



Episode 31: "Applying BI to EDI and EDI to BI"

with Greg Lockwood, Partnership Strategist with UBC's Equity & Inclusion Office.

Greg Lockwood is a Partnership Strategist with UBC's Equity & Inclusion Office, in addition to being a graduate of UBC's Advanced Professional Certificate in Behavioural Insights. Greg shares what he's learned in his journey from electrical engineering to economics to Behavioural Insights. We also discuss how Behavioural Insights solutions and experiments can help advance equity, diversity, and inclusion (EDI), and, simultaneously, how EDI can improve BI solutions.

Transcript:

KIRSTIN APPELT, HOST: Welcome to this edition of Calling DIBS. I'm your host, Kirstin Appelt, Research Director with UBC Decision Insights for Business and Society, or DIBS for short. Today, we're calling DIBS on Greg Lockwood.

Greg is a Partnership Strategist in the Equity and Inclusion Office here at UBC, and he's also a graduate of the Advanced Professional Certificate in Behavioural Insights. We were really fortunate to have Greg as a part of our pilot cohort of the BI practitioners in training. He really brought a lot to the program and he's already pursuing the next steps in his BI journey. So today I'm really eager to dive in and hear about the past, present and future of Greg's journey. So thank you for joining us, Greg.

GREG LOCKWOOD, GUEST: Thanks for having me, Kirstin.

APPELT: So why don't we start with a little bit of a journey from how you went from a Bachelor's in Electrical Engineering to Behavioural Insights?

LOCKWOOD: Yeah, certainly so I mean, it probably goes without saying that it was quite a winding path to get from an engineering degree to where I am now. I think I'm so happy to have done the degree and to kind of have formed relationships with friends that I still have to this day.

But ultimately, I had one of those conversations that I think a lot of people have after they graduate from university or college where they sit down and do some soul searching. And you're really honest with yourself and realize in my case that being a practicing engineer wasn't exactly for me for the long term. And so, when I thought about some of the things that really I was passionate about and I was more interested in, it was really about kind of understanding human behaviour, how different markets work. And so the natural next step for me was to pursue an Economics degree.

So, I came out to this side of the country where I did an M.A. in Economics at Simon Fraser University. And the one course that stuck with me the most from that time was a course I did in Behavioural Economics. I always kind of questioned the Rational Agent Model of Economics and so really appreciated being able to go into the lab and to test some of those theories and kind of understand how people really behave in the real world. And so that's the one course that stuck with me. We did a project where we kind of tested the prospect theory with some of the students on campus. So definitely lots of fond memories from that.

Since graduating from SFU, I spent most of my career at an organization called the Social Research and Demonstration Corporation. So, a research and evaluation firm that actually first came to prominence with a project called the self-sufficiency Project back in the 1990s. So, this was a very large-scale project that tested the effects of a large transfer, cash transfer, to single parent income assistance recipients, and used a rigorous experimental design.

Most of my work, when I was with the organization, was in Employment Services, so I was part of a team that operated the BC Centre for Employment Excellence and fun fact Kirstin, I also hosted a podcast series. We had five episodes, I think. So, it wasn't nearly the output that you're producing with this podcast series, but I got to meet with lots of leaders in the employment services sector and near the end of my time at SRDC was when I first got exposed to behavioural insights. So, I got to be part of projects, one that looked at folks looking for work and trying to reduce appointment no shows with their case managers. So, improving the communications to do that. And then another one that aimed to increase the amount of newcomers in various community events and services.

APPELT: That's really interesting, I love how you went from electrical engineering to in some ways human engineering. I mean, we don't use that term, but you can see the connective tissue across your choices. That's really interesting.

And one of the things that we thought was really interesting about you as a candidate and about our program more generally is the diversity of backgrounds of the learners we have. And so, as you mentioned, you came into the program with some research exposure through your M.A. and through your time at SRDC. So, with that research background, what were the goals in taking part in the Certificate program? What did you see that as adding on?

LOCKWOOD: Yeah, I mean, interestingly, in my time at SRDC, a lot of the research that I did was field research. So I was involved with qualitative field research that meant I got to spend a lot of time conducting focus groups, doing interviews, developing surveys. And I think like so many consulting firms, you're part of a larger team and you have a specialty. And so even though with SRDC specializing in all types of research and evaluation designs, methodologies, I really kind of found my niche, which was in the qualitative side of things. And I never actually got to see a project from start to end and be really involved in all components of that project.

