



# RESPECT, DIVERSITY AND INCLUSION

This booklet was created to help create an awareness in our staff and students at BCIT. It is a resource to assist them in being part of a respectful, diverse, and inclusive community. This is a living document found on the Loop and the RDI website and will be updated periodically. If you have any questions or comments please email [resepect@bcit.ca](mailto:resepect@bcit.ca)

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## Anti-Racism Framework

The [Anti-Racism Framework](#) was a collaboration of various people from across the BCIT community who committed to moving BCIT forward. The changes we commit to in this Framework aims to address racism against Indigenous people, Black and African Diaspora communities, and all other racialized groups as well as intolerance based on the intersecting identities of ethnicity, country of origin, religious beliefs, gender, gender identity, gender expression, sexual orientation, ability, and neurodiversity.

We strongly encourage you to get involved and support this important work. BCIT offers many avenues to further increase your knowledge of anti-racism and diversity & inclusion, such as online learning modules, the RDI newsletter and Diversity Circles events to name just a few. The priority actions are: Education and Raising Awareness; Data Collection, Analysis, and Utilization; Human Resources and Policy; and Inclusive Learning Environment.

We thank you for your ongoing support and commitment towards championing a respectful, diverse, and inclusive BCIT community.

We welcome any and all feedback at [resepct@bcit.ca](mailto:resepct@bcit.ca)

## Asking For and Using Pronouns: Making Spaces More Gender Inclusive

The concept of gender is evolving, and therefore so are gender identities. Some people use non-traditional pronouns. Someone's name and pronouns may change after you have already been introduced to the person. Some people use more than one set of pronouns for themselves.

This guide can be used as an introduction to using pronouns respectfully. The guide provides some suggestions and information for in the general community as well as inside the classroom.

### Why are pronouns important?

No matter your gender identity, gender can be very important to someone's sense of self. To incorrectly gender someone can cause the person to feel disrespected, alienated, or dysphoric (or a combination of the three).

It is very important to know that you cannot visually tell someone's gender. This means that you can also not visually tell if someone is transgender, non-binary, genderqueer, gender non-conforming, gender-variant, etc.

Asking for pronouns can prevent emotional distress from happening, and sets an example of respect.

### Do names and pronouns change?

To answer simply: yes! Knowing your gender identity is not always an easy process. For example, some people may change their pronouns and names based on their personal gender fluidity, and some people may just need to "try something out". Making space for this is important to be respectful. People may change their pronouns without changing their name, appearance, or gender identity. Names may change without changing pronouns, appearance, or gender identity. In short, it is not possible to know without asking. One way to make space for this might be to have regular check-ins with a person.

### How do I know what pronouns to use?

Asking for pronouns can depend on the setting. When speaking to a student, classmate, co-worker, or other community member to whom you introduce yourself, it is best to ask for their pronouns. Some ways to do this might be –

- "What pronouns do you use?"
- "What pronouns should I use for you in this space?"\*
- "My name is Dan, and my pronouns are he and him. What about you?"

If you aren't sure of someone's name or pronouns but you have already asked or met the person, it is okay to ask for them again or later.

For the classroom, club/organization, or any other group that meets regularly, there are several ways to make space for pronouns.

Have everyone introduce themselves; make it optional<sup>1</sup> to have people say their preferred names and pronouns for the space. This gives space for everyone to learn the pronunciation of each other's names as well as learning pronouns.

Ask everyone to email or write down their preferred names and pronouns.

Calling roll from a sheet without knowledge of how someone wants to identify themselves in the classroom can be very harmful; this can out the student and often does not give much flexibility to ask for pronouns. If you as a student are worried this might happen, it is reasonable to email a group leader or professor beforehand, but should not be necessary.

*\*Asking what pronouns to use in a specific space makes room for people to express themselves in a variety of ways, including if the person does not want to out themselves in certain spaces. People may not be out everywhere and don't want to be.*

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<sup>1</sup> Although people should be encouraged to share their pronouns they should not be required to do so

## What do I do when someone uses pronouns that I don't know?

As mentioned, gender and our understandings of it change. Many transgender, non-binary, genderqueer, and gender non-conforming people create their own pronouns or use pronouns that are not widely used. Many people will appreciate if you ask for clarification respectfully. For example – *“I'm sorry, did you say “ze/hir” pronouns? How do I use those?”*

Not everyone likes to be asked to clarify, and sometimes asking for clarification can draw too much attention. If you are in a large group, for example, you may instead can try to self-educate or ask the person in private.

## What should I do when I make a mistake?

Most people appreciate an apology and correction. Try not to draw more attention to your mistake. For example -

*“She likes – I'm sorry, ze likes Collier more than Canaday.”*

Correcting yourself shows that you respect the person and their identity.

Do not address people by pronouns or names that they do not use, even if the person used the names or pronouns in the past.

If you realize or are told later that you made mistake, a brief apology can help. For example – *“I'm sorry I used the wrong name and pronoun for you. I'll be more careful in the future.”*

Making excuses can be frustrating or triggering for the person. Most people prefer only an apology and reassurance that you will try better.

It can be tough to remember pronouns, especially if you are learning new ones. The best solution is to practice when possible. Some places to practice online are included at the end of this document.

## When should I correct others' mistakes?

Some people may not want a lot of attention drawn to them. Some people may not want someone else standing up for them. Others may appreciate you standing up for them. You can ask if the person would want you to correct others.

One way to ask might be –

*“I heard our professor use the wrong pronoun for you in class. Should I correct her or others in the future?”*

If the wrong pronoun is used for a person who isn't present, try a brief correction. Remember, you may not know the correct pronoun or want to out the person. For example:

*“I think Skylar uses ‘they/them’ pronouns. Am I wrong?”*

## Respecting Boundaries

While it is important to take an active role – where it is through educating yourself, checking in if a person's name or pronouns have changed, or correcting yourself and others who make mistakes –it is also important to do this at the comfort level of the trans person with whom you are interacting. Do not ask about a person's body, their former names, their gender, why or how they know they are a certain gender, their sexual practices, or any other questions that are invasive unless the person invites you to ask.

