BCLA Current State Assessment Report

July 2023

Prepared by The Commons Consulting

the commons

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Land Statement

We would like to acknowledge that our work takes place on the traditional, ancestral and unceded lands of the xʷməθkʷəy̓əm, Skwxwú7mesh, and Səl̓ílwətaɬ nations in what is colonially known as Vancouver.

This report was created with contributions from British Columbia Library Association (BCLA) staff and Board of Directors and members of our project advisory group, whose work takes place on diverse Indigenous lands. We recognize the ongoing impacts of colonialism and systemic racism faced by Indigenous people across Canada include but are not limited to Missing and Murdered Indigenous Women and Girls, Residential Schools, anti-Indigenous violence in the criminal justice system, and ongoing suppression of diverse Indigenous languages, culture, and ways of being. We encourage readers to place this report within the context of ongoing anti-Indigenous racism by also reading the Truth and Reconciliation Calls to Action, BC Declaration on the Rights of Indigenous Peoples Act, Missing and Murdered Indigenous Women and Girls Report, and the In Plain Sight report into Indigenous-specific discrimination in BC health care.

Acknowledgements

This first phase of the work has been guided by the BCLA Anti-Racism Project Advisory Group (PAG). The PAG was formed through an open call to the BC library community. It is composed of BCLA members, non-members, IBPOC (Indigenous, Black, People of Colour), and non-IBPOC individuals that make up a diverse mix of perspectives, expertise, and regional representation. The PAG was instrumental in providing feedback, context, and guidance during the development of the survey, case studies, presentations to the BCLA Board and BCLA conference, and recommendations.

- Laurie Angus, Terrace Public Library
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- Sarah Tarcea, North Vancouver City Library
- Abi Ward, McBride & District Public Library
- Rina Hadziev, Executive Director of BCLA
- Todd Mundle, Kwantlen Polytechnic University, current President, BCLA
- Tracey Therrien, Nelson Public Library, Incoming President, BCLA

We acknowledge this work benefits BCLA as an organization and requires the time, labour, and effort of IBPOC people. BCLA, The Commons Consulting, and the PAG commit to practicing reciprocal accountability by reporting back to members on the results of this survey. This is only the first phase of a

multi-phase and multi-year journey towards anti-racism and greater justice, equity, inclusion, and diversity within the organization.

Cultural & Systemic Context

Racism is an integral part of all Canadian institutions, and libraries are no exception. The existence of racism pre-dates colonialism where ideas of human dominance and white supremacy served as justification for enslavement, genocide, displacement, and theft of land, resources, culture, and identity. Today our institutions are largely informed by a history that centers whiteness as the norm. Policies, processes, practices, and cultures that are part of our everyday lives continue to perpetuate ideals of assimilation, white superiority, and othering that contributes to a cycle of violence and harm upon IBPOC.

Effective anti-racist change begins with an understanding that our institutions are built upon a foundation of white supremacy and colonization. Although short-term changes can begin with revisions of policies, practices, and structures, long-term lasting change requires accountability, truth-telling, and relinquishing of defensive behaviours, while centering the IBPOC voices in the organizational change process.

Activist, facilitator, and anti-racist co-conspirator Tema Okun explains that anti-racism work must occur at 3 levels: personal/interpersonal (how we are with ourselves and each other); institutional (policies, procedures, practices); and cultural (beliefs, values, norms).

This report and this ongoing work is guided by principles of anti-racism including:

- Identifying and examining racism on a systemic, cultural, individual, and institutional level,
- Challenging underlying and normalized belief systems that uphold racism,
- Encouraging direct action on individual and collective levels,
- Developing an action plan to actively redress racism within an organization.

1.0 Background and Purpose

Between March 2022 and June 2023, BC Library Association (BCLA) participated in the first phase of its journey to become an anti-racist organization. This work is a direct result of advocacy and efforts from Indigenous, Black and people of colour who have and continue to invest significant levels of time and energy to addressing racism in the library and broader community. BCLA has made mistakes and this current state assessment seeks to specifically identify areas of concern and map out future directions for repair as reflected in a [statement released by the the BCLA Board of Directors on October 6, 2021.](#)

A key deliverable of this first phase was the completion of a current state assessment, which was co-led by a PAG, composed of people from the library sector and The Commons Consulting, an independent group selected to advise and support BCLA work towards their goal of becoming an anti-racist organization. The Commons Consulting is an equity, diversity, and inclusion firm that weaves together strategic and innovative thinking meaningfully with principles of reciprocity, collaboration, humility, and transparency. Adeline Huynh, the principal consultant, and project lead is a queer racialized settler living on unceded xwməθkwəy̓əm, Skwxwú7mesh, and Səl̓ílwətaɬ lands. She is grateful for the opportunity to support BCLA's ongoing anti-racism work as she continues her own work to decolonize her practices. Kathleen Yang, a collaborator on the project, is a mostly able-bodied, second/third generation settler of Taishanese, Hakka, Fukien ancestors by way of Jamaica and the Philippines. Her analysis of equity, anti-oppression, and justice is informed by her ancestors, a decade of conscious practice, and an ongoing process of learning and unlearning from those who have been generous enough to share their knowledge and engage in mutual accountability.

The current state assessment involved an internal review of BCLA's processes and practices to identify systemic racism and barriers to full participation for IBPOC and propose recommendations on how to build more inclusive and equitable practices. The process was guided by promising practices in project and change management, EDI in an association/membership context, and anti-oppressive and decolonial practices, alongside BCLA's values of inclusion, diversity, social responsibility, and lifelong learning.

1.1 Timeline of Key Activities:

- March 2022 – Project Kick-Off
- June 2022 – PAG open call out
- July 2022 – PAG selection process
- September 2022 to June 2023 – First PAG Meeting
- October/November 2022 – Survey Development
- December 2022 – Survey Launch
- January to April 2023 – Survey Data Analysis
- April 2023 – Member Update and Report Back (conference and via BCLA website)
- Summer 2023 – Final report completed and planning for next steps

This final report is meant to outline BCLA's current state and provide recommendations to guide the future and ongoing equity, diversity, inclusion, and anti-racism work of BCLA. The report is divided into four sections. First, we outline methodologies used for the current state assessment. Second, we contextualize recommendations and findings with an overview of some of the tensions and limitations of this report. Finally, we will review key findings from the survey and offer recommendations.

We have categorized these recommendations under the area-specific changes:
1. Representation: Listening and Valuing IBPOC perspectives
2. Accountability and Acknowledgement: Taking Action
3. Education and Training
4. BCLA Member Engagement
5. BCLA as a leader: Collaboration, Community, and Partnerships

1.2 Definitions

A full list of definitions of terms referenced in the survey and in this report can be found in the appendix section of this report. Throughout this report, *IBPOC respondents* refer to respondents who identified themselves as racialized or Indigenous in the survey, while *non-IBPOC respondents* refer to respondents who identified themselves as not racialized and not Indigenous. Reference to *members* will often be mentioned in the context of a specific group (i.e., BCLA members, PAG members), in cases without reference to a specific group, *members* will otherwise refer to members of the BC library sector generally.