So, I was thinking with, of the many things that I would gain from participating in the program, it was really the research design, the quantitative element to it, the statistics, even having done an M.A. in Econ, these were all things that I could really benefit from as getting a refresher on or learning a lot of new concepts. And I think we all do, we kind of get stuck in our old ways of doing things, the ways we know best.

And even though I'd been doing certain things for a long time in my career, like there's always opportunities to kind of brush up and to see different ways of doing it and kind of going back to basics. And so even for the module on exploratory research, I gained a lot with that as much as the other ones, because I was able to really kind of like maybe break down some of my bad habits and kind of relearn some of those concepts and skills from the beginning again.

APPELT: Wow, that's really interesting to think about, and I think what you mention to you about the statistics, I think you probably had some exposure to the statistics, but I certainly found in my own experience, it's when it's your own project with your own data, that statistics suddenly mean something on a whole new level where it just clicks and you get it.

And I think one of the neat things about the capstone, which I'm sure we'll get into, is that you apply each course concept and skill to your own project. And it really just, you know, like you said, whether it's statistics or research design, it means something different when you're actually doing it and testing it. And you realize on paper that looks quite easy. But in reality, different story.

LOCKWOOD: Totally different story.

APPELT: Yeah. So thinking about the program, what were some of the highlights for you?

LOCKWOOD: I mean, there's a number. Where do I start? Yeah I, thinking back, I think first and foremost for me it always starts with the people you get to work with. So certainly, the faculty, meeting new classmates and of course, my capstone project team really come to mind when I think about my favourite parts of the program. I think the program structure was one that really, I mean, it allows you to see using the RIDE model, work through the learning modules from the beginning and then have this very kind of rigorous framework that you could then apply to the capstone project.

And I think kind of going back to some of the things that you just sort of do when you're in the project with an organization, knowing how things have been done before, being able to kind of step out of that and really go back to basics and the foundations of how do we apply a framework in a way that really makes sense for this project or for these case studies. And I think that's something that that often gets lost when you're building by the hour and you just need to get things done within a certain time frame. So I really appreciated the structure.

I mentioned the opportunity to polish old skills and then also learn new skills. So, I think that was something that I was a little bit hesitant about, was would there be really enough out of this program for me to gain, given that it was, you know, maybe compared to other folks in the cohort, the material was a bit more familiar to me. But I think I was kind of blown away at how much I was learning in all elements of the program. And that was really nice.

APPELT: Oh, that's great to hear. And I liked what you said about the project and how in some ways the certificate gives you an excuse to do things like you wouldn't normally do in a project because you have your normal routine and you can say like, "Oh, well, it's for the capstone, so we actually have to do these things".

And it gives you that latitude to whether it's exploring the problem space more or to do more of the qualitative research, it can help you get out of, like you said, kind of the routine, get out of the System One and get into the System Two, and kind of approach it from new angles. So, I love that. Well, I'm sure it wasn't all unicorns and rainbows. So, what were some of the pieces that you found challenging?

LOCKWOOD: Yeah, I think, you know, when I look back to that time for me, just kind of where I was in my personal life, I was in the middle of a parental leave. I was caring for two young kids at home. And as beautiful as that time is, it's also a very busy time. And whether it's, I think this likely applies for everyone in the cohort, both last year and this year, folks are coming into this program with really busy schedules. They're fitting in this program outside of normal work hours.

And whether it's, you know, having a lot of time spent on their full time jobs or having other caregiving responsibilities or whatever is keeping folks busy with their lives, that's something that we all had in common, I think. And we were all trying to kind of fit this in and make time for something that we were really interested in. But being time poor, when you're when you're working full time, and kind of have other responsibilities, I

think that was one big adjustment that I had to make. And I mean, definitely in many instances of applying some of those simple BI techniques to my own life, of making deadlines and doing all the little things that made it feasible.

I think I was probably, you could say, a little bit humbled in the beginning, thinking again, maybe like, "Oh, I probably have a solid footing to start this program". And I just remember I have this memory of, like I think doing the behavioural map for one of the first assignments, and getting the very kind, but constructive feedback that, like, there was a lot here that could be improved and maybe I didn't really have a full sense of what the problem I was trying to analyze actually was. And so I think I wouldn't say that in many ways it was a challenge and that was a good thing. But I think it was a little bit humbling, but also like a little bit eye-opening and it made me realize that this wasn't going to be a walk in the park. I was definitely going to have to dedicate the time needed to be able to do this well.

