

Santa Ono: I'm Santa Ono, the President and Vice-Chancellor of UBC. Today on Blue and Goldcast, we're exploring how one UBC faculty is integrating anti-racist and social equity frameworks into the natural sciences and partnering with community along the way. I have four wonderful guests with me today. Will Valley is an associate professor of teaching with the Faculty of Land and Food Systems.

Will Valley: Hi, Santa. Thanks for having me.

Santa: Stephanie Lim is the Land and Food Systems Community Relations Coordinator.

Stephanie Lim: Hi, good afternoon.

Santa: Tatyana Daniels is a research assistant and dietetics student. She's a member of the Gitxsan and [unintelligible 00:01:37] First Nations.

Tatyana Daniels: Hello, thanks for having me.

Santa: Joining us all the way from Taiwan is one of the community partners working with land and food systems. Kevin Huang is the executive director of the Hua Foundation.

Kevin Huang: Hi, thanks for having me.

Santa: I want to welcome you all to Blue and Goldcast, and thank you for the work that you're doing. Let me start with you, Will. How did land and food systems realize that it needed to change?

Will: That's a great question. It's an interesting question because we are a faculty of natural sciences, but we find ourselves increasingly incorporating social sciences and elements of the humanities into our curriculum, which is a bit different than most faculties of natural science. We have had a core curriculum in our faculty for a while for about 20, 25 years, which allows us to have a bit of flexibility in what we teach and how we teach. Students from the different majors within the faculty are required to come together and work on interdisciplinary problems, problems related to food system sustainability, food security, food sovereignty, food justice.

Through that, we've had a long partnership with community organizations as part of the requirement as part of the curriculum. Around 2014 or so, we were engaging in community-based experiential learning projects and one particular partnership on Downtown Eastside. We had received some feedback from the organization that expressed some concerns about how students were being prepared to show up and to be present in the Downtown Eastside and engaging with their clients.

It was to the point where the committee partner gently but firmly said, I think we're going to have to take a step back from our collaboration because we don't feel our students are being prepared and at times might be causing harm with the clients and with the individuals, we're working with. At the same time, around 2014, we had one of our students, Julian Napoleon, then he is a nation up at Peace River. In his final reflection on the course, he politely and firmly also stated his disappointment with the

course because we hadn't quite captured what he expected to be a prominent theme within a course that looks at community food security and food insecurity.

His question was, where's the indigenous perspective? He said we didn't cover anything about colonization in the entire course. He was right. We hadn't addressed issues of colonization. We hadn't discussed specific issues related to what indigenous communities were experiencing in Canada. He said, "I enjoyed the course. I appreciated the skills I'm developing, but I'm disappointed that this is absent."

At the same time, the field of food systems education was also transitioning and acknowledging this great limitation, that are we really talking about the root causes of some of the issues in our courses? The answer was, no, we're not talking about the heart issues, we're not talking about issues of race, we're not talking about colonization, and so we need to do better. Around 2014, we started thinking about how we can better incorporate those types of themes into our courses to better support our students.

Santa: Which was the more powerful influence on your decision to thinking about changing. Was it the student input or community input?

Will: It came from all three sides at once. As an instructor, my primary responsibility is towards students and student learning, and because of our pedagogical approach that engages with community, we also have that dual responsibility to make sure that our community partnerships are reciprocal and respectful. It was that combination of the two that really hit us hard.

Santa: Well, I really applaud you for taking all that into account and reshaping the course and what's taught. Stephanie, what are your perspectives on what we've been discussing?

Stephanie: My background before I came to work for UBC was working in community food security organizations for about 10 years. During that time, I had been approached by different students who were undergrads within LFS, who were interested in doing community-based projects with the various organizations that I'd worked with. Just being a part of the conversation and the networks of NGOs and different nonprofits who had hosted students.

I heard a lot of feedback both from students themselves, who I worked with in a volunteer capacity in different organizations who were students in the faculty speaking to other community partners about their experiences hosting students and I myself had a lot of concerns about many missed opportunities that I was hearing about within the LFS curriculum and also within these partnerships with community organizations. The potential for students to inadvertently do harm if they were underprepared for the kind of complexities that they were going to be dealing with.

