

Fady Shanouda

EDUCATION

- 2019 **PhD in Public Health Sciences**, Toronto, ON
Dalla Lana School of Public Health, University of Toronto
Title: The Politics of Passing: Disabled and Mad Students' Experiences of Disclosure in Higher Education
Supervisor: Dr. Karen Yoshida.
- 2011 **MA in Critical Disability Studies**, Toronto, ON
School of Health Policy and Management, York University
Title: "This is your class now": An Autoethnographic Layered Account of Disability in Education
- 2009 **BA Honors, Double Major in Anthropology & Law & Society**, Toronto, ON
York University

ACADEMIC POSITIONS

- 2020–2022 **SSHRC Postdoctoral Fellow, City, University of London**, London, UK
School of Health Sciences, Health Management, Research, and Policy
Supervisor: Dr. China Mills.
- 2020- **Instructional Designer, OCAD University**, Toronto, ON
Faculty and Curriculum Development Centre
- 2017-2019 **Social Science Coordinator**, University of Toronto, Toronto, ON
Teaching Assistants' Training Program (TATP), Centre for Teaching Support and Innovation (CTSI)
- 2016–2018 **Instructor, University of Toronto**, Toronto, ON
Equity Studies, New College
- 2015–2019 **Instructor, Ryerson University**, Toronto, ON
School of Disability Studies

LEAVES

- May - September 2020 COVID-related interruption to the SSHRC Postdoctoral Fellowship

HONOURS AND AWARDS

SCHOLARSHIPS AND FELLOWSHIPS

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| 2019 – 2021 | SSHRC Postdoctoral Fellowship, City, University of London | \$90,000 |
| 2015 – 2018 | Joseph-Armand Bombardier CGS Doctoral Scholarship | \$75,000 |
| 2013 – 2015 | University of Toronto Graduate Fellowship, University of Toronto | \$57,000 |
| 2011 | Graduate Development Fund, York University | \$400 |

2009	York Graduate Scholarship, York University	\$4,000
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ACADEMIC AWARDS

2018	Doctoral Completion Award, University of Toronto	\$4,300
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2017	School of Graduate Studies Accessibility Grant, University of Toronto	\$2,350
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2016	Teaching Assistants' Training Program's Teaching Excellence Award, University of Toronto	\$200
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2013	Chris Bell Scholarship, Society for Disability Studies (US) (Declined)	\$100
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EXTERNAL RESEARCH GRANTS

2016 – 2019	Collaborator, <i>Next to Lead: Disabled Youth Working Together, Cultivating Leadership, Creating Solutions</i> Principal Investigators: Dr. Karen K. Yoshida and Maureen O'Neill Ontario Trillium Foundation, Niagara Centre for Independent Living and Rehabilitative Sciences Institute, University of Toronto.	\$287, 200
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PROFESSIONAL CONTRIBUTIONS

SUMMARY OF PROFESSIONAL CONTRIBUTIONS

Refereed articles	7
Refereed articles (in progress)	3
Refereed books (in progress)	2
Refereed book chapters	4
Refereed book chapters (in progress)	2
Book reviews (in progress)	1
Non-refereed publications	2
Guides, Resources, and Reports	4
Digital/Documentary Shorts	2
Refereed conference presentation (international)	6
Refereed conference presentation (national)	21
Invited presentations	21
Instructorships	9
Course Facilitations	3
Teaching Assistantships	6
Guest Lectures	26
Workshops	33
Community facilitations	1
Academic facilitations (graduate students)	15

PUBLICATIONS

PEER REVIEWED ARTICLES

- Forthcoming Shanouda, F., Duncanson, M., Smyth, A., Jadgal, M., and Yoshida, K. K. Cultivating disability leadership: Implementing a methodology of access to transform community-based learning. For submission to *Canadian Journal of Disability Studies. Special Issue: Theories and Practices of Disability Studies in Education: A Call to Action*. p. 54-89
- 2020 Shanouda, F. and Spagnuolo, N. Neoliberal methods of disqualification: A critical examination of disability-related educational supports in Canada. *Journal of Education Policy*. p. 1-27
- 2019 Snyder, S., Pitt, K., **Shanouda, F.**, Voronka, J., Reid, J., and Landry, D. Unlearning through Mad Studies: Disruptive pedagogical praxis. Special Issue, Disability as Meta Curriculum: Epistemologies, Ontologies, and Transformative Praxis. *Curriculum Inquiry*. 49(4), p. 485-502
- 2019 Shanouda, F. and Yoshida, K. Playing with normalcy: A disability material culture analysis. *The Review of Disability Studies: An International Journal*. 15(2), p. 1-19
- 2017 Spagnuolo, N. and **Shanouda, F.** Who counts and who's counted? Conversations around voting, access, and divisions in the disability community. *Disability & Society*. 31(5), p. 701-719
- 2015 Yoshida, K.K. and **Shanouda, F.** A culture of silence: Modes of objectification and the silencing of disabled bodies. *Disability & Society*. 30(3), p. 432-444
- 2013 Yoshida, K.K., **Shanouda, F.**, and Ellis, J. An education and negotiation of difference: The 'schooling' experiences of English-speaking Canadian children growing up with polio during the 1940s – 1950s. *Disability & Society*. 29(3), p. 345-358

EDITED COLLECTIONS

- In progress Jones, C. T. and **Shanouda, F.** *Troubles Online: Critical Approaches to Accessible Teaching and Learning*. Athabasca University Press.