## Practicing Pronouns

There are many ways of practicing pronouns. Practicing pronouns can be very helpful if you are trying to associate a person with their pronoun or if you're trying to learn new pronouns. In the “Pronoun Examples” section, there are some example sentences that you can practice. Also, there are a variety of internet resources that allow for practice. Here are a few:

<http://www.practicewithpronouns.com/>

<http://www.pronouns.failedslacker.com/>

<http://minus18.org.au/pronouns-app/>

## Pronoun Examples

This is by no means a complete list of pronouns. However, this can provide some basic knowledge. Many of these pronouns also have several different forms, a few of which are detailed below.

	Nominative (Subject)	Objective (Object)	Possessive Determiner	Possessive Pronoun	Reflexive
She	She knows	I ask her	Her lantern glows	That is hers	She likes herself
He	He knows	I ask him	His lantern glows	That is his	He likes himself
They (or Ey)	They know	I ask them	Their lantern glows	That is theirs	They like themselves
It	It knows	I ask it	Its lantern glows	That is its	It likes itself
Ze (or Zie)*	Ze knows	I ask zir	Zir lantern glows	That is zirs	Ze likes zirself
Sie	Sie knows	I ask sym	Syr lantern glows	That is syrs	Ne likes syrself
Co	Co knows	I ask cos	Cos lantern glows	That is cos	Co likes coself
Xe (or Xie)*	Xe knows	I ask xym	Xyr lantern glows	That is xyrs	Xe likes xyrsself
Ve	Ve knows	I ask ver	Vis lantern glows	That is vers	Ve likes verself
Kit	Kit knows	I ask kit	Kits lantern glows	That is kits	Kit likes kitself

These pronouns have several forms. For example, ze may be formatted in a variety of ways, such as ze/zir, ze/zyr, or ze/hir. Ze has alternative spellings such as zie or zhe. Similarly, xe may be formatted xe/xyr, xe/xim, xe/xir, xe/xem, and xe has alternative spellings such as xy or xie.


Source: <https://www.brynmawr.edu/sites/default/files/asking-for-name-and-pronouns.pdf>

## Pronoun Tips & Takeaways

The correct use of pronouns is an important component of respecting another person's gender expression and/or gender identity. If people request the use of a particular pronoun be sure to use it. Please do not refer to people by an incorrect pronoun once the correct pronoun has been established. If a mistake occurs, acknowledge it and work to correct it. If there is uncertainty about their pronoun, ask respectfully. Another way to increase inclusivity at events, is to include a space for people to add their pronouns on name cards.

As people get used to saying and asking for pronouns we should remember to be tolerant as we go through this. While some people may embrace the use of pronouns, and sharing their pronouns, some people may not want to share their pronouns and that's okay as it is not a requirement.


## Adding your pronouns to Zoom

Click on your Window Icon  in the lower left corner of your screen

Find Zoom (usually at the bottom of the list)

Click on it and then click on Start Zoom

Open your BCIT Zoom account

Click on Settings icon in the upper right corner under your photo 

Click on Profile in the left column

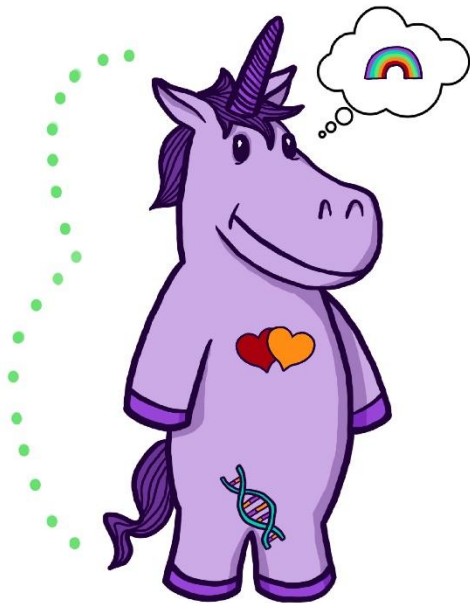
Click on Edit My Profile box in the middle

Where your name is click on Edit found on the far right

Add (preferred pronouns) and save changes

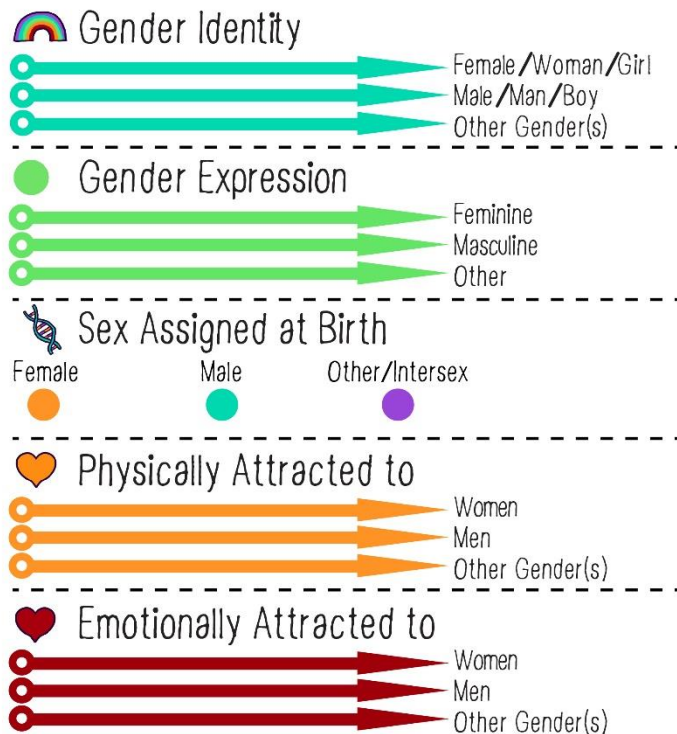
# The Gender Unicorn

Graphic by:  
**TSER**  
Trans Student Educational Resources



To learn more, go to:  
[www.transstudent.org/gender](http://www.transstudent.org/gender)

Design by Landyn Pan and Anna Moore



To learn more about Gender Identities there is a free course called “Exploring Gender Diversity” which can be found at: <https://rise.articulate.com/share/DDoteU5xcsAoa8JwFA-XyNYtoqjSLTA#/>

Another great tool is the Queer Glossary: [https://qcommunity.ca/wp-content/uploads/2019/06/Queer-Glossary\\_2019\\_02.pdf](https://qcommunity.ca/wp-content/uploads/2019/06/Queer-Glossary_2019_02.pdf)

## Event Checklist

When planning BCIT events, particularly large-scale events where meals are provided – we recommend following a few simple steps to ensure that everyone in our community feels included and respected.

