



Equity Diversity and Inclusion Report

Prepared for ArcticNet • October 30, 2020

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About

Kelly Nolan is a seasoned expert in strategic affairs and organizational equity, diversity and inclusion (EDI) programs. Kelly consults with executives and boards on developing targeted EDI strategies in academia, and science, technology, engineering and computing sectors. Her clients include research and government institutions, corporations and global initiatives. Kelly develops targeted programs to improve gender equity and engage and retain diverse talent pools for a variety of industrial sectors. She specializes in organizational equity frameworks, training, assessment, and business development for external and internal relations for complex

evidence-based, multi-stakeholder research organizations. A regular conference presenter, Kelly has chaired diversity and workforce development streams for several technical and scientific conferences in Canada, the United States and Europe. She served as co-chair for Women in High Performance Computing for four years and developed a number of international programs and initiatives. She offers strategic advice to several national gender-based and mission driven organizations including Informed Opinions and Women in Communications and Technology.

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Intent

The intent of this report is to inform an ArcticNet's targeted equity, diversity and inclusion strategy. An exploratory analytical approach was used. Surveys, interviews and data analysis was completed with the aim of identifying challenges and gaps related to diversity, equity and

inclusion. Within-group, between-group, and group-to-overall quantitative analysis, as well as thematic qualitative analysis of written comments provide insights related to ArcticNet's diversity profile and inclusion experience.

Executive Summary

The intent of this report is to inform an ArcticNet's targeted equity, diversity and inclusion (EDI) strategy. An exploratory analytical approach was used. Surveys, interviews and data analysis was completed with the aim of identifying challenges and gaps related to diversity, equity and inclusion. This exercise was designed to measure ArcticNet members' sense of belonging and empowerment as well as their perceptions on career progression. The survey and the interview were designed to measure these perceptions through an intersectional lens. The goal of this exercise was to disaggregate data with this intersectional lens to measure experiences of both the majority and the under-represented groups within ArcticNet.

The key findings that members with intersectional attributes are experiencing more negative experiences is a reflection of Canadian society and the current environments in academic and research. The data on the experiences of racialized members, Indigenous Peoples, women, people with disabilities, and members of the 2SLGBTQ+ communities is also indicative of the challenges these demographics face in all sectors of society and not specifically within ArcticNet.

However, these experiences must inform how ArcticNet conducts its activities and ensures culturally safe environments for its members. The recommendations are based on areas where ArcticNet has influence and the ability to promote positive change. It should be noted that ArcticNet is not the employer of the research teams it funds, nor does it have the authority on how teams and fieldwork are managed. However, as leaders of a large network, ArcticNet is hoping to inform and inspire the ArcticNet research community on best practices in EDI. Therefore, the findings in the intersectional analysis provide insight on the general experiences of ArcticNet members and as well as their specific experience within ArcticNet.

ArcticNet's work in renewing its committees and network members and in co-developing the North by North initiative with northerners is helping to build a foundation for novel approaches to valuing traditional knowledge and developing research that serves the communities in the North in partnership with academia. The analysis saw evidence that this is quickly becoming a model for co-designed, mutually beneficial research approaches with Indigenous peoples.

Method

This exercise was designed to measure ArcticNet members' sense of belonging and empowerment as well as their perceptions on career progression. The survey and the interview were designed to measure these perceptions through an intersectional lens.

The goal of this exercise was to disaggregate data with an intersectional lens to measure experiences of both the majority and the under-represented groups within ArcticNet.

The recommendations will be based on areas where ArcticNet has influence and the ability to promote positive change.

This report and the methods used to gather the data, were not designed to fully understand the experiences of the First Nations, Inuit, Metis members and communities engaged with ArcticNet. A co-designed, community led initiative is required and will be pursued. It should be designed with an approved culturally safe approach, with respect for the ongoing traumas experienced in these communities. However, it must be emphasized that these challenges were prevalent in both the survey and interview data and therefore are expressed in this report. In addition, we recognize that this survey cannot have captured all of the experiences of ArcticNet's research teams, and that additional efforts need to be undertaken.

Survey

In September 2020, a survey was shared with ArcticNet members to measure their sense of belonging and empowerment as well as their perceptions on career progression. The survey was designed to measure these perceptions through an intersectional lens. A full list of questions and survey results is included in this report.

Interview Methodology

Diversity and inclusion focus interviews offer an opportunity to gather valuable information on the issues and challenges facing diverse talent.

Insights gathered from a representative sample across an organisation can inform priorities, ensuring that investment in EDI targets the organisation's most critical issues.

In the interview the participants were asked to recognise and reflect on the varied components of their identity to measure their sense of belonging, empowerment and ability to progress in Arctic research and within ArcticNet.

Participants were asked to define their identity based on gender, age, race, nationality, languages, ethnicity, religion, skills and expertise, professional background, academic background, significant relationships, interests & passions, obligations outside of work, health status, personality, etc.

We explored what aspects of their identity were allowed to be "seen" at work, within a research team, at professional development events, or in fieldwork, as well as what is concealed or less obviously known in the workplace.

The interviews were conducted to explore questions that will illustrate ArcticNet's members' sense of belonging, sense of empowerment, and measure non-dominant and dominant group experiences.

Interview Questions

Questions related to the notion of “belonging” refers to the perception that you are part of a workgroup and an essential member of that group. Inclusive workplaces nurture employees’ social and emotional needs for connection with others. When a participant feels that they belong to a workgroup, they feel emotionally supported at work and safe to disclose personal information to colleagues. Belonging is the experience of community and a perception being part of a collective whole.

- Do you feel that you belong in your research group? Why or why not?
- Do you feel that you are a valued and essential part of your workgroup? Why or why not?
- Do you ever feel left out at work – either when engaging in work activities or socially?
- Do you feel emotionally and socially supported at work?
- How would you feel about leaving your workgroup?

Questions related to the notion of “empowerment”. A common misperception is that inclusion involves treating all employees the same. Rather, inclusion involves recognising that different people face unique challenges at work. Inclusive workplaces recognise the varied needs of diverse talent and ensure that work practices accommodate for those differences to ensure all participants can contribute fully to work practices.

Examples include physical adjustments like wheelchair ramps or adjustments for the visually impaired, prayer rooms or breastfeeding rooms. Also, scheduling adjustments like flex-work, job-sharing or telecommuting and inclusive employee benefits like parental or adoption leave for all parents, including same-sex couples. Other empowerment initiatives for underrepresented groups involve networking, mentoring and sponsorship.

