *[W]hen I was in a class one time, assessing the condition of an old Qur'an, I did so on my knees (the proper way to hold the text). Yet, a TA had lectured me on my sitting position, saying that someone would trip over me. She added that this class was looking at the binding condition of the Qur'an, not reading it, so I shouldn't behave that way. She is white. I am Muslim. I'm also non-confrontational, so I quietly did as she asked, despite disagreeing with it.*

Respondents stated that they either felt that they had to take on extra labour to educate their professors and peers on these topics, or that they were concerned that other students had to take on this labour. One respondent said:

> *At a symposium where I was attending as part of a diversity fellowship, half an hour was allotted for a discussion about diversity in archives. The [predominantly] white audience was uncomfortable addressing the topic and instead chose to talk about documenting rural Ontario culture instead of [discussing] racism. When the facilitators (all white, tenured faculty) asked me afterwards what I thought of the discussion I said I was extremely disappointed. They said I "should have spoken up in that case". They did not understand why telling the one visible minority student to take on this labour to educate white professionals was problematic.*

Building on this, several respondents who self-identified as white asserted that these discussions are easier for them because of their positionality, but that courses should not be catered to them. One respondent said:

> *In at least one instance I called out a professor on this in class. He responded positively and accepted the feedback, to his credit. I was emboldened to call him out because I am both white and a scholarship student, and thus felt both a level of confidence and obligation to speak up. After, this professor encouraged me to pursue doctoral studies and indeed seemed to think even more highly of me. In contrast, POC friends who raised concerns with other profs were met with less positive reactions or defensive responses. I cannot help but think that in this situation, my white privilege meant that not only would a prof listen to me, but they would think even more highly of me for speaking out(!), whereas a POC student speaking out would be met with defensiveness.*

On a scale to one to five, students note how well professors facilitate "difficult" conversations (topics such as decolonization, use of racial language, history of cultural assimilation/genocide, gender and sexuality, accessibility needs, current challenges etc.) with one (1) being inappropriate facilitation or no

discussion and five (5) indicating appropriate facilitation and frequent discussion (See graph 6 for results).
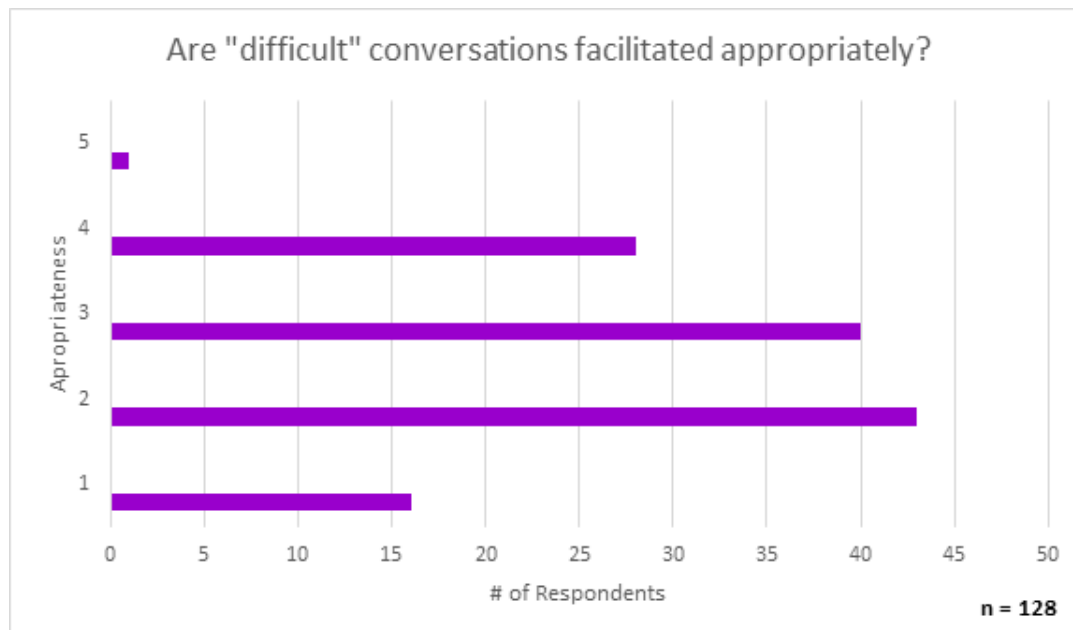

Image 6

The following graphs (images 7 and 8) illustrate the comfort level of students participating in "difficult" conversations with one (1) being uncomfortable and five (5) being completely comfortable.
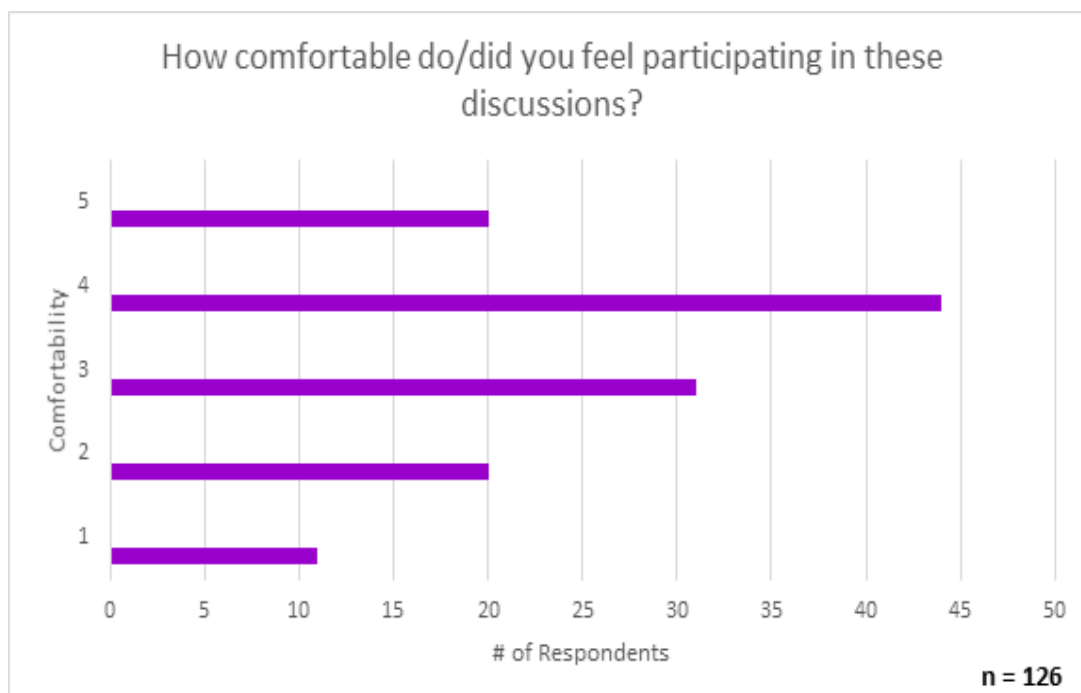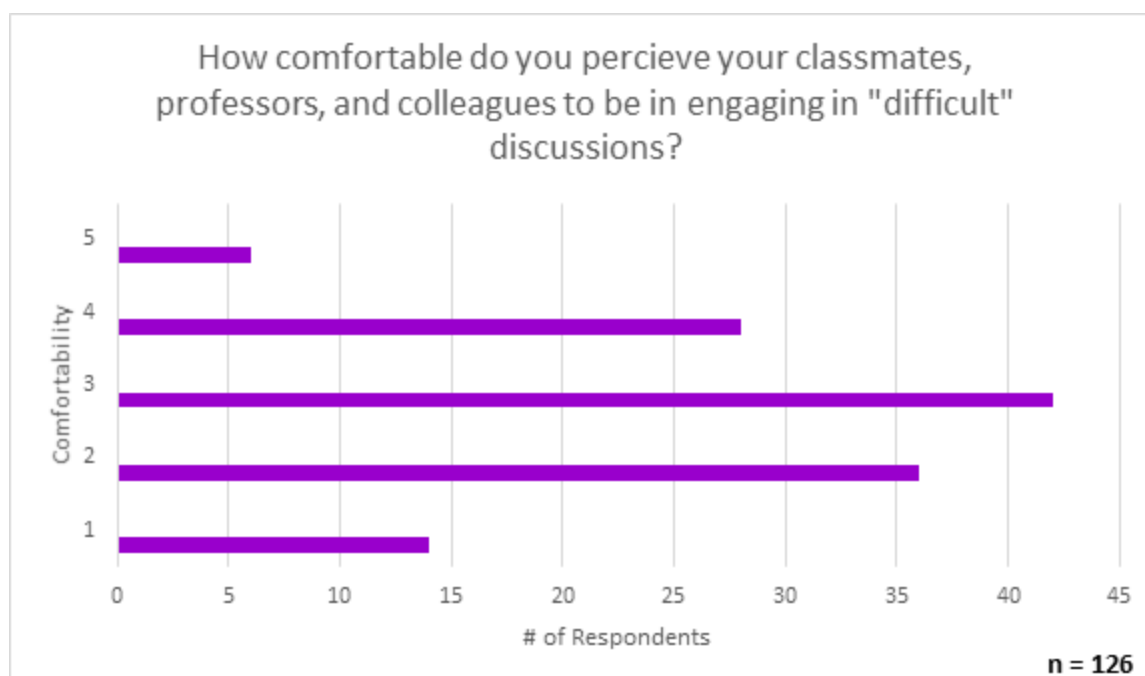

