

# EDI Committee Report

17 May 2021

## Equity, Diversity, and Inclusion Goals for SALA

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[The following two paragraphs were given a vote of support from SALA Faculty and Staff on December 10, 2020; they frame the context for the committee's work and so are repeated here.]

The School of Architecture and Landscape Architecture recognizes that injustice and inequity are still holding back design pedagogy and practice. As a school, we commit ourselves to create the systemic changes required to address the numerous forms of discrimination operating today.

The committee's charge is to create change within SALA, advise SALA leadership, and direct the school's governance and operations toward greater equity, diversity, and inclusion. This encompasses racial injustice as well as other forms of oppression, including those related to gender, sexuality, religion, colonialism, and physical and invisible forms of disability. The committee aims to address these challenges not just within the school but in the context of the disciplines we teach. The 'pipeline problem' of a lack of diversity in the professions is directly related, though not limited, to what happens in university education. It relates to how we teach, to whom we invite to join our community as students, faculty, and staff, to our research agendas, and to how we work with communities and partners.

Based on and working with the same framework as UBC's Action Inclusion Plan, the EDI Committee has drafted a set of 5 EDI Goals for SALA. If at the retreat SALA agrees with this direction, the committee will develop these goals further as a guide to prioritize future work.

1. Accountability, Transparency, and Communication

SALA will hold itself accountable to its equity, diversity, and inclusion goals through timely progress reporting, ongoing self-evaluation, and transparent communication.

2. Governance

SALA will use its systems, policies, and practices of governance to intentionally and proactively advance equity, diversity, and inclusion within the school.

3. Recruiting, Retention, & Success

SALA will actively recruit, support, retain, and advance students, faculty, staff, and guests from systemically marginalised groups.

4. (un)Learning & Research

SALA will foster environments of diverse and engaged learning, design inquiry, and research that value cultivating and exchanging intersectional ways of knowing.

5. Community Engagement & Advocacy

SALA will uphold an ethical framework for engaging systemically marginalised communities and will advocate for equity, diversity, and inclusion within our disciplines, professions, and broader communities.

## **Work Completed 2020–2021**

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### Accountability, Transparency, and Communication

- expanded membership to include more students than faculty and staff, with representation from FaFa and NOMAS, ARCH and LARC;
- created elected positions for alums on the committee;
- created avenues for Indigenous SALA student participation in the committee separate from elected positions
- held student-led listening sessions with MArch and LARC programs;
- reviewed letter to SALA from June 2020; used as basis for developing key themes for the work of the committee
- contributed to SALA responses to our community through discussions, Town Halls, and FAQs;
- created new channels for communication from students to faculty and staff; advocated for and supported creation of an anonymous reporting tool for students to reach SALA staff/faculty/leadership;
- created a committee webpage and blog to model transparency in committee work;
- amplified messaging on resources for students beyond SALA and on communication channels for students when needing accommodations or when faced with compromised, inappropriate, or dangerous situations;
- drafted and shared, with Communications manager and Council, statement of Anti-Asian racism (March 2021)

### Governance

- established how we on the EDI Committee work together, delegating meeting tasks equitably (all take minutes in turn),
- liaised with Assoc Dean of EDI Sheryl Staub-French to understand broader context of EDI in Applied Science and at UBC,

### Recruitment, Retention, & Success

- supported staff to revise the adjunct instructor handbook;
- advocated for development of a new policy to pay guest reviewers for their time where appropriate;
- helped to co-author a BC Office of Human Rights Special Program Application to launch a search for two BIPOC tenure-track faculty (ongoing);
- advocated successfully to add EDI faculty, student, and alum positions to a search committee for two positions to provide EDI insight;

### (un)Learning & Research

- supported Truth and Reconciliation content in Intro workshop 2020
- compiled documents to support inclusive teaching such as Model Syllabi and guidelines for compensating knowledge holders; supported development of survey for faculty and student regarding return to campus (May 2021)
- supported work from Student Affairs Committee such as developing guidelines for selection of studio reviewers, a one-pager summary of studio review culture (in progress), and a survey mechanism for faculty to share recommendations for external studio reviewers (especially local critics);
- launched an EDI in the Classroom program to pay knowledge-holders who contribute to SALA courses;

### Community Engagement & Advocacy

- prepared position description to hire student to create recruitment strategy to reach Indigenous students for Design Discovery;
- connected with EDI Committees at other schools in Canada to share experiences and strategies;
- our students participated in cross-Canada discussion of EDI in architecture.

