

EDI @ UNBC: Taking the Pulse. Spring 2020



[This Photo](#)

MARCH 2020

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Acknowledgements

Gratefully and respectfully acknowledging the traditional and unceded territories of the Lheidli T'enneh on which this workshop was held.

Many thanks are due to the participants who readily and frankly engaged with the questions and gave many rich insights to this report.

Much respect and thanks are due to the members of the Inspiring Women Among Us (IWAU) who sponsored this workshop.



Figure 1: Healy, Full Graphic Recording, March 2020

Special note: The co-authors of this report are white and privileged members of the UNBC community. They accepted the role of space holders, amplifying the voices of other members of the community who do not have access to such privileged spaces.

Executive Summary

Painful realities exposed by the Black Lives Matter movement and by Indigenous Activists and Allies continue to shock and dismay for those who are not targets of racist and sexist attacks. UNBC however, has already established a path and a commitment to redress and improve in questions of Equity, Diversity and Inclusion. (EDI) UNBC is working to find ways of converting EDI from well-meaning policy into action, leadership, and transformation at an institutional level.

UNBC's commitment to improving EDI as policy and practice at UNBC has afforded multiple opportunities to engage with the complex and serious nature of negative experiences with EDI at UNBC. Within this enquiring environment, an Equity, Diversity, and Inclusion (EDI) workshop, organized by Inspiring Women Among Us (IWAU), was held at the University of Northern British Columbia (UNBC) on March 6, 2020 as part of the annual International Women's day celebrations. The workshop was designed to solicit frank input from the perspectives of those on the receiving end of targeted and archaic attitudes and how to best redress these and transform UNBC as a more welcoming and diverse campus.

This report presents the generous and insightful discussions contributed by participants during this workshop. This workshop, in common with similar one in June 2019, made it clear that UNBC is fortunate in having staff members at all levels who understand the complexity of, and are committed to reshaping university policies and practice for a more equitable university. Engaging and mobilizing university community members who care about, and who have long been working on these issues taps into knowledge and activism that can support the university in this work. Doing so, as this report demonstrates, gathers the energy and insights of dedicated community members to support the collective commitment needed to carry out this necessary and difficult work. Rather than hire expensive external consultants, the university has an internal community already mobilized to create transformative change. Incorporated such efforts is a timely and cost effective way to support the innovation and collaboration to further UNBC's leadership role as Canada's best little research university.

What can be done: "I suppose the very running of this discussion-the first step in any change is the ability to talk about it and converse. All too often, this ability is not present or has been suppressed, to the point it [conversation] can be considered a luxury not a right." Workshop Participant, March 6, 2020.

Overview

Purpose

Organized by IWAW, the workshop was designed to support members of the university community in sharing ideas, questions, challenges, and solutions to the pressing questions of effectively implementing Equity, Diversity, and Inclusion at UNBC (the workshop Agenda is attached as Appendix A.).

Demographics

The demographic of the workshop was exceptionally diverse. As no registration or any other means of identification, was required there is no definitive declaration on demographics. However, the workshop attendees had visible representation from:

- People of Colour both
- Indigenous students
- 2SLGBTQ++ community members

Additionally, some participants volunteered self-identification as with physical and mental health challenges and some volunteered experiences with fat phobia and body shaming.

An additional layer of diversity was the status within the university of participants. Students, staff, faculty were well represented. It should be noted that the workshop also included community members not yet affiliated with the university, but contemplating it.

Method

Using a World Café format the organizing committee created 5 questions, placing one at each café discussion table. A host was at each table to support dialogue and record key points. After a set time limit, the groups at the table would move to a different table and contribute to the conversation around that table's question. People were invited to "travel" to three different tables before returning to their original table. Participants were encouraged to follow their interests and expertise in selecting which of the question tables to visit.

The World Café Questions

- Question #1: What can we do to improve EDI in career progress at UNBC?
- Question #2: What can we do to improve EDI in building teaching, learning, and classes?
- Question #3: What can we do to improve EDI UNBC Policies?
- Question #4: What can we do to improve EDI, and Gender Relations and Culture at UNBC?
- Question #5: What can we do to improve EDI, in UNBC's Architecture and Material World?

In addition to the supported dialogues at the World Café tables, participants could contribute to the discussion via “graffiti walls” – they added questions and discussion points on the room walls. The graffiti walls allowed participants to contribute to broader questions. Some questions on graffiti walls also solicited more specific information.

The conversation at the World Café was collected on flip charts by the hosts so participants could see, elaborate upon, or correct the data as it was being collected. Graffiti walls also encouraged responding to and building on developing commentary. This interactive process encouraged input and ideas in terms of both analysis and information.

The workshop supported the collection of meaningful and timely data. As a result of the organization and facilitating of the team behind the design of the workshop, the process collected a rich body of data from the 35+ participants in less than 2 hours.

A promising insight gleaned from observer participation is that many of the ideas came from students. There is a valuable opportunity to integrate student leadership as a major innovative and transformative element in driving culture change at UNBC



Figure 2: Inspiring Women Among Us (IWAU) Logo, Excerpt, Graphic Recording, March 2020

THE FINDINGS

Participants had the opportunity to visit three tables in total and the first task when arriving at a new table was a review of the data collected at that table prior to their arrival. This enabled participants to verify, correct, and build on the data as it was being collected. This integrated data checking and deepening of ideas, also afforded the opportunity to contribute to analysis. Thus, the findings reported here have been shaped by the interactions of the participants generating the data. More data was collected on the visible additional graffiti boards and has been included as verbatim quotes.