Have you faced any obstacles in your career progression or ability to participate fully in work processes that are not experienced by all of your colleagues?

Describe those obstacles.

- Do you face unique challenges that make it difficult for you to get to work or work the hours expected of you at times expected of you?
- What could your employer do to better support you?
- Do you feel that you have sufficient support to develop your skills and progress in your career?
- Can you identify people similar to yourself in leadership positions at your organisation?
- Do you interact informally or formally with colleagues across the organisation?
- How frequently do you interact with colleagues outside of your workgroup/department?

Questions related to the notion of “progression”. Ultimately, the extent to which an organisation is inclusive is reflected in its development and promotion of diverse talent and the diversity of its leadership team. Inclusive workplaces recognise the role of bias in workplace inequality, scrutinise the employee life-cycle for institutionalised bias and train recruiters and managers in objective selection, appraisal, and development so to ensure that members of non-dominant cultural or social groups have a fair chance of progressing in the organisation alongside members of the traditionally dominant group.

- Have you faced or witnessed prejudice or discrimination in your work setting? Describe what happened.
- What characteristics, traits, contributions, and behaviours are most valued and rewarded at your organisation?
- What/who do you need to do or know to get ahead at work?
- Can you describe a typical employee at your organisation? Typical leader?

A series of focus interviews (10) were conducted with a diverse sampling of ArcticNet members. In this cohort there was a mix of backgrounds, age group, gender, and sexual orientation.

The interview and survey data does not establish causal relationships. Experience combined with relevant research and data to provide insights on what the potential reasons might be for issues and gaps identified are part of an exploratory

data-analytic approach. Findings identified in the report may require further investigation.

The data was sorted thematically to inform recommendations for a targeted EDI strategy for ArcticNet and to protect the identity of survey and interview participants.

Many unintended negative consequences of implementing EDI strategies are due to the cultural blindness and misinformation on Canada's history with its First Nations, Metis, Indigenous and Inuit communities. Furthermore, organizations are being publicly criticized for approaches that tokenize EDI rather than implement frameworks for real change.

Preamble

It must be noted that unconscious bias causes us to be blind to the experiences of others or assume their experiences are the same as our own. Often EDI strategies are an exercise to prove racism and gender bias exist or to convince leaders of the business case for investing in these activities. EDI strategies are meant to implement strategies based on true lived experiences of those we work with.

The undisputable body of evidence and reports that indicate there are growing social exclusion, racism and equity challenges in Academia and research communities and yet progress remains slow; is an example of unconscious bias and systemic racism.

The latest examples of systemic racism against Black Canadians and Indigenous peoples continue to trigger deep trauma with our colleagues and communities across Canada. At the same time, these communities are asked to educate, explain and translate their experiences for those that do not navigate this world experiencing racism.

More and more under-represented groups are being surveyed, interviewed and asked to share their deeply traumatic experiences to "prove" their lived experiences. This leads to feelings of despair and hopelessness. Translation exhaustion was cited by some participants.

“Translation exhaustion: the idea that Indigenous people (or any marginalized person/group) engaging with the larger population on a given subject or topic related to bias, must first set the stage in terms of historical context all the way to current state of affairs

before even addressing said topic of bias - over and over again - due to the lack of education/background the listener has. A direct impact of erasure of true Indigenous history beyond the cursory mention in our school systems.”

**TWYLA BAKER, Indigenous Leader,
President, Nueta Hidatsa Sahnish College**

As ArcticNet continues to evolve and grow its relationship with Canada's Northern peoples, it will be important to ensure EDI strategies do not become a burden or extra labour for First Nation, Metis and Inuit members.

“Since the 1970s there has been increased focus by institutions, government, and Indigenous nations on improving Aboriginal peoples' participation and success in Canadian higher education; however, disparity continues to be evident in national statistics of educational attainment, social determinants of health, and socio-economic status of Aboriginal compared to non-Aboriginal Canadians. For instance, post-secondary attainment for Aboriginal peoples is still only 8% compared to 20% of the rest of Canada (Statistics Canada, 2008, 2013). A challenge within higher education has been creating the space within predominantly Euro-Western defined and ascribed structures, academic disciplines, policies, and practices to create meaningful spaces for Indigenous peoples. Indigenization is a movement centering Indigenous knowledge and ways of being within the academy, in essence transforming institutional initiatives, such as policy, curricular and co-curricular programs, and practices to support Indigenous success and empowerment.

Drawing on research projects that span the last 10 years, this article celebrates the pockets of success within institutions and identifies areas of challenge to Indigenization that moves away from the tokenized checklist response, that merely tolerates Indigenous knowledge(s), to one where Indigenous knowledge(s) are embraced as part of the institutional fabric.” Dr. Michelle Pidgeon, Simon Fraser University’s Faculty of Education.

It must also be noted that the prevalence of gender bias in academia and its impacts are well documented in Canada and the current pandemic is exacerbating impacts on women, northern communities and Indigenous peoples. The situation before the pandemic was also challenging and the extra burden of labour must be considered as ArcticNet moves forward with an EDI strategy.

“Women continue to grapple with many of the same issues identified half a century ago. They do more community-engaged research, caretaking of students and colleagues, and administrative service work, all under-or devalued forms of labour. They also encounter sexism (as well as racism, ableism, and heterosexism) in the evaluation of their teaching and scholarship to support it.”

CASSANDRA M. GUARINO AND VICTOR M. H. BORDEN, “Faculty Service Loads and Gender: Are Women Taking Care of the Academic Family?”

Overview of Current ArcticNet Demographics

Women are well represented throughout ArcticNet’s committees and governance. However, the majority of these women are not from diverse backgrounds. Less than 5% of ArcticNet funded research is led by Métis, First Nations and Inuit researchers.

Available demographics of ArcticNet Principal Investigators:

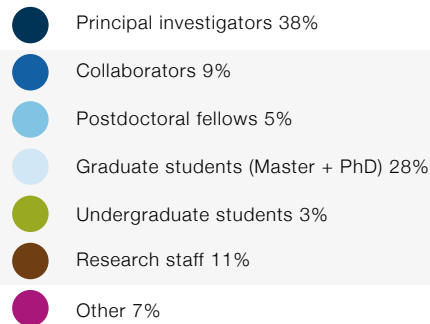
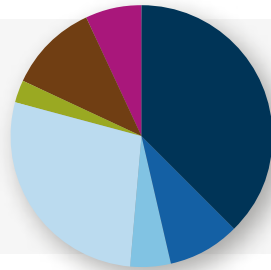
- 45% Female
- 55% Male

- 1 Principal Investigator identifies as Métis.
- 2 Principal Investigators identify as First Nations.
- 3 Principal Investigators identify as Inuit.