- When scheduling events that include a major meal, we recommend, when possible, consulting the multifaith calendar found in the monthly RDI newsletter that highlights those days where individuals may be observing a religious event that requires fasting. You can also contact the RDI office. This is not necessary for BCIT events where snacks, appetizers, or side food is not provided.
- When planning to serve food at a meeting or event, ask participants to indicate their food restrictions. For example, “Do you have any food restrictions related to diet or religious observances specific to this date that require accommodation?”.

The RDI Office recognizes that it may not be possible for the Institute to be aware of every religious observance and therefore potentially unavoidable to avoid date clashes, but we encourage all staff to reach out to our office should you have questions or require additional information. The event checklist (below) can also be found at:

<https://loop.bcit.ca/message/62627> and <https://www.bcit.ca/respect/tools/>

<b>Pre-Event</b>
<b>Representation</b>
Consideration of diversity for speakers, emcees, facilitators
Background research of guests/speakers
<b>Date/Time:</b>
Follow FSA meeting regulations
Is the event held at a time where the greatest number of people can attend
<b>Registration:</b>
Text box section for attendees to request specific accessibility requirements
Follow-up with those accommodation requests
Dietary restrictions
<b>Venue:</b>
Accessibility check (ideally using the radical access mapping project audit)
Gender neutral washrooms
Accessible parking options
<b>Marketing Collateral:</b>
Colour blind accessible/easy to read poster
Ensure collateral are posted at accessible locations
Understandings of words, characters, and symbols used
Alt-text for images
Screen reader accessible
<b>Events Communications Collateral:</b>
Territorial acknowledgement
Gender neutral language. E.g. avoid ladies and gentlemen
Non-ableist language. E.g. avoid words like lame, blind, deaf, crazy
Picture in picture and captioning for videos ASL Interpreters?

<b>Food Vendors:</b>
Confirm capacity to create menu that is: Gluten friendly, nut free, vegan.
Confirm zero cross contamination, packaging, and labelling.
Sustainability
Book Green Team attendants for event
Ensure proper receptacles have been requested
Minimize printed material
Work with food vendor to ensure compostable or multi-use utensils
<b>During Event</b>
Signage: wayfinding & designated areas. E.g. gender-neutral washrooms, wheelchair seating
Notice of photography and video capture
Scent free (if requested)
Wheelchair accessible
Registration: clear location, accessibility/services/volunteer check-in
Review dietary and sustainability requirements with food providers
Check-in and review with service providers
<b>Post Event</b>
<b>Feedback</b>
Capture feedback through survey
Follow-up with participants who requested services
<b>Videography</b>
Captioned
Picture in Picture



## Respectful Zoom Etiquette

we should remember that respect is important when participating in a conference call or video meeting such as Zoom, Microsoft Meetings or WebEx.

Here are a few tips to consider when you are participating in a conference or video call.

1. Test your system beforehand to ensure that it is working properly and that you are able to participate.
2. Send out log-in information and an agenda and follow it accordingly.
3. Be punctual.
4. Start your meeting with a greeting, like “hello or “good morning” which can set a positive and professional tone. Not greeting people may unintentionally do the opposite. Would you walk into a meeting and start talking about a project without first greeting them? (Hopefully not!)
5. Have everyone introduce themselves.
6. Identify who the facilitator is and ensure that they are able to control the meeting appropriately.
7. Use the “raise your hand” feature to give everyone the opportunity to speak.
8. Ensure you are referring to others with their preferred name and pronoun. If you do not know someone’s pronoun preference you can use “they” or “them.” This is a great time to practice Gender Neutral pronoun usage.
9. Speak clearly and loud enough for the participants to hear you.
10. If you are having difficulty with your connection let the host know and excuse yourself while you reboot.
11. While differences of opinion and constructive feedback are a normal part of any workplace be mindful of your word choice and audience when sharing your feedback. Consider whether your comments may be more appropriate to address one-on-one as opposed to a group meeting.
12. Remember to think about your own communication objectively. Is there anything that could be misconstrued? For example, a heavy sigh, eye rolling, or throwing your hands up.
13. When participating give others the benefit of the doubt you would want others to give to you. Do not make assumptions about what they “really meant.” If it is not clear, ask.
14. Establish what was accomplished and follow-up with meeting notes if need be.
15. Don’t forget to say “please” and “thank you” and end your participation with an appropriate conclusion like, “Thanks and goodbye.” A little gratitude and good manners costs nothing and can go a long way.

## Respectful Email Etiquette

We've all heard that the majority of communication is non-verbal. When communicating with our colleagues in person we interpret their words based on many factors such as tone of voice, facial expressions, and body language. Given that it is important that we compose our messages with care so as to avoid misunderstandings that may result from the lack of non-verbal cues. While our new reality may have some of us crafting work emails from home while wearing our favourite pajamas and fuzzy slippers (and perhaps a little four-legged furry friend snoring at our feet) it is important to remember that electronic communications should still relay the same respectful tone you would use when communicating in person.