The data was transcribed by a student assistant and compiled into this report by the lead facilitator, Dr. Theresa Healy. The report was subsequently reviewed and edited by the Organizing Committee (Drs. Annie Booth, Zoë Meletis, and Susie Wilson). The data transcription is attached as Appendix B.

The summary of data collected at each table follows below.

Question #1: What can we do to improve EDI in career progression at UNBC?

The considerations for supporting an EDI (Equity, Diversity, and Inclusion)-supportive career path at UNBC fell into 3 categories. An important point raised was that *the same people tend to do the work of improving EDI and including those from underrepresented and committed allies*. Broadening the responsibility for, and the accountability to EDI as a shared responsibility across the University community was seen as a vital precursor to moving EDI forward, by participants. With no power to actually institute change, the labour expended to champion EDI is experienced as a lonely and unceasing effort that achieves little meaningful progress.

Identifying structural barriers that exclude specific groups

There are many factors that impede or stall career progression. Some of these are easy quick fixes that would signal a commitment to understanding and addressing factors that

serve to exclude. One example is shifting the hours and locations of networking events to span across a range of options so that the other responsibilities of faculty, students, and staff members can be recognized and addressed, i.e. avoiding meetings before 9am and after 3pm, and ensuring that “informal networking” does not always in a pub. Even the use of language can be readily addressed.

“I hate having to stand up at a meeting and make my apologies because I have to leave early to pick up the kids, knowing that the issue I really want to speak to has not yet come up for discussion.” Workshop participant, March 6, 2020



Figure 3: Those at risk do most of the work, Excerpt, Graphic Recording, March 2020

For example, terms such as “*mom brain*” should be avoided, and recognized as inappropriate. Refraining from adding additional workload to members of underrepresented groups could also be an important decision with little budgetary implications but could immediately demonstrate respect for and support to member of those groups.

Other suggestions would require policy and budgetary adaptations. Acknowledging the workload involved, and adequately compensating and valuing EDI contributions, is a critically important, symbolic, and pragmatic measure. More especially, recognizing the undue burdens placed on members of EDI groups signals a concentrated commitment to redressing inequities. Mandatory training for all, would help resolve many of the “*every day and casual*” nature of inequities that can damage careers.

In particular, supporting women in the academy brings additional benefits: creating safer spaces for women will help buffer the impact of harms from the existing system to others as well. For example, paying attention to scheduling conflicts for women managing child care and domestic responsibilities benefits all parents, regardless of gender. This also enables a group disadvantaged by the system to become part of a force enabling and driving broader system change.

One of the most repeated calls emerging from discussion at the tables was for immediate attention to the *Salary Anomaly Reports*. The blatant inequities identified in the report require urgent action if the University is to signal credibility and readiness to resolving EDI. Pay inequity exists in other situations as well, as for example, ensuring a mandatory living wage for student Research Assistants (RAs).

Workshop participants forwarded some important suggestions for improving entrance into an academic career path for promising student scholars, converging around the notion of “apprenticeship”. For example:

- Improving access to mentorship for students from groups that are underrepresented in research; BY Establishing research ambassadors or practicums with UNBC Research Institutes;
- Supporting graduate student opportunities to access and present at conferences and other opportunities for external exposure;
- Offering cv development assistance and other relevant workshops, and creating concrete supports to meet challenges in initiating and conducting research.

Some of these suggestions are budget neutral while others could draw funds to the university via related grant proposals. This makes suggestions with budget implications less costly than might be expected.

The power dynamics of graduate students both working for/and performing academically for a supervisor also needs attention in the context of acknowledging constraints and working to improve career pathways. Too frequently, graduate student labour is exploited under “academic” expectations for work that is not academic and should instead be paid employment. An emerging question at this table was where/who at UNBC can provide support for improving graduate student hiring, working conditions, and professional development?



Figure 4: Excerpt, Respect, Graphic Recording, March 2020.

System Focus

EDI approaches at UNBC require investments in training, process and policy changes. They should also include increasing the visibility of related accountability (e.g. keeping equity-related statistics, and seeking improvement in those numbers). Out of these fundamental commitments the university needs to develop strategies + resources to combat burnout and fatigue among the regular activists/contributors. Such investments, strategies, and supports will help to ensure successful and effective change. Within this overall concept, EDI principles and analysis must be applied to any proposal to restructure career milestones, adjust workloads, support career progress, and ensure fair compensation.

“Alarming! The anomaly around female academic progression to Full Professor at UNBC needs urgent attention!”

To achieve some of these key goals, the University could build on the successes and strengths already in play. For example, as demonstrated in this report, Inspiring Women Among Us (IWAAU) can be both an educational and lobbying force, helping to improve mentoring culture, support female scholarship, and to support new, more representative cultures and practices at UNBC. Such work is not only overdue, but needs to become a foundation for building broader change. Note: As an intersectoral, feminist informed group committed to investing in marginalized groups on campus (beyond the

group women) IWAU has been undertaking smaller scale versions of some of these strategies and while successful, these activities have been carried through on limited budgets and volunteered time. Further, IWAU has the capacity to support UNBC initiatives and support the success of actions and policies which would avoid the failures “trickle down” activities described in academic literature.

