

Applying an IDEAS Lens in Scholarship Activities

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The British Columbia Institute of Technology acknowledges that our campuses are located on the unceded traditional territories of the Coast Salish Nations of *Sḵw̱w̱ú7mesh* [Squamish], *səl̓ilwətaʔɬ* [Tsleil-Waututh], and *xw̱məθkwəy̓əm* [Musqueam].

Agenda

1. Welcome and Introductions
2. Overview of IDEAS at BCIT
3. IDEAS Lens and Scholarly Activities
4. Case Scenario and Reflection
5. Next Steps and Resources

Agreement for a Brave Space

We will speak for ourselves and allow others to speak for themselves, with no pressure to represent or explain a whole group.

We will listen with resilience, “hanging in” when something is hard to hear.

If tempted to make attributions about the belief of others, we will instead consider asking a question to check out the assumption we are making.

We will focus on impact over intention.

We will keep in mind that understanding and agreeing are not the same thing.

Leave the stories here but take the learnings.

BCIT & IDEAS



IDEAS Components



Indigenous

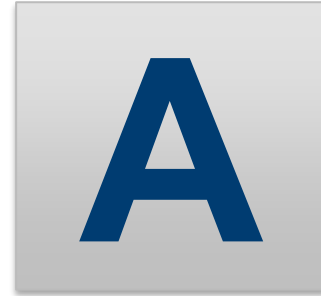
Inclusion



Diversity



Equity



Access

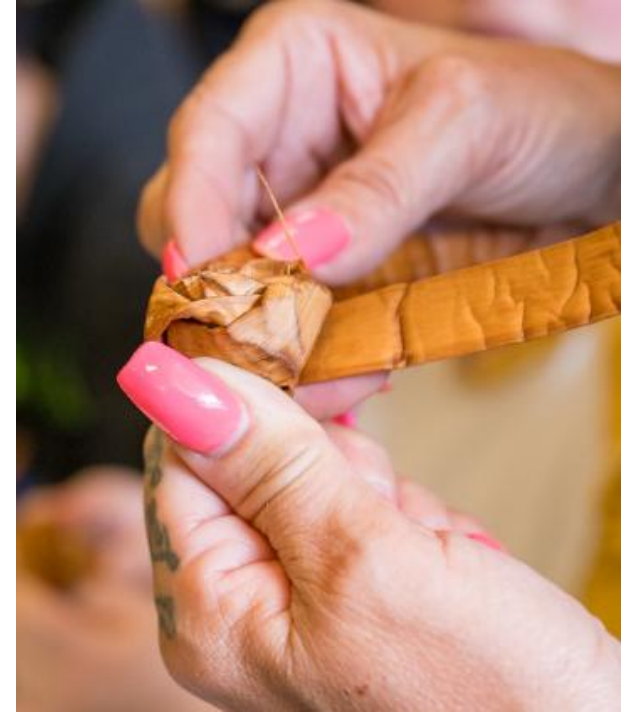


Sustainability

Student
Wellbeing

What is 'IDEAS'?

- Our work in Indigenous Initiatives & Partnerships, Institute Sustainability, Student Success, and the Respect, Diversity & Inclusion office is deeply interconnected
- IDEAS outlines a path to achieving our goals by applying a holistic lens
- Grounded in truth that acknowledges our historical and contemporary realities
- IDEAS embodies care and accountability with everyone at BCIT playing a role in advancing these principles



Indigenous



As used in BCIT's Indigenous Vision the term ***Indigenous*** includes First Nation (Status and Non-status), Métis, and Inuit peoples in Canada. It is used in place of the term 'Aboriginal'. In the context of the BCIT IDEAS Lens 'Indigenous' covers ***Indigenization, Decolonization, and Reconciliation***. All three components have a place in our work at BCIT and this work is done not just through actions but through a sincere and authentic process that involves relationship-building, meaningful and sustainable partnerships, and respectful engagement. This is the work of all people. This work honours and recognizes Indigenous knowledge systems and knowledge holders to transform education, services, spaces, and places at BCIT.

Inclusion



Inclusion means creating an environment in which all BCIT employees, students, and community members feel welcomed, respected, valued, and supported to participate in all opportunities. An inclusive environment creates a sense of belonging and dignity while allowing all individuals to be their true, authentic selves.

Diversity



Diversity refers to all the ways in which people differ. It encompasses all the characteristics, identities, personal experiences, values, and worldviews that make one individual or group different from another. Diversity can be both visible and invisible and includes, but is not limited to, differences in age, race, class, religion, ability, gender, and sexual orientation.

Equity



Equity refers to ensuring fair treatment, access, and opportunity for all students and employees. This requires preventing, identifying, and eliminating barriers that have prevented the full participation of systemically oppressed groups. Equity does not necessarily mean treating everyone the same, but rather recognizing that students and employees may require different treatment to enable fair and equal access to opportunities.

Access



Access means ensuring that all individuals can actively participate in every facet of society, including education, employment, and social connection, on an equal basis with others. Achieving this involves identifying and removing barriers—whether physical, social, attitudinal, economic, digital, among others—that hinder full inclusion and participation.