Here are a few tips to consider when crafting your next message:

1. Start your messages with a greeting. An appropriate greeting, like "hello" or "good morning" can set a positive and professional tone for the message to follow. A message without a greeting may unintentionally do the opposite. Would you walk into your colleagues' office in the morning and start talking about a project without first greeting them? (Hopefully not!)
2. Ensure you are referring to others with their preferred name and pronoun. If you do not know someone's pronoun preference you can use "they" or "them." This is a great time to practice Gender Neutral pronoun usage.
3. DO NOT USE ALL CAPITAL LETTERS (it is equivalent to yelling).
4. Overuse of punctuation can unintentionally alter the tone of your comment. Do you really need all those question marks????? I doubt it!!!
5. Think twice before sending that "joke" or meme. If you wouldn't share it in a workplace meeting for all to see then you probably shouldn't send it by email.
6. If you find yourself feeling frustrated or upset while writing a message take a pause to review it later, before pressing send. Never email angry. Hint: remove the recipient's email address until you have taken the pause.
7. While differences of opinion and constructive feedback are a normal part of any workplace be mindful of your word choice and audience when sharing your feedback. Consider whether your comments may be more appropriate to address in a one-on-one email as opposed to a group message.
8. Remember to look at your own communications objectively before sending them. Is there anything that could be misconstrued? Is that "wink" emoji really sending the tone you want?
9. When reading an email give others the benefit of the doubt you would want others to give to you. Do not make assumptions about what the writer "really meant." If it is not clear, ask.
10. Don't forget to say "please" and "thank you" and end your message with an appropriate conclusion like "Best regards." A little gratitude and good manners costs nothing and can go a long way.

## Tool: Recognizing Microaggressions and the Messages They Send

Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership (from *Diversity in the Classroom*, UCLA Diversity & Faculty Development, 2014). The first step in addressing microaggressions is to recognize when a microaggression has occurred and what message it may be sending. The context of the relationship and situation is critical. IBPOC - Indigenous, Black, and People of Colour

THEMES	MICROAGGRESSION EXAMPLES	MESSAGE
<p><b>Alien in One's Own Land</b> When Asians, Latinx, and other IBPOC who look different or are named differently from the dominant culture are assumed to be foreign-born</p>	<ul style="list-style-type: none"> <li>• "Where are you from or where were you born?"</li> <li>• "You speak English very well."</li> <li>• "What are you? You're so interesting looking!"</li> <li>• A person asking an Asian, or Latinx, or other IBPOC, to teach them words in their native language.</li> <li>• Continuing to mispronounce the names of students after students have corrected the person time and time again. Not willing to listen closely and learn the pronunciation of a IBPOC name.</li> </ul>	<p>You are not a true Canadian.</p> <p>You are a perpetual foreigner in your own country.</p> <p>Your ethnic/racial identity makes you exotic.</p>
<p><b>Ascription of Intelligence</b> Assigning intelligence to a person of colour or a woman based on their race/gender</p>	<ul style="list-style-type: none"> <li>• "You are a credit to your race."</li> <li>• "Wow! How did you become so good in math?"</li> <li>• To an Asian person, "You must be good in math, can you help me with this problem?"</li> <li>• To a woman of colour: "I would have never guessed that you were a scientist."</li> </ul>	<p>IBPOC are generally not as intelligent as Whites.</p> <p>All Asians are intelligent and good in math/science.</p> <p>It is unusual for a woman to have strong mathematical skills.</p>
<p><b>Color Blindness</b> Statements that indicate that a White person does not want to or need to acknowledge race.</p>	<ul style="list-style-type: none"> <li>• "When I look at you, I don't see colour."</li> <li>• "There is only one race, the human race."</li> <li>• "Canada is a melting pot."</li> <li>• "I don't believe in race."</li> <li>• Denying the experiences of students by questioning the credibility /validity of their claim.</li> </ul>	<p>Assimilate to the dominant culture. Denying the significance of a IBPOC racial/ethnic experience and history. Denying the individual as a racial/cultural being.</p>
<p><b>Criminality/Assumption of Criminal Status</b> An IBPOC is presumed to be dangerous, criminal, or deviant based on his/her race.</p>	<ul style="list-style-type: none"> <li>• A person clutches their purse or checks their wallet as an IBPOC approaches.</li> <li>• A store owner following an IBPOC customer around the store.</li> <li>• Someone crosses to the other side of the street to avoid an IBPOC .</li> <li>• While walking through the halls of the Chemistry building, a professor approaches a post-doctoral student of colour to ask if they are lost, making the assumption that the person is trying to break into one of the labs.</li> </ul>	<p>You are a criminal.</p> <p>You are going to steal/you are poor, you do not belong.</p> <p>You are dangerous.</p>
<p><b>Denial of Individual Racism/Sexism/Heterosexism</b> A statement made when bias is denied.</p>	<ul style="list-style-type: none"> <li>• "I am not racist I have several Indigenous friends."</li> <li>• "As a woman, I know what you go through as a racial minority."</li> <li>• To an Indigenous person: "Are you sure you were being followed in the store? I can't believe it."</li> </ul>	<p>I could never be racist because I have IBPOC friends.</p> <p>Your racial oppression is no different than my gender oppression. I can't be a racist. I'm like you.</p> <p>Denying the personal experience of individuals who experience bias.</p>
<p><b>Myth of Meritocracy</b> Statements which assert that race or gender does not play a role in life successes, for example in issues like faculty demographics.</p>	<ul style="list-style-type: none"> <li>• "I believe the most qualified person should get the job."</li> <li>• "Of course they'll get tenure, even though they haven't published much—they're Black!"</li> <li>• "Indigenous people get their education paid for."</li> <li>• "Men and women have equal opportunities for achievement."</li> <li>• "Gender plays no part in who we hire."</li> <li>• "Everyone can succeed in this society, if they work hard enough."</li> <li>• "Affirmative action is racist."</li> </ul>	<p>IBPOC are given extra unfair benefits because of their race. The playing field is even so if women cannot make it, the problem is with them.</p> <p>IBPOC are lazy and/or incompetent and need to work</p>

Adapted from Sue, Derald Wing, *Microaggressions in Everyday Life: Race, Gender and Sexual Orientation*, Wiley & Sons, 2010.