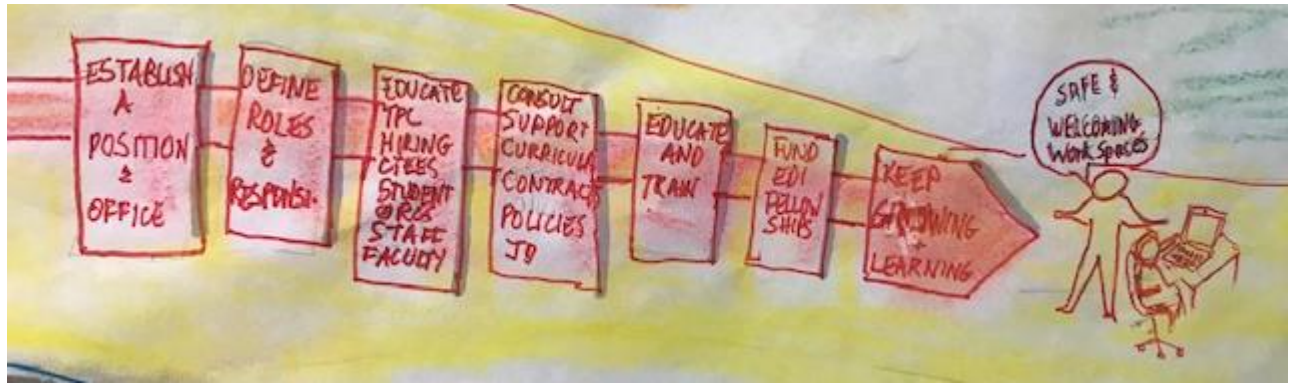


Figure 5: Healy, System Focus, Excerpt, Graphic Recording, March 2020.

Question #2: What can we do to improve EDI in teaching, learning, and classes?

The nature of the professor role in the 21st century.

How professors understand their roles in teaching and learning, and in creating learning environments in their classrooms is mixed, according to workshop participants. Some professors resist challenges from students and prefer a role as “boss” in the classroom. As a result, participants noted that professors are seen as arrogant and controlling. In such cases, students feel that they have no voice and feel no safety in expressing different ideas or questions that might challenge their professor. Students are increasingly expressing a desire for classrooms where they will be respected and their own thinking encouraged; participants echoed such needs. Ideally, teaching should be at least a 2-way street—both professors and students should be recognized as people and teachers. Learning how to create a more equal, effective and level learning field will require support for change: workshops, mandatory training, ongoing communications, and effort to create safer spaces and classrooms could help to encourage more understanding and less threatening relationships. In the era of Covid and in the aftermath of George Floyd’s death, the call for inclusive teaching will only grow. This is an important historic moment in which universities can promote and support well-informed, inclusive and representative leadership in the classroom and beyond.

These fundamental shifts in teaching practice will embed EDI as a normalized classroom expectation for both professor and student. However, professors' approaches must evolve in spaces other than the classroom. How a professor addresses unique circumstances in the Teaching Assistant (TA) and graduate student supervisor relations is also important. Key considerations include:

- How to speak to and work towards improved inclusivity rather than ignoring or tolerating diversity;
- How to understand and better address harassment issues;
- How to respect and value what all levels of students contribute, and to support further education for TAs and grad students on diversity issues in the academy as well;
- How to support a circle of learning for Indigenous people, People of Colour, and international students, so that they can feel welcome, able to share their knowledge, and invited to contribute to the TA community.

Taking on work to address such considerations could be important necessary labour for professors, students, and staff members to improve their own culture of EDI as well as the UNBC institutional culture of EDI.

Professors have an important role to play in understanding harassment, and a responsibility to convey this understanding when teaching, and when contributing to the culture of academia on campus and off. While respect for privacy is vital, understanding academic power dynamics from student perspectives offers special insights as to issues can be dealt with in a timely and safe manner, and as to how imbalances might be redressed. Being dedicated to learning about student realities and perspectives requires willingness, knowledge, and empathy.



Figure 6: What must we do, Excerpt, Graphic Recording, March, 2020

Faculty as learners

A major recommendation in this conversation was: ***“Educate faculty on what is acceptable.”*** A list of suggestions to improve EDI through the leadership of faculty included:

- Improving access to and valuing of anti-oppression/race equity/decolonization training/learning: Offering ongoing access to excellence in workshops as mandatory for faculty and TAs; and training and activities should be reportable in annual faculty reports. TA training should also be part of paid TA duties;
- Using social media to keep faculty members informed: encouraging educators, including students, who can connect faculty members to knowledge created and shared in more grassroots spaces;
- Adapting teaching skills: making space for marginalized students and managing privilege in the classroom (professors should know to avoid taking up “too much” space); faculty members should support and trust in classroom relationships and activities
- Respecting EDI difference will call on Professors to be the safe space for some\ one in need
- Cultural shifts can be encouraged by inviting male colleagues to reference the work of female colleagues; by understanding and promoting EDI within one’s discipline; by accessing and including more unconventional resources in mentoring and teaching. Care should also be taken to avoid the promotion of “white saviours”; to decolonizing therapy; to include online resources in learning.
- Developing personal, humanizing practices – faculty members should introduce themselves to each student individually in the class on the first day; they should also discuss respecting roles; they should include a definition of harassment at the beginning of classes/ in syllabi; and recognize that members of a minority/underrepresented group may share life experiences with each other but are not required to represent their entire population or “speak for them”;
- Creating spaces for one-on-one or individual contributions and/or small group contributions in classes so students have a variety of options for speaking/giving feedback, and/or quietly listening.

*Encourage humanity in the classroom. You may not always be right!
And students are often much more on the pulse than faculty.*

Question #3: What can we do to improve UNBC EDI policies?

Participant ideas for improving EDI at UNBC recognized the complex and challenging nature of working towards EDI improvements within an institution. As a result of this recognition, the first and most frequently mentioned idea was that of a dedicated policy position. Participants forwarded the need for a dedicated officer and/or office that would engage the entire university community and ensure that EDI was appropriately and fairly integrated. This would ensure that EDI would be represented and engaged with on a permanent basis and in a dedicated way, rather than relying mainly on occasional volunteer endeavours (the current situation).