PEER REVIEWED BOOK CHAPTERS

- Forthcoming Snyder, S., Pitt, K., **Shanouda, F.**, Voronka, J., Reid, J. & Landry, D. Unlearning through Mad Studies: Disruptive pedagogical praxis. In N. Erevelles, I. Grace & G. Parekh (Eds.), *Disability as Meta Curriculum: Epistemologies, Ontologies, and Transformative Praxis* (17 pages). New York: Routledge. (Special issue converted into an edited collection).
- Forthcoming Shanouda, F. Medical Equipment: The Manifestation of Anti-Fat Bias in Medicine. Accepted for submission to *Do No Harm: Fattening Pedagogy for Current and Future Health Care Providers* (18 pages). Routledge
- 2019 Shanouda, F. The Violent Consequences of Disclosure...and how disabled and mad students are pushing back. In, C. McMaster and B. Whitburn, (Eds.), *Disability at the University: A Disabled Students' Manifesto* (12 pages). Peter Lang.
- 2017 Yoshida, K.K., Ferguson, S., and **Shanouda, F.** Chapter 27: Breaking the rules: Summer camping experiences and the lives of Ontario children growing up with polio in the 1940s and 1950s. In, R. Haines, I. Brown, & N. E. Hansen (Eds.). *The Routledge History of Disability* (30 pages). Routledge.

BOOK REVIEWS

In progress Therí A. Pickens, *Black Madness: Mad Blackness* (Duke University Press, 2019).
Reviewed in *Canadian Journal of Disability Studies*.

NON-REFERRED CONTRIBUTIONS

- 2016 Kanai, N. and **Shanouda, F.** Barriers related to disability related educational supports: Mapping funding discrepancies across the province. *Action Speaks Louder*, OPRIG-Toronto, Winter: p.14-16. Retrieved from:
https://issuu.com/opirgtoronto/docs/asl_winter_2016_issuu_17cd159747ea96
- 2015 Students for Barrier-free Access (October 5). Access is a practice, not a statement. A message to UTSU members ahead of the October 7th AGM. *The Varsity*. Retrieved from:
<http://thevarsity.ca/2015/10/05/access-is-a-practice-not-a-statement/>

DIGITAL/DOCUMENTARY SHORTS

- 2013 Shanouda, F. (Writer, Producer, Director, Editor). *Words are Powerful*. [Digital Story]. Created in part with: REDLAB - The Re•Visioning Differences Mobile Media Lab and Project Re•Vision.
- MacIndoe Sproule, E., Yoshida, K.K., & **Shanouda, F.** (2020). *Disruptions Embraced*.

GUIDES, RESOURCES, AND REPORTS

- 2020 Shanouda, F. and Tran, A. *Teaching Art and Design Online: A Toolkit for Faculty*. Faculty & Curriculum Development Centre, OCAD University.
<https://www.ocadu.ca/sites/default/files/FCDC/Teaching%20Art%20%26%20Design%20Online%20Toolkit.pdf>
- 2018 Shanouda, F., Drake, L., and Mazrouei, S. Centre for Teaching Support & Innovation. *Innovative Pedagogical Approaches to Access and Mental Health*. Toronto, ON: Centre for Teaching Support & Innovation, University of Toronto. <https://tatp.utoronto.ca/wp-content/uploads/sites/2/Innovative-Pedagogical-Approaches-to-Access-and-Mental-Health1.pdf>
- 2015 Shanouda, F. and Walsh, S. Aging with A Disability. For the Project: *Aging with a Disability: Phase 2, Focus Group Research*. Ontario Trillium Foundation awarded to Access Independent Living Services, 2014. <http://www.cilt.ca/programs-and-services/il-skills-training/aging-with-a-disability/>
- 2014 Shanouda, F., Yoshida, K. K. and Carpenter, S. Disability Oral History Toolkit. For the Project: *Our Histories: Building leadership and engagement in the disability community: Lessons learnt from Toronto's disability leaders*. Ontario Trillium Foundation awarded to the Centre for Independent Living in Toronto Inc., Sandra Carpenter and Karen K. Yoshida, 2012. <http://www.cilt.ca/cilt-resources/our-histories/>

WORKS IN PROGRESS

Reid, J. and **Shanouda, F.** Caring Online: Teaching about Violence. Accepted for submission in Jones, C. & Shanouda F. (Eds.), *Troubles Online: Critical Approaches to Accessible Teaching and Learning*.

Rice, C., Chandler, E., and **Shanouda, F.** From Techno-Eugenics to Techno-Access: Disability Arts in Practice. For submission to *Cultural Studies*

Shanouda, F. Eugenics Assemblages/Crip Deterritorializations. For submission to the Disability Culture and Politics Series at *University of British Columbia Press*

Shanouda, F. Fatphobia and Sanism. Accepted for submission in Taylor, A., Ioannoni, K., Meerai, S., Evans, C., Scriver, A., Friedman, M. (Eds.), *Fat Studies in Canada: (Re)Mapping the Field*.

Yoshida, K. K. and **Shanouda, F.** Social Mobilization: Developing Grass Roots Community Projects Among Young Disabled Adults in the Niagara Region. For submission to *Journal of Social Justice*.

Yoshida, K. K., **Shanouda, F.**, Thomas, J., Lee, S., and Bulmer, A. Developing oral history interview techniques that reflect embodied differences and social justice. Accepted for submission in Rice, C. & Mündel, I (Eds.), *Practicing the Social: Entanglements of Art and Justice*.

