



# Thrivning Beyond Campuses

A Dialogue Series Connecting B.C. Post-Secondary Schools

## Theme 3: Inclusive Teaching for Student Well-being

Moderator: Diana Jung

December 3, 2020



THE UNIVERSITY  
OF BRITISH COLUMBIA



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## Theme 3: Inclusive Teaching for Student Well-being

### **Maintaining Well-Being in Reconciliation Work**

*Janet Pivnick, Educational Consultant, Centre for Educational Excellence, SFU*

### **Engaging Difficult and Distressing Material in and Beyond the Classroom: Strategies and Resources**

*Evan Mauro, Lecturer, Coordinated Arts Program, UBC Vancouver*

*Fenn Stewart, English Department, Douglas College*

*Juliane Okot Bitek, Author & Professor, Literature Department, Capilano University*

# Maintaining Well-Being in Reconciliation Work

Janet Pivnick, Educational Consultant  
Centre for Educational Excellence

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SFU

***the challenge***

Being a  
good ally

Culture  
Change  
Needs

Goals of  
Reconciliation

Instructor  
experience

“Be the  
change that  
you want to  
see in the  
world.”

Trauma  
Response

**the research**

What is the instructor's experience?

What type of supports are needed?

What is the goal of reconciliation?

Is there an ends / means alignment?

# Instructor Support

- Allies Affinity Group (Holding Space for BIPOC Instructors)
- Trauma-Informed Practices
- Dialogical Processes
  - Creating Safe Spaces
  - Compassion-Focused

**THANK-YOU**

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# **ENGAGING DIFFICULT AND DISTRESSING MATERIAL IN AND BEYOND THE CLASSROOM**

**Evan Mauro**, Lecturer, Coordinated Arts Program, UBC  
Vancouver

**Fenn Stewart**, English Department, Douglas College

**Otoniya Juliane Okot Bitek**, Ellen and Warren Tallman  
Writer-in-Residence, SFU



# OUR PANEL'S PREMISE

## Don't traumatize students

- Wellness and classroom climate
- Trauma-informed teaching
- Student bandwidth
- Institutional framework: campaigns, pedagogical support, scholarship



## Do teach historical “traumas”

- TRC recommendations
- #ScholarStrike
- Ongoing “decolonization” of existing disciplines and fields

### Last year:

- Institutional complicity in histories of dispossession
- Critiquing wellness as a framework
- Trauma can come from erasure

### This year:

- Pandemic “wellness”; remote learning geographies

# COMMUNITY ENGAGEMENT AND DIFFICULTY

## **Last year:**

- In classes that engage community partners, how can we prepare students to engage responsibly with narratives of systemic violence?

## **This year:**

- Decreased pandemic capacity: students and community partners
- Emphasizing institutional self awareness

“We have been reminded by [Saidiya] Hartman and many others that the repetition of the visual, discursive, state, and other and extraordinary cruel and unusual violences enacted on Black people does not lead to a cessation of violence, nor does it, across or within communities, lead primarily to sympathy or something like empathy. Such repetitions often work to solidify and make continuous the colonial project of violence. With that knowledge in mind, what kinds of ethical viewing and reading practices must we employ, now, in the face of these onslaughts?”

Christina Sharpe, *In the Wake: On Blackness and Being*. Duke U P, 2016. 115-117.

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<sup>1</sup> All we wanted to do was return home, O told me. All we wanted to do was go home.

# Thank-you!

#thrivingbeyondcampuses

Stay tuned for our 2021 events in late January and early February! More details soon.

<https://covid19.bccampus.ca/thriving-beyond-campuses/>



**Thriving Beyond Campuses**

Well-being in Learning Environments