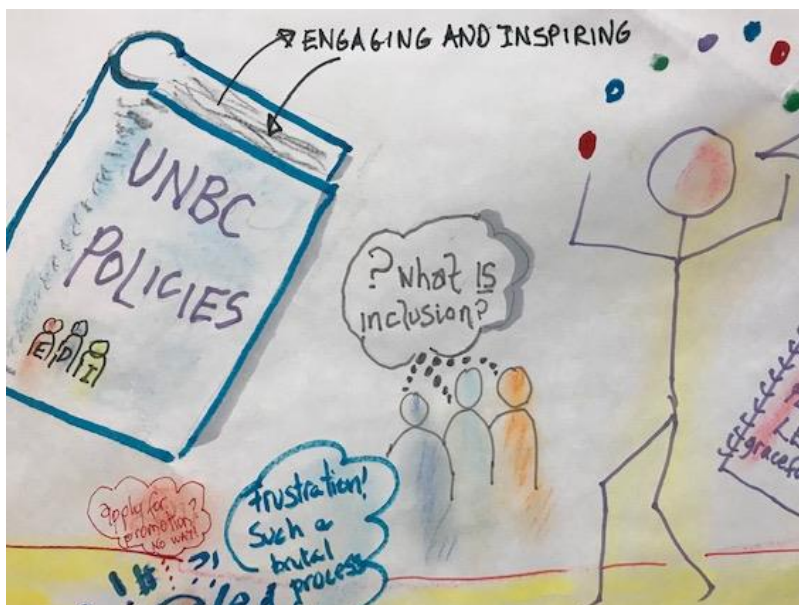


Figure 7: Making the difference- EDI in policy, Excerpt, Graphic Recording, March, 2020.

When the list of tasks and priorities to further EDI is considered, the need for a full-time dedicated EDI staff member is obvious.

Participant-identified potential roles and tasks for dedicated EDI position identified included:

- Reviewing current policies and adapting them for efficacy;
- Researching and reviewing proactive and transformative best practice policies from elsewhere for possible implementation at UNBC;
- Ensuring all policies are accessible (plain language and easily searchable);
- Developing funding sources to support policy implementation and change;
- Promoting and encouraging “buy in” from relevant parties;
- Inspiring commitment and change;
- Building networks of support and establishing safe feedback processes and /or reporting and accounting mechanisms;
- Providing and connecting people with world class training and education opportunities.

With an effective and transparent support structure in place, the environment at UNBC could be a leader in excellence in EDI, for its instructors, its policies and its classrooms.

“UNBC could be a world class leader in EDI – we have so many opportunities denied the larger universities.”

Question #4: What can we do to improve EDI, and Gender Relations and Culture at UNBC



Figure 8: Safer spaces, Excerpt, Graphic Recording, March, 2020.

Overcoming reluctance

The hesitation and reluctance many feel to take up the challenges of EDI is not surprising. EDI, race gender, and sexual orientation in the workplace/study space/classroom are difficult and sensitive topics requiring care. The small number of people who attended this workshop was not surprising given such challenges. The energy and camaraderie evidenced in this work however suggested that careful design and commitment could transform this work into supportive and energizing places to stand together for change at UNBC. In fact, a most important principle was articulated – that the university must take a strong stand: UNBC must adopt and promote a zero tolerance culture towards racism, homophobia, xenophobia, misogyny, sexism, and body-shaming as antithetical to the core mission and vision of UNBC.

Institutional Change

Ensuring that we are building a vibrant, inclusive, community-oriented and introspective EDI culture that is alive and flourishing for all requires a major adjustment in the structure of the university's administration, and in everyday activities. This tall order was seen as strong rationale for the identification of additional culture-related tasks and responsibilities for an EDI Office/r in addition to more formal actions the office might take on. Without commitment to an Office and to change at the upper level of the university, EDI efforts would be fragmented and unsuccessful, suggesting that EDI does not work. Unless the institution itself makes a change and seizes the opportunity to change its own bureaucracy and structures, all initiatives would flounder on the shoals of systemic indifference and inertia or drown in the urgency and priority of other issues.

Installing an office/r responsible for EDI would enable the sharing of power to make substantive gains. It would provide a hub for organizing actions, policies, changes, and a dedicated team with the right set of resources to translate institutional power and responsibilities into furthering EDI at UNBC. The workshop participants created a list of roles and responsibilities for an EDI Office/r that would empower both university and community to take action on EDI.

Tasks and roles suggested for this post included:

- Instituting more celebration of diversity and groups within our university community by designing and hosting educational and social events including body positivity;
- Offering skilled EDI analysis and support to review and revisions of event posters, course outlines and reading lists, curricula in partnership with existing support structures for faculty;
- Designing and delivering EDI workshops for diverse occupational groups within the University community;
- Supporting the development of cross cultural educational competence program;
- Ensuring all opportunities are accessible to all, including the accommodation for all sizes and abilities (or no size involved) including normalizing/de-stigmatizing requests for size accommodation in advertising, accommodations and benefits and make the options known;
- Making sure material culture accommodates all demographics, bodies, genders, and motilities (door, buildings, classrooms, chairs, passcode locks);
- Acknowledging and arranging for recognition of all EDI related holidays and special events (e.g. Indigenous Day, International Obesity Day, Trans Awareness Day);
- Training and supporting EDI representatives on search committees, lab supervisors, student organizations, and other roles/groups, with an understanding that EDI training is on-going;
- Establishing, promoting and supporting effective and clear reporting processes for complaints and follow up of incidents that put the safety of reported first; that is anonymous and independent of HR;
- Designing and integrating a process of support and reimbursement of the “service tax” paid by members of underrepresented groups;
- Supporting initiatives such as making EDI part of the TPC process; including an EDI section in CVs;
- Advocating for other EDI initiatives: e.g.
 - more all gender washrooms-make them genuine
 - varied meeting times and networking opportunities, so different schedules are accommodated
 - free menstrual products in ALL washrooms.