PEER REVIEWED CONFERENCE PAPERS

- 2021, June 16 – 18 “Arts, TechnoAccess, and Disability Livelihoods in Canada”. Colloquium organized by Chelsea Jones (Brock University), with Carla Rice (Guelph University) and Eliza Chandler (Ryerson University). Sixteenth International Conference on the Arts in Society, The University of Western Australia, Perth, Australia
- 2021, April 17 – 19 “Living Online Through the Pandemic: Activist Art, Technology, and Access to Life”. Panel organized by Carla Rice (Guelph University) with Eliza Chandler (Ryerson University), Chelsea Jones (Brock University), Karen Lee (Ryerson University), Margaret Lam (BeMused Network), Lindsay Fisher (Creative Users), Lisa East (Ryerson University), Ingrid Mündel (University of Guelph). Society for Disability Studies, Ohio State University, Ohio, US.
- 2020, June 22 – 24. “Unlearning through Mad Studies: Disruptive pedagogical praxis”. Presented by Jijian Voronka (Windsor University), with Sarah Snyder (University of Toronto), Kendra Ann-Pitt (York University), Fady Shanouda (City, University of London), Jenna Reid (Ryerson University), and Danielle Landry (Ryerson University). Centre for Research and Families and Relationships International Conference, Edinburgh University, Edinburgh, Scotland. Conference canceled.
- 2020, June 12 – 13. “Canadian Student Suicide Data: A Qualitative/Quantitative Quandary.” Paper presented at Critical Suicide Studies (CritSui4) Conference, University of British Columbia, Vancouver, BC. Conference canceled.
- 2020, May 30 – June 1. “Working Across Spaces: The Tensions of Doing Disability Social Justice in Community/Academic Research Partnerships.” Paper presented with Dr. Karen Yoshida (University of Toronto) and Maureen O’Neill (Niagara Centre for Independent Living) at the Canadian Disability Studies Association (CDSA), Congress 2020, Western University, London, ON. Conference canceled.
- 2020, May 30 – “Ethical Guidelines for Research Involving Disability Communities.” Paper Presented

- June 1. with Ann Fudge Schormans (McMaster University), Jake Pyne (Guelph University), Madeline Burghardt (York University), Alan Santinele Martino (McMaster University), Melanie Marsden (Springtide Resources), and Cameron Crawford (Ryerson University) at the Canadian Disability Studies Association (CDSA), Congress 2020, Western University, London, ON. Conference canceled.
- 2020, May 31 – June 2. “Mapping Disabled and Mad Students’ Experiences of Disclosure in Higher Education.” Paper presented on the panel, Supporting the Campus Experience of Students with Disabilities chaired by Kathleen Clarke (Wilfrid Laurier University) and Christine Arnold (Memorial University of Newfoundland) at the Canadian Society for the Study of Higher Education (CSSHE), Congress 2020, Western University, London, ON. Conference canceled.
- 2019, October 30. “Unlearning through Mad Studies: Disruptive pedagogical praxis”. Presented by Jenna Reid (Ryerson University), with Sarah Snyder (University of Toronto), Kendra Ann-Pitt (York University), Fady Shanouda (City, University of London), Jijian Voronka (Windsor University), and Danielle Landry (Ryerson University). The 2019 American Educational Studies Association Annual Conference, Baltimore, Maryland, US.
- 2019, May 31- June 2. “Becoming-out: Disabled and Mad students’ experiences of disclosure in higher Education.” Paper presented at: Canadian Disability Studies Association (CDSA), Congress 2019, University of British Columbia, Vancouver, BC.
- 2018, October 12. “From the Middle: Reconceptualizing the Starting Point for Qualitative Learning”, with Nakia Lee-Foon (University of Toronto). Paper presented at, Critical Pedagogies Symposium on Teaching and Learning Qualitative Health Research, Faculty of Environmental Studies, York University, Toronto, ON.
- 2017, May 31. “Mad Studies in Pedagogical Practices.” Panel organized by Jijian Voronka (Windsor University), with Kendra-Ann Pitt (Ryerson University), Sarah Snyder (University of Toronto), Jenna Reid (Ryerson University) and Fady Shanouda (University of Toronto). Panel presented at: Canadian Sociological Association, Congress 2017, Toronto, ON.
- 2017, June 2. “Making Social Justice Approaches Accessible: Creating Space for the Development and Emergence of Community Disability Leaders.” Workshop organized by Karen Yoshida (University of Toronto), with Fady Shanouda (University of Toronto), Maureen O’Neill (NCIL), Jenna Cooper (NCIL), Cathy Dennis (NCIL) & Hannah Zettler-Graca (NCIL). Presented at the Canadian Disability Studies Association, Congress 2017, Toronto, ON.
- 2017, June 2. “The Politics of Passing: Disabled Students’ Experiences of Disclosure in Higher Education.” Paper presented at the Canadian Disability Studies Association, Congress 2017, Toronto, ON.
- 2016, May 31. “Online voting: Exploring the benefits and risks for students with disabilities and their organizations.” Paper presented with Natalie Spagnuolo (York University) at the Accessibility Conference 2016: In Letter and Spirit: Realizing the Vision of the AODA, University of Guelph, Guelph, ON.
- 2016, May 19. “Beyond UDL: Re-conceptualizing Access in the Classroom.” Panel organized by Chelsea Jones (Ryerson University), with Eliza Chandler (Ryerson University), Fady Shanouda (University of Toronto), and Heather Willis (Ryerson University). Panel presentation at the Ryerson Faculty Conference, Ryerson University.
- 2015, June 1-4. “Neo-Liberal Methods of disqualification: Changing funding structures for disability supports