When I had the opportunity to come and work with LFS, and think about ways that the university could partner in reciprocal and responsible ways, with community partners in a way that would be really mutually beneficial and truly enrich the student experience, better prepare students to be professionals in the field, who are not only knowledgeable about concepts around dietetics and nutrition, or the science of

agriculture, but really thinking through those socio-economic complexities within which the food system is enmeshed, it seemed like a really great opportunity for me to get involved. That's the story in a nutshell.

Santa: Well, thank you very much for that, Stephanie. Tatyana, as a student, what do non-indigenous students and faculty need to understand about the experience of being indigenous within higher education within UBC, especially when it comes to talking about land and food systems?

Tatyana: There's a big contrast between reasoning for when an indigenous student who comes from reserve wants to pursue post-secondary education and you come with a community behind you, and a community supporting you, but also a lot of responsibility to get back to your community because as indigenous people, we come from a strong, connected background with our family and our communities. When people go off to post-secondary, it's often a community accomplishment. It's seen as something that will benefit us.

In terms of coming to UBC, I was really surprised when I came to UBC especially in LFS because I grew up really cultural. I grew up on learning a lot of things. I grew up working with the land and traditional harvesting of foods and stuff like that. When I was in high school in grade 10, that's when a lot of the issues regarding the Enbridge Northern Gateway Pipeline came. Then I saw this as one of the things that I was really passionate about and protecting our land, which is **[unintelligible 00:08:25]**, we call it in Gitksan.

As I got older, I realized that I want to pursue a health education program, but I also wanted to incorporate what I know about preserving our traditional food systems and protecting our land. Later on, I realized that UBC had the faculty of land and food systems and I thought this was going to be a perfect thing for me to go into. I was like, "Oh, UBC is so good with indigenous issues. I get to go into a faculty that really focuses on land and food systems."

I came in and then I was surprised with how unsafe I felt within the classroom and how unprepared people were to discuss the hard topics that people who are marginalized and face different systems of oppression in the food system aren't really talked about. When you go out into the field, then it's hard to work with and it's a lot more harmful sometimes when you go into an indigenous community or help indigenous patients without coming from a trauma-informed approach.

I know that was a lot but that was my experience with the whole program and coming to UBC and what it means to be an indigenous student walking in two worlds when you call a two-eyed scene. In one way, you're walking with the indigenous knowledge and you see from that perspective, and then you also walk in the Western world, where you see from that perspective, and the indigenous students can come and combine the two.

Santa: Understood. Well, we apologize that that was your experience and we are committed as an institution to changing that. We look to LFS as really a leading example at this institution about how we're moving to a better place and we're committed to change.

Tatyana: I was going to say working with Will and stuff and now meeting Kevin has been really inspiring and has been really supportive with my UBC experience. I'm grateful for the people that I've met within LFS who helped shape my experience at UBC.

Santa: Well, that's great. Kevin, what does this kind of change mean for the community partners?

Kevin: For me, I think I got involved several years back when it was actually Stephanie that approached me to try and engage on LFS 350 or maybe one of the courses for a group project. For me, I knew that Stephanie knew how Hua Foundation as an organization that operates in Chinatown and primarily focuses on working on what we call the parallel economic food system that is built out of racism and specifically focusing out of the long-standing Chinese and Chinese-Canadian history and out of China town.

I think that knowing that Stephanie knew that I had a little more faith and trust in terms of Stephanie and the teaching team would prime the students a little about what they were going to engage with Hua Foundation on. I can say that in the past with other academic student groups that I have engaged, there was a lot of mismatch in terms of academic understanding of a topic and also a genuine true on the ground application of such topics. I found that it took in a semester probably like two, three weeks, maybe longer for the students to actually understand how we're doing something.

By then, it's already all the way halfway through the semester. There's also the added burden that I feel oftentimes where community partners are tasked to educate and really put on the emotional labor, especially if you're a racialized and, or working with marginalized groups to work with the students on the social and equity aspects of the work. This is where I feel LFS through I think three projects maybe four now to date, I've always found that a little easier with LFS students because knowing that Will and Stephanie and the teaching team has started introducing these concepts within lectures and made these concepts connect on the ground for those students that are out in the field.