Figure 9: Voices and Stories, Excerpt, Graphic Recording, March 2020.

Overall, establishing this leading edge practice at UNBC requires significant investment by the university in ensuring progress on EDI activity is consistent, effective, sustained, and visible. An EDI office with independent staff that is able to support, create, or lead training, social marketing, educational and other events is necessary if the university administration’s good intentions are to bear fruit. Without demonstrated commitment, EDI efforts are likely to falter, with the bulk of the work of building equity for underrepresented groups falling on the shoulders of those in the underrepresented groups. This is a disproportionate burden when compared to the equity workload of well-represented group members. Future efforts should take care to distribute efforts and investment across units, groups, and people at UNBC, rather than ongoing disproportionate “service tax” on a few.

“We are small enough that we can do EDI on a daily basis, in our interactions with colleagues that we know and work with. We don’t have the same competitiveness you see at other, larger universities so I think we have a head start.”

Question #5: UNBC’s Architecture and Material World

The physical world manifests the social and cultural world.

Both gendered and cultural messages are read on the physical landscape of the university and its regional campuses. Investigating these often unconscious messages of bias is an important and valuable exercise. For example, the nature of washrooms is political, and ensuring access across the gender and mobility spectrums needs specific attention, particularly in public institutions. In some cases, an unconscious message of “you don’t matter” is conveyed to those living with mobility challenges when access points are dangerous and difficult to navigate, such as the UNBC bus loop and its links to campus paths and buildings. Similarly the assumption of a Judeo-Christian template ignores the religious dietary and other observances and needs of members of other faiths. Often, their religious considerations are not included in the planning for social events, workshops, conferences and other university functions. Aesthetics and visual representation also needs to change— more diverse representation in both permanent and less permanent displays such as flags and web banners needs to be more representative and inclusive. These are coded representations of who we are as a university community, and who we welcome to join us. For these reasons, they should better display and celebrate the diversity of UNBC’s community.



Figure 10: Green University, Excerpt, Graphic Recording, March 2020.

During the workshop, it was the use of space, and sense of place in the material campus that drew the most commentary. Some participants suggested that despite existing in the midst of great natural beauty, the design of UNBC has not taken advantage of the natural features of the space nor allowed nature on the campus (with the notable exception of the deer who returns annually to give birth to her fawn/s in the Wabooz Garden).

The most egregious example of this, seen as antithetical to the mission of the university, is the large concrete Agora courtyard. The suggestion that captured participants' reaction to this space was *"take a jackhammer to it, plant trees and grass and make it into a friendly outdoor living room, rather than an empty swimming pool. Make it a nice place to sit for students, more welcoming for visitors and guests. It could be a community gathering space when there is no other big community outdoor space on campus, just concrete everywhere."*

Other underutilized space was identified as readily amenable to the creation of more welcoming spaces. For example, Building # 10 (TAL) could be better integrated into campus life and conversations since there are many open, large empty spaces there. Welcoming more seating clusters and types could encourage community use of the space.

There are also bureaucratic requirements that place barriers on attempts to be more open and inclusive. For example, one participant noted that the *"Global lounge seems nice- at first glance but there is no message welcoming people or explanation of intent of the room, and you have to book in advance, otherwise it is locked and this is gatekeeping access to something designed to be open and welcoming."*

The idea that UNBC was designed by 7 different architects was also seen as problematic by some participants. The group agreed that this was apparent in some flaws, fostered by the lack of a common shared vision that included diversity as more than a feature represented by stone or glass.



Figure 11: Diversity in culture is celebrated, Excerpt, Graphic Recording, March 2020.

Unconscious replication and reinforcement of colonialism was noted as a feature in the design and aesthetic practices of the university. For example, the naming convention is to name rooms and buildings after "old white guys" and key donors—somewhat elite groups of people. The walls of "old white guys" in the Senate Chamber and other hallways (e.g. in Building 8) send a problematic message to non-white and non-male community members—they are not good representations of our

student body or our intentions to welcome and include a diverse community of scholars. Two female graduate students at the workshop agreed, for example, that the wall of “old white guys” in the Senate Chamber is a key reason that they will both request other rooms for their defences. This is a sad and revelatory example since this is often thought of as one of the best/fanciest rooms in which to defend. Clearly, this room needs some redesign in order to make it welcoming to *all*.

“It isn’t easy to see but we do put biased messages on the landscape too, intentionally or otherwise. Like the Senate chambers – it is 99% white men in the pictures on the wall. It is hard to present a thesis that involves colonization in that room. It is a contradiction to the idea of university as a safe place to learn. Other institutions have been taking down these walls of ‘achievement’”.

Taking advantage of the material world to foster communication with students about EDI is an obvious and easy win, but this communication should be creative, occurring in different ways and in a variety of places. For example, one respondent suggested that advertising EDI resources and initiatives should occur in different types of spaces, particularly ones where people could access the information in less public/lower traffic areas.