Image 7

Image 8

Safety

In regards to safety, 23% of respondents reported feeling unsafe speaking up about their lived experiences and standing up to instances of racism, homophobia, transphobia, and ableism in the faculty. Also, several respondents reported that racist and ableist rhetoric from their peers made them feel unsafe. Students shared some of their experiences of violence in the classroom. One respondent said:

> *The discussions in [one professor's] class were not well-facilitated or handled. The professor often insisted we give weight to both sides of an argument when one side was clearly already disadvantaged/from an oppressed group. He also never included any trigger warnings when it came to sensitive topics, which we addressed almost every week. We did have an idea of the lectures' contents from readings and descriptions in the syllabi, but additional material revealed during class was often shocking and we were not given the option to opt-out. (TW sexual assault:) There was one class where he showed us a graphic painting of men raping a woman. I really don't think [he] thought of the ethics of showing a class made up of a majority of young women a painting like this while he, an older white man, stood in front of class and watched us look at it projected on a large screen.*

Another respondent recalled an instance in which a peer tried to call out systemic racism at the University of Toronto. One respondent said:

> *One major one that I'll never forget was one of the only BIPOC people in my class stood up one day and tried to address the whiteness in our classroom (must've been perhaps*

only 3 BIPOC in a class of 35 or so people) and the entire faculty. They were upset and openly used the word "racist" to describe the institution they were standing in, which was completely understandable. The professor did not give them any chance to elaborate or engage them in productive discussion with the class. Instead, they yelled over them, dismissed that student from the class for the day, and that student left in tears. Nobody did anything, and to this day I deeply regret not acting as an ally by saying something and walking out in solidarity with that BIPOC student.

On a scale of one (1) to five (5), respondents rated how confident they are in the Faculty of Information with one (1) being low confidence and five (5) being high confidence in the faculty (See graph 9).
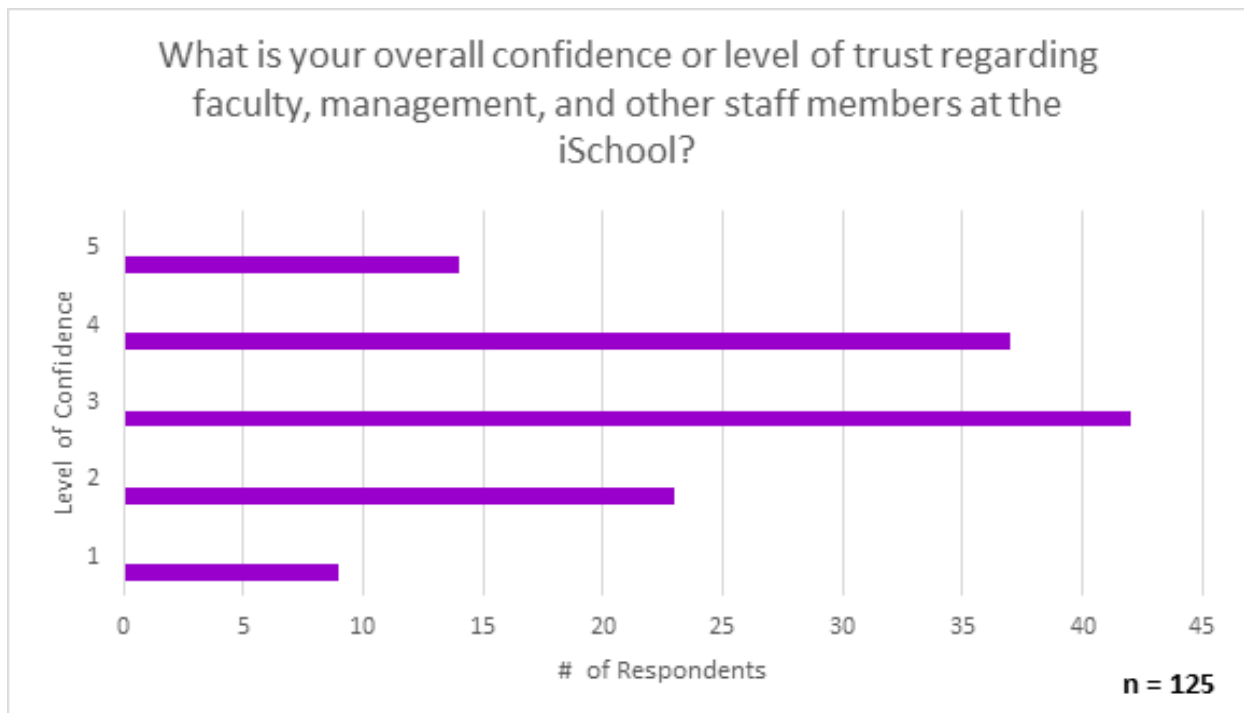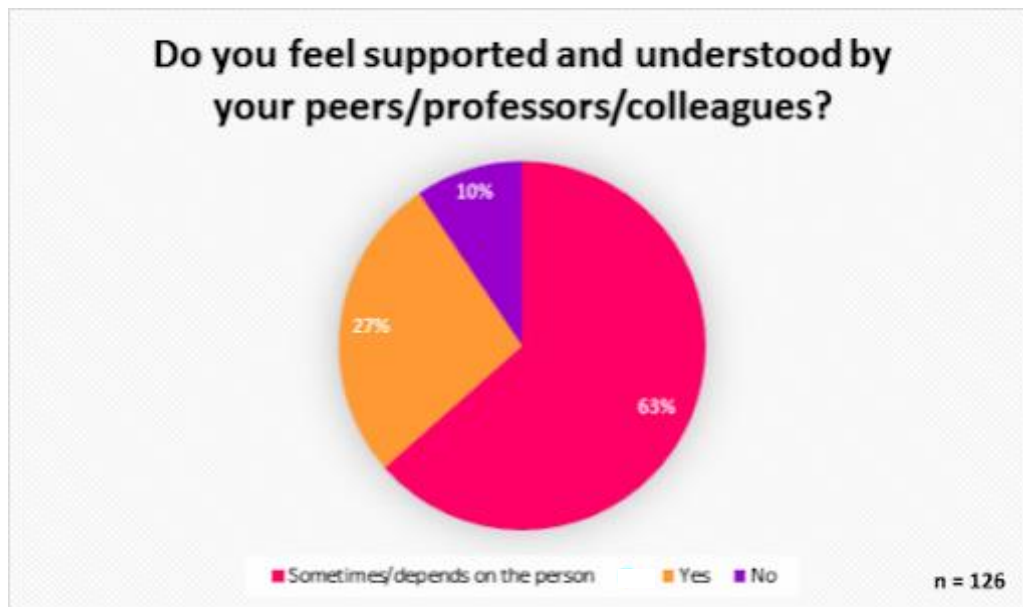

Image 9

Image 10

In the graph below (Image 11), one (1) indicates that respondents are less likely to bring forward their experiences to peers, professors and colleagues, and five (5) indicates that they would be very likely to do so.
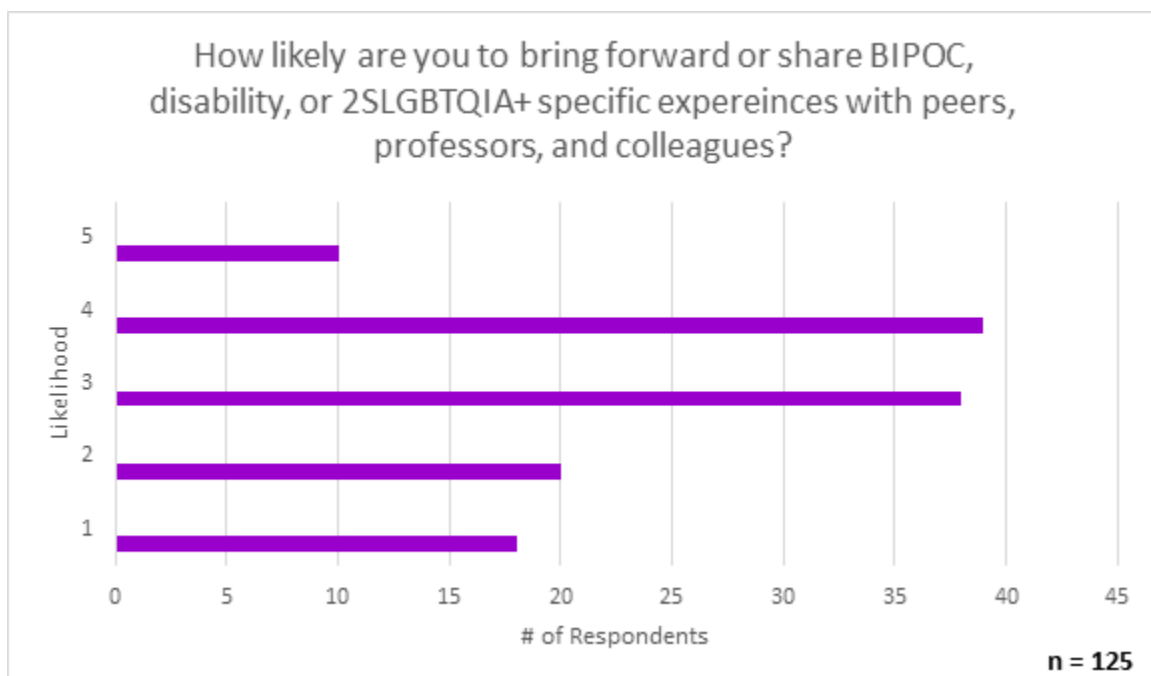

Image 11

Section 3: Cultural Competency, Accessibility, and Sexuality/Gender Diversity Training

Summary

Questions about training sought to determine whether faculty and students are currently receiving cultural competency training, whether this would be beneficial, and what that training entails/ should entail. Respondents noted some opportunities for voluntary workshops—the majority of which were provided through iSkills workshops, the TALint program, in-class assignments, student-run events, or external mandatory employment training—but also noted that time and scheduling was a barrier to receiving this training. Most respondents believed mandatory training was a good idea and that training should be facilitated by members of the pertaining community, and noted that while mandatory training sessions are not a perfect solution, they would be a useful starting point for themselves and the faculty. General conclusions from this indicate an overwhelming response in favour of providing training to students, faculty, and staff, and this training must be done mindfully, and ideally during scheduled classes. Training should encompass a broad range of areas, including accessibility, gender/sexual identities, and racism. Several students noted feeling unprepared to enter into public-sector jobs due to lack of training.