Reference is also made to Historically, Persistently, and Systemically Marginalized (HPS) communities. This language is intentionally used to recognize that:

- Canada was created at a time when societal norms privileged and included some groups and disadvantaged and excluded others. In Canada, these disadvantaged groups have been defined as Indigenous people, women, people with disabilities, racialized people, and 2SLGBTQIA+ people, which refers to two-spirit, lesbian, gay, bisexual, transgender, queer, intersex and asexual, while + stands for other ways individuals express their gender and sexuality outside heteronormativity and the gender binary. This history includes a legacy of day-to-day barriers that contributed to past, and perpetuate current, inequities which compound over time.
- Our systems, in the form of policies, practices, culture, behaviours, and beliefs continue to maintain these barriers in the ways that they continue to create the institution. It is often not an intentional individual, but rather a systematic effort to discriminate. It is an unconscious, unrecognized practice of doing things as they have always been done (and recreating the historical exclusions) ([UBC Equity & Inclusion Office 2023](#)).

1.3 Limitations

We want to recognize the limitations of this current state assessment and report. First, due to resource limitations, The Commons Consulting was unable to engage with members through focus groups, which prevented further analysis of survey responses and may have prevented the identification of additional nuances in member experiences. Additionally, the survey was closed in January 2023, outdating some of the findings. For example, survey responses relating to the BCLA conference may no longer be timely given that the most recent BCLA conference took place after the survey had already closed. The recommendations set out in this report also do not currently have corresponding timelines. However, The Commons Consulting will be working with BCLA to develop a roadmap with anticipated timelines for the implementation of recommendations during the next phase of this work.

Throughout the current state assessment, three additional tensions emerged:

1. How to develop recommendations that align with BCLA's role as a member-based organization and BCLA's role in leading systemic change while respecting the autonomy of individual libraries.
2. How to address racism within BCLA and how that intersects with addressing incidents of racism in the sector.
3. How to balance recommendations that address both individual and structural forms of racism.

As a provincial membership-based organization with both institutional and individual memberships, BCLA is in a unique position to bring together leaders in the profession who have the capacity to influence anti-racist change in their organizations. However, BCLA alone cannot achieve the large-scale shifts that are necessary for the sector to address racism, discrimination, and barriers on a systemic level without direct action and cooperation from all libraries in BC. So, BCLA must then have a double focus – both on making changes within their own structures, processes, and people while also strategically nudging forward community-wide changes. This is the source of the tensions identified in the survey responses by those who addressed barriers within BCLA, at their own institutions, and within the BC library community at large. These tensions are also reflected in the themes and the recommendations outlined in section four.

2.0 Methodology

The current state assessment began with identifying members of the BC Library community to form a PAG to lead the work. Members of the PAG were selected through an open call out managed by The Commons Consulting. Expressions of interest were solely reviewed by The Commons Consulting and evaluated on various areas including relevant skills, lived experiences, and connection to BCLA. Geographic location of members was also considered to enhance regional representation. The PAG includes both IBPOC and non-IBPOC members, which was done to align with the understanding that while anti-racism initiatives need to be guided by Indigenous, Black, and People of Colour, people who do not identify as Indigenous, Black or as a Person of Colour need to also be actively engaged in anti-racism initiatives. A complimentary one-year BCLA membership was given to PAG members in recognition of their contributions.

A survey was created in collaboration with the PAG to get a sense of where BCLA is currently situated in their journey to become an anti-racist organization and identify barriers that exist for IBPOC members of the BC library community to help guide future initiatives. The survey design was co-created with the PAG and [minutes](#) from these discussions are posted on the BCLA website. The survey assessed the following areas:

- Demographics
- Climate and Culture
- Governance
- Membership
- Future Priorities

This survey consisted of a maximum of 52 questions (inclusive of branching questions), of which 42 were multiple choice, and 10 asked for a written response. The survey was then distributed to the membership through the BCLA listserv. The survey was open from December 5 to January 16, 2023. All members of the BC library sector were invited to participate in the survey. While not all members of the library sector are BCLA members, there was recognition from the BCLA PAG that non-members had valuable insights and should be given an opportunity to participate in the survey. Opening the survey up would give former BCLA members an opportunity to provide context on BCLA's past activities and give non-members of BCLA an opportunity to provide perspectives from unique positions in the sector.

The data was then disaggregated and analyzed with the intention of centering the experiences of IBPOC respondents. The data was then cross tabulated to identify trends that may exist for respondents who held multiple identities. While 23.6% of respondents were from an Indigenous, Black or Person of Colour, the need for assessments that highlight the experiences of those who are underrepresented in research samples is in alignment with recommendations from the Association of College and Research Libraries (2021, 27).

Following the survey completion, The Commons Consulting presented preliminary findings to the PAG who contextualized the findings, identified points of further inquiry, and co-created the development of two case studies that would illustrate the barriers and challenges experienced by IBPOC library community members. Findings and the case studies were then presented to the BCLA Board of Directors and then to delegates at the 2023 conference. During these presentations, the board and members were asked about interventions to the case studies and this feedback was also used to inform recommendations. A [recording of the conference session and copy of the slides](#) were posted on the BCLA website to ensure they were available to those who did not attend the conference.

2.1 Respondent Demographics

The survey received a total of 192 responses of which 111 provided completed responses (57.7%) and 81 submitted partially completed responses (42.2%). Responses came from across BC with most respondents residing in the Lower Mainland or Vancouver Island (Table 1). The majority of respondents were non-IBPOC, women, full-time librarians, and primarily geographically located on the Lower Mainland or Vancouver Island. Survey respondent demographics illustrate the largely homogenous

composition of the BCLA library sector and BCLA's membership. The underrepresentation of HPS communities within survey responses is comparable to findings from the Canadian Association of Professional Academic Librarians' (CAPAL) 2018 census, which indicated that 90% of academic librarians identified as white.

Table 1: Responses by Region

Responses by Region	Number	Percentage
Lower Mainland	92	47%
Vancouver Island	56	29%
The Rest of BC (Northeast, Kootenays, North Coast, Thompson Okanagan, Cariboo, Nechako Valley)	46	24%

Table 2a: Responses by Identity

Racial Identity	Number	Percentage
IBPOC	45	23.6%
Non-IBPOC	137	71.7%
Prefer not to Answer	9	4.7%

Table 2b: Responses by Identity

Percentage	Identities
38.8%	Non-IBPOC and part of an equity-deserving group
74.3%	Women
43.8%	Librarians
40.2%	Library Staff (circulation staff and library technicians)

3.0 Actions and Opportunities

3.1 Representation: Listening and Valuing IBPOC perspectives

IBPOC respondents were more evenly distributed across career stages, while non-IBPOC respondents had higher rates of representation at the 6 to 10-year mark and the more than 20 years mark. However, a large portion of IBPOC respondents are less than 5 years into their careers and had less representation in manager and senior management roles, giving non-IBPOC respondents disproportionate access to power and decision-making. The less than 5-year career stage also likely puts IBPOC workers in a state of precarious employment given their lack of seniority in library positions. The majority of IBPOC and non-IBPOC respondents want to see more representation of IBPOC members in positions of power both in BCLA and their local libraries.