Some important safe spaces are constructed with unintentional barriers, reminding us that safety is not universal or guaranteed. The location of the Northern Women’s Centre (NWC) makes it easily accessible but it is also purposefully close to the security office. Close proximity to such an office might decrease comfort with or ease of access for some people. Furthermore, some people might want more private access to the Centre. A larger space with different access points could increase safe and respectful access to the Centre, its services and resources for a more inclusive and diverse group of people (e.g. gender diverse users; people trying to escaping abuse or stalking on campus).



Figure 12: A diverse and happy student body, Excerpt, Graphic Recording, March 2020.

In fact, an emphasis on the need for spaces that connect rather than disconnect was a theme of this question group. The idea grew that space can connect buildings and the people. An audit of spaces

(interior and exterior) with the goal of identifying opportunities for improvement (of access; of flow; of interaction) was seen as a way to begin exploring and addressing concerns. Some “hot spots” in need of attention that were identified by the group included:

- The lack of a fourth floor connector between Building #4 and #8;
- The lack of a fourth floor connector with Building #4 and #10;
- The contrast between the well-lit, transparent elevators, and the dark narrow staircases in Building #10. (Participants mentioned the possibility of people feeling unsafe or injuring themselves in the staircases, particularly in inclement weather.)

The availability and nature of spaces to access food was also seen as problematic. The cafeteria is inaccessible unless you can afford to pay for entry (at least \$12, whether you eat or not). Without cost as a barrier, it would be a natural gathering place, particularly given recent renovations and new furniture purchases. More generally, food on campus is expensive and prices were recently raised again (Feb 2020). The cafeteria does not allow people to bring their own food in, and there are not many accommodating, open, and quality spaces on campus to eat. The meal plan and the 60 credits rule was also seen as unfair by participants. They suggested that spaces with mini kitchen facilities would be well used and would require little policing if situated in well utilized and appropriate spaces. They might also encourage informal social and academic gathering.

Students worry about money, and have additional costs in addition to tuition. Transportation to UNBC is geared primarily for able-bodied drivers, cyclists, and pedestrians. City transit has reduced the options for hours of service and there are few alternatives to getting to campus. For some students parking is an expense they cannot afford--- an unaffordable luxury. Other barriers might exist for students wanting to cycle, walk, or take the bus as well.

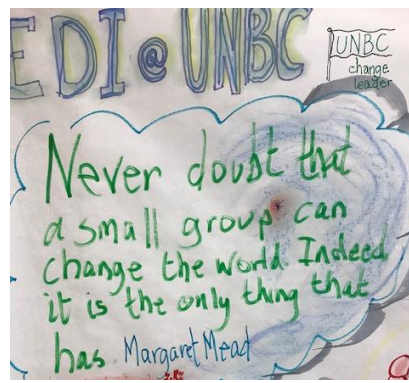


Figure 13: Small group as change agent, Excerpt, Graphic Recording, March, 2020

CONCLUSION

Readers may find themselves somewhat discouraged by this report with its details of participant input about shortcomings, and ongoing work that needs to be done at UNBC, however difficult. Facing the uncomfortable idea that we are disappointing some of our community members is disheartening, especially in the face of well-meaning efforts. However, while this may be a difficult or upsetting read, there is much to be said for taking comfort in the frank honesty that workshop participants shared. Intelligent in analysis, bravely articulated, and spoken from the heart is not easily achieved in any public engagement exercise, and we are grateful for those that contributed key insights during the workshop,



Figure 14: Dialogue in safety, Excerpt, Graphic Recording, March 2020.

Public engagement is a challenging endeavor and good intentions can go wrong if process, timing, and inclusion fail. Done well, however, community engagement methods can improve and increase our ability work together and to contribute to stronger citizenship. That this gathering was able to record so many insightful and useful ideas and experiences is a gift. This report allows us to view our university through the eyes of the many who feel that they remain outsiders to aspects of the university and greater related systems (e.g. academia) even though they work and learn within it. . We also recognize the capacity of students as partners in change, supporting their leadership in driving culture change.

With the voices and themes highlighted here and in early recent discussions at UNBC, we now have a unique opportunity and responsibility to respond. UNBC has benefitted in the past by relying on the input of many generous communities. The very act of building this university was born from the informed and challenging advocacy of northern community members who wanted a university in the north. A similar step is required now: to recognize the strengths, insights, and expertise that campus community members bring. This report is full of examples of how effective we can be at pointing out flaws and key areas of concern. Institutional reflexivity on discussions to date and greater steps towards acting to support EDI, based on such unique insights, aligns well with the UNBC community's respect for its members and their visions for the future of the institution. Furthermore, a related anti-racism collective and a President's task force (as well as a proposed student roundtable) are now rising up to address EDI, hopefully in complementary ways.

Just recently, in announcing the taskforce, a UNBC leader articulated both need and vision for EDI at UNBC:

“I am not a person who has been the subject of racism, and have come to understand that I need to seek out a broader, more diverse set of perspectives and opinions when discussing such critical issues. It is time to take meaningful steps forward and I feel these actions are the first of many steps to come. Yet I can’t take them alone, so I look forward to working with our community to stand against intolerance and racism, to speak out for equality and diversity, and to abolish a system that has for too long marginalized our friends, family, co-workers and colleagues.”

The focus of this workshop was on solutions with the view to replacing painful experiences with progressive and responsive environments and, where these fail, with fair and supportive redress and improvements. The UNBC motto recorded on the coat of arms for the university is *en cha una*. The words have been translated *as that person lives*. The call to recognize the lives and realities of people that are not ourselves is paramount to developing a diverse student body and a diverse faculty on our campus. UNBC has proven the capacity for courage and resolve in past challenges to find the best way forward. Our memorandum of Understanding with the Lheidli T’enneh is only one example of this drive for excellence. We can call on these strengths to establish EDI as a welcoming reality at UNBC.