While the majority of respondents expressed interest in a general Diversity, Equity, and Inclusion workshop/training or course, opinions differed in the mode in which to conduct this. Given the high number of students who have commitments beyond school and who, therefore, could not attend an isolated training session, several suggested that cultural competency training needs to occur during class time.

Detailed Findings

Current Training Opportunities

Currently, students voluntarily participate in cultural competency, disability, and/or sexuality/gender diversity training through the following channels:

- o iSkills workshops
- o TALint program, or, external mandatory employment training
- o DWG, MPOC, external events
- o In-class assignments (usually in the form of a token week)

Many participants mentioned [MPOC's Museum Detox panel](#) as well as DWG and AIWG events; several participants noted that they had never had opportunities for training or workshops at all. Though some students saw opportunities to increase cultural competency and disability training, they did not have the capacity to attend such events. Time was a major factor; many students have jobs outside of school and had no time outside of scheduled classes to participate in workshops (including iSkills). Of those that were able, several students identified Desmond Wong's iSkills workshop on Indigenous classification

systems as being valuable. Students have suggested that integrating cultural competency and disability training into mandatory courses would (1) ensure that folks can participate in training despite packed schedules and (2) acknowledge that diversity is an integral component to coursework (not a side project). Additionally, many respondents stated that this type of training is aligned with their professional goals and is an important preparation for students who will be serving these communities in service-heavy professions, such as the GLAM sector. Racism, ableism, transphobia, and homophobia are systemic and pillars of colonialism, and as such, are embedded in all Western institutions. Cultural competency training could be woven into courses to ensure that it is not treated as a task, that students can attend no matter their schedule, and that they address how racism, homophobia, transphobia, and ableism takes form in specific professions.

Facilitation of Training

Image 12

82.8% of respondents preferred that training be facilitated by a member of the pertaining community. Some respondents suggested that an external and fairly compensated member of the community should facilitate these discussions. Though "fairly compensated" is vague, both the physical and emotional labour should be taken into account. Most external facilitators will provide set rates, but the respondent's suggestions indicate that this role should not be delegated to a member of the iSchool because of the emotional labour that this work demands. Despite the majority of respondents being in favour of training, it must be noted that many respondents did express concern that this training would result in more unjust labour being pushed onto marginalized communities.

Mandatory Training
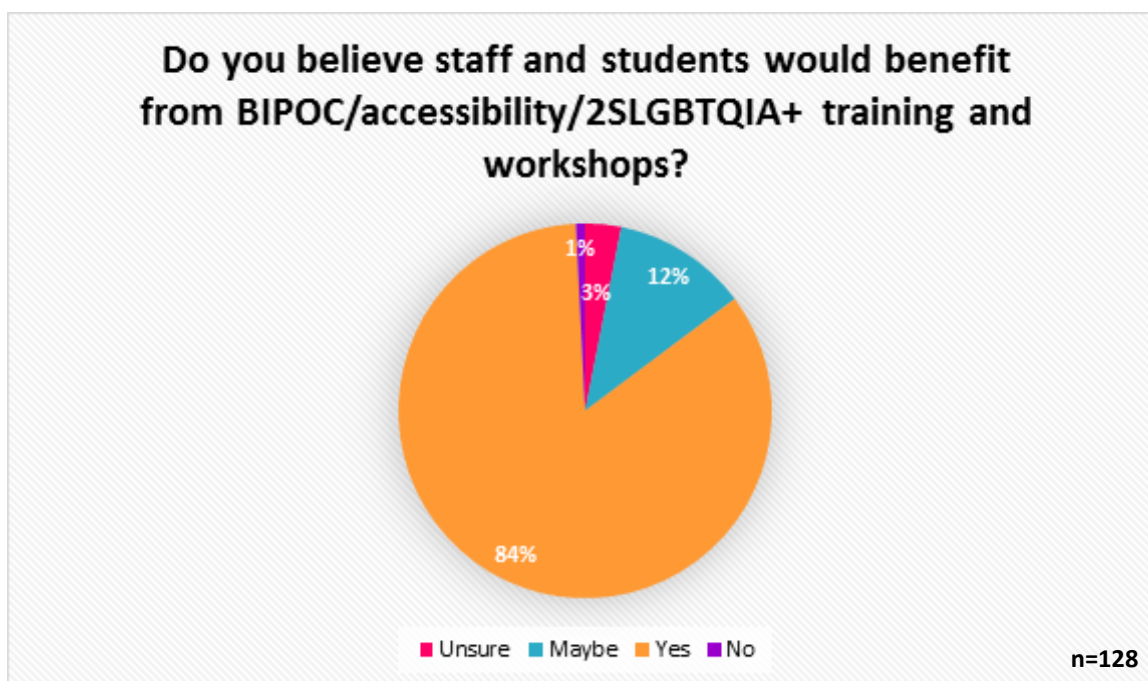
Image 13

The vast majority of participants commented that mandatory training is a great idea and would be beneficial for the faculty- students and staff alike- particularly because of how white the faculty is. This type of training could act as a starting point and form a foundation for an enriched learning experience. Respondents said this was particularly important for white students. In a free-form answer, 14% of respondents suggested that training may take the iSchool out of the conversation phase and encourage students, staff, and faculty to begin to put words into action). In another free-form question, 11% of respondents asserted that, at minimum, [white] faculty members should take the training.

There was, however, a sense of fear and uneasiness surrounding the term "mandatory" among some respondents. Respondents felt that they (i.e. student groups) should be careful not to upset faculty, students, or white people, who may cause further harm to these communities because of the labour being forced on them. One respondent remarked:

I would prefer that they were optional. No more stress is needed in our community.

Concerns around mandatory training include backlash, accessibility, scheduling, treating the training only as a task or checklist item, whether the faculty can safely facilitate a training session, and the

risk of increased emotional labour on BIPOC, 2SLGBTQIA+, and individuals with disabilities. One respondent stated:

> *I would be interested to see the evidence of effectiveness of mandatory training versus voluntary participation. If mandatory training is shown to have more benefit than voluntary training, then I would be for it.*

Some suggested that training be tailored to concentrations so that they are career specific. Others suggested that those with lived experience be exempt from attending these training sessions.

Many respondents agreed that while mandatory training sessions are not a perfect solution, they would be a useful starting point for themselves and the faculty. Despite this, a few respondents argued that cultural competency and sensitivity training were not relevant to their future work and concluded that training should not be mandatory. One respondent noted:

> *I think you need to be careful about the level of detail and length of the content that is mandatory. Enough to raise empathy and not so much that it causes exasperation.*

Section 4: Overall Experience and Suggestions

Summary

In the final section of the survey, respondents were given the opportunity to provide freeform feedback and/or suggestions for the Faculty of Information as a whole. Respondents were vocal about having courses that speak specifically to the communities discussed throughout the survey, while also ensuring that these discussions are threaded into every class through the addition of diverse readings and lecturers. Respondents also spoke more generally of the need for more criticality in regards to frameworks and theories discussed within classes. Respondents emphatically expressed the need for tenure-track BIPOC, 2SLGBTQIA+ (specifically trans), and disabled faculty. They also brought up that faculty members often display apathy towards these communities when engaging in these topics or when embers of these communities approach faculty/staff for support, which causes students to feel they are "topics" or "subjects" rather than community members; several respondents expressed the need to have leadership that prioritizes inclusion and diversity.

Respondents were also vocal about addressing admissions and hiring policies and providing better resources for students from marginalized communities, including identity-specific mental health supports, mentorship, and scholarships. Once again, respondents stressed the need to educate professors on how to facilitate discussions that centre marginalized communities, and how to incorporate diverse content into their curriculum.