## Recognizing Microaggressions and the Messages They Send (cont'd)

THEMES	MICROAGGRESSION	MESSAGE
<p><b>Pathologizing Cultural Values/Communication Styles</b> The notion that the values and communication styles of the dominant/White culture are ideal/"normal".</p>	<ul style="list-style-type: none"> <li>To an IBPOC :<i>"Why are you so quiet? We want to know what you think. Be more verbal." "Speak up more."</i></li> <li>Asking a Black person: <i>"Why do you have to be so loud/animated? Just calm down."</i></li> <li><i>"Why are you always angry?"</i> anytime race is brought up in the classroom discussion.</li> <li>Dismissing an individual who brings up race/culture in work/school setting.</li> </ul>	<p>Assimilate to dominant culture.</p> <p>Leave your cultural baggage outside. There is no room for difference.</p>
<p><b>Second-Class Citizen</b> Occurs when a target group member receives differential treatment from the power group; for example, being given preferential treatment as a consumer over an IBPOC.</p>	<ul style="list-style-type: none"> <li>IBPOC Faculty mistaken for a service worker.</li> <li>Not wanting to sit by someone because of their colour.</li> <li>Female doctor mistaken for a nurse.</li> <li>Being ignored at a store counter as attention is given to the White customer.</li> <li>Saying <i>"You people..."</i></li> <li>An advisor assigns a Black post-doctoral student to escort a visiting scientist of the same race even though there are other non-Black scientists in this person's specific area of research.</li> <li>An advisor sends an email to another work colleague describing another individual as a "good Indigenous scientist."</li> <li>Raising your voice or speaking slowly when addressing a blind student.</li> <li>In class, an instructor tends to call on male students more frequently than IBPOC ones.</li> </ul>	<p>IBPOC are servants to Whites. They couldn't possibly occupy high status positions.</p> <p>Women occupy nurturing positions.</p> <p>Whites are more valued customers than IBPOC.</p> <p>You don't belong. You are a lesser being. A person with a disability is defined as lesser in all aspects of physical and mental functioning. The contributions of female students are less worthy than the contributions of male students.</p>
<p><b>Sexist/Heterosexist Language</b> Terms that exclude or degrade women and LGBTQ2S+ persons.</p>	<ul style="list-style-type: none"> <li>Use of the pronoun "he" to refer to all people.</li> <li>Being constantly reminded by a co-worker that <i>"we are only women."</i></li> <li>Being forced to choose Male or Female when completing basic forms.</li> <li>Two options for relationship status: married or single.</li> <li>A heterosexual man who often hangs out with his female friends more than his male friends is labeled as <i>gay</i>.</li> </ul>	<p>Male experience is universal. Female experience is invisible.</p> <p>2S/LGBTQ+ categories are not recognized. 2SLGBTQ+ partnerships are invisible. Men who do not fit male stereotypes are inferior.</p>
<p><b>Traditional Gender Role Prejudicing and Stereotyping</b> Occurs when expectations of traditional roles or stereotypes are conveyed.</p>	<ul style="list-style-type: none"> <li>When a female student asks a male professor for extra help on an engineering assignment, he asks <i>"What do you need to work on this for anyway?"</i></li> <li><i>"You're a girl, you don't have to be good at math."</i></li> <li>A person asks a woman her age and, upon hearing she is 31, looks quickly at her ring finger.</li> <li>An advisor asks a female student if she is planning on having children while in postdoctoral training.</li> <li>Shows surprise when a feminine woman turns out to be a lesbian.</li> <li>Labeling an assertive female committee chair/dean as a "b___," while describing a male counterpart as a "forceful leader."</li> </ul>	<p>Women are less capable in math and science.</p> <p>Women should be married during child-bearing ages because that is their primary purpose.</p> <p>Women are out of line when they are aggressive.</p>

Adapted from Sue, Derald Wing, Microaggressions in Everyday Life: Race, Gender and Sexual Orientation, Wiley & Sons, 2010.

## Resource Links

Respect, Diversity, and Inclusion (RDI) website <https://www.bcit.ca/respect/>

- [Harassment and discrimination information](#)
- [Policies, procedures, and guidelines](#)
- [Tools](#)

RDI Loop page <https://loop.bcit.ca/groups/respect-diversity-and-inclusion-rdi>

To be added to the subscribers list for the monthly RDI newsletter please email [respect@bcit.ca](mailto:respect@bcit.ca)

Learning Hub Courses – Log into your [Learning Hub account](#) where you will find unlimited access to the following courses:

- Respectful Workplace Training
- Unconscious Bias
- Human Rights 101 (in progress)

BCIT Pride web page [www.respect.bcit.ca/pride](http://www.respect.bcit.ca/pride)

BCIT Pride [logo](#)

BCIT Pride Images for [Instagram and Zoom](#)

BCIT Pink Shirt Day [Zoom background and Pink Heart logo](#)



Canadian Centre for Diversity and Inclusion  
Centre canadien pour la diversité et l'inclusion

BCIT is a member of the Canadian Centre for Diversity and Inclusion (CCDI) that has a knowledge repository that you have access to, which includes free webinars and tools to assist you with your D&I journey. Click on the image below to learn how to access this **FREE** resource.



BCIT is a member of Pride At Work Canada. Through dialogue, education, and thoughtful leadership, Pride at Work Canada empowers employers to build workplaces that celebrate all employees regardless of gender expression, gender identity, and sexual orientation. They help create safer, more inclusive workspaces that realize the full potential of all employees and bring down barriers to employment.

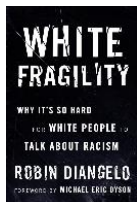
## Suggested Reading for Adults (included in the Monthly RDI Newsletter)



*Banaji, Mahzarin R. Blindspot: Hidden Biases of Good People. New York :Delacorte Press, 2013.*

In *Blindspot*, Mahzarin Banaji and Anthony Greenwald explore hidden biases that we all carry from a lifetime of experiences with social groups – age, gender, race, ethnicity, religion, social class, sexuality, disability status, or nationality. “Blindspot” is a metaphor to capture that portion of *the* mind that houses hidden biases.