Table 3: Responses by Career Stage

Career Stage	IBPOC	Non-IBPOC
Less than 5 years	40.0%	17.2%
6 - 10 years	6.7%	26.1%
11 – 15 years	15.6%	13.4%
16 - 20 years	17.8%	11.9%
More than 20 years	15.6%	29.1%
Prefer not to answer	4.4%	2.2%
Manager	8.9%	17.9%
Senior Management	6.7%	10.4%

31.8% of IBPOC respondents somewhat disagreed or strongly disagreed with the statement "BCLA respects the time and representation of Indigenous, Black, and People of Colour (IBPOC) members within the BC library community." When asked to share why they chose their answer many cited the underrepresentation of IBPOC members within the organization, and a lack of opportunities and initiatives focused on recruiting and engaging IBPOC members for positions within BCLA. In describing initiatives, respondents identified a lack of representation on the BCLA board and instances of IBPOC members having their work co-opted and not receiving credit for their contributions. For example, within BCLA, some respondents felt that while well-intentioned, the outcomes of this current state assessment may not lead to systemic changes within the organization.

While BCLA conference topics from 2021 and 2022 both included some sessions related to equity, diversity, and inclusion, some respondents cited a lack of representation in conference topics and speakers. These sentiments were also shared prior to the 2023 BCLA conference, *Windows, Mirrors, and Sliding Glass Doors,* where the majority of sessions focused on creating equitable and inclusive spaces in libraries.

In qualitative responses, IBPOC respondents primarily talked about the challenges of leading anti-racism initiatives at their place of employment, which often stemmed from being asked to take on anti-racism work and the emotional labour associated with anti-racism work without adequate resources or compensation. While there was recognition that anti-racism initiatives needed to be guided by IBPOC members, IBPOC respondents felt initiatives were overly reliant on IBPOC members especially when it came to education and tasks that could be undertaken by non-IBPOC members.

Within the library sector, non-IBPOC respondents had expressed the need to listen to IBPOC perspectives, IBPOC respondents recommended specific initiatives that could address systemic change that have yet to be implemented and expressed concern for past initiatives suggested by IBPOC library members that had been rejected. Common examples included changes to classification systems and cataloguing processes at local libraries and the removal of security officers outside of libraries and library events. IBPOC respondents also discussed the challenges of working within an environment that centers one way of knowing, reflecting one of the ways white supremacy has been showing up in library spaces. In centering whiteness, professional credentials acquired from colonial institutions were prioritized over skills and experience, which had prevented the advancement of long-term library staff. In qualitative responses, IBPOC respondents shared stories of being passed over in hiring for positions with high turnover rates, with the position instead going to someone who had a professional credential but had fewer experiential skills required to complete job responsibilities.

Challenges	Opportunities for BCLA
Sector Based ● Barriers to attaining management level positions within their respective libraries. ● Clearer pathways for IBPOC members to succeed with post-secondary entry, graduation, and getting hired. ● Overreliance and value of written knowledge over all other ways of knowing.	**Sector Based** ● Prioritize accessible professional development opportunities and resources on EDI, including ways to attract more diverse staff and move them into management positions. ● Continue to support widely sharing out the EDI Strategies in Recruitment Toolkit and advocate for its inclusion into the recruitment and hiring processes of all libraries.
BCLA ● There is a lack of IBPOC representation in BCLA ● Need to develop a way to measure representation within BCLA for historically marginalized groups ● BCLA does not represent the values of IBPOC members ● Need practices for acknowledging IBPOC contributions, ideas, projects ● Value the time and labour of members by building an understanding of needs prior to making an ask ● Need to distinguish between guiding the work and doing the work	**BCLA** ● Determine feasibility for additional workshops and trainings ● Prioritize implementing recommendations from the EDI Strategies in Recruitment Toolkit. ● Review power-sharing models of governance to include IBPOC voices in decision-making spaces ● Increase representation on the BCLA Board, possibly through designated IBPOC positions ● Provide conference grants, and reducing the cost of membership for IBPOC ● Evaluate BCLA's current programming (i.e. coaching program and mentorship program) to measure their impact on IBPOC members. ● Explore possible avenues for advocacy at the post-secondary level for students from HPS communities (Cho, Bolenfski, Tellis, Lei and Kumaran 2022, p. 8)

3.2 Accountability and Acknowledgement: Taking Action

Table 4: IBPOC Experience of Racism

Answers from IBPOC	Percentage
Experienced racism	21.60%
Witnessed racism	27.0%
Had not experienced racism	54.10%

Table 5: Where the Racism Took Place (IBPOC Experiences)

Sources of Racism	Experienced by IBPOC	Witnessed by IBPOC
BCLA Board Member	25.0%	20.0%
Library community member	75.0%	50.0%
At a BCLA sponsored space (ex. Committee, Section or Interest Group event)	62.5%	40.0%
At a BCLA event (ex. BCLA Conference)	62.5%	50.0%

Table 6: Non-IBPOC Experiences Witnessing Racism

Answers from Non-IBPOC	Percentage
Witnessed Racism	15.3%
Had not witnessed racism	66.7%
Not sure if witnessed racism	17.1%

Table 7: Where the Racism Took Place (Witnessed by Non-IBPOC)

Sources of Racism	Witnessed by Non-IBPOC
BCLA Board Member	6.7%
Library community member	93.3%
At a BCLA sponsored space (ex. Committee, Section or Interest Group event)	6.7%
At a BCLA event (ex. BCLA Conference)	26.7%

The most common situations for witnessing were from witnessing racism from a library community member, at a BCLA event (i.e., conference), or at a BCLA-sponsored space (e.g., committee).

Of the 20.5% of IBPOC respondents who experienced racism
- 37.50% said that they had experienced racism occasionally
- 25 % said that they had experienced racism several times
- 50% were 16 – 20 years into their career
- 75% also experience appearance-based discrimination

Themes

The experiences of IBPOC respondents were mixed when asked if BCLA respected the time and representation of IBPOC members. While some recognized that BCLA had been moving in the right direction, some felt that BCLA was not doing enough to address past incidents of racism, current representation issues, and expressed that BCLA's intentions did not align with current practices. Nearly 50% of IBPOC respondents have experienced or witnessed racism, primarily at a BCLA sponsored space or event. Instances of racism at past BCLA conferences were the most common examples discussed by respondents and were often accompanied with a negative sentiment that nothing was done to address these incidents. 75% of respondents who experienced racism also indicated that they experience appearance-based discrimination. IBPOC respondents were more likely to feel that reporting the incident would not make a difference. However, a substantial portion of all respondents regardless of whether they experienced or witnessed racism said they did not know if BCLA had effective policies in place to address racism.