### **Ongoing & Future Work**

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#### Ongoing work

- Co-develop studio review policy guidelines / handout for guests (led by Student Affairs Committee)
- Develop land acknowledgement policy for SALA
- Develop proposal and budget for paying reviewers who contribute to SALA studio reviews
- Recruit BIPOC faculty: continue with BCHRO application and positions on search committee (also: help with recruitment / amplifying message to right audience)
- Expand EDI in the Classroom Fund to support core curriculum efforts as well (Themes class for arch; XX for LARC; others?);
- Run EDI in the Classroom Fund for 2021–2022; continue with TRC content in Intro workshop
- Develop 'decision tree' for students to use when unsure of where to take concerns (program chairs, instructors, ombuds office, anonymous tool, etc.)
- Place link to anonymous reporting tool in eblast footer
- Develop SALA syllabi template to replace model syllabi

#### Future (2021 – 2022?) goals:

- Revisit SALA strategic plan with EDI goals [see attached draft of SALA Strategic Plan from February 27, 2020];
- Draft Engagement Policy for SALA (currently a pause on Indigenous/community engagement by non-tenure-stream faculty while this is worked out);
- Directing students to BREB and advising them on timelines for this work;
- Develop and require EDI training for faculty/staff;
- Data collection: experience and climate survey (and explore options for identity surveys, knowing limitations);
- Expand work on curriculum reform re: EDI, particularly around Indigenous knowledge and decolonization;
- Develop strategic plan to respond to Truth and Reconciliation Calls to Action
- Address gap between recruitment and success

#### Committee members:

Zahra Asghari, FaFa representative/student  
John Bass, faculty  
Adriana Ermi-Sprung, staff  
Nyah Lamarre, student  
David Law, NOMAS representative/student  
Alexander Moses, student

Chloe Moss, student  
Divine Ndemeye, alumni representative  
Christen Oakes, student  
Inge Roecker, faculty  
Sara Stevens, chair/faculty  
Kaili Sun, alumni representative  
Lauren Wolfe, student

**“in Progress” working summary of SALA Strategic Plan based on the 10 May 2019 Goals and Targets workshop with issues and recommendations from January 2020 External Review report document noted in most closely related sections.**

Working document prepared 200227

PLAN HORIZON	2020-2025 and 2025+
VISION	<p>A BRIEF STATEMENT OF A DESIRED END STATE</p> <p>In a world of competition, SALA offers a unique collaborative learning environment where students work and learn together to solve the world’s most challenging problems.</p>
PURPOSE/MISSION	?
PROPOSED COMPONENTS OF THE PLAN	<ul style="list-style-type: none"><li>• Core values</li><li>• 4 Goals</li><li>• Objectives</li><li>• Action Strategies</li></ul>
CORE VALUES	<p><i>Collaborative</i></p> <p>SALA is a close knit, distinct, interdependent, collaborative team connected to a local and global design community. Together our actions serve the greater good and important challenges in the world.</p> <p><i>Commitment</i></p> <p>At SALA, we educate design leaders that use their knowledge and personal commitment to design excellence to shape a better world</p> <p><i>Catalyst for Innovation</i></p> <p>We use design as a method to solve today’s complex problems. SALA’s location on the west coast of Canada serves as a platform, amplifier and catalyst; from here we address social and environmental imperatives through learning design.</p>
GOALS	DEFINE DIRECTION TOWARD THAT VISION ELABORATING MORE SPECIFIC, BUT STILL GENERAL, QUALITIES

Goal 1: An equitable, effective, and efficient allocation of human and financial resources

Goal 2: An effective and scalable curriculum across all SALA programs

Goal 3: A culture of research and design excellence that drives innovation in professional practice; Be Canada's best school of design

Goal 4: An identity that celebrates the uniqueness of SALA, promotes our accomplishments, and inspires involvement

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## OBJECTIVES

ADD GREATER SPECIFICITY AND DETAIL TO GOALS, INCREASING THEIR FOCUS ON SPECIFIC AREAS OF ACTION

GOAL 1: An equitable, effective, and efficient allocation of human and financial resources

1. Improve the quality of the physical space throughout SALA
2. Expand, diversify and effectively steward funding to advance SALA's mission
3. Attract, support and retain outstanding faculty and staff

Goal 2: An effective and scalable curriculum across all SALA programs

1. Strengthen administrative and collaborative support throughout SALA
2. Enable faculty and staff to be more effective at their jobs

Goal 3: A culture of research and design excellence that drives innovation in professional practice; Be Canada's best school of design

1. Elevate research capability in SALA, to enhance impact
2. Increase funding, incentives, reassigned time, and recognition for research, creative activities, and scholarship to enhance the School's reputation as a centre of scholarship
3. Elevate the profile of SALA and its programs

Goal 4: An identity that celebrates the uniqueness of SALA, promotes our accomplishments, and inspires involvement

1. Create a well-defined and supported identity as measured by students, faculty, staff, alumni and community perceptions
  2. Broaden outreach to the professions, government, private sector, non-profits, and community
  3. Pursue opportunities to play a significant role in university-wide research initiatives with community impact on regional, national, and international scales, and when possible take on a leading role in such opportunities
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## ACTION STRATEGIES

### IMPLEMENTATION MECHANISMS DEPLOY TO ACHIEVE A SET OF GOALS AND OBJECTIVES

GOAL 1: An equitable, effective, and efficient allocation of human and financial resources