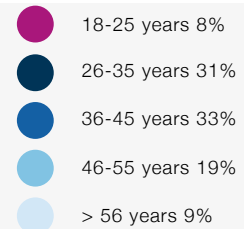
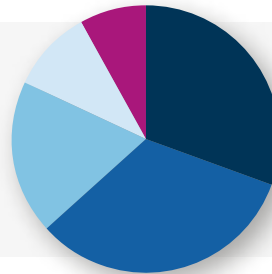
Survey Demographics

Number of Survey Participants: 104

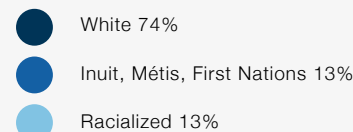
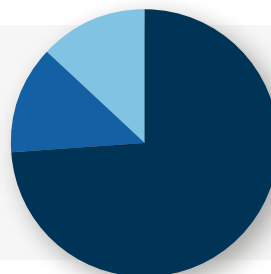
Role



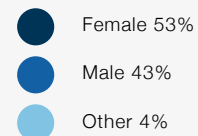
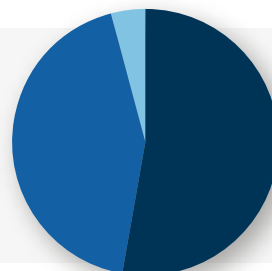
Age



Ethnicity



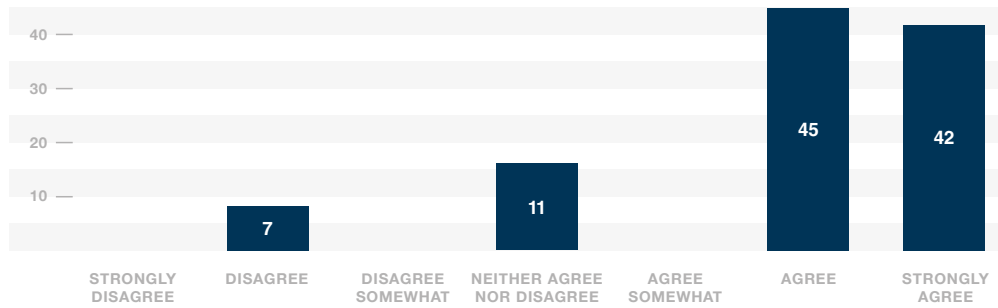
Gender*



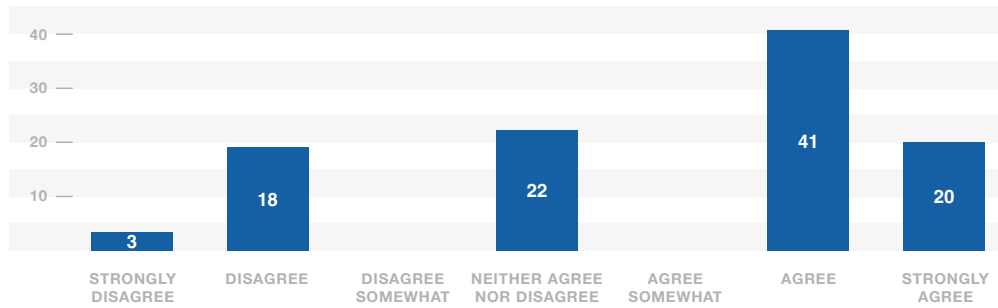
* Specific terms will not be used here as they may serve to identify the participant

Survey Responses

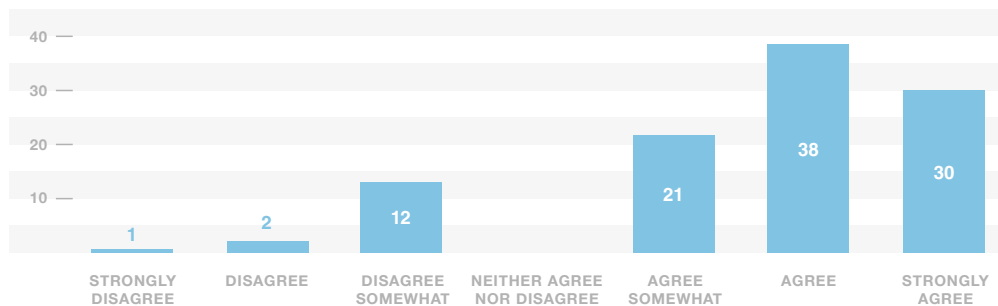
1. In general, while conducting my work or research I feel included and respected.



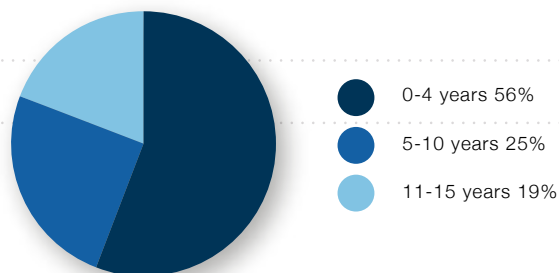
2. It is my experience that those who are different from most others are treated fairly.



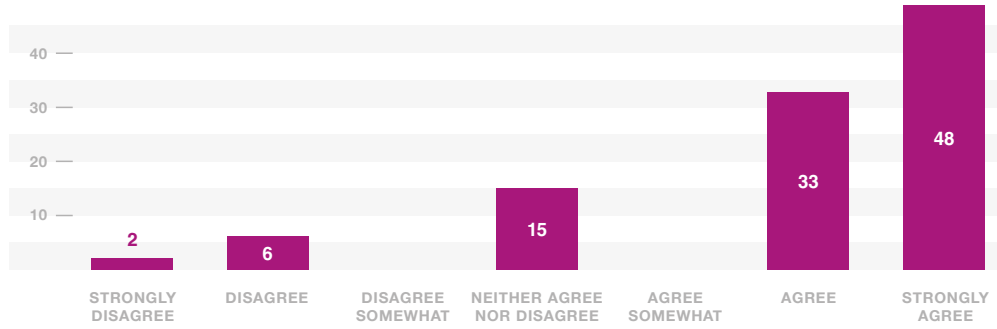
3. In general, while conducting my work or research people of all cultures, genders and backgrounds are respected and valued.