- in Ontario universities”. Paper presented at the Canadian Disability Studies Association, Congress 2015, Ottawa ON.
- 2015, March 13. “Reframing ‘Passing’ and Resistance in Higher Education”. Paper presented at the Centre for Media and Culture in Education. Works in Progress Seminar Series, Ontario Institute for Studies in Education. University of Toronto. Invited Respondent, Nirmala Erevelles (University of Alabama).
- 2014, May 28-30. “Understanding the construction of normalcy through a material cultural analysis”. Paper presented with Karen Yoshida (University of Toronto) at the Canadian Disability Studies Association, Congress 2014, St. Catharines, ON.
- 2013, June 5-7. “Breaking the culture of silence: polio practices, agency and the self”. Paper presented with Karen Yoshida (University of Toronto) at the Canadian Disability Studies Association, Congress 2013, Victoria, BC
- 2013, April 6. “From diagnosis to disavowal: One disabled student’s journey in special education”. Paper presented at the Ninth Annual Critical Disability Studies Graduate Student Conference. York University.
- 2013, March 1-2. “‘This is your class now’: An autoethnographic account of disability in education”. Paper presented at the Doing Autoethnography: (re)Writing self, other, and society. San Angelo State University, Texas, USA.
- 2012, May 30-June 1. “An Education of differences: The ‘schooling’ experiences of English-speaking Canadian children growing up with polio during the 1940 -1950’s”. Paper presented with Karen Yoshida (University of Toronto) and Jason Ellis (University of Toronto) at the Canadian Disability Studies Association, Congress 2012, Waterloo, ON
- 2012, May 30-June 1. “Reconsidering disability activism: Everyday activism in the lives of English-speaking Canadians with Polio in the 1940s and 50s”. Paper presented with Karen Yoshida (University of Toronto) at the Canadian Disability Studies Association, Congress 2012, Waterloo, ON
- 2012, May 26-28. “Reconsidering disability activism: Everyday activism in the lives of English-speaking Canadians with Polio in the 1940s and 50s”. Paper presented with Karen Yoshida (University of Toronto) at the Canadian Society for the History of Medicine, Congress 2012, Waterloo, ON
- 2011, September 7 - 8. “Chapter 4: Craft day – Stigma and space”. Paper presented at: Transformative Difference: Disability, Culture and the Academy, Liverpool University, Liverpool, England.
- 2011, June 15-17. “Breaking the rules: summer camping experiences and the lives of Ontario children growing up with polio in the 1940s and 1950s”. Paper presented with Karen K. Yoshida (University of Toronto) and Susan Ferguson (University of Toronto) at the Society for Disability Studies Conference: San Jose, California, USA.
- 2010, October 8. “Is passing even an option? Accommodations within post-secondary education and the rights of non-visibly disabled students”. Paper presented at: The Space Between Symposium – Disability In and Out of the Counseling Room. Ontario Institute for Studies in Education, University of Toronto.
- 2010, July 24. “The normalizing principle within inclusive education practices: Epistemological analysis of

educational standards”. Paper presented at: Minnesota Symposium on Disability Studies and Inclusive Education. University of Minnesota, Minneapolis, Minnesota, USA.

2010, May 7. “Is the normalizing principle masquerading as inclusive education?”. Paper presented at: The 9th Annual York University Graduate Students in Education Conference 2010. York University.

INVITED SPEAKER/PRESENTATIONS

- 2020 “Advocacy, Then and Now – What Works?” presented at the Citizens with Disabilities Ontario (CWDO) Annual General Meeting. Toronto, Ontario.
- 2020 “The colonial connection to international student distress”, presented at Mental Health and Colonialism in Education Institutions. Organized by China Mills (City, University of London), Fady Shanouda (City, University of London), and Natalia Hirmas (Pontifical Catholic University of Chile). City, University of London. Conference canceled
- 2019 “Making Space for Fat Scholars in International Research” presented at Mobilizing Disability Studies Scholarship, 2019. Organized by Karen Yoshida (University of Toronto) and Ann Fudge Schormans (McMaster University). Funded by SSHRC.
- 2019 “We won’t understand this crisis until we comprehend the University as a project of exclusion” Panel, “Responding to a Mental Health Crisis at UofT” organized by Lucinda Qu (University of Toronto). Coalition of Graduate Employee Unions' 2019 Summit: Building Solidarity Across Movements.
- 2019 1st Annual REC-Amend Symposium: Accessible BIPOC Mental Health Services. Panel with, Jeffrey Schiffer (Native Child and Family Services of Toronto), Joelleann Frobes (Women's Hands Community Health Centre), Ronnie Ali (Registered Psychotherapist), Nakia Lee-Foon (University of Toronto). Organized by the Race and Ethnicity Caucus of the University of Toronto’s Graduate Students’ Union.
- 2017 “Academic Minds: Mental Health in the University” Panel organized by Woodsworth College Diversity Program, with Vanessa Smith (Meditation Practitioner), Tina Brooks (Mindfulness and meditation, University of Toronto), and Steve Hughes (Education Specialist at the Centre for Addiction and Mental Health). University of Toronto.
- 2016 “Learning Management Engine: Student Panel.” Panel organized Avi Hyman, (Director of Academic & Collaborative Technologies, University of Toronto); with Daniel Silveira (PhD Student), Jacob Schulman (PhD Student), Sanaz Ghasemi (PhD Student) and Jenna Jacobson (PhD Student). Centre for Teaching, Support & Innovation, University of Toronto.
- 2016 Fady Shanouda and Mike Kasprzak. “Creating a Culture of Accessibility: An Introduction to Accessible Teaching and Learning.” Teaching Assistants’ Training Program – Certificate Course. Centre for Teaching, Support & Innovation. University of Toronto.
- 2016 “Next to Lead.” Ontario Trillium Foundation Conference. Toronto, ON.
- 2016 “Welcoming Disability in the Classroom.” Tri-Campus TA Day – Teaching Assistants’ Training Program. Centre for Teaching, Support & Innovation, University of Toronto.