The majority of non-IBPOC respondents felt they could not provide insight on BCLA's past and present anti-racism efforts with 59% of non-IBPOC respondents explaining that they were not qualified to answer due to a lack of lived experience as an IBPOC person. These explanations reinforce the experiences of IBPOC respondents who felt they were doing a disproportionate amount of labour on tasks that could have been taken up by non-IBPOC respondents and could potentially lead to members negating their responsibility to address racism. Non-IBPOC respondents were also more likely to express appreciation and congratulation for BCLA's current anti-racism initiatives, but non-IBPOC respondents who witnessed racism were less likely to know how or who to report to.

While the majority of non-IBPOC respondents expressed the need for greater representation and more initiatives to address racism, many non-IBPOC respondents could not recognize the ways racism and white dominant culture have perpetuated systemic issues and the distinct impacts they have had on IBPOC members. For example, some respondents suggested that anti-racism initiatives should include measures to ensure everyone is treated the same. Although 16% (20) of non-IBPOC respondents strongly agreed that BCLA was currently an inclusive environment for IBPOC members, whereas only one IBPOC respondent shared this answer. Concerningly, a small portion of members, through their responses, denied the existence of racism within BCLA.

Table 8: BCLA Climate and Culture

Survey Question	Answer	IBPOC	Non-IBPOC
BCLA is currently a welcoming and inclusive environment for Indigenous, Black, and People of Colour (IBPOC).	I don't know	24.4%	56%
BCLA respects the time and representation of Indigenous, Black, and People of Colour (IBPOC) members within the BC library community.	I don't know	19.5%	60.8%
Historically, BCLA has been a welcoming and inclusive environment for Indigenous, Black, and People of Colour (IBPOC).	I don't know	34.1%	61.3%

Lived experience is not required to understand the systemic issues experienced by historically excluded communities and act in a way that interrupts systemic oppression. Mistakes and missteps are inevitable as new relationships are created and the vulnerability associated with taking action, while not without risk, is necessary for trust-building. This tension is described by Davis and Shpuniarksy (2010) in their article *Alliances: Re/Envisioning Indigenous-non-Indigenous Relationships* within the context of building Indigenous and non-Indigenous solidarity and relationships to resist colonization. They discuss how pain can be experienced by both Indigenous people in the "struggle to confront colonization" and by non-Indigenous people as in the "struggle to look inward in their own role within colonization and confront themselves" (343).

Challenges	Opportunities
● IBPOC members feel they are carrying the load of anti-racism work ● Need to address racism as it arises, deal with mistakes openly and honestly ● Members are unclear on policies and interventions when racism takes place ● Onus is on the person harmed to report	● Build an understanding of white dominant culture, and systemic sources of oppression ● Apply an equity lens to all aspects of BCLA intentionally and in an ongoing way. ● Ensure that there are clear policies and processes to address discrimination and harm that all members and participants are aware of. Provide more clarity regarding interventions and actions that can be taken by BCLA as they pertain to incidents that take place within BCLA spaces ● Development of a mechanism for anonymous reporting.

3.3 Education and Training

In response to addressing racism in BCLA and in the sector, respondents are looking for more education and training or professional development opportunities that address:

- How to identify and address structural and interpersonal racism
- How to create anti-racism policies and guidelines for practices to address anti-racism
- Training that focuses on building and valuing experiential skills
- Opportunities for developing some bottom up-solutions, initiatives
- How to support IBPOC colleagues
- Improving interpersonal interactions (prevent gaslighting, active listening)
- How to have a generative conflict (open and honest conversations on challenging topics)
- How to obtain board and management support for equity and inclusion initiatives

Emphasis was given towards education and training that would build capacity within local libraries to address racism and provide non-IBPOC members with tangible actions that they could take. Training needs to go beyond theory and support members to apply theories to everyday practices such as collection management, intellectual freedom, supporting workers, and patrons.

However, education and training can only go so far without confronting the deeper structural issues that perpetuate inequalities. Education and training recommendations were also largely discussed in the context of reinforcing white supremacy culture through perfectionism (to avoid making a mistake or conflict), focus on individual responses to racism, and the idea that progress entails bigger or more initiatives. We all have biases and are responsible for our own education to become aware of those biases and change our behaviours.

Challenges	Opportunities
- Education and training need to be connected to plans for larger systemic/structural changes - Training and Resource Needs - Identifying and interrupting systemic and institutional racism - Building trust - Perfectionism is getting in the way of taking action - Action by leadership and non-IBPOC workers needs to accompany education and training	- Create an EDI and anti-racism "Learning Hub" - Take advantage of training modules that are self-paced and accessible (e.g., <u>Indigenous Canada.</u> - Implement a membership "onboarding" process that includes EDI and anti-racism education components. - Develop a toolkit to support library leadership and workers to move from knowledge to action. - Develop an Anti-Racism action plan that connects education and training to strategic goals and actions

3.4 BCLA Member Engagement

Table 9: Respondent Membership Status

Membership Status	Non-IBPOC	IBPOC
Current member of BCLA	51.9%	50.0%
Former member of BCLA	17.3%	32.5%
Non-member of BCLA but part of the BC Libraries community	27.2%	17.5%

When asked to name current BCLA initiatives that support IBPOC members, some respondents mentioned BCLA's mentorship program and interest groups (Community Led, Multicultural Services). However, most respondents were not able to identify current initiatives and answered the majority of survey questions with "I don't know." While a lack of lived experience as a member of the IBPOC community had been cited as an explanation, additional explanations may be found in evaluating the sentiments of members and non-members towards BCLA generally. Finally, the COVID-19 and geographic location of members may be factors that have prevented engagement with BCLA initiatives and programs.

Member respondents were looking for more opportunities to engage with BCLA through relevant programming and services. IBPOC respondents stressed that initiatives need to be evaluated for their impact on Historically, Persistently, and Systemically Marginalized groups, drawing on examples where general initiatives aimed at improving access only benefited privileged groups.

Specifically, the top three areas respondents requested BCLA to prioritize were:

1. Mentorship opportunities for staff, Board, and members who identify as Indigenous, Black or Person of Colour.
2. Outreach efforts to actively seek to increase the racial and cultural diversity of its members.
3. Provide resources and opportunities for learning and meaningful allyship to IBPOC communities.

Table 10: BCLA Priorities
*Respondents were given a list of priorities and asked to rank each one.

IBPOC Priorities	Non-IBPOC Priorities
1. Provide resources and opportunities for self-advocacy and self-empowerment for IBPOC members. 2. Engagement processes and opportunities that prioritize equity and access 3. Create accountable spaces, opportunities, and processes to discuss concerns around systemic racism, equity, diversity, and inclusion. 4. Increase access to anti-racist programming. 5. Create a committee that is specifically focused on anti-racism. 6. Sector based benchmarking to examine and quantify systems and their interaction with anti-racism.	1. Engagement processes and opportunities that prioritize equity and access 2. Provide resources and opportunities for self-advocacy and self-empowerment for IBPOC members. 3. Increase access to anti-racist programming. 4. Create accountable spaces, opportunities, and processes to discuss concerns around systemic racism, equity, diversity, and inclusion. 5. Sector based benchmarking to examine and quantify systems and their interaction with anti-racism. 6. Create a committee that is specifically focused on anti-racism.