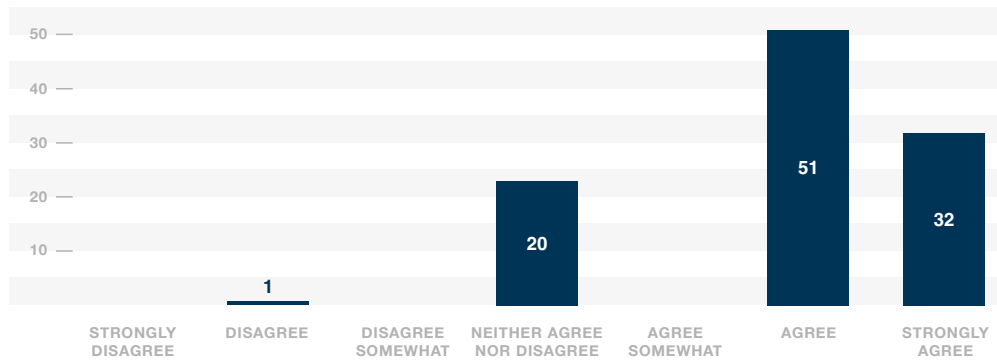
4. I have been involved with ArcticNet for:



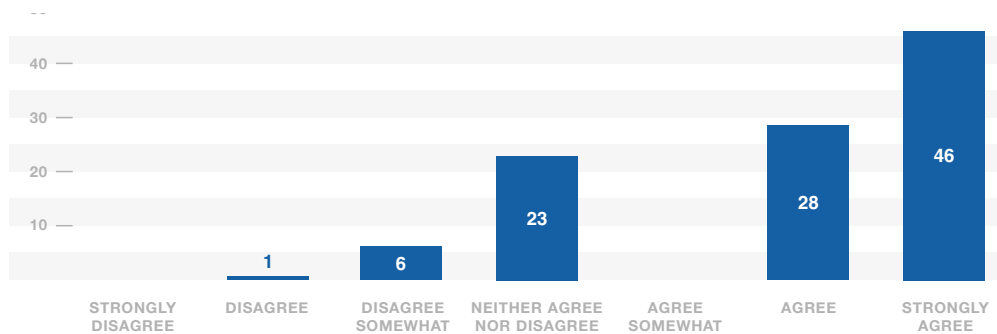
5. I am comfortable talking about my background and cultural experiences with colleagues.



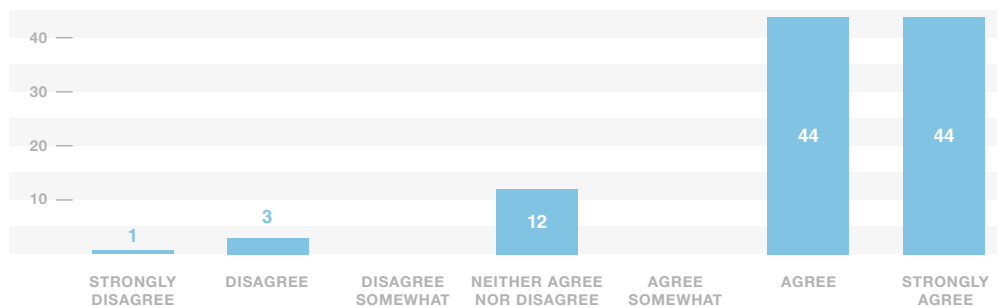
6. My colleagues feel safe and comfortable doing field work.



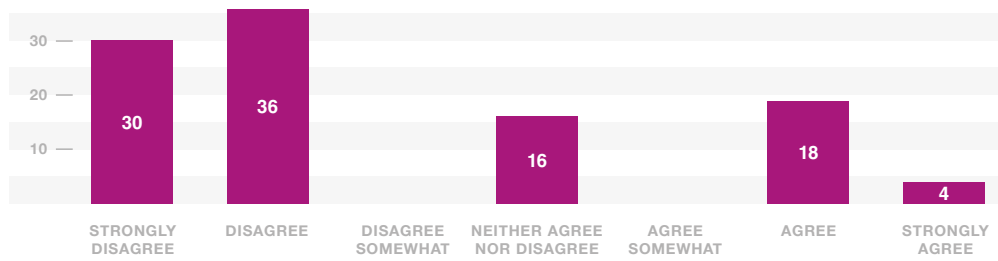
7. Racial, ethnic and gender based jokes are not tolerated.



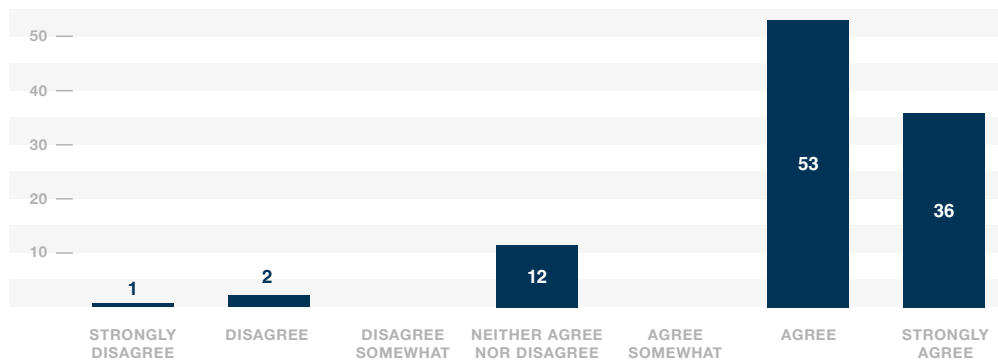
8. I am part of an environment that supports an open expression of ideas, opinions and beliefs.



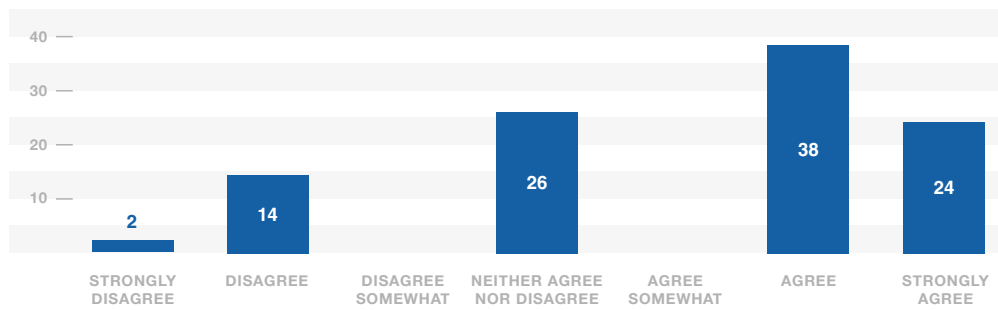
9. I have witnessed or experienced discrimination and/or harassment at an ArcticNet event and conference or training session, ArcticNet funded field work, ArcticNet funded Lab, ArcticNet committee work.