APPENDICES

Appendix A: Workshop Agenda

The workshop agenda built on the successful experiences of the EDI workshop held in June 2019. However, as part of the Inspiring Women Among Us event, there was a much shorter time frame and certain elements from the original workshop had to be adapted or reconfigured.

The Agenda for March 5, 2020.

Time (approx.)	Activity	Lead	Outcomes	Resources needed
9:15	Coffee, circulate +/_ stories	all		Flip chart post it notes?
9:15	Welcome, acknowledgement of territory introduction of facilitator Mention resource wall Remind about confidentiality	Member of organizing team	Opens the space	Post it notes for writing +/- at any time
9:20	Introduce world café format	Theresa	People know what they are doing	Powerpoint
9:40- 10:50	Table 1: Mentoring and career progression	Participants pick top three topics and switch tables Round 1: 20 minutes Round 2: 15 minutes Round 3: 15 minutes Round 4 back to where you started for check in 10 minutes	Cogent data set for each questions	Host /scribe for each table Briefing for host scribes Flip chart stands for each table
	Table 2: Teaching, learning, & classrooms			
	Table 3: UNBC policies			
	Table 4: gender relations and culture @UNBC			
	Table 5: UNBC's architecture & material world			
11:00am Closure and thanks				

Appendix B – Workshop Data

EDI Workshop Transcript

Stories of When We Did EDI well:

“I suppose the very running of this discussion-the first step in any change is the ability to talk about it and converse. All too often, this ability is not present or has been suppressed, to the point it can be considered a luxury not a right.”

Stories of When EDI could have been done better:

- Male instructors referring to female researcher as “so+so’s” wife.
- Male supervisor to MSc student: “You should go ask _____ for those materials, he responds better to females.”
- “Experience of harassment/bullying from male colleague (fellow grad student)-while response from supervisors was initially supportive, there was no follow up with me and unsure of whether a report was actually made to the university or how it was handled with him (discussion? training? discipline?)”
- “After returning to work from parental leave, colleagues and unsolicited have often made negative remarks about my body, weight, brain, etc. [this is] NOT ok and NOT APPROPRIATE; NOT INCLUSIVE.”
- If you are told being admin [then] your work is without value, it is because, as a female, I am an “agent provocateur”—TRUE QUOTE!
- Exclusive use of male and female when referring to social/environmental issues and how they affect genders...what about the others? How do their issues affect them?
- Male professor referring to female researcher as “Mrs.” instead of “Dr.” despite her credentials and achievements.

Be present to what’s going on:

- Be intentional
- Take responsibility
- Make personal connections
- Ask questions and be curious
- Build trust
- THINK FOR THE FUTURE

Group #1

What can we do to improve EDI in career progression at UNBC?

- Connect research ambassadors with voice at Research institutes
- More mentorship for student that are underrepresented in research—where/who at UNBC can provide this support
- Graduate students’ opportunities for travel shift/remove burden
- More mechanisms to help students to overcome challenges in entering research progressing through for academic careers
- Don’t confine networking events to pub and/or after 4PM
- Don’t hold meetings before 9AM or after 3PM (All the time)
- Don’t use terms like “Mom Brain”
- Implement a mandatory living wage for student RAs
- Power dynamic of grad students both working/academic for supervisor. Expectations exploited under “academic” that is more work worthy of payment.
- CV workshops
- Acknowledging workload and adequately compensating and valuing EDI contributions.
- EDI approaches require: training, process changes, and accountability

- Women in academy; benefits: creates safe space/helps buffer reality of existing system/fuels system change
- Strategies + resources to combat burnout; Same people tend to do the EDI contributions
- Apply EDI analysis to any proposal to restructure, workload, career progress, and compensation.
- Not add new labour to those who are already experiencing discrimination and/or ensure adequate value for EDI contributions.
- Inspiring Women Among Us(IWAU) could be a lobbying force; stalling factors: work load, discrimination, and DTC committees (mandatory training would help resolve)
- Alarming!! Anomaly around female academic progression to full professor at [UNBC] needs attention
- Awareness of mentoring culture [should be increased]; female scholarship culture/women in the academy...; women in research (IWAU is doing a version of this)
- UNBC needs to respond to salary anomalous report in strong way and timely fashion.

Group 2: Teaching, Learning and classrooms

- Faculty are mixed on understanding
- Students must challenge faculty; some feel not their problem or are threatened
- Training mandatory
- Media, workshops helpful
- Profs who are not humble, bosses of class, too controlling
- Profs learn from students
- Profs are good humans
- Create equal playing ground; all are valued
- All have voice but is safe space
- Getting these issues into our teaching
- How included in TA, - intl-prospectives; grad supervisor relations, i. e over work
- Workshop for IWTL students; create TA community
- Harassment when teaching
- Respect roles
- Education for TA
- Respect privacy
- See out diversity rather than ignore
- Respect what students can teach you
- Educate faculty on what is acceptable
- What must be done to improve EDI
 - Anti-oppression/race equity/decolonization workshops-mandatory for faculty
 - Using social media: educators-connect faculty to the knowledge being created and shared in more grassroots spaces...
 - Teaching skills: making space for marginalized students and managing privilege in the classroom (taking up: “too much” space)
 - Pre-TA workshop for international TAs
 - Male colleagues reference competence of female colleagues
 - Introduce yourself to each student individually in the class on the first day
 - EDI training for TAs as a paid requirement
 - Understanding DI within our subject
 - Encouraging humanity in the classroom-you may not always be right! And students are often much more “on the pulse” in EDI that faculty
 - Trust relationships for respecting EDI difference/respecting confidential relationships
 - Instagram: no white saviours; decolonizing therapy; the guerilla feminist. Etc...pages where we learn more online than in the classroom