Comments

The most frequent comment from respondents was that they would like to see more diverse representation in faculty and staff members (particularly in tenured staff) and that the faculty should hire accordingly. One respondent wrote:

> *Please hire more trans people. There is this strange disconnect between the conversations we have in class about "marginalized populations" and the fact that people of these populations are sitting in the room. I'm tired of feeling like an abstract service problem to be solved instead of an active contributor to the creation of these services.*

Another frequent comment was that there should be more space specifically for marginalized students (e.g. adding accessible student space and adding decor from BIPOC artists and space for community programming). Respondents expressed desire in having a culture of inclusivity, acceptance, and openness. One respondent wrote:

> *ADMISSIONS ADMISSIONS ADMISSIONS ADMISSIONS ADMISSIONS ADMISSIONS ADMISSIONS ADMISSIONS ADMISSIONS ADMISSIONS - if folks don't see themselves in a faculty, why would they feel welcome? What kind of precedent does that set for the systemic prejudice throughout our GLAM organizations?*

Many respondents also suggested that there should be both more resources and more support for BIPOC students, and there should be more awareness made towards existing mentorship, mental health services, accessibility services, and scholarship opportunities for BIPOC students. Many suggested the need for scholarships for BIPOC, 2SLGBTQIA+, and disabled students, mentorship programs, or the addition of BIPOC, 2SLGBTQIA+, and disabled counsellors at the iSchool. A common thread was for the iSchool to remove barriers to entering the program to increase recruitment (respondents mentioned examining the qualifications for entering the program, the inclusion of non-academic references, and financial aid, whether that be through scholarships or co-ops). One respondent stated that:

> *Recruitment of BIPOC, LGBTQ+, and Disabled students should be reviewed and improved in cooperation with other iSchools, other programs for information professionals (i.e. college courses for library technicians), and professional associations for information professionals (i.e. the Ontario Library Association). The problem of recruitment is *not* specific to our faculty. It runs across our industry and requires a broad approach. UofT offers a generous scholarship for Indigenous LIS students and that scholarship is not granted every year because of a lack of students indicates how large the problem is.*

Respondents once again vocalized that cultural and sensitivity training should be offered annually for staff and students, with a total of 19 respondents suggesting this in a free form question regarding general suggestions for the faculty. One respondent said:

> *[...] all staff and faculty should go through sensitivity training, inclusive design for education training, and be given time (and encouraged to) revamp their curriculum with more inclusive materials and diverse voices.*

Respondents advocated for anti-racism training, Indigenous cultural competency training, training on working with people with disabilities, mental health training, and de-escalation training. Four respondents mentioned it is necessary specifically for students, and an equal number stated it is necessary specifically for staff. One respondent recommended:

> *Include mandatory cultural sensitivity training, especially for research-based courses, since we will all be working with BIPOC, disabled, and 2SLGBTQIA+ persons. I took Indigenous cultural sensitivity training at Health Quality Ontario (now Ontario Health), and it was essential to my reframing my understanding of Canada and Indigenous peoples, and how I can better support and integrate their voice in future work. There should be a mandatory self-assessment upon entry as well, to help individuals identify their own biases and blindspots. Maybe this could repeated at the end of their program, to see if the iSchool helped to shift this in a positive way. Saying all of this though, I think when these are introduced (at least from a UX perspective), the emphasis should NOT be "designing for inclusivity and diversity will make your business/product better!" (I've seen this before). The purpose needs to be more altruistic.*

Further, students would like to see an increase in events that focus on the work of scholars from marginalized communities, as well as regular events discussing how white supremacy manifests both at the iSchool and in GLAM professions. One respondent stated:

We need to centre BIPOC, disabled, and LGTQ2S+ voices and experiences. I think part of this is recognizing and pointing out how much space has been and is taken up by white voices. Again, I think that it would be helpful for white students to know about specific ways that white supremacy manifests itself in our iSchool, to help make the awareness more specific to iSchool (and so that it doesn't get mistaken for pointing fingers at "those racists over there", but not within our own faculty).

Several respondents specifically mentioned accessibility needs within this portion of the survey, either to state that more needs to be done in meeting disabled student needs, or, to state that professors must have a better grasp on accommodations and be willing to work with students. One respondent stated that:

The Bissell building is slated to undergo major construction, and I think that's a wonderful opportunity to install inclusivity in the very walls of the iSchool. Creating an accessible space, while ensuring decorations are from diverse artists, and creating spaces specifically for cultural and community programming would make the school immediately more welcoming of marginalized individuals. The study rooms at the inforum and the student lounge do not provide sufficient space for community development and many places in the school are completely inaccessible. Building space for inclusion is imperative.

Several respondents echoed items that had been mentioned in the iPetition (see Appendix B), including the need for a DEI Coordinator. Respondents expressed the need for listening and accountability on the part of the faculty; public commitments and the creation of a public strategic plan. Respondents further stressed the need for policy change, including amending admissions policies; the creation of an accommodations policy; the implementation of a standard for the diversification of syllabi wherein it would be mandatory to bring these topics into all classes using an anti-oppressive and critical race lens; a policy addressing the labour that is put on BIPOC communities; and a policy to ensure accountability on these matters. One respondent noted:

I think that the overwhelming whiteness of libraries and archives should be at topic of formal concern, study, discussion, and action. The issue isn't just racism/underrepresentation -- it's un / under-examined whiteness and white supremacy, which permeate academia, GLAM professions, and, of course, the Faculty of Information.

Several respondents called for an annual review of the Dean, in the way that professors receive course reviews at the end of each course.

Other notable suggestions included setting ground rules for guest lecturers, more visibility of student groups (such as catered get-togethers that allow others to engage with these groups), opportunities to catch up on missed classes by way of recorded lectures, creating strong community connections with institutions, organizations and resources that directly benefit and represent BIPOC, disabled and

2SLGBTQIA+ students, faculty and staff, and implementing all of the findings of the TRC Calls to Action and the [MMIWG Calls to Justice.](#)

Conclusion

We began writing this report with the belief that the iSchool could be a safer, more uplifting and inclusive space once made aware of its blind spots. Before the publication of this report, the Faculty of Information responded to some of the demands outlined in our petition and protest letter, such as the proposed creation of a DEI Coordinator position, a resource page for BIPOC students on the iSchool website, a grant for Black and Indigenous students, and the addition of more diversity-specific courses (e.g. MSL 2235: Equity, Diversity, and Inclusion in the GLAM Sector). The continued labour of BIPOC, 2SLGBTQIA+, and disabled students has accelerated the search for a new dean and led to increased cultural competency training amongst faculty. Members of our student groups continue to meet with the iSchool faculty and university administration to advocate for our peers. And with all of these changes, students have not, and most likely will not, be acknowledged for their contributions and efforts. Students have not received a public apology or acknowledgement of the continued extraction of student labour, the creation of violent spaces, the lengths that students have had to go to in order for faculty and university leadership to listen. We hoped this report would impart an urgency/immediacy for implementing diversity and inclusion policies, structures, and frameworks. While sustainable change is often slow-moving, the faculty can show that they care about the well-being and safety of its students by prioritizing diversity, equity, inclusion, and accessibility *now*.

This journey is far from over and we encourage students, faculty and staff to keep pushing — expect and demand more from your faculty. The Faculty of Information has not yet displayed the empathy, respect, and self-accountability needed to foster a healthy relationship with marginalized students and has treated our demands as boxes to be checked. At this point in our journey, it is clear that the faculty does not fully grasp, or acknowledge, the impact of their actions and for that reason, we feel that "reconciliation is dead."[7] While the Faculty of Information may not hold itself accountable for its past and continuing violence, we (DWG, MPOC, AIWG, ICWG, MISC, MUSSA) will continue to do so. This process needs to occur at an individual, faculty, and university level simultaneously.

The Faculty of Information is not the only department at the University of Toronto that has recently been called out by its students, nor is it the first time this has happened. Others include, most recently, Massey College, Dalla Lana School of Public Health, and John H. Daniels Faculty of Architecture, Landscape, and Design. These are university-wide issues, and we are addressing them at the faculty level as a start. This report was written in the hopes that it could serve as a guide for future DEIA initiatives at the iSchool and elsewhere in the university.

We would like to let students and alumni know that the working groups who collaborated on this report are here to support you. When listening to your voices, stories, and the challenges that you have faced, we see ourselves. Please reach out to our student groups if you need help, support, and/or a community where you feel safe. When you feel exhausted, know that we have your back and please consult the mental health resources below (see Appendix D); when you feel alone, know that you are not; when you feel like giving up, know that we are still fighting for you.

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[7] Ballingall, Alex. "'Reconciliation Is Dead and We Will Shut down Canada,' Wet'Suwet'En Supporters Say." *Toronto Star*. February 11, 2020.

Student, Faculty and Staff Demands for the Faculty of Information

The following recommendations are based on survey responses, the iSchool's previous commitments to fulfil the *Truth and Reconciliation Commission of Canada*'s Calls to Action, and the recommendations within *The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls.* This list is not exhaustive and is only meant to serve as a guide for making the Faculty of Information more inclusive and safe for BIPOC, 2SLGBTQIA+, and students with disabilities. As such, we expect the Faculty of Information and the University to go well beyond this list. Further, the university must adopt a DEI-centred framework from which to operate at all levels.

The Final Report on Missing and Murdered Indigenous Women and Girls calls on academic institutions to:

1. Ensure accurate representation of Indigenous peoples that respects their cultural diversity;
2. Support Indigenous perspectives
3. Support Indigenous scholars by providing Indigenous inclusion training opportunities and scholarships
4. Be proactive in dismantling stereotypes and myths.[8]

Additionally, the *MMIWG Report* proposed 7 principles of change for everyone to follow, which include "self-determined and Indigenous-led solutions and services," "recognizing distinctions" of Indigenous peoples, and addressing their distinct needs, "cultural safety," and "trauma-informed approach."[9] These principles should also guide the Faculty towards making the faculty more diverse, equitable, inclusive, and accessible beyond what we have asked of them.