Santa: Well, I agree with that. That's not what I was saying. It wasn't to have one course. I wanted it to be totally latticed throughout the curriculum but is there an advantage to prior to say a first-year student coming on to campus that they have a virtual module or something, so they hit the ground running if you will, but there's a commitment by the institution and the faculty throughout the entire time that they're here.

Kevin: I do feel that there are various ways and we do need to find ways for various types of learning, both experiential online, which is more important now with the pandemic and also various variety of experiences. I think that this is not just like a linear lattice even, even like a wide breadth of experiences for students before they even enter UBC, for example, I think is really important. This is a societal change that we need to see.

Santa: I agree completely. Now, how does the Hua Foundation, what does a partnership look like with faculty members and students in LFS?

Kevin: For Hua Foundation, we've been very fortunate to work with LFS 350 specifically. It's in the field course for the students and typically the teaching team reaches out every semester to ask if we're taking any students and placements. Then we submit our project and with that in mind given how it's our app we've already done three or four projects, I know the capacity of the students and knowing how much students bandwidth and opportunity I have to work with them is really important in terms of how I design placements and opportunities for them with my organization.

Sometimes it doesn't match so we skip a semester but typically there are packages that I've already designed in advance so that the students can be easily placed in and we can hit the ground running once they're placed in, but this requires a lot of longterm planning and I think things are made a lot easier for me and Hua Foundation knowing that LFS 350 we have this ongoing relationship. The first deal I have to say was a bit harder just because you're like, "Oh, there's an opportunity, we got to set things up within a month." As a nonprofit, you might not have the resource allocation for that set aside and that flexibility. I think, especially when you were working with nonprofits, a lot of lead time, a lot of trust-building, and hopefully a continued relationship definitely all helped the academic to community partnership thrive.

Santa: Well, Kevin, we're very fortunate to have this partnership with you. Thank you for your commitment to us. Stephanie, how do you make sure that students are not just learning when they're out in the community, but that it's a two-way exchange between them and the community they're in?

Stephanie: I think it's really important to think about opportunities for the students to learn from their community partners and their community partners to learn from both the students and from their ongoing conversations and relationships with us from the LFS side as we support them directly through conversations around project scoping and project description, as well as our conversations with the students about how they're approaching their work. For example, we had some students who were working for an organization which largely serves Chinese clientele, mostly Chinese-speaking, first language Chinese members.

As it happens, none of the staff at that organization speak Chinese. They were hoping that our students could help them to administer this participant survey so that they could have a better understanding of what their members were interested in, what their experience was accessing services. Our students went and they did a survey, I think it was something like 80 or more members of this organization to better understand their experience accessing food through the nonprofit. The students were able to collect stories and experiences from the members that the staff had never been able to do before them, which really, I think is a substantial contribution to the organization.

It helped them to rethink their food procurement policies and made them rethink the appropriateness of the food that they were delivering in terms of cultural appropriateness and nutritional quality. At the same time, we have questions about as the teaching team, how we were preparing the students to do that work. For example, interviewing people who are accessing emergency food are in a bit of a vulnerable position. We wonder, are we preparing the students to the best of our

ability to approach those interactions with people in the community with the most sensitivity, with the most appropriate behavior.

There's actually learning that's happening between the students, learning how to do and understand community needs and community needs assessment. There's the community partners' ability to learn from information that the students are able to gather. Then there's ongoing reflection for the teaching team as well about are we doing a good enough job here to support the students so that again, they're not inadvertently making people feel uncomfortable or inadvertently perpetuating harm, even in these really critical interactions where they're collecting or doing research on super important topics.

Santa: What's clear, there's a learning experience all around. I think that many people can learn not only in LFS but in other faculties from the experience that you describe and the interactions with the community. I'm going to turn to Tatyana. I understand that you sometimes are paid to present to other land and food system students. Tell me about what you talk about.

Tatyana: As I mentioned before, I grew up with a lot of cultural knowledge and learning about the land and preparing our foods for the winter and stuff like that, and harvesting them. I tie a lot of that into my lecture because it's indigenous food sovereignty from the get some perspective. I talk about my experience growing up on reserve, all of the different experiences, both good and bad from growing up there. The community relationship. I talk in my introduction, a lot about history of colonization, intergenerational trauma, the current issues that keep going on within Canada for indigenous people such as Indian residential schools, the impacts of that missing murdered Indigenous women, and how these all come together and tie into a big systems perspective on how it all impacts indigenous food sovereignty, and all of the complexities within that.