While most current BCLA members said they strongly agreed or somewhat agreed that BCLA's communications materials were inclusive and accessible, a higher portion of non-IBPOC respondents strongly agreed that communication materials were inclusive and accessible. However, despite answering that BCLA had inclusive and accessible communication materials, many respondents were not aware of professional development opportunities offered by BCLA other than the conference.

Table 11: BCLA Communication Materials are inclusive and Accessible

Answer	IBPOC	Non-IBPOC
Strongly Agree	11.80%	30.80%
Somewhat Agree	41.20%	43.60%
Somewhat Disagree	23.50%	2.60%
Strongly Disagree	5.90%	0.00%
I don't know	17.60%	23.10%

Former members (IBPOC and non-IBPOC) listed financial reasons as a primary reason for not renewing membership and said they struggled to see the value of a BCLA membership. While BCLA does offer sliding scale membership, it is unclear whether respondents were aware of sliding scale fees. Former BCLA members who identified as IBPOC felt that BCLA did not represent their values and perceived BCLA as an organization that primarily served management level librarians and cited a lack of initiatives that

addressed issues that affected library workers. 50% of former members also somewhat agreed that their racial or cultural identity and lived experiences influenced their decision to not be a member.

Challenges	Opportunities
● The majority of members (both IBPOC and non-IBPOC) are unaware of current BCLA initiatives or professional development opportunities offered. ● IBPOC did not renew membership because of financial barriers. ● IBPOC did not renew membership because of feelings of a misalignment in values and that BCLA served library managers rather than workers.	● Evaluate outreach and communication efforts to the library community and in particular to IBPOC communities. ● Create grants for IBPOC library community members to reduce membership financial barriers. ● Ensure that IBPOC community members are aware of BCLA membership sliding scale by increasing communications and outreach. ● Consider ways to incentivize and encourage libraries to pay for membership for IBPOC staff. ● Develop more programming that is directly targeted to IBPOC workers doing frontline work and/or are at the beginning of their careers and serves their needs (the coaching program is a good start). ● Develop a toolkit and/or training for IBPOC self-advocacy and non-IBPOC advocacy and allyship. ● Create an ongoing anti-racism committee with spots for community members, BCLA board members, and staff. ● Identify BCLA initiatives that support the broader interests of library workers ● Develop racial caucusing opportunities. ● Develop sector-based benchmarking.

3.5 BCLA as a Leader: Collaboration, Community and Partnerships

While the focus of the current state assessment was on BCLA, many respondents utilized the survey as an opportunity to talk about challenges experienced at their respective institutions and several respondents discussed incidents of racism from library patrons. Libraries are struggling with day-to-day challenges and are looking for support. Specifically, respondents are looking for BCLA to lead the creation and circulation of resources including policies, guidelines, and toolkits to support the sector. While there was a sense that respondents could be looking to offset responsibility for taking on actions related to anti-racism, BCLA is well-positioned as a provincial organization to convene and lead cross-coordination within the sector to shape a standard of practice as it has done with the creation of the EDI recruitment toolkit, organizing the annual conference, and hosting community space for members through their online forums. While BCLA would not have the authority to direct libraries to take specific actions, BCLA can continue to provide space for co-creation with libraries interested in taking action and reduce barriers to collaboration within the sector.

In addition to the survey, the consultants engaged with members through a keynote presentation at the 2023 annual BCLA Conference. Throughout conference sessions, presenters and attendees emphasized the importance of partnerships in delivering programming and services due to limited funding, resources, and capacities of libraries. Respondents were interested in sharing resources and practices used to support library workers who have experienced racism. There was also an interest in building a collective understanding of initiatives currently in place at other libraries. Respondents also wanted to know what other libraries were doing to address racism and whether those initiatives were effective, especially around policy.

Challenges	Opportunities
- Ongoing need to re-balance labour of anti-racism work predominately carried out by IBPOC. - Need for more opportunities for community members and libraries to convene and share knowledge. - Many survey respondents are looking to BCLA to provide leadership, but BCLA needs to hold libraries accountable to do their own anti-racism work as well.	- Cross coordination and information sharing: - Coordinate a sector wide environmental scan of EDI and anti-racism initiatives within libraries in BC - Initiate a knowledge sharing project for libraries to share and amalgamate EDI information to reduce IBPOC labour. - Organize Knowledge Exchange events. - Create a mechanism to collect statistical information on racist incidents in libraries (see example of Project 1907)

4.0 Recommendations

BCLA: implementing institutional change	Library Community: influencing sector-wide change
General	
BCLA board and leadership to use the report to create priority actions and an anti-racism "roadmap."	Model transparency by sharing out the report along with anti-racism commitments widely on the website and through other means.
Continue to allocate resources and a budget to ongoing anti-racism work.	
4.1 Representation: Listening and Valuing IBPOC perspectives	
Prioritize implementing recommendations from the EDI Strategies in Recruitment Toolkit.	Continue to support widely sharing out the EDI Strategies in Recruitment Toolkit and advocate for its inclusion into the recruitment and hiring processes of all libraries.
Review power-sharing models of governance to include IBPOC voices in decision-making spaces	Prioritize accessible professional development opportunities and resources on EDI to offer to the library community, including ways to attract more diverse staff and move them into management positions. This recommendation must be understood as one that will likely result in incremental change as the current job market is very competitive due to limited sector funding for full time MLIS positions.
Increase representation on the BCLA Board, possibly through designated IBPOC positions. Consider including knowledge and commitment to EDI and anti-racism as criteria for joining the Board.	
Evaluate BCLA's current programming to measure their impact on IBPOC members.	
4.2 Accountability and Acknowledgement: Taking Action	
Apply an equity lens to all aspects of BCLA intentionally and in an ongoing way, starting with a policy review. To ensure that there are clear policies and processes to address discrimination and harm that all members and participants are aware of. If necessary, provide more clarity regarding interventions and actions that can be taken by BCLA.	Create a framework to increase understanding of white dominant culture, and systemic sources of oppression.
Develop a mechanism for anonymous reporting of harmful incidents that occur at BCLA events, including sponsored events organized by a third party.	