We would like the Faculty of Information to consider these principles of change in a broader sense, wherein they include Indigenous peoples, and also other marginalized groups. With that said, the following is a list of changes we would like to see at the Faculty of Information to better serve students and faculty. We ask that the Faculty work towards making these changes and moving beyond them in a mindful way that addresses these principles of change at the forefront.

Time	Demands	Addressed To
Short term	A public statement of apology from Dean Duff and the Faculty of Information for the appropriation of student labour, for failing to support BIPOC students, faculty and staff sooner, and for remaining generally inactive up until this point. The faculty needs to acknowledge that a culture of anti-blackness and colonialism are prevalent at the iSchool	Dean Wendy Duff

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[8] National Inquiry into Missing and Murdered Indigenous Women and Girls, *Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls, Volume 1b,* (2019): 190-191, https://www.mmiwg-ffada.ca/final-report/
[9] Ibid., 172- 176.

	The implementation of a transparent, strategic action plan that includes accountability measures, regular public reports, and a timeline	Faculty of Information
	Paid note-takers	Faculty of Information
	All classes recorded and kept online until the last class of the semester	Faculty of Information
	Offer alternative means of accessing course material, ensuring that all text materials are screen readable.	Faculty of Information
	In classes that are of an appropriate size wherein there are introductions, have everyone introduce themselves with pronouns on the first day of class.	Faculty of Information
Middle term (within the next year)	We urge the iSchool to actively eliminate municipal and campus police involvement in safety and crisis intervention for students and surrounding communities. This will involve advocacy work at the institutional level. The iSchool should provide mandatory training in harm-reduction and conflict de-escalation for all staff, faculty, and students.	The University of Toronto (the Faculty of Information should advocate for this change at the institutional level)
	We ask that the admissions committee adjust their policies in recognition of the unique economic and social challenges that are often faced by members of the BIPOC community.	University of Toronto and Faculty of Information
	The development of a full-semester, elective, a graduate course on Truth and Reconciliation Committees in Canada and around the world	Faculty of Information
	Research Assistant position involved in the creation and maintenance of a website with resources and information about the TRC	Faculty of Information
	The inclusion of Indigenous content into colloquium series, to broaden the iSchool community's understanding of indigenous ways of knowing, scholarship, and contributions to information and museum studies	Faculty of Information
Mid and long term	An increase in regularly-offered classes on race, sexuality, gender, accessibility (covering such matters as accessibility in GLAM spaces; LGBT+ and BIPOC-focused readers'	Faculty of Information

	advisory; best practices for accessible programming; black communities and museums; 2SLGBTQIA+ communities and museums; decolonizing institutions; diversifying collections; Indigenous knowledge in information studies; race in academic libraries; racism and biases within UX fields; serving transgender communities in GLAM; Being a visible minority in the GLAM or Information sector, and so on). Additionally, a commitment to teaching all courses through the lens of DEIA. According to the MMSt Anti-Racism Action Plan, the program has pledged an increase of **30%** for each of its courses for the 2020-2021 academic year, and we believe this is feasible for most, if not all, classes at the iSchool.	
Long term	We demand that the Faculty of Information collect and publish racialized data regarding faculty members, students, and course content on an annual basis so that they are held accountable for their commitments to solidarity. (e.g. the DWG has been collecting data on course syllabi to identify which concentrations need more diverse content)	Faculty of Information
	Transparency on who the iSchool partners with on projects and through internship/work-study/co-op opportunities. We demand that they only work with organizations that hold a firmly anti-racist and anti-oppressive mandate.	Faculty of Information
	We demand that the faculty create strong community connections to institutions, organizations, and resources that directly benefit and represent BIPOC, disabled and 2SLGBTQIA+ students, faculty, and staff. This includes the creation of a mentorship program in partnership with FIAA wherein students may be connected to professionals aligning with their identities (BIPOC, disabled, ill, 2SLGBTQIA+, etc) as long-term mentees.	Faculty of Information
	An increase in the representation of 2SLGBTQIA+, BIPOC, and disabled students in iSchool online content, including social media, events advertised, and website content and news.	Faculty of Information
	The hiring of a full-time Diversity, Equity, and Inclusion coordinator by the end of 2020. We ask that the faculty commit to expanding the position of Diversity, Equity, and Inclusion coordinator into an office by the end of 2021, so	Faculty of Information

	that the burden of this work does not fall on a single coordinator. A portion of the faculty's annual budget must be allotted to diversity, equity and inclusion programming, curriculum, and initiatives to support and grow this office. Funding should also go towards increasing mental health supports for marginalized students, and greater amplification of where these supports are available on the iSchool website.	

	We believe in removing barriers that prevent BIPOC from applying for faculty positions at the iSchool, and fostering a culture of inclusion. This includes welcoming criticism and feedback from faculty members, even if it is negative criticism, removing any biases that favour abled white cisgender heterosexual candidates, and implementing policies to hold faculty accountable which will, as a result, increase the diversity of professors. We ask for the hiring of 3 additional BIPOC professors by the end of the 2020-21 academic year, with a commitment to increase that number.
	
	 a. This needs to be done in a non-tokenistic way. Additionally, all hiring BIPOC, 2SLGBTQIA+, and disabled professors needs to be done in tandem with structural changes.
	 b. Any planned faculty recruitments in the next 5 years should prioritize the hiring of Black or Indigenous faculty, without necessarily being people who study "Black or Indigenous issues"
	  i. This should include retirement replacements and net new positions
	  ii. Some of these should be sought at a senior level to ensure mentorship for new junior faculty, and a strong voice in departmental leadership.
		Faculty of Information

	We demand that all faculty, staff, and students participate in cultural competency training. This should incorporate mental health support training, anti-oppression training, accessibility training, training on working with 2SLGBTQIA+ communities, and Indigenous cultural competency training. Given the extensiveness of racism in the university, we ask that you reconsider the university's policy on mandatory training on a case by case basis. It is important to recognize that the faculty and students who need this training the most will likely not participate voluntarily.	Faculty of Information

	1. The majority of students prefer that cultural competency training be embedded into their scheduled courses, keeping in mind that students cannot always attend training outside of school due to scheduling. These training classes should be developed in tandem with ARCDO, the future DEI coordinator, or an external consultant. 2. To ensure that the labour of educating does not fall on BIPOC students, faculty must receive cultural competency training so that discussions are facilitated as safely as possible. Training should be received from an external organization(s) on a continual basis, acknowledging that living, and working in solidarity with marginalized communities is a lifelong commitment and learning journey. We ask that it be made public which professors have taken the training so that students can make informed decisions when signing up for classes. We also suggest there be a deadline which workshops must be completed by, with repercussions if that deadline is not met, and attendance in these workshops would count as professional development. 3. Training would also be beneficial for admissions staff, in particular, to address and correct any biases in the admissions process	
	The integration of content about Canada's TRC, its Findings and Call to Action in ALL required courses for Archives & Records Management Studies, Library and Information Studies, and Museum Studies	Faculty of Information
	Partnerships with organizations such as the Aboriginal Health Network, Métis Nation of Ontario, Toronto Birth Centre, Ontario Library Services North, Southern Ontario Library Services and Keewaytinook Okimakanak in ways that offer the iSchool's strengths to important First Nations, Inuit, and Métis initiatives.	
	Respond to the call to action outlined in the *MMIWG Report's Calls to Justice.*	

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Appendix A - The Survey

1. I identify as (check all that apply):
Black
Asian
White
Hispanic/Latinx
Indigenous (optionally, please share your Nation in 'Other')
Pacific Islander
Prefer not to disclose
Disabled
2SLGBTQIA+
Middle Eastern
Other

If not a minority, can you briefly explain your connection/engagement with these communities?

2. What is your current relationship to the iSchool?
Current Student
Alumni
Faculty or staff
Other

If you are not faculty, student, or staff, please specify here.

3. What concentration(s) are you associated with? Please check all that apply.
Bachelor of Information
Master of Museum Studies
PhD in Information
Archives and Records Management
Culture and Technology
Critical Information Policy Studies
Human-Centered Data Science
Information Systems and Design
Knowledge Management and Information Management
Library and Information Sciences
User Experience Design
General
Thesis
Other

4. Throughout your time at the iSchool, have you been provided with opportunities to participate in training or workshops specific to BIPOC, Accessibility, or 2SLGBTQIA+ issues/communities/experiences?
Yes
No
Unsure

What organization(s) was this training or workshop provided through? Please check all that apply.
The Faculty of Information (offered by the iSchool, or, taught in a course)
The Diversity Working Group
Museum Professionals of Colour
Indigenous Connections
The Accessibility Interests Working Group
Not Applicable
Other

What training and/or workshop(s) have you participated in/received? Was attendance voluntary or mandatory?

Were the facilitators/trainers/guest speakers of the event(s) that you attended members of the BIPOC, disabled, and/or 2SLGBTQIA+ community?
Yes
No
Unsure
Not Applicable

5. Do you feel your colleagues and peers prioritize or engage in various processes of learning, training and workshops focused on BIPOC, disabled, and 2SLGBTQIA+ experiences?
Yes
No
Maybe
Unsure
Other

6. Do you believe staff and students would benefit from BIPOC, accessibility, and 2SLGBTQIA+ training and workshops?
Yes
No
Maybe
Unsure

Would you prefer training and workshops be facilitated by centres/agencies/peoples from the pertaining community?
Yes
No
Maybe
Unsure

7. What might some of your thoughts/ feelings/ observations/concerns be if BIPOC, disabled, and 2SLGBTQIA+ training and workshops were to be made mandatory for iSchool staff/faculty/students?