Santa: Seems to me as if it's quite a powerful interaction. For you, it's probably emotional and also for the students. As you pointed out, it's the first time for them to really start to understand. Do you find that it's a growth experience for the students that you're interacting with?

Tatyana: Yes, I get a lot of great feedback afterwards. It happens throughout the year too. There are people who come up to me right after the lecture and people who are like, "Hey, I learned a lot from you in your lecture. Thanks for being so open and vulnerable. You've helped me see a lot of things that I've heard before, but didn't really understand it in a way that you mentioned it and how you shared your own story from it." It's been a learning experience for myself as well. It's just a really great opportunity and to be able to have a conversation with my peers and being able to share my story. I feel like it's a great learning opportunity for myself and whoever's in the classroom. I hope that they enjoyed it and learned something from what I had to say.

Santa: I'm sure they did. Tatyana, we're lucky to have you here at UBC and in LFS telling those stories to your fellow students.

Tatyana: Thank you so much.

Santa: I'm a professor too. I don't get to teach as much as I want to, but first of all, Tatyana, the fact that you were able to walk into a classroom of peers-- I remember the first time I did that it was that many individuals. I was petrified. How did you feel Tatyana? Were you nervous?

Tatyana: Yes. I was initially really nervous. I was like, "I don't know what I'm going to say because I just prepared my slides." I just spoke from what I knew it was my own experience because that was the only way I knew how, and from there I gained my confidence. It was always really scary at first. It's like, "What am I going to experience today? With what I share, what is the reaction going to be like?" With time, I got more and more confident, but initially, it was really scary. I think also because I've spoken at conferences for a couple of years before I started lecturing at UBC, that I was able to have a better transition into being able to speak to a larger class size.

Santa: It's really impressive what you did. I just want to let you know that.

Tatyana: Thank you.

Santa: Will, how has this approach, the overall approach changed your own teaching?

Will: That's a great question. I should also clarify that when Tatyana talks about the lecture it's to a large lecture, it's about 150 students. Our students in our classes in our second year are about 300 students. The scale at which we're trying to bring students into community, engage with these difficult topics we think is unique within sustainable food systems education programs, and that in particular might be some of the challenges of this approach. Is that we have this opportunity to reach all the students in the faculty to engage in these difficult and challenging issues but they are also-- with the size of students and the scale, we have to be a bit more attentive to what it feels like.

Are we supporting our students to engage in these conversations? We have quite a diverse background of students and because we're a faculty of natural science, it's quite rare that these topics have been brought into the lecture hall. Lecture halls are fraught with power imbalances already, and then within peer groups as well. How do we bring up these topics without, in some ways, retraumatizing or secondary traumatization of students? How do we prepare them for these difficult conversations so that we need to talk about them? We need to engage with them and then bring them into their professional lives. I think that is bringing the material in and the professional development and support that I've had from Stephanie, from Tatyana, from Kevin has been essential.

I think where we're moving forward is looking at are we doing enough to support students to have these conversations so that we can be generative as we move forward? Reflecting upon past experiences, I'm not sure I've done enough to cultivate that safe learning environment. That's where I'm thinking about or where I'm learning towards developing better pedagogical practices.

Santa: Now, Will, you've been able to-- How many times have you done this?

Will: Since 2018 is when we really doubled down and we're much more explicit. Part of it is that we decided in 2018 to be more explicit about the issues we're talking about. We talk about class, gender, race, decolonization explicitly. Since then, it's been about six semesters in this one particular course where we bring these conversations right into the lecture hall, into our small class discussions and we craft projects. Not all of our projects, we have about 28 per term, but some of them are deep dives for the students also to go into. It's been about six iterations so far.

Santa: You have a lot of experience and I have a question. In conversations with other members of the faculty and in LFS, what do they say to you about the impact of the course on the students that they have after taking your course?