- 2016 “Welcoming Disability into the Classroom.” Panel organized by Fran Odette, with Jo-Anne Bryan, and Geoff Wilson. Faculty Division Meeting, School of Liberal Arts and Science, George Brown College
- 2016 “Beyond UDL: Re-conceptualizing Access in the Classroom.” Panel organized by Chelsea Jones, with Eliza Chandler, Charles Silverman, and Heather Willis. Faculty of Community Services, Ryerson University.
- 2014 “Austerity and Disability: The Bursary for Students with Disabilities. Austerity and Disability: The Impacts of Cuts and Restructuring on Disabled People.” DisOrientation 2014, OPRIG. University of Toronto.
- 2014 “Stories from Disability Leaders: Community Activism & Engagement.” Annual General Meeting, Independent Living Services of Simcoe County and Area: Barrie, ON.
- 2013 “Apples and Lemons: From Diagnosis to Disavowal.” DST 613: Strategies for Community Building. School of Disability Studies, Ryerson University.
- 2012 “Breaking the rules: Summer camping experiences and the lives of Ontario children growing up with polio in the 1940s and 1950s.” Graduate Department of Rehabilitation Sciences, Department of Physical Therapy. University of Toronto.
- 2012 “Talking Back to Ableism”. Presentation with Nancy La Monica (McMaster University). The Student Initiative on Gender and Health (SIGHT). McMaster University: Hamilton, ON.
- 2012 “Student Experiences with Disability in University.” Panel in Sociology 1A06 C02: Introduction to Sociology, Faculty of Social Sciences, McMaster University: Hamilton, ON.
- 2011 “Oral History and Material Culture: Disability, Embodiment and Voice.” Graduate Department of Rehabilitation Sciences, Department of Physical Therapy. University of Toronto.
- 2011 “Breaking the rules: summer camping experiences and the lives of Ontario children growing up with polio in the 1940s and 1950s”. Presented with Karen Yoshida (University of Toronto) and Susan Ferguson (University of Toronto). Disability Studies Summer Institute (DSSI), Ontario Institute for Studies in Education, University of Toronto.
- 2010 “Understanding the importance of passing for disabled students in university.” Counseling and Disability Services Center, York University.

TEACHING EXPERIENCE

COURSE INSTRUCTOR

- 2020 (3 iterations in the Spring, Summer and Fall) **Co-Facilitator, Teaching Art and Design Online**
Faculty and Curriculum Development Centre, OCAD University
- 2018; 2019 **Co-Instructor, A History of Madness**
School of Disability Studies, Ryerson University

- 2016; 2017;
2018 **Special Topics in Equity Studies: Mad Studies: Theories and Politics**
Equity Studies Program, New College, University of Toronto
- 2015; 2016 **Co-Instructor, Disability Issues (Online)**
The G. Raymond Chang School of Continuing Education, Ryerson University
- 2015; 2016 **Disability Issues**
The G. Raymond Chang School of Continuing Education, Ryerson University

TEACHING ASSISTANTSHIP

- 2015-16;
2016-17 **Teaching Assistant, Introduction to Disability Studies**
Equity Studies Program, New College, University of Toronto. (51/60 students)
- 2015; 2016 **Teaching Assistant, Rethinking Images of Embodied Differences**
School of Disability Studies, Ryerson University. (30/35 students)
- 2013; 2014 **Teaching Assistant, Strategies for Community Building**
School of Disability Studies, Ryerson University. (20/50 students)

EDUCATIONAL DEVELOPMENT

- 2020-present **Faculty and Curriculum Development Centre**
Instructional Designer, OCAD University, Toronto, ON
- 2017-19 **Centre for Teaching Support and Innovation,**
TATP Social Sciences Coordinator, University of Toronto, Toronto, ON

EDUCATIONAL DEVELOPMENT WORKSHOPS DESIGNED/DELIVERED

Workshop Title	Role	Dates
Workshop Series Identifying Ableism and Sanism in Art and Design Education	Lead Facilitator	2020, October 1
Addressing Ableism and Sanism in Art and Design Education	Lead Facilitator	2020, October 29
Welcoming Embodied and Enminded Differences in Art and Design Education	Lead Facilitator	2020, November 17
Course Template Overview and Q&A	Co-Lead Facilitator	2020, August 14; August 24
Accessibility in Online Learning	Co-Lead Facilitator	2020, August 12
Cellphilms as Pedagogy	Lead Trainer	2019, May 23; March 21
Equity in your Classroom: Basic Principles	Lead Trainer	2019, February 26; 2018, January 23
Advanced Equity Pedagogies: Cultivating	Lead Trainer	2019, March 12; 2018, February 26