APPELT: Yeah, I think and of course, not to mention that there is a pandemic going on that was keeping us all busy. Yeah, I think it's really true. And I think in some ways, behavioural insights suffers from this issue, which, you know, it just it's all seems intuitive, and so you kind of forget how much work goes into it in the background to make it feel intuitive. And so all those steps and all the learnings and the readings and the exercises, they're all super useful.

But from a, you know, 3000-foot level, you might not think there's going to be all of that involved, and then when you get into it, there is a workload associated with it as well. As our regular listeners know, and we've already mentioned today, we have the capstone project, so you're tackling a real challenge and you were able to do one that was directly related to your day job through the Equity and Inclusion Office. So can you tell us a little bit about your capstone project experience?

LOCKWOOD: Sure, yeah. I mean, at the risk of sounding kind of cheesy, it was a dream come true to be able to do this project. I started at the EIO a couple of years ago, and I think it was only a month or two into starting at UBC that I went to a forum, I attended a forum on the student evaluation of teaching, which you and the other faculty members know well as this instrument that students fill out to evaluate their instructors. I suppose everyone in the cohort would know about this, anyone that's gone to college or university. And of course, it's a very controversial form and instrument for a number of reasons.

And through my colleagues and kind of my own work at the Equity and Inclusion Office, I'd become aware of some of the reasons, some of the many reasons that this particular instrument could be problematic, and being able to measure the performance of instructors, when in reality there's so much kind of bias that can go into that.

And so, I remember the one study that ended up influencing our capstone project had just been published and was kind of making the rounds as being a possibility for introducing an anti-bias statement and making students aware of the fact that their responses could be biased and that there is evidence that shows that racialized instructors, women instructors do tend to receive lower scores because of these biases.

And so fast forward a year and I'm able to propose this project and consider even the possibility of doing it here at UBC. And lo and behold, we received the approval. And I got to work with two wonderful teammates and we brought it to life in a different way. So we expanded on the previous study and we also added a precommitment intervention and we got to work with 30 instructors, over nine hundred students. And so, to kind of bring this project to life with Jiaying and my teammates, it was just amazing to have that opportunity.

And of course, when things go so well, you're always worried about what's going to actually happen in the end with the results and the findings. And sure enough, there was some disappointment there when ultimately we saw no results in the findings from our study. And I think it was a bit hard to swallow at the time, knowing that this intervention and the solution, the BI solution that we had developed didn't have the intended effects that we were hoping for.

But I think like especially in time now that it's been a few months, looking back on it, I'm just really proud, and I think the team is really proud that we were able to bring this project to life. And it's hard to accept in the moment when people say things like, "Well, you learn from the projects or the solutions that don't work as much as the ones that do work". And you always think, "Well, I wish it worked. Don't really want to hear that advice right now or that kind of concession". But it's so true, right? I mean, we were able to contribute something to the field. So that's something that I think we're really happy to be able to do.

APPELT: Yeah. And I mean, I think your project in particular is such a good illustration of the importance of testing, because that's something where you can see a university, whether it's UBC or someone else saying, "Oh, let's try putting a pre-statement on it to see if we can reduce bias". And then there's some evidence that maybe it would work. And so you could see it just being rolled out without testing.

And now we have evidence that at least with our students, that's not a great approach. It is right to say you learn a lot, but you really, really did. And I think it also just underscores that sometimes these challenges seem on the face of it, like, "Oh, we can just give people a little reminder, you know, to be more balanced". But then there's just so much going on with what's a seemingly simple rating system and so, gives you so many ideas for, I'm sure you're bursting with ideas for your next project on ways to tackle it.

LOCKWOOD: Absolutely. And I mean that you're exactly right with especially with the importance of testing, like when you think about it, I think in the beginning, we were thinking like, this is a pretty similar setting that we're testing, you know, like are we doing something that's really so innovative because the previous study that we built off, was in a university setting, it was in North America, but was also before the pandemic, it was also an in-person class. It was also with students in the US.

So, like so many things, that did make it a completely different context. And I think that that showed up likely in many of the ways that the solution didn't work out as intended. So, yeah, absolutely. Just one more example of why it's so important to test and to not assume that you can just scale everything to every other context and think that it's going to work the same.

