

SALA EDI in the Classroom Program

SALA EDI Committee

31 August 2023

Equity, Diversity, and Inclusion Context

In recognition and support of SALA's Equity, Diversity and Inclusion initiative, driven by students, staff and faculty, this program began in Winter Term 2 of the 2020–2021 academic year. The purpose of the fund is to support EDI initiatives in advanced SALA courses.

The fund provides a means of supporting class-based engagement with BIPOC or otherwise underrepresented individual Knowledge Holders who are not stably employed in a professional or academic position, and whose lived experience is the primary source of their knowledge contributions to the classroom.¹ The fund is not intended to support community-driven collaborations in which the community has an economic self-interest and the financial means to support the involvement of its Knowledge Holders in in-class engagement.

SALA is committed to acknowledging that systems of power imbalance, racism, and other forms of oppression are inherent in the academy. Moreover, we are committed to upholding both the UBC commitment to a [respectful environment](#) for all and to initiating change processes within our school.

UBC Applied Science Context

The advancement of equity, diversity and inclusion is critical to the Faculty of Applied Science implementing its Strategic Plan priority area Inclusive Leadership & Respectful Engagement, especially with respect to the following key strategies:

- Strategy 1 Leading-edge teaching – focusing on the demonstration and promotion of leading-edge curricula and teaching practice
- Strategy 8 Truth and Reconciliation – focusing on ways in which the Faculty can demonstrate and authentic commitment to Truth and Reconciliation and value traditional ways of knowing
- Strategy 9 Inclusive respectful leaders – focusing on ways in which we can support our students to build competencies required to be inclusive leaders, and demonstrate an intentional approach to the creation of spaces for respectful engagement

Amount of Funding Available

The SALA Fund for EDI in the Classroom is \$3,200 dollars for this term. Typically, \$400/minimum per course will be available, increasing in increments of \$400 dollars. The review committee can award a maximum of \$1,600 dollars to a single applicant per course. Funds will be awarded on a rolling basis until the total is depleted.

The \$400 dollar figure corresponds to the *Payment Guidelines for Respectful Engagement with Indigenous Peoples* recommendations developed by the UBC Indigenous Research Support Initiative. The figure suggests a minimum amount of \$400 dollars for a half day (2-4 hours) of in-class presentation, and \$800 dollars for a full day (4+ hours).

¹ To understand who is eligible for support through the fund, the intent is to encourage invitations to Knowledge Holders whose voices are rarely heard in SALA courses. The policy thus assumes that design professionals operate under guidelines which encourage contributions to mentorship and community engagement. The policy here assumes that those employed as design professionals and part of such professional organizations would be ineligible for the fund. Similarly, full time academic positions include service work as part of their job duties, and thus contributions to another course would fall into that category. At the same time, there are not hard boundaries around any of these categories, there are barriers that this does not account for, and so the review committee will be open to considering alternative proposals.

On its own, the minimum award of \$400 dollars would cover only one engagement event. Though it does serve to build awareness and cultural humility among SALA students, this is not sufficient to provide in-depth engagement with Knowledge Holders. Faculty submitting proposals should be aware that other sources of support are or will be available soon, including a fund APSCI is developing to support similar course initiatives. Other sources of support include UBC Community-University Engagement Support funding, which you can read about [here](#). When appropriate, faculty are encouraged to identify and apply for funding support through such sources, and to indicate this in your SALA funding application.

Proposal Process and Deadlines (notifications follow one week after proposal deadline)

Faculty are asked to complete an application in Qualtrics that requests a 1-2 paragraph rationale to explain what the funds are being requested for and how the request will contribute to advancing anti-racism, equity, diversity and inclusion for your course.

2022-2023 academic year:

- Term 1 applications will be reviewed starting **September 7, 2023**; results announced by August 26, 2022. Ongoing applications for the term will be open until November 15, or until funding pool is depleted.
- Term 2 applications will be reviewed in two batches. The deadline to be in the first batch is **December 12, 2023** (results will be announced December 20, 2023); the second batch will be reviewed **January 8, 2024** (results will be announced January 10, 2024). We intend to allocate half of the budget in the first round. Those not funded in the first round will be evaluated again in the second round, which gives more time for instructors to submit.