Equitable Interaction through Tutorial/Course Facilitation and Design		
Creating a Culture of Accessibility: An Introduction to Accessible Teaching and Learning	Lead Trainer	2018, November 8 2017, November 28 2016, October 27 (Guest Trainer)
First Contract Training for the Social Sciences and Humanities	Co-Lead Trainer and Trainer	2019, May 10; January 16 2018, January 19; October 30 2017, October 20; September 28
Departmental Training <i>Rotman School of Management</i> <i>Linguistics Department</i> <i>Department of Political Science</i> <i>Daniel's Faculty of Architecture</i> <i>Department of Sociology</i>	Lead Trainer and Trainer	2018, September 14; September 13; September 7; September 4 2017, September 29; September 8; September 6.
Tutorial Category Training Supporting Student Writing Review and Q&A Problem Sets	Lead Trainer and Trainer	2018, January 19; September 27 2017 September 27, September 1

GUEST LECTURE

2020	“Introduction to Mad Studies.” Crn-13413-202001 - Disability Discourse: Exp. Life Liberal Arts and Sciences, George Brown College
2020	“Madness, Race, and Colonialism.” Crn-14814-202001 - Discourses in Disability: Impl. School of Social and Community Services/School of Deaf and Blind Studies, George Brown College.
2020	“The Politics of Policies.” HLTH 401 - Health Policy and Health Governance. School of Public Health and Social Policy. University of Victoria.
2020	“Accommodations, Access, and Distributed Responsibility.” 04:750 Theories of Inclusive Education. Faculty of Education. Brandon University
2020	“Introduction to Mad Studies.” Introduction & Cardiorespiratory and Exercise Physical Therapy Practice, PHT 1001Y & Pht1002Y – Unit 1 & 2. Graduate Department of Rehabilitation Sciences, Department of Physical Therapy. University of Toronto.

- 2020 “Critical Perspectives on the Social Determinants of Health: Assemblages of Health.” PHM004: Social Determinants of Health, Master’s in Public Health (MPH), School of Health Sciences, City, University of London
- 2020 “Post-qualitative methodologies: (Re)turn to Realism(s).” HRM002: Advanced Research Methodologies, Master’s in Public Health (MPH), School of Health Sciences, City, University of London
- 2019 “Passing: Identity Constructs Reimagined.” ENG2277: Introduction to Disabilities Studies. College of Arts and Science, Disability Studies, Ohio State University.
- 2019 “Projects of Exclusion in Higher Education.” DISB 3020: Historical Approaches to People with Disabilities. Social Work, Windsor University.
- 2018 “Access is a Public Health Issue - The Built Environment.” GGR401H1 and GGR433H1S: Special Topics in Geography: Built Environment and Health. Geography and Planning, University of Toronto.
- 2018 “Post-Qualitative Methodology.” CHL5115H. Qualitative Analysis and Interpretation. Dalla Lana School of Public Health, University of Toronto.
- 2017 “Passing: Identity Constructs Reimagined.” NEW 241: Introduction to Disability Studies. Equity Studies Program, University of Toronto.
- 2017 “Introduction to Mad Studies.” Introduction & Cardiorespiratory and Exercise Physical Therapy Practice, PHT 1001Y & Pht1002Y – Unit 1 & 2. Graduate Department of Rehabilitation Sciences, Department of Physical Therapy. University of Toronto.
- 2017 “Embodied Difference Represented as Problem in Healthism.” DST 525: Representations and Cultures of Disability. The School of Disability Studies, Ryerson University.
- 2017 (Webinar) “Access to Rights and Rights to Access: Collective Activism vs. Rights Interventions.” DST 725: The Politics and Practice of Interventions. The School of Disability Studies, Ryerson University.
- 2017 “Perspectives on Race, Ethnicity and Disability.” CHL7001H: Directed Reading – Ethnicity, Culture & Health Promotion. Dalla Lana School of Public Health, University of Toronto.
- 2016 “Passing: Identity Constructs Reimagined.” NEW 241: Introduction to Disability Studies. Equity Studies Program, University of Toronto.
- 2015 “Fatness and Disability: Embodied Difference Represented as Problem.” REH3140H – Disability, Embodiment, and Voice in the Rehabilitation Science Context. Rehabilitation Science Institute, University of Toronto.
- 2016 “Embodied Difference Represented as Problem in Healthism.” DST 525: Rethinking Images of Embodied Difference. The School of Disability Studies, Ryerson University.
- 2016 (Webinar) “Access to Rights and Rights to Access: Collective Activism vs. Rights Interventions.” DST 725: The Politics and Practice of Interventions. The School of Disability Studies, Ryerson University.

- 2015 “Passing: Identity Constructs Reimagined.” NEW 241: Introduction to Disability Studies. Equity Studies Program, University of Toronto.
- 2015 “Fatness and Disability: Embodied Difference Represented as Problem.” REH3140H – Disability, Embodiment, and Voice in the Rehabilitation Science Context. Rehabilitation Science Institute, University of Toronto.
- 2015 “Embodied Difference Represented as Problem in Healthism.” DST 525: Rethinking Images of Embodied Difference. The School of Disability Studies, Ryerson University.
- 2014 “Passing: Identity Constructs Reimagined.” NEW 241: Introduction to Disability Studies. Equity Studies Program, University of Toronto.
- 2014 “Stories from Disability Leaders: Community Activism & Engagement.” DST 613: Strategies for Community Building. School of Disability Studies, Ryerson University.
- 2011 “Is passing even an option? Accommodations within post-secondary education and the rights of non-visibly disabled students.” AP/SOCI 3950, Exploring Disability: An Introduction to Disability Studies, York University.