APPELT: Yeah. There's a funny story. I don't know if Dave Hardisty has ever told you this story, but when we first came to UBC from having taught in the US, Dave had been doing some research and he needed to use sweet treats that people would like. And in the US, cupcakes are like, you know, everyone's jam, everyone's like into cupcakes. So he bought three hundred cupcakes or whatever it was for the experiment. And then students were like, "Hmm, no. Cupcakes aren't our jam here". So just like even things that you just take as a given because of your own background, finding that even your incentives don't translate the same as they would. So yeah, testing is huge.

Well, I thought it would also be interesting to chat a little bit about how BI and EDI can intersect because you've been in your role at the Equity and Inclusion Office for a few years now. So can you tell us a little bit more beyond this idea of looking at student evaluations, what else does the Equity Inclusion Office do?

LOCKWOOD: Sure, yeah, I mean, so the Equity and Inclusion Office at UBC, it is a central office, so it serves the entire university, both main campuses Point Grey and Okanagan. And really the office's mandate is that it

works to embed equity and inclusion in all areas of academic, work and campus life. So this includes everything from human rights, equity, diversity and inclusion education, planning, evaluation, strategy. And we support a number of the UBC faculties and units across campus.

My role in particular at the moment, and the role that I've been in for over a year now is I work quite closely with the Faculty of Applied Science. So, this is the faculty that holds not just the engineering departments, but also the School of Nursing, Planning and the Architecture schools. So it's quite a collection of different units and disciplines. And it's kind of a full circle job for me now to be able to come back and actually work with engineering students, faculty on issues of equity, inclusion. So that's been really nice.

APPELT: Yeah, that's really neat that you have this full circle opportunity to come back and talking about ways to make connections, how do you see BI fitting into work that promotes diversity and inclusion and advances equity. Do you think there is a role for BI? Does BI add to that?

LOCKWOOD: Yeah, absolutely. I think there's really important intersections here. From what I'm seeing, I think we're only at the tip of the iceberg when we think about BI and EDI and all of the different ways that the two fields can work together. I think BI brings this framework and lens that can really improve things like, for instance, equitable hiring practices, where there is really significant evidence that shows when you apply or when you short list at least two candidates with marginalized identities, especially STEM fields, where they tend to be male dominated fields, it will really improve your search outcomes, diversify the units and then ultimately result in better overall outcomes. So that's just one example.

But I think what really sometimes sticks with me is my former boss is Aftab Irfan, and she's no longer with UBC. She's with the City of Vancouver as their first Chief Equity Officer. And when we would talk about this, she would always say, "Well, EDI has as much to give or offer to BI as BI does to EDI". And the example that she would state would be that kind of classic BI intervention of putting some signage by the elevator to encourage folks to take the stairs, right? And it seems like such a simple solution that could likely improve people's likelihood of taking the stairs instead of the elevator.

But, you know, so even if you were to see like a five or 10 percent increase in the number of people taking the stairs, there's this other side of this kind of intervention that we need to understand where it's like, you know, folks that are not physically able to take the stairs, would be seeing the signage. And so what are the outcomes for those folks that are exposed to this on a daily basis? So really trying to understand, kind of like the heterogeneity, I suppose you could say, and just the different subpopulations that are being affected by the different interventions, knowing that we're not all a monolith and we experience things differently.

And so I think that's something that EDI as a field will always put at the forefront. And so I love thinking about combining the two and pairing the two where I think so much of each has to give to each other when it comes to thinking through some of these big problems.

APPELT: Yeah, absolutely. And I think that's a place where BI is still really growing. I think that the term first generation, second generation, in BI its a little overused. But I think a lot of the early research was looking at smaller samples. And so you did tend to look at just the overall impact. But now that BI has matured a bit and we're able to access larger samples, I think we are starting to see more of the subgroup analysis. I think, like you said, that's an area where there's still a lot of room for growth, and it's quite exciting to see the field start to do more in that area.

Well thinking more about how BI fits into your personal work, now that you've been a few months out of the program, are there any particular lessons or experiences that have really stayed with you that you find yourself using on the job or in life besides just adding reminders to your calendar, like you were saying?

LOCKWOOD: Yeah, I mean, that's a small but a big one. Yeah, it's stuck with me as I was hoping it would in a number of different ways, both through the work that I do and in my personal life. I mean with the work that I'm doing, I've just joined a working group that is going to be looking more closely at the tenure and promotion of faculty at UBC and that alignment with what was formerly known as the student evaluation of teaching and now has a new name, student experience of instruction, and really trying to understand the dynamics that exist.