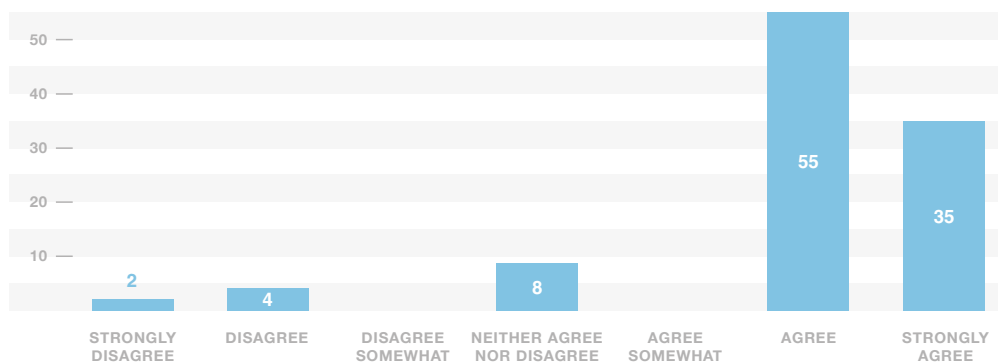
10. I feel safe and respected when conducting field or remote work.



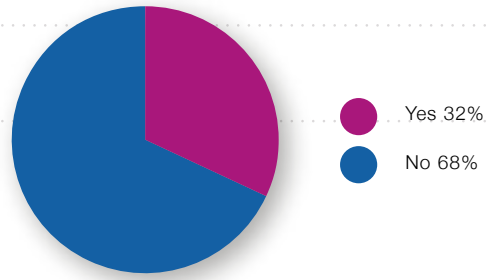
11. If a new candidate joined my team they would be joining a diverse group.



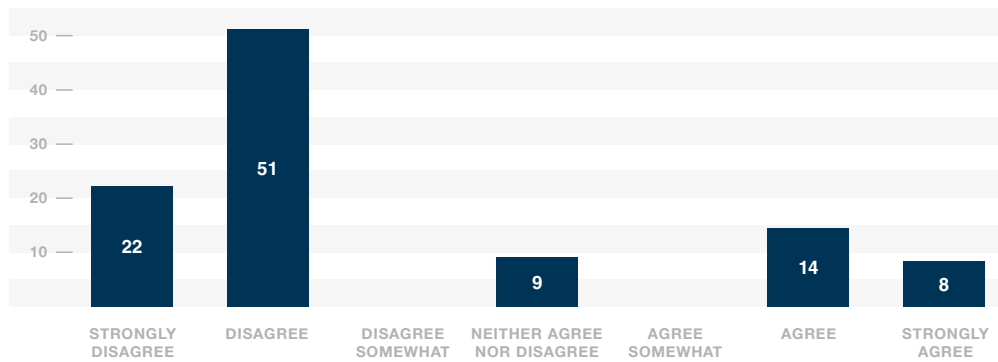
12. I feel work is assigned in an equitable manner.



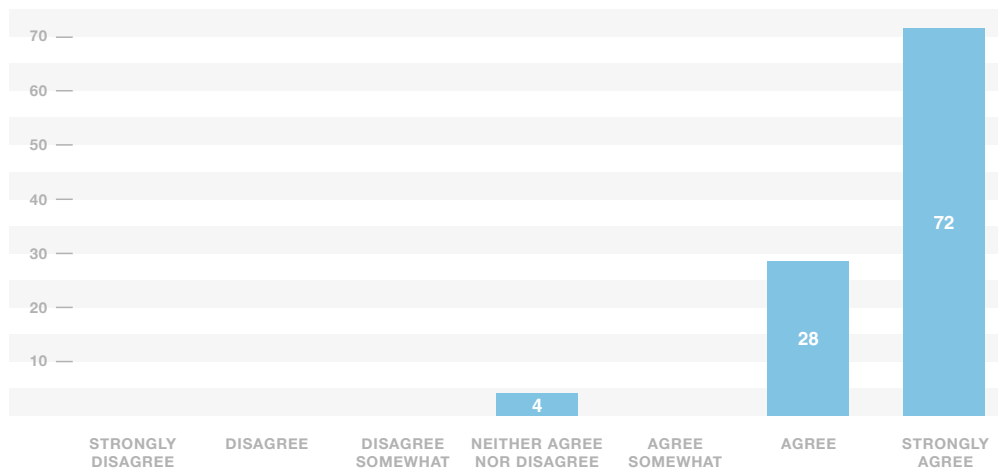
13. I have completed training programs that promote diversity and inclusion.



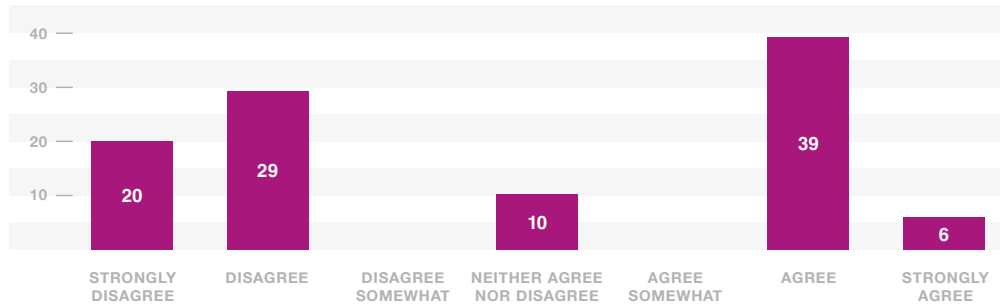
14. I have been offered training on the impacts of colonialism in science and research.



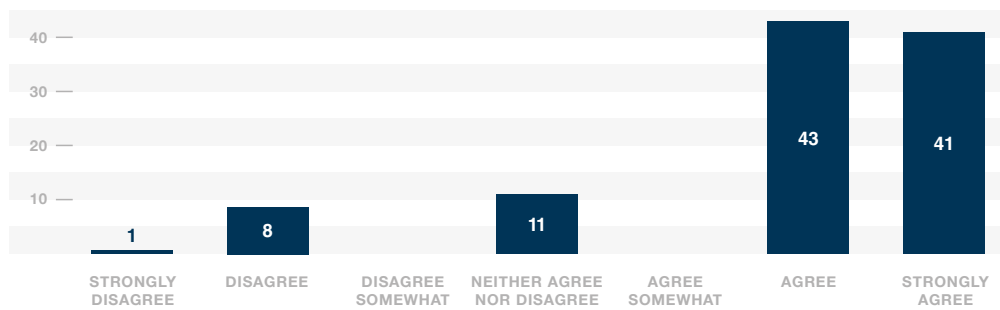
15. It is my responsibility to understand the experiences, culture and history of the communities I work with.