Will: To be honest, we don't often have as much time as a faculty to talk about these impacts but we do have hallway conversations. What I've recognized and what's happened is that there are other faculty members in LFS. It's a faculty of natural science, but it is being represented in their scholarship and in their classrooms. Dr. Hannah Whitman, the Center for Sustainable Food Systems, one of our key papers that we use in our third-year course is about the parallel alternatives of alternative food systems in Vancouver and looking at and centering on the history of discrimination against Chinese farmers and Chinese landholders, Chinese businesses within Vancouver. Dr. Eduardo Jovel who I had the opportunity to co-teach with for this particular course.

He's been for a long time focusing on indigenous issues, indigenous health, and he continues to push that forefront and hold that space in our faculty. Dr. Tamara Cohen, who's our new director of dietetics, is also relooking at the whole dietetics program and asking if we can push towards decolonization within the dietetics program, how do we increase more indigenous content? We've been having lots of conversations about what that might look like and how do we do that in our large classes and what are the impacts on the dietetics students already? There's other folks in the center for sustainable food systems who well, they're looking at issues of land from a natural science perspective, but they're always engaged with farmers or community members, and equity lands is a big part of their practice?

Last, I'd say Dr. Jennifer Black also has been working tirelessly on issues of gender and issues of inequality from the perspective of community health and bringing in healthy lunches in classrooms and schools, and her work with community nutrition. There is a lot going on in our faculty. One thing that we've noticed in this time of COVID, and since your email is that we recognize we need to form a community of practice so we can do this better for faculty and staff. There's a lot of interest and there has been a history of engagement. It's growing as well.

Also our Dean, Rickey Yada, he's been very supportive. He supports our community relations coordinator, he supports our projects, we have about 56 projects a year in our third-year course, 60 projects in our second-year course. He's been very supportive of bringing in these issues of class, gender, race, colonization, right into our core curriculum because he recognizes the importance and the values of our students understanding these root causes of many issues we see in the food system, and how necessary it is to have that in our core curriculum so that our students can feel more prepared for the types of issues they're going to be having to address once they graduate, once they're in the workforce as well.

Santa: Well, thank you for that. It's really inspirational to hear. It's actually many people in LFS are involved and it's clearly having an impact on the students. Thank you, Will. I don't know if you do what I do when I walk into a classroom. You've pointed out, it's quite a diverse group of individuals, and they have many different life experiences but you can't help notice how people sit in a lecture hall. The question I have for you is as the term progresses and they're learning a lot about indigenous peoples and you're addressing difficult topics, do you see a change in how they sit in the lecture hall as time progresses? You would hope so.

Will: This is interesting. We actually in our third-year course, we have somewhat of an assigned seating protocol. We have adopted team-based learning, an approach that was built at UBC but part of team-based learning is to help address issues of accountability and engagement in a large lecture hall. Students sit with their groups from the second week once they meet the group members. In the lecture hall, they sit with the group members and we have activities that are designed to have kind of low risk, engagement and response, as well as more in-depth conversations amongst the group.

What I do notice is that often there is apprehension at the beginning of the lecture by students to see where are we going with this topic. When you talk about gender about I'd say 75 to 80% of the students in our faculty identify as women or are women. When we talk about gender, and I identify as a cis-gendered heterosexual white man. I think there's some apprehensive thing so how is Will going to bring up this topic? How is Will going to engage and facilitate? Steph does provide lecture content as well from the perspective of a woman of color, and we have Tatyana come in and talk about indigenous issues, but I do feel some responsibility for doing the labor of presenting these issues from the perspective-- Not from my perspective, but from my role. We see at the beginning, possibly questions apprehensions, but then it's getting into, I think students, we build a bit of trust within the lecture hall. We've had it where students, almost we run out of time in the lecture. There's so many great questions and discussion pieces that go on at times, that I think it helps get them engaged in that way. In some ways, it's almost like a softening.

Santa: Tatyana mentioned after speaking to other LFS students, did she notice a change in how they interact with her? Having done this a number of times, Will, what do your fellow faculty members say about the students that have been through this course?

Will: That's a great question. To be honest, I haven't had as many conversations with fellow faculty members about some of these specific issues. I have a few conversations with faculty members who teach around the social determinants of health. We are a faculty of natural science so it's really still quite rare that these topics get explicitly addressed. We're still not at that point, I think, in the faculty where it's as widespread that these conversations are happening elsewhere but I think what we're seeing in these past few months, the interest and the urgency and the need to bring it in it and the interest is rising.