8. Do you feel there are enough courses (including electives) on BIPOC, disabled, and 2SLGBTQIA+ experiences and perspectives offered at the iSchool?
Yes
No
Unsure

9. Do you have any suggestions on courses that could/ should be offered pertaining to BIPOC, accessibility, and 2SLGBTQIA+?

10. If you are currently a student or have been a student in the past, have you found a sufficient amount of materials (articles, discussions, books, media content) in your courses that reflect/align with your worldviews or incorporates BIPOC, People with disabilities, and 2SLGBTQIA+ perspectives and scholarship?
Yes
No
Unsure
Not Applicable

Would you like to elaborate on this?

11. Have your courses invited/included BIPOC, disability, and 2SLGBTQIA+ guest speakers/presenters?
Yes
No
Unsure
Not Applicable

12. What are some of your thoughts/ feelings/ observations/ concerns regarding the overall inclusion of BIPOC, accessibility, and 2SLGBTQIA+ course content and materials at the iSchool?

13. Are 'difficult' conversations/discussions facilitated appropriately? Do they happen at all? (ie topics such as decolonization, use of racial language, history of cultural assimilation/genocide, gender and sexuality, accessibility needs, current challenges etc.)
1=Inappropriate Facilitation /No Discussion
5=Appropriate Facilitation/ Frequent Discussion

14. How comfortable do/did/would you feel participating in these discussions?
1=Uncomfortable
5=Comfortable

15. How comfortable do you perceive your classmates/professors/colleagues to be in engaging in 'difficult' discussions?
1=Uncomfortable
5=Comfortable

16. If you feel comfortable, can you please share some examples of your classroom/ workplace experiences (positive or negative) regarding discussions and your comfort at UofT?

17. Do you feel supported and understood by your peers/professors/colleagues?
Yes
No
Sometimes/Depends on the Person

18. What is your overall confidence/ level of trust regarding faculty/ management/ other staff members?
1=Low Confidence
5=High Confidence

19. How likely are you to bring forward or share BIPOC, disability or 2SLGBTQIA+ -specific experiences with peers/professors/colleagues?
1=Less Likely
5=Very Likely

20. How likely are you to report an instance of oppression and marginalization that was enacted by a member of the Faculty of Information, to the Anti-Racism and Cultural Diversity Office, Accessibility Services, or the Sexual and Gender Diversity office respectively?
1=Less Likely
5=Very Likely

[*due to an error during the creation of the survey, there is no question # 21 or 22.*]
23. What are some ways the iSchool could improve/ enhance the overall experience of BIPOC, disabled, and 2SLGBTQIA+ students, faculty, and staff?

24. Are there programs, resources, or other changes that you believe could/should be introduced or implemented at iSchool?

Is there anything else you would like us to know?

Appendix B- iPetition: In Solidarity with Your ISchool Peers

This is an opportunity for the iSchool to stand in solidarity with those who are fighting for reform and to increase the faculty's commitment to diversity and inclusion. While we value the statement the iSchool has made, we believe that further resources and support can better amplify the faculty's sincerity for equity, diversity, and inclusion within our BIPOC (Black, Indigenous, People of Color) community especially during a time when they need it most.

We believe that there are pressing items that need to be addressed that will help speak to the concerns of our students, such as:

- A banner across all iSchool website pages that links to the iSchool's statement on the recent protests, as well as available resources for students affected such as group discussions.
- The permanent creation of BIPOC financial aid, and heightened BIPOC scholarship awareness.
- Recognition of the mental stress that this situation can cause, and provision of accommodations for students experiencing emotional distress such as: paid note taking made available for classes, encourage professors to provide extensions, and ensure lectures are recorded.
- Data from the iSchool's partnerships with other organizations (e.g., co-op) and information about whether the iSchool will be working to partner only with those that are speaking out about anti-Black racism.
- Cultural competency training for all staff to create a safer learning and community environment.
- Hiring a full-time, student-approved, Diversity, Equity, and Inclusion Coordinator for the iSchool so that the burden of labour no longer has to be fully performed by students who are offering their input and consultation. No longer ask the students who are vulnerable, who hold far less power than their faculty counterparts, to do the bulk of this work.

This initiative is a combination of the efforts of students and alumni involved in Master of Information Student Council (MISC), Master of Museum Studies Student Association (MUSSA), Diversity Working Group (DWG), Museum Professionals of Colour (MPOC), Accessibility Interests Working Group (AIWG), Indigenous Connections Working Group (ICWG) and multiple concentrations within the iSchool.

Appendix C- Signatures in support of the "In Solidarity with your iSchool Peers" Petition

As of August 8, 2020, there are a total of 557 signatures. Some signatories chose to remain anonymous.

1. Sandra Doig (Canada)
2. Stephanie (Canada)
3. Stacy Allison-Cassin (Canada)
4. jesse k (Canada)
5. Jennifer Roberts (Canada)
6. Devin New (Canada)

"I am a wider member of the iSchool community and work as an archivist & records manager with iSchool-educated professionals. I support these demands, which are highly implementable & will create broader positive impacts in the archival, library, museum, and information fields. I ask the iSchool to robustly fulfill each demand by the end of 2020."
- **Joy Rowe, June 6, 2020**

7. Alexia Loumankis (Canada)
8. Alora Cholette (Canada)
9. Marina Dumont (United States)
10. Micayla Crawley (Canada)
11. Renée Filbey (Canada)
12. Hana Nikcevic (Canada)
13. Hassan Asif (Canada)
14. Relocations Journal Team (Canada)
15. MD Salzberg (United States)
16. Christian Alarie (Canada)
17. Dylan Dammermann (Canada)
18. Simon Ungar (Canada)
19. Cappucine (Canada)
20. Nicole Lin (Canada)
21. Lauren Williams (Canada)
22. Solitaire Cline (Canada)
23. Valerie Mais (Canada)
24. Samantha (Canada)
25. Trinity Chinner (Canada)
26. zihan x (Canada)
27. Vidushi (United States)
28. Joshua Dimakakos (Canada)
29. Emma J (Canada)

30. Molly (Canada)
31. Anh (Vietnam)
32. Kathleen Scheaffer (Canada)
33. audrey Mcallister (Canada)
34. Rachel Johnson (Canada)
35. Hannah Tarver-Saunders (United States)
36. Liam (Canada)
37. Maia C (Canada)
38. Khyle Bernardino (Canada)
39. Yidan (Canada)
40. Melissa Smith (Canada)
41. Carly Penrose (Canada)
42. Christina Siemon (Canada)
43. Amber Banks (Canada)
44. Amleet Mangat (United States)
45. Johanna P (Canada)
46. Courtney Murfin (Canada)
47. Dongwon Esther Kim (Canada)
48. Danielle Chiang (Canada)
49. Camilo Mejia (Canada)
50. Sam (Canada)
51. Sarah Fellows (Canada)
52. Laura Davis (Canada)
53. Al Stanton-Hagan (Canada)
54. Lisa Tower (Canada)
55. Victoria Majewski (Canada)
56. Cade (Canada)
57. preevanda sapru (Canada)
58. David Jones (Canada)
59. Bri Marshall (Canada)
60. Jamie Lee (Canada)
61. Owen Neale (Canada)
62. Angel Earl (Korea, Republic of)
63. Cheryl Copson (Canada)
64. Vanessa Miraples (Canada)
65. Beatrice Hunter (Canada)
66. Thiané Diop (Canada)
67. Alicia Dotiwalla (France)
68. Rebecca Ritchie (Switzerland)
69. Omar (Canada)
70. Hannah Gzik (Korea, Republic of)
71. Carlyn Mabatid (Canada)

72. Danielle Crecca (Canada)
73. Madeline Gerbig (Canada)
74. Jerrica P (Canada)
75. Samin Saberi (Canada)
76. Emily Norry (Canada)
77. Jillie Reimer (Canada)
78. Lisl Schoner Saunders (Canada)
79. Tess Frauley-Elson (Canada)
80. Stacey Noelle Gilkinson (Canada)
81. Emily Chapman (Canada)
82. Douglas J Stevens (Canada)
83. Bronwyn Gray (Canada)
84. Jefferson Sporn (United States)
85. Alice (Canada)
86. Aaron Dishy (Canada)
87. Jordan Day (Canada)
88. Elizabeth Carroll (Canada)
89. Rob Makinson (Canada)
90. Alexandre Berard (Canada)
91. Selby Sawyer (Canada)
92. Paul Cheung (Canada)
93. Sarah (Canada)
94. Rachel Kearney (Canada)
95. Xiao Hernan (Canada)
96. Mia (Canada)
97. Nora Frauley-Elson (Canada)
98. Julia Yudelman (Canada)
99. Emily Herron (Canada)
100. Latisha (Canada)
101. Juliette (Canada)
102. Ariana Ho (Canada)
103. Samuel Araujo (Canada)
104. Hilary Handley (Canada)
105. Amy Carlberg (Canada)
106. Melissa Moleirinho (Canada)
107. Zach (Canada)
108. Magnus (Canada)
109. Victoria (Canada)
110. Michelle Nguyen (Canada)
111. Julia Humeniuk (Canada)
112. Bronwyn Graham (Canada)
113. Emma Della Rocca (Canada)
114. Ninivette (Canada)

