

Pathways and Possibilities for Black and Indigenous Students at the University of Toronto



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Introduction

Increasing access to universities for underrepresented students requires that universities provide additional services and supports through access programs and other initiatives to remove barriers that prevent some students from entering university, participating, and being successful. The University of Toronto is committed to ensuring that students from communities that are underrepresented in universities see and experience U of T as a place where they can thrive.

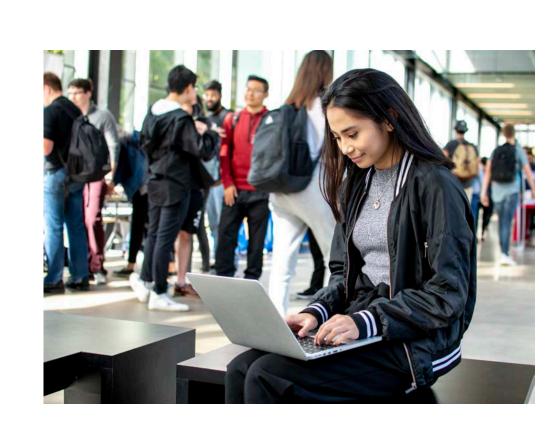
The University of Toronto has a long tradition of engagement with access initiatives, primarily through programming offered at the local (e.g., faculty, campus, college) levels.

Currently, there are 130+ access and outreach programs and initiatives at the University that respond to the diverse needs of current and prospective students.

Access Strategy & Partnerships Office

The Access Strategy & Partnerships Office (ASPO), established April 2022, has a tri-campus mandate committed to supporting partners both internal and external to the University who support existing and prospective students to access and thrive in postsecondary education.

The Access Programs University Fund (APUF) launched in 2019, has supported various access initiatives across the University of Toronto. The purpose of this fund is to provide financial resources to help local units develop new and/or enhance existing programs dedicated to providing opportunities and support for students who, without intervention, may not access or succeed in postsecondary education.



Programs

This poster offers an overview of the following access and outreach programs offered at the University of Toronto for Black, Indigenous, racialized youth, and mature learners.

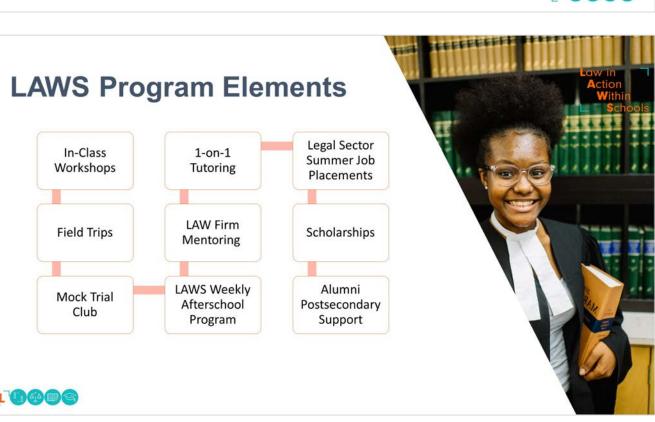


initiative includes three programs: The U of T Indigenous Tuition Grant covers the cost of tuition in eligible undergraduate and graduate programs for students from the nine neighbouring First Nations Indigenous students from the rest of Canada are eligible for domestic Ontario Native American/Alaska Native students from the continental U.S.A. are eligible for domestic Ontario tuition fee



APUF Funded









encourage students to

school and access post-

secondary education.

graduate from high

legal issues, the justice

system, and the legal

serve, shape, and

strengthen Canadian



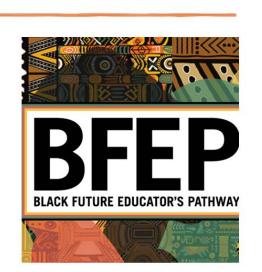
Ontario Institute for Studies in Education Master of Teaching

BLACK FUTURE EDUCATOR'S PATHWAY

 Two-year pre-service education program (leads to teacher certification for K-12 schools in Ontario) • BFEP initiative began September 2021

Open to Black-identifying applicants

- Build an intentional pathway to attract and support future
- Respond to persistent lack in teacher diversity that fails to reflect student demographics in K-12 schools culturally responsive and critically conscious pedagogy
- miss the benefits of representative role models who adopt • Enliven commitments to policy & research (eg. Master of Teaching Race and Inclusion Committee report, Kempf et al., 2020; UofT Anti-Black Racism Task Force Report, 2021; and the Scarborough Charter, 2021)