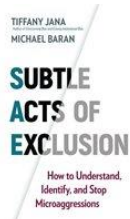
The authors use it to ask about the extent to which social groups – without our awareness or conscious control – shape our likes and dislikes, our judgments about people’s character, abilities, and potential. In *Blindspot*, hidden biases are revealed through hands-on experience with the method that has revolutionized the way scientists are learning about the human mind and that gives us a glimpse into what lies within the metaphoric blind spot – the Implicit Association Test. The title’s “good people” are the many people – the authors included – who strive to align their behavior with their good intentions. The aim of *Blindspot* is to explain the science in plain enough language to allow well-intentioned people to better achieve that alignment. Venturing into this book is an invitation to understand our own minds.



*DiAngelo, Robin: White Fragility Why it's so hard for white people to talk about racism. Boston: Beacon Press 2018*

In this “vital, necessary, and beautiful book” (Michael Eric Dyson), antiracist educator Robin DiAngelo deftly illuminates the phenomenon of white fragility and “allows us to understand racism as a practice not restricted to ‘bad people’ (Claudia Rankine). Referring to the defensive moves that white people make when challenged racially, white fragility is characterized by emotions such as anger, fear, and guilt, and by behaviors including argumentation and silence. These behaviors, in turn, function to reinstate white racial equilibrium and prevent any meaningful cross-racial dialogue. In this in-depth exploration, DiAngelo examines how white fragility develops, how it protects racial inequality, and what we can do to engage more constructively.

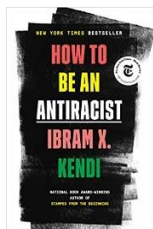
“Robin DiAngelo demonstrates an all-too-rare ability to enter the racial conversation with complexity, nuance, and deep respect. Her writing establishes her mastery in accessing the imaginal metaphoric mind, where the possibility for transformation resides. With an unwavering conviction that change is possible, her message is clear; the incentive for white engagement for racial justice work is ultimately self-liberation.” (Leticia Nieto)



Jana, Tiffany & Baran, Michael. *Subtle Acts of Exclusion: How to Understand, Identify, and Stop Microaggressions*. Berrett-Koehler Publishers Inc. 2020

Our workplaces and society are growing more diverse, but are we supporting inclusive cultures? While overt racism, sexism, ableism, and other forms of discrimination are relatively easy to spot, we cannot neglect the subtler everyday actions that normalize exclusion. Many have heard the term microaggression, but not everyone fully understands what they are or how to recognize them and stop them from happening.

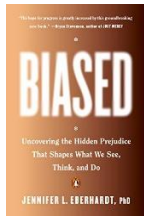
In this book, Tiffany Jana and Michael Baran offer a clearer, more accessible term, subtle acts of exclusion, or SAEs, to emphasize the purpose and effects of these actions. After all, people generally aren't trying to be aggressive--usually they're trying to say something nice, learn more about a person, be funny, or build closeness. But whether in the form of exaggerated stereotypes, backhanded compliments, unfounded assumptions, or objectification, SAE are damaging to our coworkers, friends, and acquaintances. Jana and Baran give simple and clear tools to identify and address such acts, offering scripts and action plans for everybody involved: the subject, initiator, and observer. Knowing how to have these conversations in an open-minded, honest way will help us build trust and create stronger workplaces and healthier, happier people and communities.



Kendi, Ibram X. *How To Be An Antiracist*. Random House Publishing Group 2019

Antiracism is a transformative concept that reorients and reenergizes the conversation about racism—and, even more fundamentally, points us toward liberating new ways of thinking about ourselves and each other. At its core, racism is a powerful system that creates false hierarchies of human value; its warped logic extends beyond race, from the way we regard people of different ethnicities or skin colors to the way we treat people of different sexes, gender identities, and body types. Racism intersects with class and culture and geography and even changes the way we see and value ourselves. In *How to Be an Antiracist*, Kendi takes readers through a widening circle of antiracist ideas—from the most basic concepts to visionary possibilities—that will help readers see all forms of racism clearly, understand their poisonous consequences, and work to oppose them in our systems and in ourselves.

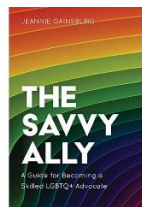
Kendi weaves an electrifying combination of ethics, history, law, and science with his own personal story of awakening to antiracism. This is an essential work for anyone who wants to go beyond the awareness of racism to the next step: contributing to the formation of a just and equitable society.



*Eberhardt, Jennifer. Biased: Uncovering the Hidden Prejudice That Shapes What We See, Think, and Do Penguin Books 2019*

We do not have to be racist to be biased. With a perspective that is both scientific, investigative, and also informed by personal experience, Eberhardt offers a reasoned look into the effects of implicit racial bias, ranging from the subtle to the dramatic. Racial bias can lead to disparities in education, employment, housing, and the criminal justice system--and then those very disparities further reinforce the problem. In *Biased*, Eberhardt reveals how even when we are not aware of bias and genuinely wish to treat all people equally, ingrained stereotypes can infect our visual perception, attention, memory, and behavior.

Eberhardt's extensive work as a consultant to law enforcement, as well as a researcher with unprecedented access to data including footage from police officers' body-worn cameras, informs every aspect of her book and makes it much more than a work of social psychology. Her research occurs not just in the laboratory but in police departments, courtrooms, prisons, boardrooms, and on the street. Interviews are interwoven with memories and stories from Eberhardt's own life and family. She offers practical suggestions for reform, and takes the reader behind the scenes to police departments implementing her suggestions.



