

Introduction: In this exercise, you will be asked to reflect on your personal beliefs, attitudes, and experiences related to diversity, inclusion, and equity. The purpose of this exercise is to help you identify your biases and assumptions, and to challenge you to think more deeply about the ways in which you can contribute to creating a more inclusive and equitable environment at our university.

Instructions: Set aside 20 minutes to complete this exercise. Find a quiet place where you can concentrate, and make sure you have a pen and paper to write down your answers. Read each question carefully and take some time to reflect before answering. Be honest with yourself and try not to judge your answers or feelings. Remember, the purpose of this exercise is to help you grow and learn.

Questions:

1. What does diversity mean to you? How important is it in your life, and how does it relate to your work in the fine arts?
2. How do you think gender affects the experience of students and faculty in the fine arts? Have you ever witnessed or experienced gender-based discrimination in the workplace or in your personal life? How did it make you feel?
3. How aware are you of Canadian Indigenous history and its impact on Indigenous faculty, students and staff? How do you integrate Indigenous perspectives into your teaching or work in the fine arts? What steps can you take to deepen your understanding and respect for Indigenous culture?
4. What do you know about the black perspective in Canada and the challenges faced by black students and faculty in the fine arts? How can you create a more inclusive environment for black students and faculty? What actions can you take to support black communities on campus and beyond?
5. How do you think about disability in the fine arts? Have you ever worked with or taught a student with a disability? Do you teach artists who have/lived with a disability or disabilities? What did you learn from that experience? What steps can you take to make your classes and work more accessible and inclusive for students with disabilities?
6. What is your responsibility as a member of the community to address language that is harmful or discriminatory? How can you be an ally to marginalized groups on campus and in the broader community?
7. How comfortable are you with discussing issues related to diversity, inclusion, and equity with colleagues, students, or others in the fine arts community? How

can you create a safe and respectful space for open dialogue and exchange of ideas?

Conclusion: Take a few minutes to review your answers and reflect on what you have learned about yourself and your attitudes towards diversity, inclusion, and equity. Think about the steps you can take to become more aware of your biases and to challenge them. Consider how you can be an advocate for diversity and inclusion in your work and in the wider community. Thank yourself for taking the time to engage in this important exercise.