OBJECTIVE 1: Improve the quality of the physical space throughout SALA

- Focus on improving current space and facility deficits associated with the academic and research units
- Reconfigure educational spaces within SALA to respond to changes in pedagogy and technological needs
- Actively engaging in the planning for the new building with stakeholders, decision-makers, advocates and funders

OBJECTIVE 2: Expand, diversify and effectively steward funding to advance SALA's mission

- Expand revenue from summer program, and non-credit academic programs
- Develop private-public partnerships to access outside capital and increase the impact of SALA
- Establish events to complement the alumni fundraising campaign

OBJECTIVE 3: Attract, support and retain outstanding faculty and staff

- Address current and upcoming faculty and staff needs through strategic succession and resource planning
- Implement a recruiting strategy that offers flexibility to recruit in areas where the School could and should be stronger or where the School could create partnerships/joint programs with other academic units.
- Identify metrics to track faculty and staff advancement, promotion and retention
- Promote the use of respectful and inclusive language, practices and policies

Goal 2: An effective and scalable curriculum across all SALA programs

OBJECTIVE 1: Strengthen administrative and collaborative support throughout SALA

- Identify and reassign current faculty committee tasks that can be placed appropriately within the responsibility of support staff
- Periodically review administrative structures and processes to optimize human and physical resources

OBJECTIVE 2: Enable faculty and staff to be more effective at their jobs

- Revise SALA teaching models and metrics in order to reflect the increasingly diverse teaching assignments and formats in the School
- Ensure that explicit and equitable expectations of teaching, research and scholarly activity, and service, consistent with current expectations of SALA faculty are enacted across all faculty members
- Restructuring School's academic leadership structure that reflects the current geography and integrated academic constitution of the School

Goal 3: A culture of research and design excellence that drives innovation in professional practice; Be Canada's best school of design

OBJECTIVE 1: Elevate research capability in SALA, to enhance impact

- Foster research that leverages the breadth of our expertise, bringing together disciplines to tackle major research challenges
- Link technology-centric teaching, research, and design initiatives and infrastructures across the School so as to maximize impact, create efficiencies, and identify gaps and opportunities
- Launch a doctoral/PhD program to meet the increasing demand for higher-level terminal degrees

OBJECTIVE 2: Increase funding, incentives, reassigned time, and recognition for research, creative activities, and scholarship to enhance the School's reputation as a centre of scholarship

- Increasing research revenue from sources other than Federal Government competitive grant schemes
- Provide incentives for developing external funding proposals
- Institutionalized discussion between faculty and practitioners covering future directions in the architecture, landscape architecture, design and planning professions

OBJECTIVE 3: Elevate the profile of SALA and its programs

- Develop a set of benchmarks with a national panel of universities to assist in assessing national quality outcomes
- Increase the academic contribution published in the media and the level of media citations of academic contributions to major public or industry reports
- Attract and admitting high quality applicants to all programs and to continue to graduate exceptional students who will be future leaders in practice and research
- Launch a highly demanded quality undergraduate design education program (B.DES.) that provides students opportunities to combine classroom- and studio-based learning with fabrication experiences, community-based fieldwork, and the opportunity to study or gain work experience abroad

Goal 4: An identity that celebrates the uniqueness of SALA, promotes our accomplishments, and inspires involvement

OBJECTIVE 1: Create a well-defined and supported identity as measured by students, faculty, staff, alumni and community perceptions

- Engage in a process that identifies what makes SALA distinctive
- Develop a centralized comprehensive integrated marketing communication plan to reinforce our identity with internal and external audiences

OBJECTIVE 2: Broaden outreach to the professions, government, private sector, non-profits, and community

- Increase School partnership with firms and agencies and strengthen these connections through internships, studio projects, and other mutually beneficial initiatives; expand service-learning opportunities
- Expand partnership with non-profit and public clients to deliver even more significant public-interest projects; share the results of work widely and host multi-stakeholder gatherings to share promising practices and strengthen collaboration in the public-interest field.



- Increase strategic communication with key external stakeholders and between internal stakeholders about the impact of SALA research, education, and outreach

OBJECTIVE 3: Pursue opportunities to play a significant role in university-wide research initiatives with community impact on regional, national, and international scales, and when possible take on a leading role in such opportunities

- Host exhibitions that address important issues and problems, and seek curricular and co-curricular partners from across the university in order to create opportunities from broad, campus-wide and community engagement
- Enhance educational opportunities that foster interdisciplinary collaboration and cross-cultural learning
- Encourage the dissemination of faculty and student research work in both academic and public communities and provide support for participation

COMPONENTS TO CONSIDER	
Student Success	Improve curricular and student support infrastructure to enhance access, educational quality, and success, educational quality, and student success in growing school. Align student recruitment, admissions, and retention system-wide to enhance access, inclusiveness, and student success
Diversity	Create and sustain a school community that is diverse, including, and equitable