- Respecting roles: include definition of harassment at the beginning of classes/ in syllables; people should be aware that members of a minority may share life experiences but are not required to; one - on-one or individual contributions; give space to everyone to provide feedback

Group 3: UNBC Policies

- Dedicated policy position (Officer, etc.)
 - Engage in community as part of job
 - Make EDI a priority of engagement
- Identify current policies
 - Support person to help UNBC community with EDI questions (hiring, environment, etc.)
 - Funding to implement policy
- Recognize the scope of this work and support it accordingly
- Actual administrative buy-in and commitment to implement
- Proactive and transformative policies
- Policy should be clear, easy to understand and when implementing policy we need concrete steps to take
- Make policies accessible and findable; have plain-language versions as well as official
- Final: knowledge; humanity in classroom, making space for students to contribute
- Space to learn more: those who need it don't know what value is, the value is mandatory when hired those people
- Students need to be able to give qualitative
- Safe reporting
- Training on giving feedback; be aware of impact; appropriate feedback is "aggressive".
- Be aware of power

Group #4: Gender Relations and Culture at UNBC

- a.
 - EDI is tough topic; small numbers is not surprising
 - EDI person who checks event posters before the group
 - EDI analysis of course outlines and reading lists (4 EDI)
 - More all gender washrooms-make them genuine
 - Varied meeting times and networking opportunities, so different schedules accommodated
 - Free menstrual products in ALL washrooms
 - Mandatory EDI workshops?
 - Support and/or compensation for people who do a lot of the EDI work on campus
 - Make EDI part of T Z P process; EDI section in CV (must speak to it in PAR)
- b.
 - EDI office and/or dedicated staff
 - EDI socials to connect people; all welcome but to celebrate group
 - More celebration of diversity and groups within it
 - More body positivity
 - Make it clear that we welcome all bodies, all sizes (UNBC shirts, comfortable spaces and places)
 - Acknowledge national obesity Day
 - Craft opportunities should accommodate all sizes or no size involved
 - Normalize/de-stigmatize requests for size accommodation: advertise, accommodation and benefits; make options known
 - Make sure material culture accommodates all demographics, bodies, genders, and mobilities (door, buildings, classrooms, chairs, passcode locks)
- c.

- EDI-trained person on every search committee
 - EDI not minimal training but rather well trained individuals is ongoing training
 - Follow up on EDI incidents ; make reporting process clear
 - Supervisor EDI training: lab dynamics and supervising students
- d.
- Adopt zero tolerance culture towards racism, homophobia, transphobia, misogyny, etc.
 - EDI training opps for NUGSS+NBCGSS.
- e.

Investment needed in:

- EDI office**
- EDI staff (indep)
- EDI training for all
- EDI reporting + follow up
- EDI social marketing to culture; celebrate contribs*
- EDI office, resources, training, social + marketing + officer + mobile *
- Anonymous options 2 report not HR; independent
- Establish + promote clear reporting processes (+safe people to report to) for racism, sexism, etc.

Group #5: UNBC's Architecture and Material World

- Gendered considerations for washrooms seem to be inclusive.
- Bus loop entrance sloped (possible physical hindrance- "mad slippery") – **BIG ONE!**
- Bathroom stall for differently-abled was off-the-hinging overall accessibility AUDIT.
- Religious/dietary restrictions or needs for various functions/ workshops/get-togethers
- More representation (physical) and symbology of inclusion and diversity (such as pride flags)
- Senate chambers – 99% white men in pictures (hard to present thesis in that room – colonisation)-other wall has inclusivity 9room is oppressively) statement -it is contradiction.
- Room is divided ("more important" =better view)
- Literature (on this)-other institutions have been taking down those kind of oppressive photo walls- we are behind on this,
- Cafeteria is there a way to go upstairs without the stairs?
- More group seating areas- more space for group work-building # 10 (TAL) could be used more (large empty space)
- Global lounge seems nice- entrance does not fell too open at first glance land (no message welcoming people/explanation of intent)- have to book in advanced (otherwise locked- "gatekeeping")
- Told UNBC designed by 7 different by 7 different architects
- See different architects/features-do see some flaws in bigger picture (bathrooms/safe spaces/etc.)
- No advertising in washrooms for EDI resources/help (that is finding things in more private manner)- there are consent posters there
- Women's center in busiest part of campus- easily accessible but some of resources not privately held (unable to access with discretion) not sure if transmen would be comfortable approaching space(it is very gendered)
- Agora courtyard-take jackhammer to it- plant grass/trees make it nice place to sit for students (no big community place on campus, just concrete all over)
- Space issues on campus- that space not used- can connect the buildings (just empty horseshoe)
- EDI audit of residence including physical spaces
- Naming convention of building/hallways- white, male
- Between building #4 and #8-could be connector between the 4th floors
- Same with building #4 and #10
- Building #10 clear open visible elevator-conversely, the stairs in that building are hidden.

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- Stairs not wide (people potentially hurt) especially in consideration of weather.
 - Food on campus is expensive- recently raised prices in degrees
 - Cafeteria is inaccessible unless you pay (at least \$12, whether eat or not) it would be extremely used ... if it was available.
 - Pay for school, have to pay for parking (ableist, gatekeeping, limited ways to get to campus already)- the prices are outrageous and now offer less options (4-hour blocks rather than 8-hour blocks, for example)
 - NUSC food- have to buy, not allowed to bring own food.
 - Don't force students to residence to be on the meal plan until they have 60 credits!