Sustainability



As defined in the Sustainability Vision, ***sustainability*** is leading socially just lives within ecological limits. This aligns with the internationally accepted definition of the ability of current generations to meet their needs without compromising the ability of future generations to meet their own needs.

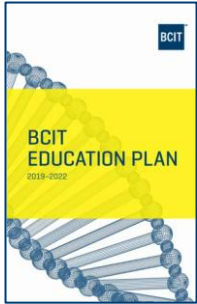
At BCIT, sustainability encompasses enabling learners and industry partners to transform the state of practice toward supportive systems that help people lead socially just lives within ecological limits. It extends to our operations and community engagements and impacts, locally and around the world.

Student Wellbeing

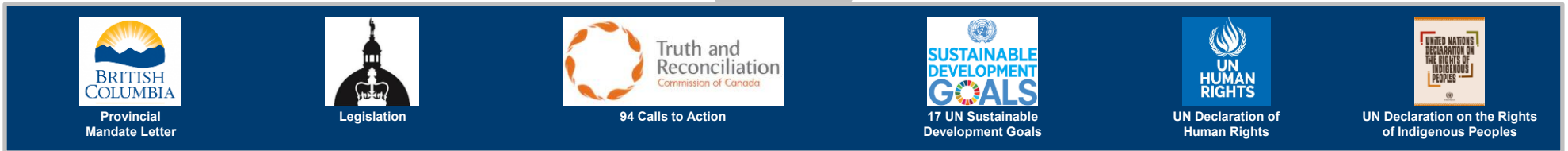
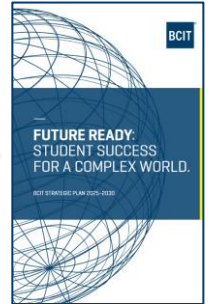


Fostering *student wellbeing* involves establishing an environment where students have the agency and resources to shape their quality of life across cultural, emotional, mental, physical, social, and spiritual dimensions, based on their own experiences, priorities, and perspectives. Wellbeing is the outcome of the policies, institutions, economies, and ecosystems of the environments people inhabit. Achieving it requires collaborative action across all levels, partners, and sectors.

IDEAS Context



← **I D E A S** →



IDEAS Lens for Scholarly Activities



Setting Up Research

- **Engage communities** in setting research priorities
- Consider **addressing research gaps** identified by equity-deserving communities
 - **Ask yourself:** Who benefits? Who's excluded?
- Highlight **strengths** and **resilience**
- Include **diverse voices** in literature and citations

