**EDI Committee Meeting 2**

**Agenda -**

31 October 2022

* Welcome, Land acknowledgment, & Introductions 12:30-12:50p

* Ottawa conference report (Sara J and Robyn A) 12:50-1:10p

* Goal setting for year 1:10-1:20p

Context:

* Continuing work from previous year
* Culture of Learning Policy / Guidelines (from Studio Culture Policy)
* Community engagement policy (with Mari Fujita)
* Preparing for new faculty members / hires upcoming
* Racial equity audit?
* EDI training for all SALA faculty, staff, students?
* Support for SALA Curriculum work
* Connecting with ApSci, UBC EDI work

* Sign up for areas of interest 1:20-1:25p

* Set next meeting date/time/location 1:25-1:30p

**Committee membership, 2022–2023**

Sara Stevens (she/her), chair T1

Tamara Ross (she/her/hers), staff lead, chair T2

Alexander Moses (he/they), student

Arevik Petrosyan, GAA

Bridget Bi, MLA

Isabelle Lussier, student

Ksenia Pauch-Nolin, student

Lauren Wolfe (she/her), student

Noora Hijra (they/them), alum

Nyah LaMarre, student

Robyn Adams, student

Roxane Grégoire, FaFa

Sara Jacobs (she/her), member

Tyler Primorac-Tang, MArch

Vivian Kong, NOMAS / BDes

**Meeting Minutes -**

PRESENT: Noora Hijra, Sara Stevens , Sara Jacobs, Vivian Kong, Tamara Ross, Alexander Moses, Arevik Petrosyan, Bridget Bi, Robyn Adams, Tyler Primorac-Tang

Introductions

**Robyn Adams and Sara Jacobs Present Café Capital “Towards Equity in Architecture” Conference:**

Robyn:

Conference brought students and faculty from across Canada.

Decolonize the syllabus - thinking about it as a contract between students/professors. How do students have agency.

“If we’re learning so much about Western ideologies, why aren’t we learning more about the Indian Act”

Reframing how students talk about their work, “my site, our site” vs “the site” and “a site”

Collaborative work can help lessen deadlines

Silencing of indigenous voices through monuments

When you’re putting a monument on land you’re saying “we don’t want to learn from the land we want to learn from this monument”

Pulse checks – monthly surveys to get an idea of how students are doing. Emphasis on BIPOC students’ wellbeing. Short surveys with about 4 questions.

U Manitoba “The Forest School” –University purchased land an hour away from campus where students can go to and learn from the land. U Manitoba has also introduced an Elder-in-Residence program, as paid position

What are we doing to get indigenous faculty, and then to retain them? How can schools ensure they keep and support their indigenous faculty.

Sara J:

Interesting format for a conference. 14 schools present, each sent one member of faculty and one student representative. No keynote speaker, everyone was asked to present.

“Architecture destroys the land… in every act of building and creation we are losing an opportunity to learn from the land”

Recurring theme of valuing lived experience

UofT Daniels - Has hired a Dean of Equity and Inclusion

U Waterloo – Interesting approach to accountability with EDI work. Had put together a very large initiative for EDI, publicly available document with timelines and goals ensures accountability.

Michael Etherton –

Got into the specifics of legal and structural apparatuses in Canadian Law and how they codify racism, as well as contradictions implied within Article 35.

SS: What did you come away from the conference, that most inspired you to bring to SALA

RA: McGill had posters for an event for women to experiment in the workshop, 3D printers and laser cutters, giving girls a chance to make things in a space that is often male dominated. Would be great to have a member of faculty who is not a man be able to lead something similar.

SS: FaFa does some great Make Nights

SJ -Students are expected to know how to do everything before they do it. Workshop is a great example, there’s first the question of safety, and then also the gendered barriers that might make someone reluctant to participate.

RA: McGill Make Nights allowed both students and prospective students to participate

SS: Started Studio culture guidelines last year, that aren’t complete, but mostly there.

We decided to turn them into a learning culture policy as a lot of the issues we see happen in other classes too.

Community engagement policy – Prof. Mari Fujita has funding for research, we will be consulting with her, this work will help put together a community engagement policy for SALA

Hires that are upcoming – how do we prepare the school, to be prepared to retain faculty and staff from diverse backgrounds, as was mentioned earlier.

Also currently looking at consultants that we could hire for an equity audit.

TR: Wanted to thank Noora for the letter. Pointed out that the culture of the school contributes to the lack of diversity in awards recipients and was very well written. Equity audit will help to address the culture of the school too.

Noora : Update on the letter – After personal letter, have also submitted collective letter last week. It will remain open for anyone who would like to sign and didn’t get a chance.

Sara J: A lot of the signatures are from MLA students and alumni, would be good to spread the letter to other programs

TR: We are certainly taking the letter seriously regardless of the number of signatories and will address the concerns raised.

SS: Good to spread the letter regardless, to raise awareness of issues that are so important.

Faculty have participated in Applied Science EDI trainings, would be good to come up with a Sala-specific training for faculty, and staff and students.

Want to hear thoughts from everyone about what priorities you think we should focus on.

TPT: Important to have a format that would cater to BIPOC students to voice their concerns

BB : Very necessary to have a platform for students to be able to raise awareness about incidents of racism and discrimination in SALA

TPT : sometimes the language used in critiques can be a barrier for students and can lead to microaggressions

RA: Recently applied to UBC student experience fund for ILANDS. The point was raised that our group would only help a small number of students. Ensures that only majority groups will get that money.

SS: Would be good to be able to document events of racism so we could be able to use it as evidence for why the changes we are making need to be made.

RA: would be good to have a position for a student representative to look through pulse check results to act as a liaison between faculty and students.

BB: There should be space for someone to add their name or choose to be anonymous on these pulse checks.

SS: We had put together some subcommittees based on areas of interest for students, let us know if there’s anything you’d like to focus on

Zoom Chat:

13:30:58 From Noora (they/them) to Everyone:

                I'd like to be involved in the audit + culture policy

13:31:08 From Tam to Everyone:

                Awesome!

SS: Would like to propose having two more meetings before the end of term.