FACILITATION

- 2020 **RE: CREATE Psychiatry**, *Rebuilding the mental health system*, Co-facilitated with Eve Mundy (RE: CREATE Psychiatry Programme Manager), Mental Fight Club, The Dragon Café, London, UK. Canceled
- 2019 **TATP Training Week**, *Combating Ableism and Sanism in the Classroom*, Teaching Assistants’ Training Program, Centre for Teaching, Support and Innovation, University of Toronto
- 2018 **TATP Training Week**, *Learning About Equity & Access*, Teaching Assistants’ Training Program, Centre for Teaching, Support and Innovation, University of Toronto
- 2017 **TATP Training Week**, *Approaching Mental Health on Campus Differently*, Teaching Assistants’ Training Program, Centre for Teaching, Support and Innovation, University of Toronto
- 2012-17 **Human Book**, DST501: Rethinking Disability. School of Disability Studies, Ryerson University (~10 students)
- 2012-20 **Tutor**, Unit 1 and 2, Introduction to Disability Studies and Disability and Sexuality, Rehabilitation Science Institute, Department of Physical Therapy, University of Toronto. (~100 students)

RESEARCH EXPERIENCE

- 2020-23 Youth Intern Mentor, **Making Space for Youth Leaders: Meaningful experiences with a national organization**, Canadian Centre on Disability Studies, Eviance Employment and Social Development Canada: Social Development Partnership Program – Disability Component, \$150,000

Awarded to Susan Hardie, Executive Director CCDS

- Meet with the youth for 10 hours/year for three years
- Ensure intersectional, human rights and inclusive lens is fully reflected in mentorship process
- Work with youth and issues brought forth related to the project
- Establish, and sustain, bi-directional, respectful and professional relation throughout length of the project with the youth
- Participate in project evaluation to inform final report

2019-21

Project Coordinator, **Black, Asian and Minority Ethnic (BAME) Attainment and Experience Gap Project**, School of Health Sciences, City, University of London, £5000.00
Supervisor: Dr. China Mills and Ms. Michelle Ellis

- Responsible for the overall coordination of the project including a team of 3 student co-researchers, and 2 co-PIs
- Successfully applied and received ethics approval
- Interviewed and hired 3 student co-researchers
- Trained student co-researchers in focus group techniques and conflict resolution
- Responsible for recruiting 50-60 BAME student participants, and organizing 5-8 focus groups and interviewing 10 BAME staff
- Responsible for co-producing final report to be submitted to the Dean of SHS

2017-20

Research Coordinator, **Bodies in Translation: Activist Art Technology and Access to Life**, Re•Vision: The Centre for Art and Social Justice, University of Guelph, \$2,500,000
Funder: SSHRC

Supervisor: Dr. Karen K. Yoshida

- Phase 1: Archiving and Historicizing the Arts: Re-collecting Histories of Difference
- Recruited and interviewed 11 disabled and mad Canadian artists and activists
- Co-produced a 10-minute documentary short
- Submitting documentary to film festivals
- Developing plans to co-produce a feature-length documentary on Canadian disability arts

2016-19

Collaborator, **Next to Lead: Disabled Youth Working Together, Cultivating Leadership, Creating Solutions**, Niagara Centre for Independent Living, and Rehabilitative Sciences Institute, University of Toronto, \$287,500

Funder: Ontario Trillium Foundation

Awarded to Dr. Karen Yoshida and Executive Director of NCIL, Maureen O'Neill

- Co-supervised the recruitment of 30 disabled youth
- Consulted on every aspect of the project, attended all the workshops, meetings, and presentations, and facilitated the intergenerational mentorship component of the project
- Facilitated the development and construction of 4 creative outputs that describe the experiences of being a young disabled person in the Niagara Region.

2014-15

Project Coordinator, **Aging with a Disability**, Access Independent Living Services, North York, ON, \$71,200

Funder: Ontario Trillium Foundation

Supervisor: Michael Mathieson, Cathy Samuelson, Stacey Lintern & John Mossa

- Responsible for the daily management of the project

- Responsible for communicating with and updating the Working Group (comprised of 15 regional, provincial, and national disability/disease specific/care provider organizations)
- Interviewed, hired, and trained 4 peer-facilitators
- Recruited 130 participants and co-facilitated 20 focus groups with individuals with different disabilities in various locations across the Greater Toronto Area
- Compiled and published the final results of the project in a report
- Presented the findings to the Working Group and to other key associations and organizations and the public
- Co-ordinated and implemented the evaluation of the project

2012-14

Project Coordinator, **Our Histories. Building Leadership and Engagement in the Disability Community: Lessons Learnt from Toronto's Disability Leaders**, Centre for Independent Living in Toronto, and Rehabilitation Sciences, University of Toronto, \$113,000
Funder: Ontario Trillium Foundation

Awarded to Sandra Carpenter, Executive Director, CILT and Dr. Karen Yoshida

- Responsible for the daily management of the project
- Trained in oral history methodologies and developed a Disability Oral History Toolkit
- Participated in gathering data material from different resources, including out-of-town sites
- Recruited 10 disability leaders from various disability communities in Toronto
- Conducted interviews and analyzed interviews
- Developed leadership materials for workshop and leadership toolkits
- Organized leadership and activist workshop(s)
- Co-ordinated and implemented the evaluation of the leadership workshop

2010-13

Research Assistant, **Voicing Canadian Disability History: Oral "Activist" Histories of Canadians who lived with Polio between 1927 and 1955**. Rehabilitative Sciences Institute, University of Toronto.