| 4.3 Education and Training	
Develop an Anti-Racism action plan that connects education and training to strategic goals and actions.	Create an EDI and anti-racism "Learning Hub." The Hub can link to self-paced and accessible programs like Indigenous Canada. Hub Resources could also include training programs that focus on identifying and interrupting systemic and institutional racism (i.e., bystander interventions) and building trust
Develop staff, board, and membership "onboarding" process that includes EDI and anti-racism education components.	Develop a toolkit to support library leadership and workers to move from knowledge to action.
	Develop a toolkit and/or training for IBPOC self-advocacy and non-IBPOC advocacy and allyship.
4.4 BCLA Member Engagement	
Reduce financial barriers to BCLA membership: ● Create grants for IBPOC library community members to reduce membership financial barriers. ● Create grants for IBPOC to attend conferences.	Reduce financial barriers to BCLA membership: ● Consider ways to incentivize and encourage libraries to pay for membership for IBPOC staff.
Increase outreach and communication efforts to the library community and in particular to IBPOC communities.	Develop sector-based benchmarking tool.
Create an ongoing anti-racism committee with spots for community members, BCLA board members, and staff to continue to guide BCLA's anti-racism priorities. Membership can be rotating and time specific.	Develop more programming that is directly targeted to IBPOC workers doing frontline work and/or are at the beginning of their careers and serves their needs (the coaching program is a good start).
Develop racial caucusing opportunities.	
4.5 BCLA as a Leader: Collaboration, Community and Partnerships	
Engage with existing formal and informal professional networks within BCLA that support IBPOC librarians, ask about their needs and provide additional support (Cho, Bolenfski, Tellis, Lei and Kumaran 2022, p. 9)	Lead cross coordination and information sharing activities, such as: ● Coordinate a sector wide environmental scan of EDI and anti-racism initiatives within libraries in BC. ● Initiate a knowledge sharing project for libraries to share and amalgamate EDI. information to reduce IBPOC labour.

	● Organize Knowledge Exchange events for libraries to share challenges, opportunities, and successes ● Create a mechanism for mapping existing EDI initiatives
	Create a mechanism to collect statistical information on racist incidents in libraries (see example of Project 1907).

5.0 Final Reflections

Author of *So You Want to Talk About Race,* Ijeoma Oluo explains, "you don't have to be free of racism to be an anti-racist. Anti-racism is the commitment to fight racism wherever you find it, including in yourself. And it's the only way forward." In a similar fashion, organizations need to acknowledge that all Canadian institutions, including libraries, are rooted in white dominant culture and colonialism. The way forward for organizations, then, is to be committed to end systemic racism and to understand that it is an ongoing effort that requires a strategic plan forward that centres the voices and empowerment of Indigenous, Black, and People of Colour (IBPOC). It is important to acknowledge the ongoing anti-racism work of BCLA in which this report is situated. BCLA has made a pledge to be transparent about this work and to achieve this transparency they have publicly stated that anti-racism is a priority for the organization. Their anti-racism priorities and actions can be followed on their [website](.).

Anti-racism as a guiding principle and building the foundations for an anti-racist organization, and eventually an anti-racist library sector can feel overwhelming. This work is multifaceted, holistic, and complex and must involve all departments, processes, and systems, "expanding as the work gets deeper" (*The Path to Becoming an Antiracist Organization. Toolkits for Equity in Scholarly Publishing Project Volunteers 2021, 2)*. Anti-racism work doesn't end, and the journey is fluid and ever changing. The journey map below provides a visual representation of how anti-racism work can be broken down into individual and achievable components – this current state analysis being one of these components (keeping in mind that all steps must be repeated and that the work is never truly done). With this project, BCLA has taken the initial steps of *assessing where they are*, *assembling their project team*, and *listening, learning, and measuring*. It is the intention that this report will aid in the *planning* and *implementation* stages. We hope that this anti-racism work will continue to be prioritized and well stewarded by leadership at BCLA and taken up by members and member libraries as well.

Table 12: Anti-racist Journey Map for organizations
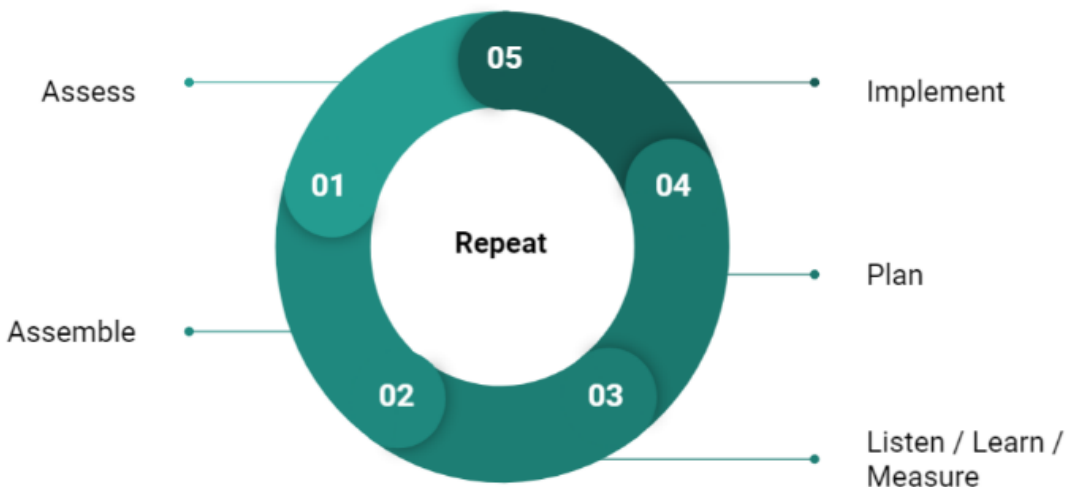
Assess > Assemble > Listen / Learn / Measure > Plan > Implement > Repeat
Credit: Dawit Tegbaru, Knowledge Futures Group, Cambridge, MA

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Appendix 1: BCLA Current State Assessment Survey Questions

Demographic Information

The following questions are demographic based to ensure survey results can be analyzed using an equity-based and intersectional lens. This is the only section with demographic based questions.

1. Do you belong to equity-seeking/equity-deserving communities?
   - Yes
   - No
   - Prefer not to answer

2. Do you self-identify as a member of a racialized community and/or as a Person of Colour?
   - Yes
   - No
   - Prefer not to answer

3. Do you self identify as an Indigenous Person?
   - Yes
   - No
   - Prefer not to answer

4. What Gender Identity best represents you? Please select all that apply.
   - Woman
   - Man
   - Non-binary, Genderqueer, Polygender, or Agender Person
   - Prefer not to answer
   - Identity not listed (please specify)

5. Do you identify as someone who is Trans or someone who has had Trans experience?
   - Yes
   - No
   - Prefer not to answer

6. Do you self-identify as Two-Spirit?
   - Yes
   - No
   - Prefer not to answer

7. What sexual orientation best represents you? Please select all that apply.

- Aromantic/Asexual
- Bisexual
- Fluid
- Gay
- Lesbian
- Pansexual
- Queer
- Questioning or unsure
- Straight (heterosexual)
- Prefer not to answer
- Identity not listed (please specify)

8. Do you identify as a person with a disability or someone with different accessibility needs?
   - Yes
   - No
   - Prefer not to answer

9. Do you self-identify as a person with neurodiversity?
   - Yes
   - No
   - Prefer not to answer

10. Do you self-identify as a person with a condition or diagnosis with mental health/ wellness?
    - Yes
    - No
    - Prefer not to answer

11. Do you identify as someone who faces appearance-based discrimination? (This may or may not overlap with other forms of physical disability.)
    - Yes
    - No
    - Prefer not to answer

12. At what stage are you in your library career?
    - Less than 5 years
    - 5 - 10 years
    - 11 – 15 years
    - 16 - 20 years
    - more than 20 years