I'm looking forward to having more conversations with faculty members about these issues, sharing my experiences on how we're trying to bring it in responsibly into our courses. At this point, we haven't had this open conversation yet.

Santa: Well, hopefully, this podcast will be listened to by many people because I think many people need to hear what's happening in LFS through this very, very innovative powerful course. I have a question for each of you and I'd like to have each of you answer the same question. Beyond this podcast, how do we broaden this conversation to other parts of LFS for all of our faculties? How do we do that, Stephanie?

Stephanie: I guess well, one of the conversations that we've been having on an ongoing basis with the teaching team, and also with our community partners is how, for example, LFS 350 as a course shouldn't be just a standalone only course in the whole faculty. They really dig seriously into these issues of marginalization, racism, and oppression. Then it actually is quite difficult for us as a teaching team to get the students up to speed or feel prepared to deal with the complexities that they're going to see when they're working in different community organizations.

If they're talking about gender, if they're talking about racial oppression, if they're talking about colonization in this third-year course for the very first time. If they're not required to really think about these issues in a structured classroom setting with facilitated dialogue, with peer-reviewed literature, in the lead up to getting to this point. Trying to think about ways that these concepts can be scaffolded throughout the curriculum is really, really important. I'm a person who comes from the Faculty of Education from Educational Studies, and I've taken many courses in the gender, race, and social justice Institute in and around campus.

I know that these topics are being discussed in different ways in different disciplines but to try to think about ways that we can encourage all instructors, and all courses to think about how these concepts actually do apply in the specific setting of the material that they're trying to teach. LFS is a natural sciences faculty, and that can create or perpetuate the assumption that issues of systemic oppression are peripheral to the work that we do as scientists, whereas actually, it's important to think about how oppression shows up in all of these different disciplines. There's no innocent discipline out there.

How do we address that as professionals? How do we deal with that as academics, as scholars, as people who are paid to think and produce knowledge? What does that look like in our different fields? I think opening up those conversations, perhaps thinking about pedagogy, thinking about how do we teach these concepts is a good way to begin those conversations. What that looks like is going to be different for every instructor, it's going to be different for every course but there's unfairness I think expecting too much when there's just the one course in the whole faculty, potentially expected to deal with all of the all of that complexity. I'm sure other people have things to say on that topic.

Santa: I agree 100%. As an institution, I ask the question because I really want to make sure that we provide the supports that are needed to broaden the conversation, whether it has to do with providing funding so that people have the time to focus on discussing between faculty members in different faculties. What the experience has been, sharing best practice, perhaps supporting some kind of a retreat or a symposium where faculty members can share their ideas. All these things are on the table, and I'm all yours about what we can do. Let me ask you, Will, how can we help?

Will: This is a great question. I agree with what Stephanie and Kevin brought up, as well, the idea of scaffolding. We did have a paper published recently looking at inequity competency in food systems education. Part of it based on our experience in the classroom, and based on what we know about these issues is that we need our students to be aware very early on basic definitions. What is the definition of racism? We've had students who ensued evaluations of teaching-learning say that we found that racist that the teacher would talk about white privilege. That's a racist term. In the definition of racism, the scholarly definition we use, identifying white privilege isn't a racist term.

Having some of the foundational understandings of key terms, racism, patriarchy, colonization, a bit more background on the impacts of colonization. These fundamentals can be taught online. It's that declarative knowledge that we can put into online courses, we can test. We know how to get these definitions and facts through. Then we can build upon them in face-to-face experiences in a way that might be less harmful for other students. I think we can do a better job at scaffolding some of the fundamentals so that we can then apply them later on in different courses in different areas.

The other part and this was part of what I experienced, is that I was not prepared to engage with this material based on my natural science background. I had support from a field of scholarship from community partners from staff like Stephanie, and from Tatyana coming into my office and saying, "You have to do better. Your rubric here is oppressive, change it." Once you know this material, or once you know how you designed your rubric actually discriminates against Indigenous students, what are you going to do? Are you just going to let it happen or are you going to make the changes? Having the support and being pushed to do better was a big part of it.