115. Ryette (Korea, Republic of)
116. Kes Murray (Canada)
117. Audrey Demers (Canada)
118. Kevin Wong (Canada)
119. Hannah ziemba (Canada)
120. Adriana C Martinez (Canada)
121. Sophie Germond (Canada)
122. Rory Giroux (Canada)
123. Emily Finbow (Canada)
124. Florence D (Canada)
125. Jordan Fee (Canada)
126. Revi (Canada)
127. Alexandra Henderson (Canada)
128. Nathania Chow (Taiwan)
129. Claudia Taylor (Canada)
130. Monisha A (Canada)
131. Erin Beaubien (Canada)
132. Lilith Paige Benjamin (Canada)
133. Marissa Benjamin (Canada)
134. Meghan Walsh (Canada)
135. Phylicia barroo (Canada)
136. Whitney Ingraham (Canada)

"I was one of the only black students in the iSchool, and one of only two in my museum studies program. I felt underrepresented and unsupported by the faculty in so many ways. I hope the university is willing to put in the time and resources necessary to make future black students feel more welcome and respected."
- **Marissa Benjamin, June 17, 2020**

137. Tristan Tenio (Canada)
138. Wendy (Canada)
139. Todd Tenio (Canada)
140. Katarina (Canada)
141. Rebecca Hilliard (Korea, Republic of)
142. Hadeel (Canada)
143. Lisa Maruska (Canada)
144. Revital Weiss (Canada)
145. HAYDEN MCKNIGHT (Canada)
146. Emine Hande Tuna (Canada)
147. Grace Go (Canada)

148. James Zhou (Canada)
149. Griffin (Canada)
150. Emma Hawkswell (Canada)
151. Claire Buisson (Canada)
152. Edith Carr (Canada)
153. Aurélie Deveaux (Canada)
154. Ashley (Canada)
155. Emma Franco (United States)
156. Victoria Akow (Canada)
157. Wayne Tang (United States)
158. Zynor Majeed (Canada)
159. Zi Huang (Canada)
160. Ryan Hammond (Canada)
161. Madison Banks (Canada)
162. Carys Owen (Canada)
163. Anne Corbeil (Canada)
164. Ariel (Canada)
165. Laura Vautour (Canada)
166. Chen Du (Canada)
167. Allison (Canada)
168. Michaela Field (Canada)
169. Melina Mehr (Canada)
170. Hilary Wight (Canada)
171. Hayley (Canada)
172. Tonya Sutherland (Canada)
173. Hannah Codesmith (Canada)
174. Jaime Clifton-Ross (Canada)
175. Andrew Sue Chue Lam (Canada)
176. Krystin Miller - Jacques (Canada)
177. Danielle Picard (Canada)
178. Savannah Shore (Canada)
179. Lauren McAusland (Canada)
180. Armando Perla (Canada)
181. Nicole Ritchie (Canada)
182. Sydney Rose (United Kingdom)
183. Allison Morey (United States)
184. Taryn Foss (Canada)
185. Emily Williams (Canada)
186. Maya Lohcham (Canada)
187. Amelia D Smith (Canada)
188. Melanie Zhang (Canada)
189. Emily Hector (Canada)
190. Richie Pyne (Canada)
191. Annie LeMasters (United States)
192. Jackson Longworth (Canada)

193. Elena Wiegelmann (Canada)
194. Sally Siu (Canada)
195. Althea Balmes (United States)
196. Kelly Gordon (United States)
197. Monique Flaccavento (Canada)

"Implementing these calls for change is the responsibility of the Faculty of Information, not an option. Inclusion and anti-racism improves the life of marginalized students and makes the Faculty a better place for every member of it."
- **Jackson Longworth, June 13, 2020**

198. Jenaya Webb (Canada)
199. Lindsay Gibb (Canada)
200. Peter Farrell (Canada)
201. Katrina Cohen-Palacios (Canada)
202. Lara Maestro (Canada)
203. Natasha Malik (Canada)
204. Lindsay McNiff (Canada)
205. Hilary Barlow (Canada)
206. Samantha greco (Canada)
207. Salina (Canada)
208. Lauren (Canada)
209. Lindsey MacCallum (Canada)
210. Lynie Awywen (Canada)
211. Maria Moradas (Canada)
212. Nathaly Rangel (Canada)
213. Jullian Spencer (Canada)
214. Sean Saldanha (Canada)
215. Eliza Brandy (Canada)
216. Brooke Windsor (Canada)
217. Sam McGarva (Canada)
218. Daniela Ansovini (Canada)
219. Jennifer Grant (Canada)
220. Nich Worby (Canada)
221. Emily Sommers (Canada)
222. Andrea McCutcheon (Canada)
223. Armin Krauss (Canada)
224. Lo Humeniuk (Canada)
225. Louise Curtis (Canada)
226. Judith Logan (Canada)
227. Natalia Barykina (Canada)
228. Mary Kosta (Canada)

229. Micaela E (Canada)
230. Allison Pedler (Canada)
231. Niki Sutherland (Canada)
232. Marie-Lyne Bergeron (Canada)
233. Lisa Ronald (Canada)
234. Kelli Babcock (Canada)
235. Elyse Hill (Canada)
236. Theresa Power (Canada)
237. Tys Klumpenhouwer (Canada)
238. Elizabeth Holliday (Canada)
239. Sarah Forbes (Canada)
240. Kyle P (Canada)
241. Meg Raven (Canada)
242. Sarag (Canada)
243. Jonathan Studiman (Canada)
244. Isabella Nikolaidis (Canada)
245. Desmond Wong (Canada)
246. Sydney Stype (Canada)
247. Nalini K Singh (Canada)
248. Kyla Everall (Canada)
249. Jordan Pedersen (Canada)
250. Angela Henshilwood (Canada)
251. Denyse Rodrigues (Canada)
252. Marta Cooper Burt (Canada)

"I'm an iSchool alumna and former Master of Information Student Council (MISC) President. I'm very proud of the current iSchool students advocating for their own needs and supporting their peers."
- **Hilary Barlow, June 11, 2020**

253. Laurel Jamieson (Canada)
254. Whitney Kemble (Canada)
255. Rachel E Beattie (Canada)
256. Sabine Calleja (Canada)
257. Jasmine Stasiuk Riddell (Canada)
258. Laura Viselli (Canada)
259. Laura Cline (Canada)
260. Holly Marple (Canada)
261. Vanessa Ammirante (Canada)
262. Jess (Canada)
263. Rotem Diamant (Canada)
264. Renee Saucier (Canada)

265. Abigael Pamintuan (Canada)
266. Sarah Dunn (Canada)
267. Sharon (Canada)
268. Nikole Turrer (Canada)
269. Kathleen Vahey (Canada)
270. Madelaina DePace (Canada)
271. Sam (Canada)
272. Megha Singal (Canada)
273. CJ Pentland (Canada)
274. Cw (Canada)
275. Adam I (Canada)
276. Kyra Savolainen (Canada)
277. Sydney Laiss (Canada)
278. Georgina de Roché (Canada)
279. Jerome Scully (Canada)
280. Maya Pasternak (Canada)
281. Alex M (Canada)
282. Samantha Bellinger (Canada)
283. Selin Kahramanoglu (Canada)
284. Asif Ayenun (Canada)
285. Rebekah G (United States)
286. Kelly Durkin Ruth (United States)
287. Sarah Cavaliere (Canada)
288. Shantel Jagasar (Canada)
289. Val Masters (Canada)
290. Samantha Summers (Canada)
291. V Craig (Canada)
292. Anjani Singh (Canada)
293. Alexandra Wong (Canada)
294. Clara Luca (Canada)
295. Mallory (Canada)
296. Sonia Zettle (Canada)
297. Jessie Lau (Canada)
298. Stephanie (Canada)
299. Michelle Phan (Canada)
300. Xandra Castro-Davila (Canada)
301. Muzna Erum (Canada)
302. Simrit Khabra (Canada)
303. Georgia Grieve (Canada)
304. Geneva Gillis (Canada)
305. Jessica Lanziner (Canada)
306. Melissa (Canada)
307. Camille (Canada)
308. Yoonhee Lee (Canada)
309. Savannah sewell (Canada)
310. Davrielle Salsberg (Canada)
311. Casarina Hocevar (Canada)
312. Jessica MacLeod (Canada)
313. Hannah Howden (Canada)

314. Arwa El Hussein (Canada)
315. Belinda Corpuz (Canada)
316. Marie-Helene Lessard (Canada)
317. Rida I (Canada)
318. Erin C (Canada)
319. Marina Popovic (Canada)
320. Brenna (Canada)
321. Paige Julian (Canada)
322. Heather W (Canada)
323. Ethan Rosenberg (Canada)
324. Leora Bebko (Canada)
325. Ferrin Evans (Canada)
326. Madeleine Ghesquiere (Canada)
327. Hannah Hadfield (Canada)
328. Jules Phillips (Canada)
329. Ilana Arnold (Canada)
330. Lauren Simon (Canada)
331. Chidimma Moraldo (Canada)
332. Corrina (Canada)
333. Serena (Canada)
334. Erin Canning (Canada)
335. Alex Desplanque (Canada)
336. Tanya McCullough (Canada)
337. Aimee Rivero (Canada)
338. Eric Hanson (Canada)
339. Victoria McAuley (Canada)
340. Kennedy Bullen (Canada)
341. Allyson Aritcheta (Canada)
342. Anh (Vietnam)
343. Adrian Petterson (Canada)
344. Helena A Kita (Canada)
345. Susan Jama (Canada)
346. Sarah Jane Leeves (Canada)
347. Charlie Osler (Canada)
348. James (Canada)
349. Marisa clancy (Canada)
350. Chloe Houde (Canada)
351. Emilie (Canada)
352. Matthew Lloyd (Canada)
353. Chantelle (Canada)
354. Alexis Moline (Canada)
355. Revital Weiss (Canada)
356. Kesang Nanglu (Canada)
357. Sydney (Canada)
358. Napat Malathum (Thailand)
359. Amanda Marino (Canada)
360. Lorena Narváez (Canada)
361. Jenn Huynh (Canada)
362. Melissa (Canada)
363. Patricia Salata (Canada)
364. Sarah (Canada)
365. Kassandra Z (Canada)