- Prefer not to answer

13. What is your role and employment status? Check all that apply.
   - ☐ Librarian
   - ☐ Library Technician
   - ☐ Circulation staff
   - ☐ Senior management
   - ☐ Other role in a library
   - ☐ Full-time
   - ☐ Part-time
   - ☐ Auxiliary
   - ☐ Contract
   - ☐ Not currently working in a library
   - ☐ Student

BCLA Climate and Culture

14. Historically, BCLA has been a welcoming and inclusive environment for Indigenous, Black, and People of Colour (IBPOC).
    - Strongly Agree
    - Somewhat Agree
    - Somewhat Disagree
    - Strongly Disagree
    - I don't know

15. BCLA is a currently welcoming and inclusive environment for Indigenous, Black, and People of Colour (IBPOC).
    - Strongly Agree
    - Somewhat Agree
    - Somewhat Disagree
    - Strongly Disagree
    - I don't know

16. BCLA respects the time and representation of Indigenous, Black, and People of Colour (IBPOC) members within the BC library community.
    - Strongly Agree
    - Somewhat Agree
    - Somewhat Disagree
    - Strongly Disagree

- I don't know

→ 16a. Please share why you chose your answer.

17. BCLA conference topics, resources, and advocacy efforts explore and investigate issues and experiences that represent IBPOC.
    - Strongly Agree
    - Somewhat Agree
    - Somewhat Disagree
    - Strongly Disagree
    - I don't know

18. BCLA provides professional development experiences that reflect and integrate the values of anti-racism, equity, diversity, and inclusion.
    - Strongly Agree
    - Somewhat Agree
    - Somewhat Disagree
    - Strongly Disagree
    - I don't know

19. How can the BCLA improve in making its climate and culture more anti-racist?

Experiencing Racism

The following questions will ask you about your experiencing racism in a BCLA sponsored space.

20. Have you experienced racism in a BCLA sponsored space (e.g., space hosted by a BCLA section, committee, or interest group)?
    - Yes
    - No
    - Prefer not to answer

If answered yes to 20

BCLA recognizes the historic presence of institutional and interpersonal racism within the organization. All instances of racism are significant and require responsive action. This question seeks to provide nuanced information to the consultants regarding the pervasiveness of racism within the organization.

20a. How frequently have you experienced racism in a BCLA sponsored space? Once
    - More than once
    - Occasionally

- Several times
- Monthly
- Weekly
- Daily
- Other please specify
- Prefer not to answer

20b. Where and/or by whom did you experience the racism identified previously? Check all that apply.

- BCLA Staff Member
- BCLA Board Member
- Library community member
- At a BCLA sponsored space (ex. Committee, Section or Interest Group event)
- At a BCLA event (ex. BCLA Conference)
- In BCLA written content (website, email, social media etc.)
- Other please specify
- Prefer not to answer

20c. Have you ever shared your experiences with racism in a BCLA space to BCLA Board or staff?

- Yes
- No
- Prefer not to answer

20d. After sharing your experience with racism in a BCLA space, how satisfied were you with the way it was handled?

- Very satisfied
- Somewhat satisfied
- Somewhat unsatisfied
- Very unsatisfied
- Prefer not to answer

20e. How would you have liked to have seen it handled and is there anything more you would like to share about your experience?

20f. What was your reason for not sharing?

- Did not feel that reporting the incident was necessary
- Did not feel that reporting the incident would make a difference
- Fear
- I did not know how or to whom to report

- Stigma
- Risk to position in your Library community or relationship with your Library Community
- Risk to position in your workplace
- Other, please specify:

- Prefer not to answer

- 20g. Is there anything more you would like to share about your experience?

Witnessing Racism

The following questions will ask you about your witnessing racism in a BCLA sponsored space.

21. Have you witnessed racism in a BCLA sponsored space (e.g., space hosted by a BCLA section, committee, or interest group)   ?

- Yes

- No

- Not sure

- Prefer not to answer

If answered yes to 21

BCLA recognizes the historic presence of institutional and interpersonal racism within the organization. All instances of racism are significant and require responsive action. This question seeks to provide nuanced information to the consultants regarding the pervasiveness of racism within the organization.

21a. How frequently have you witnessed racism in a BCLA sponsored space?
- Once
- More than once
- Occasionally
- Several times
- Monthly
- Weekly
- Daily
- Other please specify
- Prefer not to answer

21b. Where and/or by whom did you witness the racism identified previously? Check all that apply.
- BCLA Staff Member

- BCLA Board Member
- Library community member
- At a BCLA sponsored space (ex. Committee, Section or Interest Group event)
- At a BCLA event (ex. BCLA Conference)
- In BCLA written content (website, email, social media etc.)
- Other please specify
- Prefer not to answer

21c. Have you ever share your experience of witnessing racism in a BCLA space to BCLA Board or staff?
- Yes
- No
- Prefer not to answer

(if answer **yes** to 21c)

21d. How satisfied were you with the way it was handled?
- Very satisfied
- Somewhat satisfied
- Somewhat unsatisfied
- Very unsatisfied
- Prefer not to answer

(if answer **No** to 21c)

21e. What was your reason for not sharing?
- Did not feel that reporting the incident was necessary
- Did not feel that reporting the incident would make a difference
- Fear
- I did not know how or to whom to report
- Stigma
- Risk to position in your Library community or relationship with your Library Community
- Risk to position in your workplace
- Other, please specify:

- Prefer not to answer

21f. How would you have liked to have seen it handled and is there anything more you would like to share about your experience?

BCLA Governance

Please read the following statements and indicate to what extent you agree or disagree:

22. BCLA's Board and Executive Director are committed to addressing racism.
    - Strongly Agree
    - Somewhat Agree
    - Somewhat Disagree
    - Strongly Disagree
    - I don't know

23. BCLA has effective policies and processes in place to address racism.
    - Strongly Agree
    - Somewhat Agree
    - Somewhat Disagree
    - Strongly Disagree
    - I don't know

24. BCLA's Board and staff are diverse and represent individuals from various racial and cultural backgrounds and lived experiences.
    - Strongly Agree
    - Somewhat Agree
    - Somewhat Disagree
    - Strongly Disagree
    - I don't know

25. The decisions and actions of BCLA's Board and Executive Director are guided by their knowledge of colonialism, systemic racism, and white supremacy.
    - Strongly Agree
    - Somewhat Agree
    - Somewhat Disagree
    - Strongly Disagree
    - I don't know

Please answer the following question:

26. How can BCLA improve in the area of governance in terms of anti-racist practices?

BCLA Future Priorities

27. As BCLA works to become an anti-racist organization, Board and staff would like members to help set priorities for this work. Please rank the following from highest to lowest priority. If you feel BCLA is already doing something listed below and want that to continue, please rank accordingly:
    - o Mentorship opportunities for staff, Board, and members who identify as Indigenous, Black or people of colour.
    - o Outreach efforts to actively seek to increase the racial and cultural diversity of its members.
    - o Engagement processes and opportunities that prioritize equity and access
    - o Create a committee that is specifically focused on anti-racism.
    - o Provide resources and opportunities for learning and meaningful allyship to IBPOC communities.
    - o Provide resources and opportunities for self-advocacy and self-empowerment for IBPOC members.
    - o Create safe spaces, opportunities, and processes to discuss concerns around systemic racism, equity, diversity, and inclusion.
    - o increase access to anti-racist programming
    - o Sector based benchmarking to examine and quantify systems and their interaction with anti-racism

28. If there is something that you would like BCLA to prioritize that is not listed above, please write it here.

29. What is BCLA currently doing to support IBPOC people that you would like to see continue and/or expanded?

BCLA Membership

30. What best describes your connection to BCLA? Check all that apply.
    - ☐ Current member of BCLA
    - ☐ Former member of BCLA
    - ☐ Non-member of BCLA but part of the BC Libraries community
    - ☐ Board Member
    - ☐ Staff Member
    - ☐ Other - write in:
    - ☐ Prefer not to answer

IF **non-member** or **former member** is selected

   31a. Why did you choose to not be a member of BCLA?

