

Proposed Equity, Diversity and Inclusion Priority Areas in the Faculty of Land and Food Systems for 2021/2022

June, 2021

This document summarizes the priority areas and activities that will be undertaken in LFS for the 2021-2022 academic year, and will likely continue into the coming five years. A critical aspect of our work this year will be to align our efforts with STEM and health-related fields at UBC. Specifically, we will be working in close collaboration with the Associate Deans and EDI committees in Applied Sciences, Forestry, and Science. At the end of the document, we have a brief section with definitions for bolded terms.

Priority Areas + Activities

1. Metrics, Protocols, Policies, and Communication
 - a. Identify and evaluate existing data and metrics tracked at the University that could be useful in evaluating EDI in LFS
 - b. Review existing protocols and policies in LFS through an EDI lens, for example
 - i. Recruitment, hiring, retention, and mentorship
 - ii. Formal structures for leadership in EDI at the unit level
 - iii. Establish program-level EDI committees with designated staff and faculty EDI leadership
 - iv. Develop clear mandates and accountability for Heads & Directors and consider EDI leadership as part of annual reviews.
 - c. Develop LFS website to promote EDI-related goals, activities, and initiatives
 - d. Improve pathways for addressing EDI-related issues and claims in LFS
 - e. Assess cultural safety protocols and physical space in LFS and FNH
2. EDI Competencies for LFS Stakeholders
 - a. Define the **EDI competencies** for faculty, staff, teaching assistants, graduate students, and undergraduate students
 - b. Adopt a 3-level EDI Competencies Framework to structure and guide the development of training materials and curriculum.
 - c. Develop systems for tracking individual's progress
 - d. Support unit-level development of EDI competencies
3. EDI Support for Research and Laboratory Protocols
 - a. Support EDI work related to Tri-Council funding requirements
 - i. Proposal writing
 - ii. Embedding EDI into research practice
 - iii. Reporting on EDI specific metrics and indicators
 - b. Developing lab-specific EDI protocols and processes in LFS
4. Curriculum and Classroom Environment
 - a. Identify landscape of EDI content within LFS curriculum and degree programs
 - b. Highlight existing EDI curriculum development, such as in LFC Series and Dietetics Program
 - c. Support instructor development of EDI content and pedagogical activities

- d. Development of EDI workshop for graduate students.
5. Outreach, Recruitment and Orientation of Students
 - a. Assess current recruitment strategies for students through EDI lens
 - b. Develop strategies for increasing recruitment of individual's from equity-deserving communities
 - c. Review current community-based experiential learning activities in LFS
 - d. Consider partnerships (and building upon) with similar initiatives, such as UBC Cedar (<http://cedar.ubc.ca/>) and APSC "Geering Up" to reach Black and other underrepresented and underserved communities
 - e. Provide clear pathways for systematically marginalized and underserved youth to pursue education in LFS considering their local context
 - f. Delivering more EDI content earlier through orientation programs, student leadership training, Work Learn training and [LFS ROOTSS](#)
 6. Outreach, Recruitment, Onboarding and Retainment of faculty, staff and students
 - a. Assess current recruitment strategies for faculty and staff through EDI lens
 - b. Develop strategies for increasing recruitment of individual's from equity-deserving communities
 - c. Assess job postings and interview processes through EDI lens
 - d. Assess current onboarding practices of new staff and faculty from a belonging and inclusive lens
 - e. Consider partnerships with similar initiatives, such as [UBC IBPOC Connections](#) to connect underrepresented and underserved communities
 - f. Provide clear pathways for systematically marginalized and underserved staff and faculty to grow and develop their career
 - g. Provide clear pathways for staff and faculty to advocate for themselves
 - h. Review of how EDI faculty are supported through their career development and their steps through the tenure track process
 7. Co & Extra-Curricular Programming
 - a. Evaluate existing co-curricular and extra-curricular activities with ROOTSS, LFSUS, LFS Grad Student Society, LFS Career Strategist, LFS Student Services, and Staff
 - b. Assess faculty-level support for student societies to carry out extra-curricular programming
 - c. Develop strategies for increasing EDI related content and processes specific to each stakeholder group as well as at the faculty level

Terms

Equity refers to achieving parity in policy, process and outcomes for historically and/or currently oppressed and/or systematically marginalized people and groups while accounting for diversity. It considers power, access, opportunities, treatment, impacts and outcomes, in three main areas:

- Representational equity: the proportional participation at all levels of an institution;
- Resource equity: the distribution of resources in order to close equity gaps; and
- Equity-mindedness: the demonstration of an awareness of, and willingness to, address equity issues

Diversity refers to differences in the lived experiences and perspectives of people that may include race, ethnicity, colour, ancestry, place of origin, political beliefs, religion, marital status, family status, mental disabilities (as well as those who identify as Mad), cognitive disabilities, physical disabilities (including chronic, severe, or intermittent illnesses), d/Deafness, and neurodivergence, sex, gender identity or expression, sexual orientation, age, body shape/size, medical status, class, and/or socio-economic situations.

Inclusion is an active, intentional, and continuous process to address inequities in power and privilege, and build a respectful and diverse community that ensures welcoming spaces and opportunities to flourish for all.

EDI Skills and Competencies

The attributes, knowledge, skills, abilities, attitudes, values, and/or principles that demonstrate an understanding of equity, a commitment to diversity, and an ability to create inclusive environments. There is no one set of EDI skills and competencies used across contexts.

- Common aspects of EDI skills and competencies are demonstrated / observed at an:
- Individual level (e.g. individual awareness and / or education)
- Interpersonal level (understanding, valuing and working with others in groups)
- Organizational / institutional level (understanding inequity and demonstrating skills that foster equitable and inclusive policies and practices)
- Societal level (contributing to systems change and social justice)

For reference:

3-Level EDI Competencies Framework developed by EDI in Engineering Advisory Committee:

in the context of respect:

	Introduce	Develop	Apply
	<i>At this level, you learn about EDI and its influences on our society.</i>	<i>At this level, you empathize with underrepresented and marginalized groups, and identify how barriers affect them.</i>	<i>At this level, you apply your understanding and care to changing systems, processes, and your relationship with yourself and your community.</i>
Equity	Understand the barriers that others face, and acknowledge harms that have been done. Recognize that access and opportunity is not equally available to everyone.	Recognize the broad impacts of underrepresentation, power, and privilege, including historical influences, and empathize with members of underrepresented groups.	Recognize inequity and take steps to resolve it, including allyship, empowering others, and incorporating equity and equality into systems and processes.
Diversity	Understand that diversity is a strength and it leads to better teams and better decisions, but to create diversity we have to overcome known (explicit) and subconscious (implicit) biases about oneself (stereotype threat) or others.	Recognize biases, stereotype threat, and microaggressions, how they impact others, and how your own biases affect you and those around you.	Challenge yourself to identify and confront internal and external biases when you see them.
Inclusion	Be aware of the experiences, perspectives, and challenges that people of various identities may face, including how intersectionalities impact those identities.	Welcome and value learning from and about others, including how their identities shift and change in different contexts, while building a vocabulary for respectful discourse.	Treat others as they want to be treated, and empower them through proactive and reactive allyship.

Figure 1: EDI Competencies Framework, developed in collaboration with the EDI in Engineering Advisory Committee.