That's where I'd say faculty development needs to be part of this. Bringing in these issues isn't like bringing in new developments in your field. It's a whole new way of thinking about how you teach, who you are, how you show up? I do think that one big part of the strategy is helping faculty understand their role, the complicity that they're part of a colonial institution, an institution built on white supremacy. It doesn't mean they're at fault or necessarily racist, but it means that we're complicit and we need to work on doing better to dismantle those systems of oppression. Faculty development is one area, as well as learning from the faculties and the educators who have been doing this for a while.

One of our colleagues said, it was a great comment when I was describing our work, she said, "Wow, your field is about 20 years behind." To me, that was a fascinating comment, but also her willingness to say, "Let's bring you up to speed. We can do this because we've been working on this for a while." That recognition beyond our silos that others have been doing it and they can support us in doing it better is a big part as well.

Santa: That's very helpful, and we certainly are complicit. That's why I apologized for UBC's role in residential schools. People didn't understand it, but thanks for articulating it very clearly why we have to change as an institution. This is a big part of that. Tatyana is not a typical student?

Will: No.

Santa: Not only can she teach in front of hundreds of fellow students, but she also came to you and said, "You have to do better." Tatyana, how can we be more supportive of you and your fellow students so that you realize that we want you to come forward, that we know that we have to hear from you about how we can be better?

Tatyana: I feel like one of the things that are lacking for the most part at UBC is a safe space because I know that there are multiple conversations that I have all the time with other Indigenous students from other faculties that have all these concerns about their experience in the classroom with their professors, with an organization, with a club. There are so many things within UBC that are discussed but not actually being brought forward because there's a feeling of unsafeness. There's a lot of ideas on how to make some change, but there's not enough opportunity on voicing these concerns and providing the support to actually get these done with the students who know best on what to do because they have lived to experience, the experience of the racism, the injustice at UBC and within different faculties there are going toward one goal to help indigenous students be more comfortable and heard at UBC. I think just providing a safe space and opportunities to speak out would be really good because I know so many wonderful indigenous students at UBC.

Santa: Absolutely. I don't know if you are familiar with the commitments that I made to address systemic racism. One of them was really focused on ensuring that we develop those spaces. Thanks for pointing that out, Tatyana. Kevin, your thoughts on how we can continue this momentum.

Kevin: I agree with a lot of comments shared by Stephanie, Will, and Tatyana because as a community partner, we are kind of an outsider, but I think when we're tackling broad societal challenges around like racism, we do need everybody to play their role and everybody's role is different. There were moments where I worked with LFS students where the group that I was working with came back to me and said, "I learned that in class. I understand how you're asking us to approach say a business now." Because a lot of the frameworks around language barriers, around built-in assumptions around stereotypes was taught in an academic setting and here I am asking them to apply it in the field experience.

I think that is something special that I think as a community partner that wants to work with an academic institution, we should definitely try and do more of moving forward because there's something about learning about racism as a theory, but there's also something about dismantling racism in your day to day life and in your professional work. I think this is where there needs to be more of a concerted effort and honest discussion on what that can look like between academia and community partners.

Santa: Absolutely. Having a community relations coordinator like Stephanie is not something that exists in every unit in every faculty. Stephanie clearly this conversation highlights how important that connection is. Perhaps that's one thing that UBC can do to be better and to be successful in addressing systemic racism. You have something that you want to say, I think.

Kevin: Yes, thanks. Specifically for that, I think I've worked with other departments and other institutions before, but I think what's really key about my experience with

LFS is that it's an ongoing relationship and that community coordinator position really allows that to grow and thrive and dedicate the time. When I have challenges or issues or questions on how I can support the students that I'm working with better, I know exactly who to turn to. I think that's really something that if we're tackling something such as race and racism, de-colonization we know that we can't do it in one course and with one student group, but we are able to have that conversation and that trust to be like, "Okay, we can bring this student group to this place and we can bring the next student group to another place." I think that's where it's been really special to work with LFS.

Santa: Thank you very much, Kevin. Stephanie, any closing comments?