Longer-term planning

The EDI Committee proposes working with the Curriculum Committee and program chairs to determine what core classes should regularly include support for EDI in the Classroom. A modest funding stream could be dedicated to supporting EDI in the Classroom for regular inclusion in key core courses so that all SALA students build awareness about EDI issues. In addition, a second/separate EDI in the Classroom Fund could be geared toward in-depth engagement in advanced courses across all programs for competitive application. This model would allow for both broad awareness of equity issues and cultural humility and provide opportunities for students to participate in deeper engagements and research projects through advanced coursework.

Eligibility

All current SALA faculty and those instructors with confirmed course offerings are eligible to apply.

Review Process and Evaluation Criteria

Review of applications will be by a subcommittee of SALA's EDI committee in consultation with the SALA Director and Council. The EDI committee is composed of SALA faculty, staff, students, and alumni.

The fund is intended to support both core courses that build awareness and elective courses that propose in-depth engagement with the types of Knowledge Holders defined above. The types of courses include but is not limited to core courses, field studies, advanced seminars, and option studios. Until a long-term curriculum strategy is in place and funded, this program will support core curricula that in principle should integrate foundational EDI content into their syllabi as well as advanced courses and electives; however, the long-term goal will be to separate funding for core courses from funding for deeper engagement in non-core courses. All SALA courses, from all SALA programs, are eligible to apply.

The application survey will collect the following information:

1. Name of Instructor, email
2. Course number
3. Estimated number of students involved, indicating programs
4. Proposed date/s of activity
5. Total amount requested
6. Provide 1 – 2 paragraph written statement as to how the funds will be used to support advancing anti-racism, equity, diversity, inclusion or to promote the awareness of or action to support truth

and reconciliation, integration of lived experience knowledge and practice into the classroom environment.

7. List other sources of funding that the course has applied for, if applicable, and indicate status

Applications must include specific information about the extent and role of the Knowledge Holders' involvement in the course. Where appropriate, applicants should indicate other sources of funding that will be leveraged to increase the depth of engagement with Knowledge Holders. Proposals will be evaluated on criteria related to either breadth or depth—breadth in terms of how many students are involved to evaluate how wide the impact will be (i.e. a core course with large enrolment); and depth in terms of length of interaction, ability to build toward partnerships, and integration with course content. (Proposals will not be strictly categorized; the two categories are intended to be a guide to clarify intent and aid in evaluation during this pilot phase.) All proposals will also be evaluated as to how they work to address inequities in the disciplines. Funds will be awarded with attention to fair distribution across all SALA programs.

Evaluation criteria

Breadth: Raising awareness of EDI Issues in our disciplines/professions	Depth: Engaging students to deepen understanding and build competencies around EDI issues
How many students will be involved and from what program/s?	How many and how long are interactions?
At what point in the curriculum will the students be (early or late in a program)?	Does the proposal indicate an interest in building longer-term relationships or research partnerships?
What EDI issue/s does the proposal intend to address?	How does the proposal integrate into the course content? Is it an additional topic or does it challenge the orientation of the course material / discipline?
In what way does the content or perspective added to the course challenge existing systems of privilege/inequity or the status quo in the relevant discipline/profession?	How does the proposal involve students with Knowledge Holders or lived experience experts? (i.e. what do the students get to do?)
	How does the proposal move beyond simple awareness of inequity and build toward understanding and other EDI competencies?

Application Link

Fill out the Qualtrics application survey sent by email

Follow-up Report

All successful applicants may be asked to complete a brief survey after the course is completed to reflect on the value provided by Knowledge Holders to the course and insights into how to embed learning/insight into future courses. Students may also be asked to fill out a survey regarding the inclusion of Knowledge Holder/s in the course at the end of the term.

Questions and contacts

Contact EDI@sala.ubc.ca or Sara Stevens with any questions.