

Vanessa Andreotti Short bio

I hold a Canada Research Chair in Race, Inequalities and Global Change. I have worked at different universities internationally since 2004; and have been a tenured full professor at the Department of Educational Studies at UBC, since 2017. I have worked extensively with teachers, NGOs, professional associations, governments, and the private sector in areas related to cultural difference, social and global justice, international development and internationalization. I am a co-founder of the “Gesturing Towards Decolonial Futures Arts/Research Collective” (GTDF) and of the “In Earth’s Care” network of Indigenous communities in Canada and Latin America. The GTDF collective is a very successful knowledge translation platform that emerged as a spin-off of a SSHRC Insight project related to social innovations in education, while the “In Earth’s Care” Indigenous network is the focus on my CRC research program.

My research examines historical and systemic patterns of reproduction of inequalities and how these can limit or enable possibilities for collective existence and global change. My publications in this field include analyses of political economies of knowledge production, discussions of the ethics of international development, and critical comparisons of ideals of globalism, pluralism and internationalization in education and in social innovation, with an emphasis on representations of and relationships with marginalized communities. My work in teacher education conceptualizes education as an expansion of frames of reference and of fields of signification with a view to expanding possibilities for ethical solidarities. My academic work is committed to protecting the public role of the university as critic and conscience of society and as a space of independent, multi-voiced, critically informed and socially accountable debates about alternative futures.

My work has identified and offered alternatives to common problematic patterns in international and community relations, particularly in the areas of global education and Indigenous engagement. I have been a strong critic of prevalent educational approaches that reproduce paternalistic forms of relationships; simplistic solutions to complex problems; and ethnocentric ideals of sustainability, equity, justice, and change. Through my scholarship and service, I have critically examined existing practices of engagement and representation related to identity, culture, inclusion, poverty, development, progress, and sustainability in different educational contexts. I have developed generative conceptual clarifications that supported policy and curricular changes; cocreated alternatives to existing practices; mentored colleagues and students; and fostered innovative partnerships in knowledge production, mobilization, and translation across sectors and disciplines.

I am one of the founders and editorial coordinator of the GTDF collective, a trans-disciplinary, inter-generational group of scholars, activists, students, educators, and Indigenous knowledge keepers that develops public pedagogies and artistic interventions at the interface of questions related to systemic harm and unsustainability. With the GTDF collective, my most recent academic publications have translated insights from the fields of Indigenous, decolonial, postcolonial, critical race, and abolitionist studies into practice and public dialogue. I have also led critical artistic and pedagogical (land-based) collaborations and mentored artists in fellowship program associated with GTDF and funded by art foundations.

Vanessa Andreotti Vision Statement

Reimagining multiculturalism in times of global crises

My vision for the David Lam Chair in Multicultural Education is to work in three different fronts of engagement (student-led activities, community collaborations, and curriculum development) with three cross-cutting thematic areas that will be emphasized in each year of the term of the chair:

- Reimagining multiculturalism in relation to decolonization: working at the interface between questions of cultural difference, immigration, citizenship, Indigeneity and decolonial futures
- Reimagining multiculturalism in relation to the climate crisis: addressing climate justice, and amplifying the voices of IBPOC (Indigenous, Black and people of color) leadership in this area
- Reimagining multiculturalism in relation to generational gaps of understanding of contemporary critiques: promoting intergenerational dialogue in relation to different movements of identity, culture, Indigenization and decolonization that are interpreted differently across different generations (this thematic area was identified as a priority by students who participated in an informal consultation process for this proposal).

I intend to co-create a program that addresses these three thematic areas in the three different fronts of engagement described above. The overview of the program is outlined in table 1 below, followed by a more detailed description of the program vis-à-vis the mandate of the chair. An overview of collaborations table, an evaluation plan and the schedule of activities are presented next.

Table 1: Program overview

	Reimagining multiculturalism in relation to decolonization Focus of Year 1	Reimagining multiculturalism in relation to the climate crisis Focus of Year 2	Reimagining multiculturalism in relation to generational gaps Focus of Year 3
Student-led activities	Co-creating a student-led program for student and wider community engagement 10,000	Supporting a student-led program for student and wider community engagement 10,000	Supporting a student-led program for student and wider community engagement 10,000
Community collaborations	Developing partnerships for relevant collaborations, events and publications	Developing partnerships for relevant collaborations, events and publications	Developing partnerships for relevant collaborations, events and publications