Stephanie: Sure. I think we're all familiar with the fact that there's a long history of universities having an unequal power relationship with community, having an active role to play in the perpetuation of racism and different kinds of oppression. The kind of partnership that LFS is piloting by having a community relations coordinator, I think is really key in thinking about dismantling or trying to mitigate some of the harms that happen within that power difference and the way that happens when our students are doing, whether we call it community service learning, whether we call it community-based experiential learning. There are many different names, but when we have our students going out and working in the community, hopefully for the benefit of everybody, but definitely with a central focus on student learning, having a thoughtfulness and intentionality around how we support those projects, those undertakings is so critical. I think that thinking through longterm relationships around shared goals, what does the university want and hope for from these relationships, what the community partners hope for and want out of these relationships, and how can we line up those goals for the benefit of students? That's really, really a key piece. I think as we are moving into a world where students are having to develop all-new professional skills and adapt to a changing world, we want to put them outside the classroom and to think about what learning looks like in non-traditional contexts, but even within all of that, how do we ensure as teachers, as instructors, as educators, that that's a kind of learning that's happening in a responsible way, in a way that's in relationship, in a way that is not about sort of thoughtlessly perpetuating power imbalances? That's really, really key for me. I think when different departments or different units are thinking about increasing the number of projects may be that students are doing outside of the classroom, thinking about how we resource and stuff and support those kinds of undertakings in a really appropriate and robust way is so important. I'm sure Will has some things he'd like to say to that but from my perspective, that's really key.

Santa: I hear you, Stephanie, and I want to talk with you offline about how we as a university can support you better in LFS as well as across the institution. Before I turn it over to Will, Tatyana, anything you'd like to share as closing comments?

Tatyana: I think with the team that we have here with Will, Steph, and Kevin, that things are well on their way for LFS to doing a lot better and integrating a lot more social issues within the science courses that we have and taking time to focus on them is a really great thing. I'm so happy to be part of LFS because I learned way more social issues than I did within my microbiology program, which was something that was a lot more interesting and was able to tie to the whole other parts of the natural world. That was something that was really fascinating to me. LFS is a good

faculty and I'm looking forward to seeing what else develops from the work that is being done.

Santa: Thank you very much. Now, Will, I'm very grateful to you. You reached out to me after I started to make some commitments as to what the university should do moving forward. I'm so grateful you reached out to me and I just wanted to leave the final word with you. Hopefully, this meant something to you that we've had this conversation. We want to share it with the entire university community and beyond, but any closing comments from you, Will?

Will: Well, a big thank you for it was June 1st, the email, just the heading of the email, addressing systemic racism, probably forgetting the full quote. That for me was a brave, bold email from you and then within the content of the email saying "Here is how we are responding. Here's how we're centering issues of equity to be better as an institution acknowledging our role, and then we're going to work towards it." For me, that was brave. Thank you for putting yourself out there in that way as the responsibility for leading UBC towards doing better.

For me, part of this journey that I've been going through and making mistakes and learning and being supported by the community that I'm engaged with, it's just recognizing that it's possible. We're doing it with large students in a fact of natural sciences, but it's necessary. It's our responsibility to learn from communities, listen to voices of individuals who are experiencing forms of oppression in society, and bring that into our curriculum. It's a responsibility we have. If we're going to live and be in these positions of power and privilege, we need to also recognize the responsibility we have of making the necessary changes to dismantle these forms of oppression.

Santa: We will do it together. You guys have been extremely helpful in showing the way and we will follow. Thank you, all of you for being part of the Blue and Goldcast. Will Valley is an associate professor of teaching in land and food systems. Stephanie Lim is the land and food systems community relations coordinator, and I'd like to clone her. Tatyana Daniels is a research assistant and dietetics undergraduate student here at UBC. She joins us here from Vancouver but she was in Hazelton not that long ago. Kevin Huang is the executive director of the Hua Foundation. He joined us all the way from Taiwan today. Thank you very much, everyone.

Stephanie: Thanks for having us.

Tatyana: Thank you for having me.

Kevin: Thanks for having us.

Santa: For more on what UBC is doing to address systemic racism and oppression, please visit equity.ubc.ca/together-against-racism/ You can find us on your favorite podcast app like Stitcher or Apple Podcasts. You can tweet at me @ubcpres, that's prez with a 'z'. I'm Santa Ono. Thanks for listening.