31b. Does your racial or cultural identity and lived experience influence your decision not to be a member?

- ● Strongly Agree
- ● Somewhat Agree
- ● Somewhat Disagree
- ● Strongly Disagree
- ● I don't know

If **current member** is selected

31. As a current BCLA member, I have equitable access to events.
   - • Strongly Agree
   - • Somewhat Agree
   - • Somewhat Disagree
   - • Strongly Disagree
   - • I don't know

32. BCLA ensures key communication materials (i.e., website content, emails, social media posts, etc.) are accessible to, and inclusive of diverse groups.
   - • Strongly Agree
   - • Somewhat Agree
   - • Somewhat Disagree
   - • Strongly Disagree
   - • I don't know

33. Is there anything else you wish to add or share with us?

Appendix 2: Glossary of Terms

2SLGBTQIA+: An acronym for two-spirit, lesbian, gay, bisexual, transgender, queer, intersex and asexual, while + stands for other ways individuals express their gender and sexuality outside heteronormativity and the gender binary.

Ally A person who supports and celebrates equity-seeking groups, interrupts and challenges oppressive remarks and actions of others, and willingly explores biases within themselves.

Anti-racism: The active process of identifying and eliminating racism by changing systems, organizational structures, policies and practices and attitudes, so that power is redistributed and shared equitably.

Appearance-based discrimination refers to the differential treatment of an individual by another based on the physical aspect of someone's visible body and adornments (i.e. larger bodies, tattooed bodies, hair texture or style, cosmetic disfigurement, anatomical loss, etc.)

Decolonization: The active resistance against colonial powers, and a shifting of power towards political, economic, educational, and cultural independence and power that originate from a colonized nation's own indigenous culture. This process occurs politically and applies to personal and societal, cultural, political, agricultural, and educational deconstruction of colonial oppression.

Diversity: Differences in the lived experiences and perspectives of people that may include race, ethnicity, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical disability, mental disability, sex, gender identity or expression, sexual orientation, age, class, and/or socio-economic situations.

Emotional Labour: The process of managing feelings and expressions to fulfil the emotional requirements of work. More specifically, workers are expected to regulate their emotions during interactions with supervisors, managers, and patrons. For many BIPOC individuals, this includes managing feelings and expressions when encountering incidents of racism, white fragility, and microaggressions daily.

Equity: This term refers to achieving parity in policy, process and outcomes for historically and/or currently underrepresented and/or marginalized people and groups while accounting for diversity. It considers power, access, opportunities, treatment, impacts and outcomes, in three main areas:

- **Representational Equity:** the proportional participation at all levels of an institution;
- **Resource equity**: the distribution of resources in order to close equity gaps; and
- **Equity-mindedness**: the demonstration of an awareness of, and willingness to, address equity issues.

EDI or DEI: An abbreviation for diversity, equity and inclusion used frequently in academic institutions and in human resource departments.

EDI/DEI Lens: To put deliberate focus on diversity, equity and inclusion in both the decision-making process and outcomes.

Equity-seeking/Equity-Deserving: Communities that experience significant collective barriers in participating in society. Barriers could include attitudinal, historic, social and environmental barriers based on age, ethnicity, disability, economic status, gender, nationality, race, sexual orientation and transgender status, etc. Equity-seeking groups are those that identify barriers to equal access, opportunities and resources due to disadvantage and discrimination and actively seek social justice and reparation.

Gender Identity: A person's internal and psychological sense of themselves as man, woman, both, in-between, neither, or another understanding of gender. People who question their gender identity may feel unsure of their gender or that they are not of the same gender they were assigned at birth.

IBPOC: Indigenous, Black and People of Colour.

Inclusion: An active, intentional, and continuous process to address inequities in power and privilege, and build a respectful and diverse community that ensures welcoming spaces and opportunities to flourish for all. Workplace Inclusion is an atmosphere where all employees belong, contribute, and can thrive. Requires deliberate and intentional action.

Intersectionality: The interconnected nature of social categorizations such as race, class, disability, sexual orientation, and gender identity as they apply to a given individual or group. Intersectional identities create overlapping and interdependent systems of discrimination or disadvantage. (UBC Equity)

Neurodiversity: A concept that regards individuals with differences in brain function and behavioral traits as part of normal variation in the human population. The neurodiversity movement is about uncovering the strengths of neurodiverse individuals and utilizing their talents to increase innovation and productivity of the society as a whole.

Mental Health Wellness: Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices.

Person with a disability: A person with a disability is someone who has a significant and persistent mobility, sensory, learning, or other physical or mental health impairment, which may be permanent or temporary; experiences functional restrictions or limitations of their ability to perform the range of life's activities; and/or may experience attitudinal and/or environmental barriers that hamper their full and self-directed participation in life.

Systemic discrimination: Practices or attitudes that have, whether by design or impact, the effect of limiting an individual's or a group's right to the opportunities generally available because of attributed rather than actual characteristics. It also refers to a combination of rules or practices that may not seem discriminatory when looked at individually, but together result in discrimination.

Trans Experience: The experience of having your gender identity differ from the sex you were assigned at birth.

Two-Spirit: A contemporary term that refers to the historical and current First Nations people whose individuals' spirits were a blend of male and female spirits. This term has been reclaimed by some in Native American LGBT communities in order to honor their heritage and provide an alternative to the Western labels of gay, lesbian, bisexual, or transgender. Traditionally within some Aboriginal

communities, two-spirit peoples were considered to be visionaries and healers who fulfilled roles assigned to both sexes and/or other roles reserved only for those who attained the highly-respected status of two-spirit.

Sources of Terms & Concepts

Alberta Civil Liberties Research Centre
Black Health Alliance
How To Be An Anti-Racist by Ibram X. Kendi
Me And White Supremacy by Layla F. Saad
National Collaborating Centre for Indigenous Health QMUNITY
Racial Equity Tools
SFU Public Interest Research Group (SFPIRG) Simmons University Library
UBC Equity & Inclusion Office
University of Washington

For more information & website links please visit: https://thecommonsconsulting.com/resources/