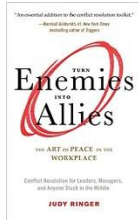
*Gainsburg, Jeannie. The Savvy Ally: A Guide for Becoming a Skilled LGBTQ+ Advocate Rowman & Littlefield 2020*

The Savvy Ally: A Guide for Becoming a Skilled LGBTQ+ Advocate is an enjoyable, humorous, encouraging, easy to understand guidebook for being an ally to the LGBTQ+ communities. It is chock full of practical and useful tools for LGBTQ+ advocacy, including:

- Current and relevant information on identities and LGBTQ+ language
- Tips for what to say and what not to say when someone comes out to you
- LGBTQ+ etiquette and techniques for respectful conversations
- Common bloopers to avoid
- Tools for effectively navigating difficult conversations
- Suggestions for addressing common questions and concerns
- Actions for creating more LGBTQ+ inclusive spaces
- Recommendations for self-care and sustainable allyship

This book will be useful for teachers, counselors, social workers, nurses, medical technicians, and college professors, as well as parents who want to be supportive of their LGBTQ+ child, but don't know how. This is not a book about why to be an ally. This is a book about how to be an ally. The goal of The Savvy Ally is to create more confident, active allies who are effective advocates for change. This informative, entertaining, and supportive guidebook will surely jump-start even the most tentative ally.



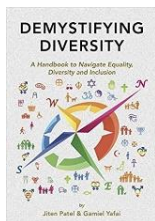


*Wringer, Judy Turn Enemies Into Allies: The Art of Peace in the Workplace Career Press May 1 2019*

In today's workplace, managers, leaders, and HR professionals often believe they don't have the time to help employees navigate conflict. More often than not, however, it takes more time not to address conflict than to constructively intervene. But before you can successfully guide others in managing disagreements, you must be able to manage yourself--your mindset, presence, and behaviors.

Following the author's step-by-step guide, you will:

- Acquire the skill and confidence to coach conflicting employees back to a professional, effective working relationship, while simultaneously changing their lives for the better.
- Restore control and peace of mind to the workplace.
- Increase your leadership presence.



*Patel, Jiten & Yafai, Gamiel Demystifying Diversity: A Handbook to Navigate Equality, Diversity, and Inclusion Gilgamesh Publishing (March 15 2019)*

An engaging and comprehensive tour of the world of diversity in the workplace. Authoritative, yet witty and well told, this important book is a vital navigational tool for anyone getting to grips with the importance of diversity across the spectrum of today's society. *Demystifying Diversity* is aimed at anyone with a line management responsibility at any level of management, business professionals and HR practitioners.

It starts with the basics and provides a solid foundation for understanding how our beliefs, values and attitudes are shaped and how these can lead to prejudice, discrimination and unconscious bias. Packed with stories and practical examples this book lays out familiar relatable scenarios which make it easy for the reader to quickly get the message, especially with the examples given in the cognitive diversity chapter. They made it easy to see the benefits for a business but can also lead to simple everyday misunderstandings unless we take time to appreciate the other person's perspective/ cognitive capabilities.



Martis, Eternity. *they said this would be fun: Race, Campus Life, and Growing Up McLellan & Stewart* March 2020

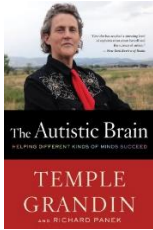
A booksmart kid from Toronto, Eternity Martis was excited to move away to Western University for her undergraduate degree. But as one of the few Black students there, she soon discovered that the campus experiences she'd seen in movies were far more complex in reality. Over the next four years, Eternity learned more about what someone like her brought out in other people than she did about herself. She was confronted by white students in blackface at parties, dealt with being the only person of colour in class and was tokenized by her romantic partners. She heard racial slurs in bars, on the street, and during lectures. And she gathered labels she never asked for: Abuse survivor. Token. Bad feminist. But, by graduation, she found an unshakeable sense of self--and a support network of other women of colour.



Cole, Desmond *The Skin We're In – A Year of Black Resistance and Power*. Doubleday Canada (Jan. 28 2020)

In his 2015 cover story for *Toronto Life* magazine, Desmond Cole exposed the racist actions of the Toronto police force, detailing the dozens of times he had been stopped and interrogated under the controversial practice of carding. The story quickly came to national prominence, shaking the country to its core and catapulting its author into the public sphere. Cole used his newfound profile to draw insistent, unyielding attention to the injustices faced by Black Canadians on a daily basis.

Both Cole's activism and journalism find vibrant expression in his first book, *The Skin We're In*. Puncturing the bubble of Canadian smugness and naive assumptions of a post-racial nation, Cole chronicles just one year—2017—in the struggle against racism in this country. It was a year that saw calls for tighter borders when Black refugees braved frigid temperatures to cross into Manitoba from the States, Indigenous land and water protectors resisting the celebration of Canada's 150th birthday, police across the country rallying around an officer accused of murder, and more.

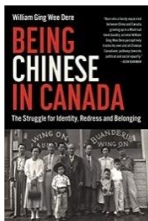


Grandin, Temple *The Autistic Brain: Helping Different Kinds Of Minds Succeed*. Mariner Books; Reprint edition (April 30, 2013)

Temple Grandin may be the most famous person with autism, a condition that affects 1 in 88 children. Since her birth in 1947, our understanding of it has undergone a great transformation, leading to more hope than ever before that we may finally learn the causes of and treatments for autism.

Weaving her own experience with remarkable new discoveries, Grandin introduces the advances in neuroimaging and genetic research that link brain science to behavior, even sharing her own brain scan to show which anomalies might explain common symptoms. Most excitingly, she argues that raising and educating kids on the autism spectrum must focus on their long-overlooked strengths to foster their unique contributions. *The Autistic Brain* brings Grandin's singular perspective into the heart of the autism revolution."Grandin has reached a stunning level of sophistication about herself and the science of autism. Her observations will assist not only fellow autistics and families with affected members, but also researchers and physicians seeking to better understand the condition."

- Jerome Groopman, *The New York Review of Books*

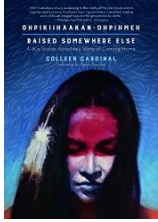


William Ging Wee Dere *Being Chinese in Canada: The Struggle for Identity, Redress and Belonging* Douglas & McIntyre (March 2 2019)

After the Canadian Pacific Railway was completed in 1885—construction of the western stretch was largely built by Chinese workers—the Canadian government imposed a punitive head tax to deter Chinese citizens from coming to Canada. The exorbitant tax strongly discouraged those who had already emigrated from sending for wives and children left in China—effectively splintering families. After raising the tax twice, the Canadian government eventually brought in legislation to stop Chinese immigration altogether. The ban was not repealed until 1947.