	10,000	10,000	10,000
Curriculum and academic development	Research, course design, lecture series, artistic events and knowledge mobilization/ translation 10,000	Research, course design, lecture series, artistic events and knowledge mobilization/ translation 10,000	Research, course design, lecture series, artistic events and knowledge mobilization/ translation 10,000
Total	30,000	30,000	30,000

Description of the program vis-à-vis the mandate of the chair

Carrying out research in multicultural studies in education

I intend to focus my research efforts on the interface between multiculturalism and decolonization. I will do this through the expansion of three existing community collaborations that are ready to move in this direction: 1) a partnership with IB Primary Curriculum Designers in the IB secretariat in the Hague; 2) a partnership with the Global Centre for Pluralism in Ottawa; 3) a partnership with Latincover, which is a non-profit organization for Latin Americans and Latin American enthusiasts in Vancouver. For each of these partnership contexts, I will leverage the resources of the chair to generate matched funding for a series of seminars and for co-authored publications featuring case studies of new approaches to multiculturalism in different contexts.

Advise on the design of programs/courses that would build capacity in the areas of the chair

The existing collaborations described before illustrate three instances where the chair would be advising on program development and curriculum design to build capacity of educators to deepen and expand education in the areas of critical multiculturalism, anti-racism, intersectionality, social and global justice and different movements of decolonization. I also intend to work closely with different offices at UBC in the implementation of the “Inclusion Action Plan”. For example, I will strengthen existing relationships with USI and the Peter Wall Institute for Advanced Studies to collaborate on initiatives that reimagine multiculturalism in the areas of sustainability and inter-disciplinary studies.

Work with a university/community/school-based advisory group

I intend to form an advisory group with representatives from the university community, BCTF, and civil society organizations, such as the Britannia community center to foreground a climate of activism grounded on inter/cross cultural communication, and anti-racist politics and practices.

Facilitate community engagement and the dissemination of scholarship in multicultural and social justice issues in education

I will work with the three fronts and themes described in table 1 above to promote knowledge translation and mobilization events in this area, including student-led initiatives and community curated events.

Offer an interdisciplinary course in multicultural studies in education that will attract a broad participation across the faculty and potentially beyond

I have recently designed an inter-disciplinary course titled “Facing human wrongs: navigating the complexities and paradoxes of social and global change” with Dr. Will Valley from the Faculty of Land and Food systems (blogs.ubc.ca/facinghumanwrongs). We have used an innovative structure and pedagogy in course design that will be piloted in the summer. The lessons learned from the design and piloting of this course will inform the design of a course on “Reimagining multiculturalism” to be offered in the summers of 2022, 2023 and 2024.

Conduct and organize public lectures and/or events and/or media networks in multicultural studies in education

I will organize at least two high profile lectures a year featuring prominent scholars who will present contemporary discussions in the area of cultural difference. In addition, I will also organize events grounded on artistic practices.

Encourage the growth of such scholarship and praxis across the university and beyond

I will support a network of scholars, artists and activists to advance knowledge and innovative pedagogies in related areas.

Overview of collaborators

	Collaborators
Student-led activities	Unbecoming modernity collective, student groups that are part of the Global Lounge, UBC climate hub, UBC alumni
Community collaborations	International Baccalaureate Organization, British Columbia Teachers’ Federation, Musagetes Foundation, Centre for PGlobal luralism, Latincoover, Britannia Community Center, Primary Colours Arts network
Curriculum and academic development	UBC sustainability Initiative (USI), Peter Wall Institute for Advanced Studies, Excellence cluster: Critical+Creative Social Justice Studies, Public Humanities Hub, Equity and Inclusion Office, Go global, UBC Community Engagement, Norrag network - Switzerland Graduate Institute of International and Development Studies; Centre for Global Studies, University of Waikato, Critical Internationalization Studies Network; Green College

Evaluation plan

	Expected outcomes	Evidence
Student-led activities	Engaged network of students who are highly motivated to advance conversations at the interface of critical multiculturalism, decolonization, anti-racism and global and climate justice	Number of students and community members participating in the student-led program of activities; quality of discussions and engagements
Community collaborations	Resilient collaborations on relevant projects identified by the partner organizations, including training, events, development of pedagogical resources and collaborative publications targeting professional communities	Number, quality and impact of outputs of collaborations
Curriculum and academic development	Successful course offered beyond the term of the chair; lecture series ensuring UBC is at the forefront of discussions related to justice and cultural difference; collaborative projects with different units and international partners; collaborative publications	Number, quality and impact of outputs of collaborations

Schedule of activities

	Year 1				Year 2				Year 3			
Advisory board formation												
Academic Events												
Course delivery												
Research and collaborations												
Student-led program												
Evaluation												