Funder: SSHRC

Awarded to Dr. Karen Yoshida

- Responsible for researching and organizing data collected
- Trained in material cultural analysis and was responsible for the material cultural aspect of the research project
- Responsible for Ontario research - archival materials, Ontario disability history and Ontario medical history
- Meets regularly with research team to discuss aspects of the project and was responsible for an array of administrative tasks
- Takes point in writing up of data and complying both book and journal submissions

PROFESSIONAL EXPERIENCE

2018-20

SDC Member, **Post-Secondary Education Standards Development Committee**, Accessibility Directorate of Ontario, Ministry of Seniors and Accessibility, Government of Ontario, Toronto, ON

2009-10

Graduate Assistant, **Assistive Technologies Laboratory**, York University, Toronto, ON

2003-04

Administrative Assistant, **Department of Anthropology**, Royal Ontario Museum, Toronto, ON

SERVICE, ASSOCIATIONS, ACADEMIC AND COMMUNITY INVOLVEMENT

SERVICE

- 2015-17 **PhD Co-Student Representative**, Social and Behavioural Health Sciences, Dalla Lana School of Public Health, University of Toronto
- 2014-16 **Chair**, Students for Barrier-free Access (SBA), University of Toronto
- 2014-16 **Division IV Student Representative**, Graduate Education Council, School of Graduate Studies, University of Toronto.
- 2015 **Committee Member/Conference Organizer**, *Reclaiming our Minds and Bodies: Intermingling Disability Communities*. University of Toronto, Ryerson University, George Brown College
- 2014 **Conference Organizer**, *Challenging Ableism: Creating a Culture of Accessibility*. University of Toronto
- 2013 **General Member**, Students for Barrier-free Access (SBA), University of Toronto
- 2010 **Committee Member/Conference Organizer**, Annual Critical Disability Studies Student Conference, York University
- 2009-10 **MA Student Representative**, Critical Disability Studies, York University

ACADEMIC ASSOCIATIONS

- 2012-2017; 2020 **Member**, Canadian Disability Studies Association
- 2017; 2020 **Member**, Canadian Sociological Association
- 2020 **Member**, Canadian Society for Studies in Higher Education
- 2011-12 **Member**, Society for Disability Studies
- 2012 **Member**, Canadian Society for the History of Medicine

PEER REVIEW

- 2018-2017-2018 **Peer Review Board Member**, *Review of Disability Studies: An International Journal*
- 2017-2018 *Canadian Journal of Disability Studies*
- 2018 *Curriculum Inquiry*
- 2017 *Journal of Ethics in Mental Health*
- 2015; 2017 *Critical Disability Discourses/Discours Critiques Dans Le Champ Du Handicap*.
- 2009-10 **Editor**, *Critical Disability Discourses/Discours Critiques Dans Le Champ Du Handicap*.

COMMUNITY ASSOCIATIONS

- 2014-19 **Board Member**, Centre for Independent Living in Toronto, (CILT) Inc.
- 2013-14 **Consultant**, SMSJ Youth Association, Toronto, ON

PODCAST

Disability Saves the World with Dr. Fady Shanouda
Producer, Editor, and Host - <https://podcasts.apple.com/ca/podcast/disability-saves-the-world-with-dr-fady-shanouda/id1504141401>

MEDIA

- 2020 **Ryerson University, Faculty of Community Services**, Equity and Inclusion Fund.
<https://vimeo.com/user7517403/review/466660874/a7d09d866a>

- 2019 **Dalla Lana School of Public Health**, Building Respectful Inclusion One Semester at a Time.
<http://www.dlsph.utoronto.ca/2019/08/building-respectful-inclusion-one-semester-at-a-time/>
- 2018 **CIUT 89.5: We Are UofT**, E.215 - The Politics of Mental Health on Campus:
UofT's Mandatory Leave Policy ft. Fady Shanouda
<https://soundcloud.com/weareuoft/mentalhealthuoft>
- 2017 **The Public Policy and Governance Review**, Hate Speech, Cyber Space, And Trump: A GDPP
Roundtable <https://tinyurl.com/y4o9ftdj>
- 2017 **CBC News**, New book explores the history of disability from ancient Greece to modern day.
<https://tinyurl.com/y8xbcdfx>
- 2016 **University of Toronto**, PhD Profile: Fady Shanouda Explores Disability
Disclosure in Higher Education, Physical Therapy
<http://www.physicaltherapy.utoronto.ca/news-events/phd-profile-fady-shanouda/>
- 2015 **George Brown College**, Reimagining Disability: Diversity, Equity and Human Rights Services.
https://www.youtube.com/watch?v=c29IR8a2t_Q

REFERENCES

Dr. Karen K. Yoshida

Professor

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Dalla Lana School of Public Health (Social and Behavioural Science Division)
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