Because with the project that we did, we were looking at this one instrument and seeing it how it would affect these quantitative scores that instructors were receiving, but at the end of the day, UBC, like so many places, being so decentralized, so much of the decisions that are made about advancing careers of faculty are up to a subset or a select group of people, the department chair and others. And so we still have a lot to learn about how these processes work. Our project tried to tackle one angle and really hone in on that.

But I think for me, like, it's just understanding the literature that went into our rationale for attempting this BI solution. We really understand, like the varying impacts that this can have on faculty and how it's, you know, there's so much potential to just improve that system overall. And so, yeah, I'm just excited to be able to have this opportunity to be part of hopefully that work down the road.

And then I think in my personal life, I use it even with my own parenting and thinking about how to negotiate with children. And, you know, prospect theory, believe it or not, can apply to kiddos as young as like two years old. But I think even on a serious note with parenting, I'm a huge fan of Emily Oster's work. And so she's the author of a really data-driven kind of decision-making approach to parenting.

So she's written the book Cribsheet and she has a new book, The Family Firm. And I just love that book for the way that it's able to synthesize the different evidence around very important decisions that we make as parents, which, I mean, as we all know, you can type anything into a Google search box and it can take you anywhere and you can find all the information, that confirmation bias is ever present when we do that. And so just being able to apply some of the evidence and in the learnings from her books into my own parenting has been like a real benefit that I think I only became aware of because of my exposure to BI.

APPELT: Yeah, I love her books as well, and it's just really nice because it's the idea of nowadays, like we know we get overloaded with information, so having someone who can do that processing and give us the takeaways and in a reliable way when she has the evidence behind it. So, you know, it's trustworthy.

LOCKWOOD: Absolutely.

APPELT: Well, one of the other reasons I thought it'd be great to have you on the podcast is we've been thrilled at the DIBS group to see that you've already looked for some ways to advance your BI training, and I think you're joining some of the PhD level seminars this winter. So what drew you to that opportunity?

LOCKWOOD: I think as with so many things, we're on this continuous learning journey and it's hard to top a nine month intensive certificate program on BI, and so I was thinking, "Well, where do I go from here?". I'm really fortunate to be at UBC already, and so these opportunities to do something like a PhD level seminar are maybe even more accessible for me. So I'm really fortunate to have that.

And for me, it was kind of something where I thought, "I want to do something that aligns closely with BI" and in talking with Dave and others, finding a couple of BI relevant courses at the PhD level, it'll be a whole different kind of challenge for me, I think being in a seminar and doing PhD level course.

My plan is to take the consumer judgment and decision-making course in January. And I don't know exactly where it'll go after that or where I'll be able to find these opportunities. But I think what's so cool is you can see it with all of the different units that are doing BI across the world, there's like no shortage of ways to get involved and ways to continue learning, whether it's through webinars, podcasts, all of the new books coming out. So, I think like it's a combination, hopefully, of some of this more formal training, like with this certificate program or PhD courses, but also just the ongoing learning that like I mean, it's so accessible, it's free and there's so much that we can continue to learn. So, it's kind of, I would say, a combination of those two things for me.

APPELT: Absolutely. And I think you've already gotten into this a little bit. But are there certain ways you hope to use BI in your career going forward?

LOCKWOOD: Yeah, I mean, I talked about certainly the opportunity to think about how the findings and the results from our capstone project relate to the bigger picture at UBC, I think, again, just being at UBC, feeling really fortunate that UBC really is like a large city where there's so many opportunities to do different kinds of work. And I think, Kirstin, you just shared with me recently an opportunity to work with another unit that is looking at applying a BI lens or even possibly doing a trial to look at some of their processes. So, I think opportunities like that within UBC are ideal, but then I think also there could be more out there, too.

So, I think just feeling really lucky that whether it's working with other units or even thinking about how we deliver our own education, for example, at the EIO, you know, making it more behaviourally informed and thinking about the way that we deliver our training, because there is a lot more evidence coming out about what works and what doesn't and how mandated EDI training might actually backfire. And so I think these are really important learnings for our office as a whole.

APPELT: Yeah, it's such a rich space. A little bit jealous of some of the opportunities there. So interesting. No shortage. So thinking about our local community, are there things you would love to see our BI local community do as it continues to develop and grow?