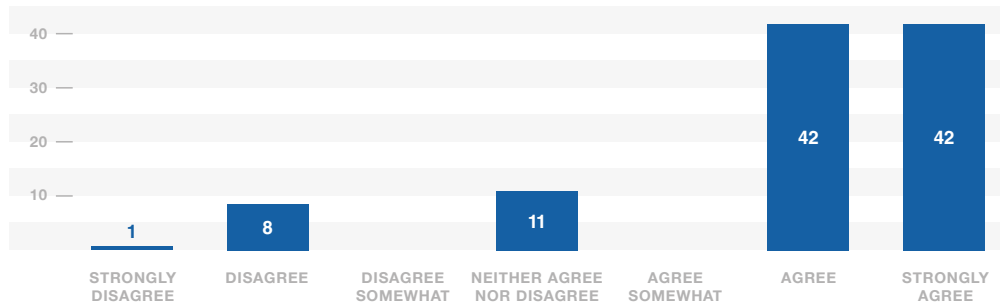
16. I have witnessed or experienced discrimination and/or harassment in my work environment.



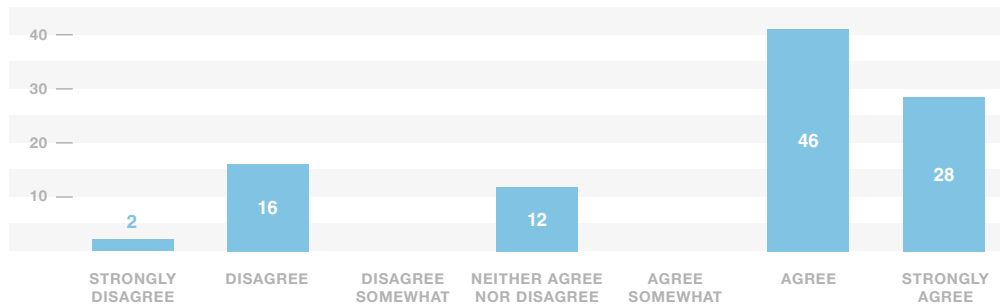
17. Belonging is a sense of fitting in or feeling like an important member of a group. I feel I belong at work.



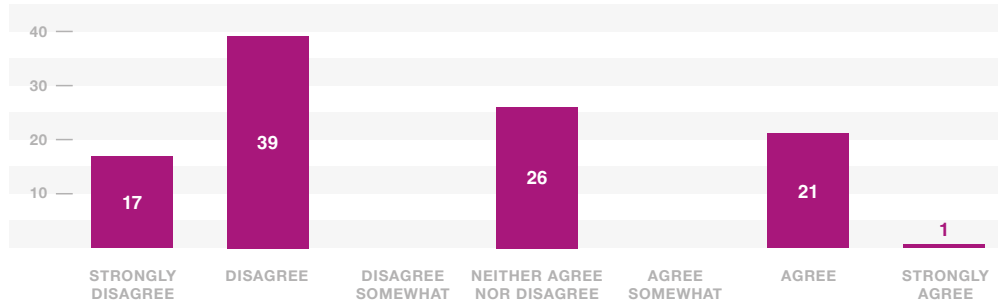
18. In my work/research environment I can be successful as my authentic self.



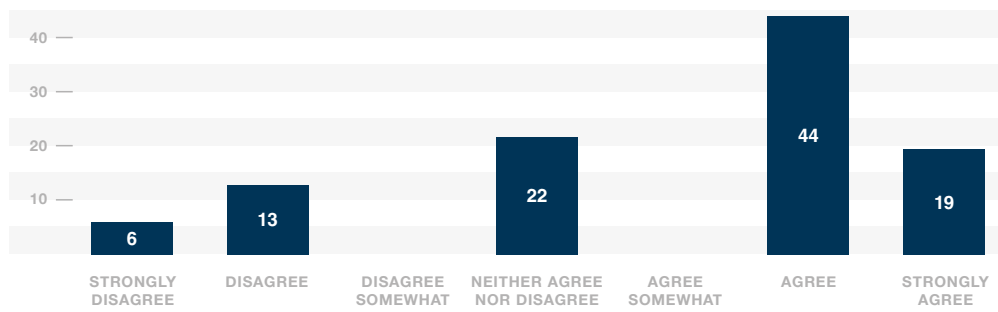
19. I can voice a contrary opinion without fear of negative consequences.



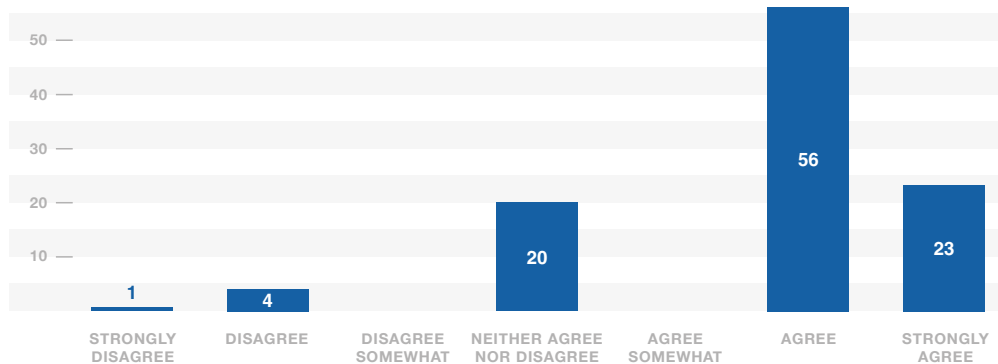
20. I often worry I do not have things in common with others



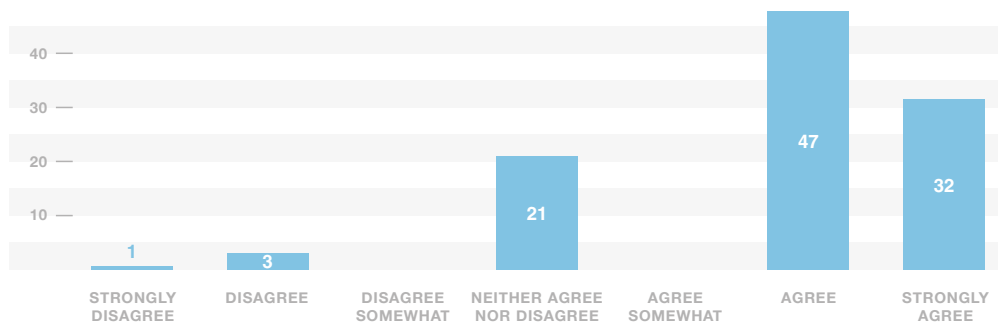
21. I rarely feel like I am the only one.