William Dere's *Being Chinese in Canada* is the first book to explore the work of the head tax redress movement and to give voice to the generations of Chinese Canadians involved. Dere explores the many obstacles in the Chinese Canadian community's fight for justice, the lasting effects of state-legislated racism and the unique struggle of being Chinese in Quebec.

But *Being Chinese in Canada* is also a personal story. Dere dedicated himself to the head tax redress campaign for over two decades. His grandfather and father each paid the five-hundred-dollar head tax, and the 1923 Chinese Immigration Act separated his family for thirty years. Dere tells of his family members' experiences; his own political awakenings; the federal government's offer of partial redress and what it means to move forward—for himself, his children and the community as a whole.



Cardinal, Colleen. *Ohpikiihaakan-ohpihmeh (Raised somewhere else): A 60s Scoop Adoptee's Story of Coming Home*. Roseway Publishing (June 29 2018)

During the 60s Scoop, over 20,000 Indigenous children in Canada were removed from their biological families, lands and culture and trafficked across provinces, borders and overseas to be raised in non-Indigenous households.

*Ohpikiihaakan-ohpihmeh* delves into the personal and provocative narrative of Colleen Cardinal's journey growing up in a non-Indigenous household as a 60s Scoop adoptee. Cardinal speaks frankly and intimately about instances of violence and abuse throughout her life, but this book is not a story of tragedy. It is a story of empowerment, reclamation and, ultimately, personal reconciliation. It is a form of Indigenous resistance through truth-telling, a story that informs the narrative on missing and murdered Indigenous women, colonial violence, racism and the Indigenous child welfare system.

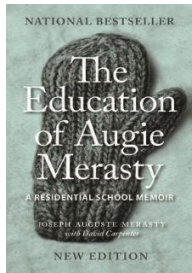


Pinder-Amaker, Stephanie and Wadsworth, Lauren. *Did that just happen?! Beyond "Diversity" – Creating Sustainable and Inclusive Organizations*. Beacon Press (June 15 2021)

Offering real-life accounts that illustrate common workplace occurrences around inclusivity and answers to questions like "How do I identify and handle diversity landmines at work?" and "What can I do when I've made a mistake?" this handbook breaks down ways that organizations (and all people) can improve their cultural awareness and become more equitable in their work and personal relationships.

We know that diverse teams are stronger, smarter, and more profitable, and many companies are attempting to hire more diverse teams, but most struggle to create a real culture of inclusivity in which people from all backgrounds feel comfortable. As clinical psychologists, as well as individuals with marginalized identities, Dr. Stephanie Pinder-Amaker and Dr. Lauren Wadsworth show the emotional and physical impact of marginalization and how that leads to a decrease in employee engagement and, often, increased job turnover.

"*Did That Just Happen?!*" will be invaluable for employees who come from underrepresented communities and identities (identities discussed include race, age, disability, sexual orientation, citizenship status, and gender expression). But the book is essential for leaders of companies, supervisors, HR departments, and for anyone who wants to understand and support diversity/equity/inclusion practices. The book will also make readers feel more confident in their navigating of friendships/interactions with people who hold different identities.



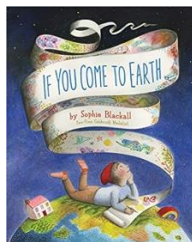
*Merasty, Joseph Auguste (Augie) & Carpenter, David (Contributor) The Education of Augie Merasty: A Residential School Memoir. University of Regina Press; 1st Edition (Feb. 8 2015)*

*The Education of Augie Merasty* offers a courageous and intimate chronicle of life in a residential school. Now a retired fisherman and trapper, Joseph A. (Augie) Merasty was one of an estimated 150,000 First Nations, Inuit, and Metis children who were taken from their families and sent to government-funded, church-run schools, where they were subjected to a policy of "aggressive assimilation."

As Merasty recounts, these schools did more than attempt to mold children in the ways of white society. They were taught to be ashamed of their native heritage and, as he experienced, often suffered physical and sexual abuse.

Even as he looks back on this painful part of his childhood, Merasty's generous and authentic voice shines through.

### Suggested Reading for Kids (included in the Monthly RDI Newsletter)



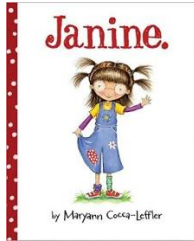
Blackall, Sophie. *If You Come To Earth* Chronicle Books; Illustrated edition (Sept. 15 2020)

*If You Come to Earth* is a glorious guide to our home planet, and a call for us to take care of both Earth and each other.

- An engaging storybook about a single curious and imaginative child
- Simultaneously funny and touching
- Carries a clear message about the need to care for the earth and each other.

*"If you come to Earth, there are a few things you need to know. . . We live in all kinds of places. In all kinds of homes. In all kinds of families. Each of us is different. But all of us are amazing. And, together, we share one beautiful planet."*

This masterful and moving picture book is a visually comprehensive guide to the earth, imbued with warmth and humor.



Cocca-Leffler, Maryann. *Janine*. Albert Whitman & Company; Illustrated edition (March 1 2015)  
Meet Janine. She is one of a kind! Janine dresses a little different, remembers random facts, reads the dictionary for fun, and has her own style of cheering. Nobody does things the way Janine does things! One girl in Janine's class is throwing a party and all the COOL kids are invited. But Janine is not cool. Some kids think she is strange and want her to change. Will Janine try to be different or just be her spectacular self? In this charming story, Maryann Cocca-Leffler uses her own daughter as inspiration for a delightfully spunky character. Janine Leffler focuses on the positive while navigating life with disabilities. She has become a role model to children and adults, encouraging them to focus on abilities and promoting respect, tolerance, and kindness.

Quick You Tube Intro - [https://www.youtube.com/watch?v=DEk-Yr\\_NXKU](https://www.youtube.com/watch?v=DEk-Yr_NXKU)