**EDI Committee Meeting 12 Minutes**

10 March 2021, 3:00-4:00pm PDT

Zoomscape [zoom details emailed]

Attendees: SS, AM, DL, ZA, CO, LW, DN

Minutes

1. Assign minuting task for this meeting (recent: SS, JB, ZA, DL, CO, CM, SS, JB, AES, CM, CO)

* ZA Takes minutes

1. Review and approve minutes from previous meeting

* Unanimous approval

1. SS runs through information items

* Faculty search process:
  + SS: pushing for the option of referential hire to designate the positions as 2 BIPOC tenure track positions. Involves going through BC Human Rights court. How can we involve students/alumni better? Could have 1 student and 1 alumni on the search committee.
  + CO: I think it would be really informative and beneficial.
  + DN: One issue I have heard about is that often BIPOC will get called to these positions just so that the institutions can claim they have BIPOC candidate without any intention of hiring them. So, we have to be careful with that. Another challenge is the way academia perceives research. Would be interested in getting involved.
  + LW: also open to get involved.
  + ZA: Perhaps if more students are involved in this process, they will be more likely to pursue a career in academia when they have been exposed to it.
  + LW: What is the actual process for this?
  + SS: In normal times, search committee finalizes ideas into job description, gets applications and then reviews them. They make a long list to do interviews, then a short list would be invited in person. The committee then pulls feedback from the community, deliberates and makes recommendations to the council and it moves up the chains. It’s fairly large time input. So maybe students get involved at strategic points instead of the whole thing.
  + CO: What timeline are we looking at here:
  + SS: usually a little more than a semester. But now, it depends on what path we go forward with and it is a little bit of unknown right now.
  + LW: There is a woman who’s job is to help with these searches (<https://academic.ubc.ca/about-vp-academic/profile/minelle-mahtani>)
  + DN: In terms of how to get involved, if our committee is the involvement point then maybe I will be interested in looking at the job description and requirements. So before we even get the applications.
  + AM: We probably don’t need to sit through everything but smaller points of participation
  + LW: Our involvement could come before and after the initial sifting of applications
  + DN: We could influence what the deal breakers are. How community work is dismissed in terms of design and academia, which is not right because the knowledge gets lost and not transferred.
  + SS: Early discussions have been around 1 position on climate change and 1 position on social justice. So how do we frame and value community engagement work in the job descriptions.
  + CO: If there is a way to put that into the job posting and especially when it's filtered in the long list, there will be built in that openness so they won’t be filtered out because of research methodology.
  + SS: Will take all this to council and look at 2 positions from within our committee that could serve in the search committee.

1. Discussion Item: 1st year MLA Curriculum

* CO: First year MLA students had a new class added to their curriculum ( now 21 credits) and they burnt out in the second week and it has been a challenge. School said the classes are integrated but that has not been the reality so their workload has been overwhelming. As a result of their concerns, there were circumstances where the school asked instructors to dilute their course (Design Media) which isn’t fair to either students or the instructor. It has been a lot of pressure and not sure why that decision has been made, especially this year.
* SS: What has LASA done?
* CO: First years didn’t do anything through LASA but they wrote a letter to program chair but not sure what happened with that
* DN: What classes are they taking now this term?
* CO: Studio, Design Media, Grading and Drainage, Landscape Planning and Management and the added course is Planting Design with PM
* SS: So how can we support first years?
* CO: A check in with the program chair would be good. Want to know how that decision was made and what process the school goes through to change the curriculum.
* SS: Was there a reason given for the change?
* CO: Not heard any.
* SS: It's a bureaucratic process so there must be a reason but obviously hasn’t been communicated. I will check in with the program chair and check in with the curriculum committee as well.
* DN: How do we support people now which is almost too late but also moving forward how does this get addressed?
* SS: 3 things in the check in. students now, next year and how does this happen

1. Discussion Item: How to elect members for next year (for ourselves); how to see our committee connecting to student elected leadership (LASA and ARCHUS)

* SS: how do we want to image the student positions on the committee
* ZA: I am proposing in FaFa that the elected director will continue to fill the FaFa position on the EDI committee. As for ARCHUS/M.Arch. I think it would make more sense for an elected person from the program to sit on ARCHUS or be a liaison rather than an ARCHUS elected member sit on our committee. Because being on archus comes with a lot of other responsibilities that might deter someone who would like to be involved with the EDI committee.
* CO: That makes sense for LASA too
* LW: Important to keep seats open for positions that aren’t within elected bodies.
* SS: There is a case to be made that we continue to do what we did with Indigenous students so repeat our process this term. Structurally it’s important that FaFa and NOMAS each have a seat and alumni members as well. So Arch Larc and BDes positions could use a procedure that happens every year. Could be a similar process to alumni and voting could be program specific.
* DN: I think those sound good. I’m wondering if there is an opportunity for subcommittees for people who care about specific things and opportunities for students to be involved.
* SS: So ad hoc committees built around volunteers
* LW: I would love to see a place where people can express interest and valuable experience to share but don’t know how to reach out. If the point is inclusion then there needs to be an avenue for that.
* DL: Could do that with the blog and the get involved page
* DN: Frequency of inviting could be more often rather than once a year. If something happens and they want to bring it. Could post meeting dates so they drop in
* SS: Almost like listening sessions
* AM: Directing them to specific people they can contact or how to communicate
* DN: It needs to be made clear what it means to bring it to the committee vs pursuing the issue themselves. What is the difference?
* LW: I think clarity is important and understanding what happens when something is reported.

1. Discussion turned towards the topic of the Anonymous reporting tool and communication

* ZA: I still think students don’t know about the reporting tool. There has not been a communication about that at all.
* SS: Will follow up with TD on that
* ZA: It needs to be sent out as a separate email to the entire school (if it was already included in the e-blast because I have not noticed it there and I tend to read that careful)
* LW: It could be included at the bottom of every e-blast as part of the template
* AM: And also as part of the model syllabus
* CO: It could link to the site where it shows all the different channels of reporting and also at the bottom of every official email
* SS: So almost like a decision tree, where students can decide what the best course of action is for them. Will pass this along.

1. ZA: We should continue the conversation about student nominations and elections over email because the student bodies are holding their elections in the next few weeks and we might fall behind if we wait until our next meeting.