22. I feel like my colleagues understand me.



23. Individual requirements for family obligations or other required accommodations are well supported.



Intersectional Survey Analysis

Demographic attributes of respondents who answered with disagree or strongly disagree to positive experiences or agree and strongly agree to negative experiences in order of prevalence:

- Metis/Inuit/First Nations
- Black
- Racialized
- Sexual orientation other than heterosexual
- Non-binary individuals

Despite representing only 30% of the total respondents, 98% of respondents with these intersectional attributes indicated a negative or very negative experience or perception. Experiences of the participants reflect the current Canadian context. The experiences of Indigenous peoples, Inuit, racialized participants, participants that identify as non-cis gender or as part of the 2SLGBTQ+ communities and women were more negative.

Participants who identified as white, male, heterosexual experienced the highest level of positive experiences.

Survey results indicate a strong collective motivation across all demographic groups to understand the impacts of colonialism as they relate to Arctic research and would welcome more training in this area. Only 20% have been offered training suggesting a desire for more resources in this area.

A little more than half of the participants completed training on equity, diversity and inclusion; suggesting a willingness for improving equity, diversity and inclusion as well as a desire to access more EDI resources.

Thematic Results of Survey and Interviews

Attributes that are valued by the dominant group in an organization play a major role in establishing the culture and work environment. Those that do not have these attributes or equitable opportunity to develop them will feel less included.

The attributes most valued in the ArcticNet network according to the survey and interview participants are:

- Achieving scientific excellence
- Garnering international partners and working on large international initiatives
- Preference for natural science and engineering over social science, community engagement or co-designed research initiatives

Perception of attributes of individuals who are most valued within ArcticNet:

- Being confident and charismatic
- Being from the South
- Being male, heterosexual
- Enjoying competition
- Winning large grants
- Working internationally

Perceptions in the Network

General Thematic Views:

Most participants expressed positive feelings with their engagement with ArcticNet. Each participant shared examples of positive change, or had a perception that things were changing for the better.

It was clear that members perceive the North by North program as well as travel support for Northerners to attend ArcticNet Meetings to be examples of positive growth and change at ArcticNet.

There was recognition that several research teams were highly inclusive and supportive of all members regardless of background and identity. Several participants noted feeling highly valued on their team but having less valued experiences in the field, internationally or at scientific meetings.

Some participants noted being part of teams that deeply valued equity, diversity and inclusion and where their leaders openly discussed these matters. These team members felt they were valued and their perspectives welcomed.

Some participants described flexible and accommodating environments for their unique personal circumstances; suggesting there are examples of novel approaches within the network that could be used as case studies to develop best practices.

Participants acknowledged their responsibility to make their work environments more inclusive and open. Interviewees indicated that the EDI exercise was a good initiative and supported the ArcticNet effort.

However, some participants experienced defensive or negative reactions when discussing their lived experiences within their research teams. There were several interviewees that expressed the notion of emotional expression was difficult in the workplace. Participants expressed fear of being labelled “emotional” and the impact that would bring to their careers. Many noted that not all voices can be heard in traditional science.

Some expressed an inability to seek support for work/life balance needs, or report poor behaviour. Participants noted a fear to share decisions about putting family first or needing accommodations

for childcare or taking time off to be with family; as they would be viewed as less serious scientists. Expectations were perceived to be either work long hours and conduct international fieldwork or success was not possible.

Some participants with childcare duties witnessed or experienced a lack of accommodation. For example, some witness parents with young children leave their research careers due to competing responsibilities. It was shared that the expectations for members with childcare responsibilities are the same as those who do not have at home responsibilities.

The wide variety of experiences suggest that EDI best practices exist but are being inconsistently implemented across the portfolio of projects. Different leadership styles, institutions and teams create a portfolio of experiences that are just as varied.

It was strongly believed that developing a research portfolio with large international projects was essential to success in Arctic research. Feedback indicated that the need for international collaboration was so valued that addressing issues of sexual harassment or discrimination with international colleagues was at times overlooked.

Those who have witnessed or experienced discrimination express a fear of reprisal or exclusion if they reported any incidents; especially while conducting fieldwork.

Concerns were expressed that members of the 2SLGBTQ+ communities must navigate varying degrees of acceptance and safety in international communities. Others expressed that family obligations do not always support the ability to engage internationally. Some participants were resigned to achieving less in their careers due to these barriers.

There is evidence that the issues with fieldwork are systemic. Several participants shared that some principal investigators with a known history of negative behaviour are not dealt with responsibly due their perceived prestige. However, there is evidence that the issues with fieldwork and international engagement are systemic and tolerated within ArcticNet.

Cultural Observations

Sentiments around the cultural divides between North and South were expressed. There was sentiment that the expectation was to adapt rather than evolve academic environments.

While these challenges are not specific to ArcticNet, it is helpful to understand the perception on these topics and perceptions within the Network and address them where influence is possible.

There is strong appreciation that the representation of Inuit and First Nations peoples at ArcticNet meetings is increasing. "Seeing Northerners is important to me. I see this at ArcticNet but not at my institution."

At the same time, participants expressed that there were limited funding opportunities to address practical and current challenges. "Often the science is not connected to the needs of the community. "

These comments were expressed while at the same time acknowledging the North by North initiative was designed to address some of these common northern research challenges.

There was a keen sense that perspectives were opening and willingness to engage in new ways was growing however the system of science was described as "rigid" and not able to incorporate this new willingness to engage with traditional knowledge or co-designing meaningful research.

It was noted in all interviews that there is a need for more research that is led by Inuit communities specifically. "Northern science questions don't matter" was a noted theme. At the same time ArcticNet was viewed as initiating positive change in this area.

Participants shared that there was limited academic merit for co-designed research, community engagement, practical knowledge translation and information dissemination. One participant noted "the peer review system does not know how to deal with these things and therefore they are not truly valued in research."