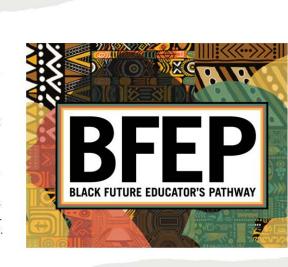


Pathway Elements

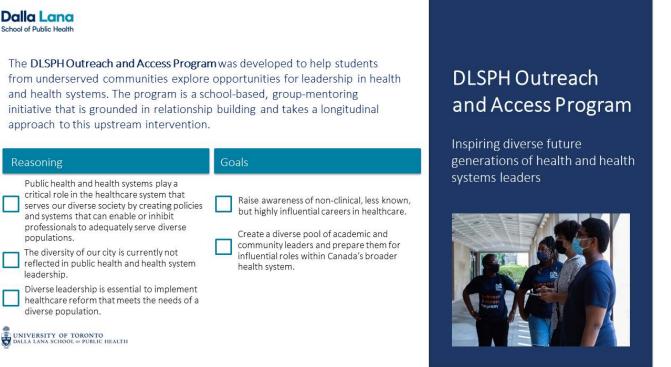
Academic - includes BFEP sections of courses across each term of the program for unapologetic Black inquiry e.g. Black Intentional Field Placements – BFEP students matched with K 12 educators skilled in anti-racism teaching & advocacy Mentoring & In-Program Supports – additional workshops, financial supports, social events e.g. Master of Teaching Black

OISE's Centre of Black Education Studies Networking & Alumni Networks - e.g. curated hiring supports linkages to Ontario Alliance of Black School Educators BFEP Outreach & Admissions Process – Outreach coordinators focus on undergrad & Black-serving community organizations. Black applicants reviewed by BFEP Admissions Committee e.g 1st year has led to 25-30% increase in numbers of Black

Educators' Association, National Black Graduate Network,











APUF Funded

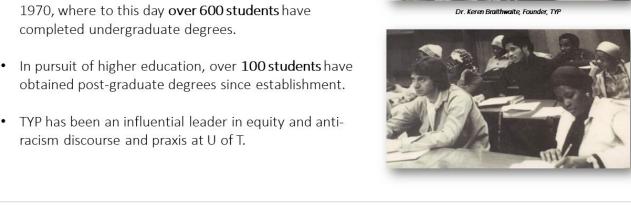
TRANSITIONAL YEAR PROGRAMME (TYP)

 TYP is one of the first and largest access-to-university programs in Canada. The length of the program is generally 8 months (September – April), though this period can be extended via accessibility accommodation TYP is a pathway to university for individuals without formal qualifications for U of T's admission requirements because they have faced barriers or interruptions in their academic journey. Most TYP students are mature firstgeneration post-secondary students including Indigenous, Black/ African-Canadian, LGBTQIA+, persons with disabilities, sole-support parents, etc. Build foundational academic skills, explore interests, reclaim their studen identity and prepare to transition into a university degree program at the



 With roots in Toronto's Black community came an emergence of summer programmes in 1969 and 1970, where to this day over 600 students have completed undergraduate degrees. • In pursuit of higher education, over 100 students have

racism discourse and praxis at U of T.



Enabling Access TYP administrators work closely

with academic departments and student services to facilitate access



Intentional connection of alumni to further support their journeys, through professional/personal development and events, all while fostering a community that includes peer-to-peer academic advising. Outreach & Collaboration

Alumni Engagement

TYP supports numerous organizations and grassroot collectives to offer mutually beneficial programming and sustain equity and

Offerings include in-kind space; mentorship; community visits; events; along with cocurricular and volunteer opportunities to



Recommendations for advancing access priorities

- 1. Coordination and collaboration: increase opportunities for coordination of access pathways and support collaborative learning between campuses; divisions; faculties and departments.
- 2. Research and data for insights: leverage quantitative and qualitative program data and participant outcomes in the short, medium and long-term. Support capacity for programs to collect and share such data.
- 3. Sustainability: support and sustain access program capacity as essential interventions for ensuring non-traditional students are exposed to post-secondary pathways and opportunities.