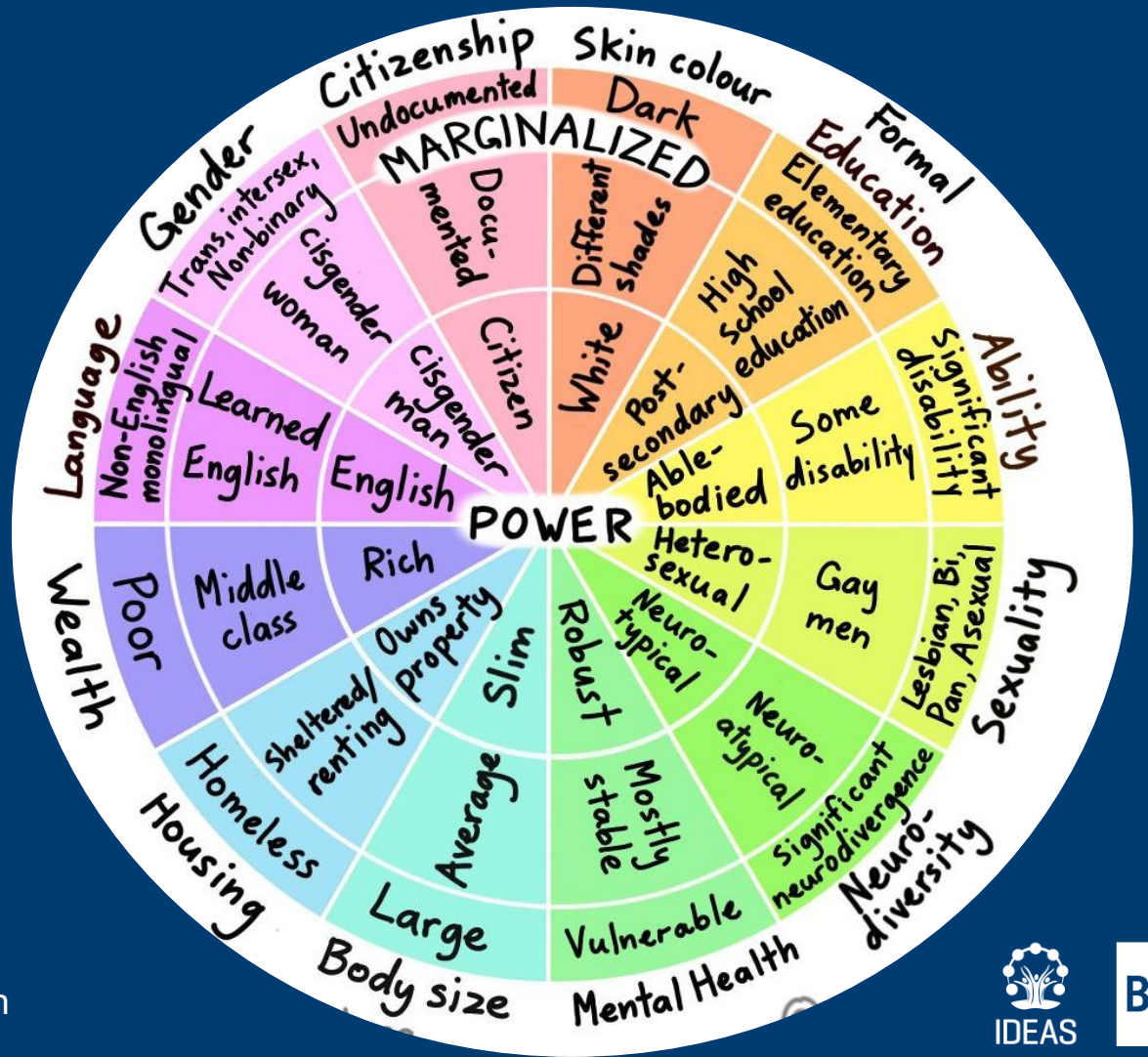
Research Team

- Strive for **diverse representation** including different identities, people with lived experiences, etc.
- Ensure inclusive and equitable **hiring practices**
- Provide **IDEAS training** to team members
- Consider **budget** for accessibility and inclusion
- Reflect on researcher **positionality** and **bias**

Imagine...



Wheel of Power and Privilege



Adapted from ccrweb.ca / @sylviaduckworth

Research Design

- Think about using **inclusive methodology** that prioritizes the needs of impacted communities
- Consider **environmental impacts** when choosing research methods
- Ensure diverse **participant recruitment**
- **Build trust** before collecting data, especially from Indigenous and equity-deserving groups
- **Utilize all the data** collected and verify with participants

Case Discussion

Imagine you are leading a project on healthcare simulation and virtual reality training to enhance clinical education for nursing and allied health programs. The initiative focuses on creating immersive VR environments that replicate complex patient care scenarios, improving decision-making and reducing training costs.

Data Analysis

- If possible, share **anonymous, disaggregated data** to illustrate experiences of different individuals
- **Acknowledge biases and assumptions**
- **Engage community** to interpret results and findings
- **Avoid deficit framing** of community with analysis
- Recognize **Indigenous data sovereignty**

Case Discussion

Imagine you are collaborating with municipal partners to develop data-driven solutions for sustainable urban transportation. The project uses real-time traffic and transit data to optimize routes, reduce emissions, and improve accessibility for underserved communities.

Dissemination

- **Consult communities** about how to share knowledge, including involving communities in academic activities
- Present in **plain language** and **accessible formats**
- Consider how findings could support or impact **social justice and environmental agendas**
- Use different **mediums**
- Leverage experiential opportunities, like **living labs**

Funding

- Many grants and funding applications ask about considerations for EDI, Indigenous, and sustainability
- Some grants are specific to EDI, Indigenous, and sustainability projects/work
- Taking an IDEAS Lens can help bring together different projects or allow sharing of resources

Activities



Case Scenario

The provincial government recently announced additional investments into skilled trades education in BC. You are part of a research team that will look to see how BCIT can maximize this increase in funding. One issue you've noticed is the number of students that do not complete their programs. How might you further research this topic of student retention?

Reflecting on your work

- What scholarly activity are you already doing that touches on an IDEAS Lens?
- How can you incorporate an IDEAS Lens in your future scholarly activity?
- Feel free to share in the chat or verbally with the group

BCIT Resources

- [BCIT Library: Indigenous Resources and Study Guide](#)
- [BCIT Library: Diversity, Equity and Inclusivity Guide](#)
- [BCIT Library: LGBTQ+ Resources](#)
- [BCIT Library: Sustainability](#)
- [BCIT Library: Climate Action Week](#)
- [BCIT Library: Archives and Special Collections \(includes Living Labs\)](#)
- [BCIT Library: Games \(some address IDEAS Lens concepts\)](#)

External Resources

- [Royal Roads University: EDI in Research](#)
- [Mount Royal University: EDIA Resources for Researchers](#)
- [NSERC: Guide on integrating equity, diversity and inclusion considerations in research](#)
- [CIHR: Equity, Diversity and Inclusion in the Research System](#)
- [SSHRC: Guide to addressing equity, diversity and inclusion considerations](#)

What's next?

Learn more



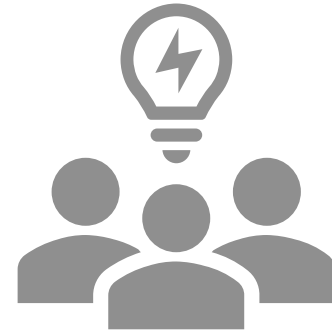
[BCIT.ca/IDEAS](https://bcit.ca/IDEAS)

Get involved



**Working Groups/
Committees/
Events**

Reach out



**Follow-up workshops
IDEAS@bcit.ca**

Thank You