There is a perception that some network members limit the role of Inuit, First Nations and Metis to guides or support for fieldwork.

Other Considerations

Consider this webpage <https://ArcticNet.ulaval.ca/farewell-pillar-arctic-science>:

The attributes celebrated in these articles match the perception of what is valued within the Network. All selected quoted accolades were from prominent Southern scientists and Southern organizations. There is an absence of diverse voices or celebration of any positive impacts to Northern Communities, co-designed research, the importance of using traditional knowledge or developing northern scholarship. Indeed, not one Northern voice is quoted.

[On September 28, 2020 CBC](#) article reported incidents of sexism aboard a vessel that is part of a large international project called the MOSAiC mission led by the Alfred-Wegener-Institut. The details of the events reveal a pervasive and disturbing culture in science of victim blaming, sexism and misogyny. The absence of any formal public statement from ArcticNet, admonishing sexual harassment in Arctic research settings, or offering formal expressions of solidarity for the women on board the vessel could contribute to the perception that nothing is as important as achieving science and engaging in large international multi-million dollar projects.

Given the history of sexual harassment in fieldwork, and the knowledge of these incidents within the Arctic research community, this lack of response might be described as a general "institutionalized absence of care." An expression developed by the Canadian Legal Scholar Colleen Sheppard and should have been considered seriously.

Key Takeaways

The main focus should be continuing and growing the North by North initiative and promoting the values behind it.

Provide training and opportunities to better understand the impacts of colonialism on Northern communities.

Provide training in EDI best practices in research.

Focus on building mechanisms and garnering support towards the elimination of sexism and harassment in fieldwork.

Renew efforts to ensure ArcticNet events and programs are culturally safe environments for all members.

Review selection and funding criteria to eliminate bias.

Particular consideration should be given to the following demographic groups due to their lower inclusion ratings:

- Inuit, First Nations and Metis
- 2SLGBTQ+ Persons and Persons who identified as gender diverse
- Women who are Caretakers
- Black and racialized persons
- Persons with disabilities

Conclusion

The majority of ArcticNet members perceive their research environments as welcoming and shared a strong sense of belonging, and felt their contributions and opinions were valued. The majority of participants felt like they could progress equitably in their research careers. There was global appreciation for ArcticNet's leadership in establishing the North by North initiative.

The findings in this report reflect the experience of ArcticNet members within their research teams, while conducting fieldwork and attending ArcticNet meetings and workshops. These experiences reflect their perception of their current teams, their department, their institution as well as their experience at ArcticNet events.

ArcticNet, like most organizations, is reflecting on their mandates and activities with renewed energy to foster positive change. The findings reflect the similar inequities found across Canada in all sectors but were designed to specifically address and target areas where ArcticNet could be agents of positive change.



Appendix A: Definitions

Southerner - person residing in Canada's more populated southern regions

Northerner - persons residing in Canada's vast northern and Arctic regions

North - Canada's vast northern and Arctic regions

South - Populated southern regions of Canada

Race - is a "social construct." This means that society forms ideas of race based on geographic, historical, political, economic, social and cultural factors, as well as physical traits, even though none of these can legitimately be used to classify groups of people.

Racialization - The process through which groups come to be socially constructed as races, based on characteristics such as ethnicity, language, economics, religion, culture, politics.

Intersectionality - The idea that, in individuals, multiple identities (for example, gender, ethnicity, sexual orientation, ability) intersect to create a whole that is different from the component identities.

Equity - Fairness, impartiality, even-handedness. A distinct process of recognizing differences within groups of individuals, and using this understanding to achieve substantive equality in all aspects of a person's life.

Discrimination - Treating someone unfairly by either imposing a burden on them, or denying them a privilege, benefit or opportunity enjoyed by others, because of their race, citizenship, family status, disability, sex or other personal characteristics.

Systemic or institutional racism - Consists of patterns of behaviour, policies or practices that are part of the social or administrative structures of an organization, and which create or perpetuate a position of relative disadvantage for racialized persons. These appear neutral on the surface but, nevertheless, have an exclusionary impact on racialized persons.

Social participation - Involvement in meaningful activities (social, cultural, physical, educational, recreational, etc.) that increase one's sense of belonging and well-being.

Non-binary gender, gender creative, and gender expansive people - Umbrella terms for individuals who do not fit into traditional "male" and "female" gender categories. Includes individuals who identify as agender, bigender, gender fluid, genderqueer, and various other genders.

Appendix B: Resources

Articles of interest

Federal Anti-Racism Engagement Strategy:

<https://www.canada.ca/en/canadian-heritage/campaigns/anti-racism-engagement/what-we-heard.html>

Statistics Canada:

Women and sexual minority students more likely to experience discrimination:

Expert Panel on Women in Academia:

https://cca-reports.ca/wp-content/uploads/2018/10/wur_fullreporten.pdf.pdf

Radical Inclusion Report - Simon Fraser University Academic Women <https://www.sfu.ca/academicwomen.html>

Numbers Take Us Only So Far

<https://hbr.org/2017/11/numbers-take-us-only-so-far>

Mistreated: The legacy of segregated hospitals haunts Indigenous survivors.

<https://www.cbc.ca/news2/interactives/sh/jTCWPYgkNH/mistreated/>

Resources:

Indigenous Canada

<https://www.coursera.org/learn/indigenous-canada>

Building Equity Frameworks to Interrupt Bias

<https://biasinterrupters.org/about/>

San'yas Indigenous Cultural Safety Training

<http://www.sanyas.ca/>

Anti-Racism resources and definitions

https://www.yesmagazine.org/issue/world-we-want/2020/02/19/antiracism-language/?gclid=Cj0KCQjwlvT8BRDeARIsAACRFiX6A1ext-JZlo-v-LtRpMEj7I-aIKEIU1V-QqCuSqTU-v0JiDsviyUaA1xUEALw_wcB

Research Articles

<https://www.sfu.ca/education/faculty-profiles/mpidgeon.html>

Recommended and Referenced Books:

The Equity Myth: Racialization and Indigeneity at Canadian Universities Frances Henry, Enakshi Dua, Carl E. James, Audrey Kobayashi, Peter Li, Howard Ramos, and Malinda s. Smith.

Inclusive Equality: The Relational Dimensions Of Systemic Discrimination In Canada Colleen Sheppard

Disability and Campus Dynamics, HE 154 1st Edition Wendy Harbour

White Fragility Robin D'Angelo