LOCKWOOD: Yeah, I think if I had one wish for where things might go, here kind of in the Vancouver area, and within the great network that's already been built by BC BIG and DIBS. I think there is so much opportunity to work more with the private sector. I mean, I imagine, Kirstin, that you get to do this a lot. But my sense is like I'm seeing some opportunities come up where some of the bigger consulting firms are creating positions and roles for people to do BI work. But I think there's so much value that a lot of the private sector hasn't even seen yet, they're not even aware of.

And so, I think it's-- the field's really cemented itself within places like UBC and, of course, government here in BC. But there is just a whole other world out there that I think has yet to be exposed to BI. And I think for me, I am, of course, like I mentioned, so curious about the intersection and being able to apply EDI to BI and vice versa, and the work of folks like Sonia Kang, who will be, I think, at the DIBS seminar in November, presenting her work on cultivating diversity, inclusion. That's certainly an area that I'm going to always be tuning into and keeping an eye on.

APPELT: Absolutely. Yeah. And there's actually a BIG Difference lightning talk that's on EDI, as well. So, there's going to be a few upcoming intersections to explore. Well, I think we're getting close to time here, so I'll ask if you have a message for our new BI practitioners in training.

LOCKWOOD: Well, I think I mean, if you're I suppose at this point, a few months into the program, you're probably kind of in the midst of it. And it might feel at times like it's a bit of a grind. And I would just say like, know that the skills that you're gaining from this program will be really far reaching. I think for our cohort, it meant completely new and exciting job opportunities. And I think for a lot of others, myself included, thinking about our current roles in a totally different way. So, I think just kind of trust the process and know that your skills, the skills that you gain from the program, you will be able to apply them in different ways, whether it's within your current role or maybe future opportunities.

And I think one kind of 'aha' moment or sort of reflection that I've had since the program is that so much of what you learn in the program applies not just to behavioural insights, but to behavioural science more broadly, like all of the learnings from everything from exploratory research, to the research design, and experimental methods, these are things that you're going to be able to potentially apply to, not just small nudges to try to improve outcomes, but like larger scale interventions. The work that I was a part of at SRDC, I think a lot of the learning that I gained from the program, I could have retroactively gone back to my roles there and really had a much more solid foundation for doing that work. So I think, in some ways, sometimes, it can seem that BI can be, you know, maybe somewhat narrow in terms of like they're kind of smaller, smaller solutions or smaller nudges.

But really, you're gaining so much from the program that's beyond just like what it would need to make a small change to say a form or in our case, just adding an anti bias statement to an evaluation. Like there's really so much that's relevant that can be applied to behavioural science more generally.

APPELT: Absolutely. I think that's a really good takeaway. And it's I guess maybe the other side of the coin with the capstone project is that often your first BI project is going to be a bit narrow and a bit of a lighter intervention, that you're not going to on your very first project about this whole new program, so you kind of get used to thinking of BI as maybe a little more narrow, but then once you build that skill set, you can do these bigger, bigger projects.

And I think that's also true with BI practice in general, is the first time you work with a new client, you often are doing kind of the low hanging fruit of improving the form. And that's after you build that relationship and the data, then you start to be able to do more and bigger impact and bigger change projects.

Well, are there any last thoughts? Anything I should have asked and didn't?

LOCKWOOD: Gosh, no, I think I'm excited for where the field is going, and I think I'm a little bit jealous in a way, like it's always like nostalgic, it kind of acts in a funny way where, like I was saying, in the midst of it, it can seem like a lot of work. And you've got different deliverables with not just the program, but with your work and other things that are going on in your life.

And I think just having had the opportunity to be part of the program, to work with the faculty and the cohort that I was a part of, I'm just eager to kind of see how things go with this cohort and just curious to see what capstone projects come out of it. You know, the BC BIG conference is coming up and the next year's conference, I imagine, will feature some of these projects. It's just really exciting to see the field expanding in this way. And just congratulations and well done to you and your team for doing all this work to really raise the bar for BI in BC.

APPELT: Thank you. But, yeah, it's exciting for us, too. We're really keen to see this new cohort and then eventually when it feels right, finally get everyone together in person like we keep promising.

LOCKWOOD: Right? One day. One day it will happen.

APPELT: Well, thank you so much. It's been a treat to talk to you today, and I'm so keen to see where your BI journey takes you. You're definitely a rising star in this BI EDI intersection. So I really enjoyed talking today. And thanks for taking the time.

LOCKWOOD: Thanks Kirstin, great to speak with you today.

APPELT: And thanks to our listeners for joining for another episode of Calling DIBS.