366. Rachel Currie (Canada)
367. Rebecca Schmidtke (Canada)
368. Christina McArthur (Canada)
369. Renay Minichiello (Canada)
370. Leora L Bromberg (Canada)
371. Naomi Senwasane (Canada)
372. Tara (United Kingdom)
373. Zoe Lepiano (Canada)
374. Caitlin McCurdy (Canada)
375. Sujaya Devi (Canada)
376. Haile Cornwall (United Kingdom)
377. Maria Arika Macaalay (Canada)
378. Erika (Canada)
379. Carmelina Imola (Canada)
380. Alexander Choo (Canada)
381. Julia Huynh (Canada)
382. Nicole Wong (Canada)
383. Mon (Canada)
384. Sneha Parekh (Canada)
385. Alexandra Scandolo (Canada)
386. Octavian Ion (Canada)
387. Sam T-O (Canada)
388. Annie McCarron (Canada)
389. Chei Harrison (Canada)
390. Karen Macke (United States)
391. Maddy Howard (Canada)
392. Emile (Canada)
393. Nicole Steeves (Canada)
394. Faduma Abdalla (Canada)
395. imma gobunquin (Canada)
396. Emma Puddicombe (Canada)
397. cassidy sawyer (Canada)
398. Amanda Berardi (Canada)
399. Jose Antonio Guzman (Canada)
400. Wendy Harrison (Canada)
401. Brandon Ying (Canada)
402. M musleh (Canada)
403. Georgia McKee (United States)
404. Kineta Wirahardja (Canada)
405. Tamara Rayan (Canada)
406. Victoria Yang (Canada)
407. Mei Lein Harrison (Canada)
408. Jennifer A Lee (Canada)
409. Yohance Harrison (Canada)
410. Caitlin Ying (Canada)

411. Dominica Tang (United States)

"The MMsT Program was definitely lacking diversity in my years and didn't seem to be making much efforts to be inclusive of the very groups they wanted to reconcile with and represent within the galleries. Trying to discuss how to get BIPOC communities more involved in museums in a majority (sometimes all) white class (and all-white professors) felt very uncomfortable. (MMsT 2018)."
- *Erin Beaubien, June 17, 2020*

412. Moska Rokay (Canada)
413. Joy Rowe (Canada)
414. Hussein Hashi (Canada)
415. Percy Miller (Canada)
416. Christina Vuong (Canada)
417. Christine McKenna (Canada)
418. Priscilla Carmini (Canada)
419. Hazel Sands (Canada)
420. Jamie Lee Morin (Canada)
421. Olivia Chlebicki (Canada)
422. Benjamin Feldman
423. (Canada)
424. Vicky Jamieson (Canada)
425. Margaret Tiong (Canada)
426. Tomoko Shida (Japan)
427. Lauren Panzarella (Canada)
428. Lucie Handley-Girard (Canada)
429. Kieran McGarry (Canada)
430. Philippe Mongeau (United States)
431. Mairead Murphy (Canada)
432. Brooke (Canada)
433. Keith Johnstone (Canada)
434. Tiffany Luk (Canada)
435. Michelle Johnson (Canada)
436. Sam Frederick (Canada)
437. Allen Kwan (Canada)
438. Patty Facy (Canada)
439. Zhiqing Ma (Canada)
440. Katy Czajkowski (Canada)

441. Megan Sue-Chue-Lam (Canada)
442. Stefanie Martin (Canada)
443. Magali Delgado (Canada)
444. Jenna Mlynaryk (Canada)
445. Hanna Schacter (Canada)
446. Bryna Bernstein (Canada)
447. Jennifer Horton (Canada)
448. Allison Ridgway (Canada)
449. Sophie Kaufman (Canada)
450. Shuying Li (Canada)
451. Jaime Meier (Canada)
452. Katharine (Canada)
453. Paige Gelfer (Canada)
454. Jordan Vetter (Canada)
455. Denise Tenio (Canada)
456. Sara Fontes (Canada)
457. Martin Bierens (Canada)
458. Michael Hansen (Canada)
459. Veronica Rutherford (United States)
460. Madelaine Cirka (Canada)
461. Renee Belliveau (Canada)
462. Madison Carmichael (Canada)
463. Alynese (Canada)
464. Stephanie Wilcox (Canada)
465. Oy Lein Harrison (Canada)

"While I don't believe that anything happens overnight, one would think that something would happen after the years that have had focus on this issue. Sadly, little. To speak to Erin Beaubien's comments, unfortunately there are many, MANY uncomfortable conversations still to be had before this ship begins to turn, many more after that to keep the progress happening and still many more to ensure that we keep it from coming back. Keep up the good fight!!"
- *Douglas J. Stevens, June 17, 2020*

Appendix D- Mental Health Supports[10]

We heard loud and clear from respondents in this survey that mental health supports are needed, and that more resources should be put into this. As such, we are providing the following list, and we hope it will be useful for you. It includes supports both on-campus and off-campus.

My SSP
My SSP is an app available to University of Toronto students through which you can text or talk with someone immediately, or be connected to a counsellor. You can specifically request a counsellor of your community.

Health and Wellness Centre
All three campuses have a health and wellness centre (Mississauga campus refers to theirs as the Health and Counselling Centre) through which you can make appointments to see a counsellor. Health and Wellness Centre also partners with First Nations House, and if you would specifically like to speak to ai Indigenous counsellor, you can book an appointment with Faith Chaput (queer, Métis) at 416-978-8030 (option 5).

The School of Graduate Studies
The School of Graduate Studies offers brief counselling services specifically to graduate students from two health and wellness counsellors.

Embedded counsellor at the iSchool
The iSchool has an on-location counsellor. To reach Tracey Doyle, you must obtain a referral from Student Services, or call Health and Wellness (see above phone number).

List: Black Therapists in Toronto
The University of Toronto Graduate Student Union has compiled this list, which includes contact information, location, and specializations.

Toronto Distress Centre
Crisis support line offering emotional support and crisis intervention, which can be reached at 416-408-4357.

Telehealth Ontario
A free, confidential, 24-hour mental health advice line, with services in 300 languages. Can be reached at 1-866-797-0000.

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[10] Note: the majority of these were retrieved from the new iSchool webpage "Wellness and Learning Supports," which can be accessed at https://ischool.utoronto.ca/current-students/wellness-learning-supports/

Good2Talk
A free, confidential 24-hour help-line for students in Ontario and Nova Scotia, reachable at 1-866-925-5454. They also have a crisis text-line, which can be reached through texting GOOD2TALKON to 686868.

Anishinawbe Health Toronto
Offers a multitude of health services including traditional family services, Aboriginal mental health and addictions services which "help [individuals] construct their identity as an Aboriginal person and learn about their culture and traditions," and mental health services which "integrate Traditional and Western approaches to assess, diagnose and treat mental health issues across the life cycle."

Aboriginal Services Program at the Centre for Addiction and Mental Health
"The Aboriginal Service provides outpatient groups and individual counselling to Aboriginal people experiencing substance use and other mental health challenges."

Call Blackline
Free 24-hour calling or texting services that prioritizes BIPOC individuals. "BlackLine provides a space for peer support and counselling, reporting of mistreatment, and affirming the lived experiences to folxs who are most impacted by systematic oppression with an LGBTQ+ Black Femme Lens."

Umbrella Mental Health Network
A network of queer and trans-identified counsellors who provide psychology and psychotherapy services to 2SLGBTQIA+ individuals, couples and families.

Rainbow Services at the Centre for Addiction and Mental Health
"Counselling provided to lesbian, gay, bisexual, transgender, transsexual, two-spirit and intersex people concerned about their drug and alcohol use." Offers therapy, support groups, assessments, and consultations.

Central Toronto Youth Services
Provides various mental health supports and programming to youth up to the age of 24 include their Pride and Prejudice Program specifically aimed at 2SLGBTQIA+ youth and their families.

Sherbourne Health's LGBTQ Health Team
Offers free counselling and group services to 2SLGBTQIA+ community members.

Resources for Black Graduate Students
The University of Toronto Graduate Student Union has compiled a document of supports, self-care tips, and groups for Black students.

LGBT Youthline
Phone and text peer support for 2SLGBTQIA+ youth 29 and under, available Sunday to Friday, 4:00PM to 9:30 PM.

Griffin Centre Mental Health Services
Provides programs and supports for vulnerable youth and adults with mental health challenges and/or developmental disabilities and their families.

Jewish Family and Child Service
Offers " affordable, professional counselling to individuals, couples and families."