This award has supported several inter-connected activities and research, which will be outlined below.

1. Formation of informal network of scholars doing anti-oppressive teaching on campus

   In support of our project – the development of a workshop – we invited a group of colleagues on two occasions to talk about their knowledge base in and experience doing anti-oppressive teaching. We were interested in what was already going on across campus as well as what was needed to further enhance this work. From these discussions, we developed a workshop to be held in spring of 2011.

2. Workshop

   In March 2011 we hosted a workshop on anti-oppressive pedagogy and teaching practices. Over 30 individuals attended the workshop from across the campus. We began with interactive exercises in groups to ascertain how people in the room understood what oppression meant, and in turn, what doing anti-oppressive work involved. As part of the workshop, we invited Dr. Carol Schick to provide an overview of different approaches to anti-oppressive teaching. In support of the development of this workshop and supported by the PTLSF, we hired two research assistants to do literature reviews on key developments in anti-oppressive pedagogy and to develop a wiki that workshop participants, as well as broader UofR community, could access resources. Lunch was provided for workshop participants as well as refreshments at the start.

3. Focus group

   Following the workshop, we held a focus group in May 2011 to get feedback on participants’ experience of the workshop, which we considered using in the development of a follow up or revision of the workshop. There were seven participants in the focus group, and refreshments were provided for participants.

4. Publication

   The findings from our focus group – in particular about experiences of specific participants – motivated us to write an article about the workshop experience; our intention in organizing it and what transpired or was experienced by participants. As all of us are from different disciplinary backgrounds – and therefore approach anti-oppressive teaching differently – we thought it would be beneficial to write about the
focus group/workshop from our own disciplinary lenses. As a result, the article introduces the workshop and focus group, and then proceeds into three different analyses of a particular conversation in the focus group about the workshop experience/a particular dialogue. This article has been published in *Critical Education* in October 2014. *Critical Education* is an open access publication; we purposefully chose open access to allow for the widest audience.


5. Ongoing impact: brown-bags and CTL sessions

Stemming from our PTLSF we have continued and extended our informal network of colleagues, for the most part via brown bag lunch discussions about current research as well as practical teaching practice strategies (these events included author talks, reading/sharing/discussing new research, and general issue discussions). In addition, we have also given several seminars for the Centre for Teaching and Learning on anti-oppressive teaching. Included in our efforts were teach-ins that highlighted key issues and brought students, faculty, and community members together. For example, in the fall of 2014 we hosted a session called “The Cost of Entertainment: Racism, Appropriation and Resistance.” This event included a student speaker, a faculty member and community activist. The event drew a large crowd of more than 50 people and took place close to welcome week in the RIC. Events of this nature directly relate to this grant and have helped inform these and future events on campus.

This funding has enabled not only valuable research on the struggles with doing anti-oppressive work/teaching, but perhaps more importantly, has supported much needed space to engage in dialogue and enrich community that is essential for this work to continue. The impact of this project is ongoing through seminars with the CTL and the informal network, but also through connections to other campus initiatives, including Indigenization, increased support for International students and Positive space/gender and sexual diversity.