

LFS EDI Working Group

June 25, 2021

2pm-3pm

Attendees: Will Valley, Baohua Wang, Azita Madadi Noei, Gordon Ly, Melody Wang, Anisha Sandhu, Rob Kim, Amanda Rheume, Shannon Wong, Pia Lim, Karen Lee, Jason Pang

Regrets: Dana-Lyn Mackenzie, Clare Cullen

Next meeting: July 30, 2021, 2pm-3pm

<https://ubc.zoom.us/j/9900297322?pwd=Vkk5eXJsRjFBOWhqEh2MTVqL2pEUT09>

Agenda

1. Check-in
2. Priority Action Plan 2021/22
3. Team Charter / Terms of Reference

Priority Areas + Activities

1. Metrics, Protocols, Policies, and Communication
 1. Identify and evaluate existing data and metrics tracked at the University that could be useful in evaluating EDI in LFS
 2. Review existing protocols and policies in LFS through an EDI lens, for example
 1. Recruitment, hiring, retention, and mentorship
 2. Formal structures for leadership in EDI at the unit level
 3. Establish program-level EDI committees with designated staff and faculty EDI leadership
 4. 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

LEAD: Karen Lee

Interested: Gordon, Shannon, Azita, Baohua

- Developing a website to help archive and communicate
- How is UBC tracking this?

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

LEAD: Will

Interested: Amanda

- 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

LEAD: Baohua Wang

Interested: Juli Carrillo, Will

- 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.

LEAD: Will

Interested: Anisha, Meghan, Gordon

- 5. Outreach, Recruitment and Orientation of Students
 - a. Assess current recruitment strategies for students through EDI lens
 - b. Develop strategies for increasing recruitment of individuals 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 and Geering Up to reach Black and other underrepresented and underserved communities
 - e. Provide clear pathways for underrepresented 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](#)

LEAD: Meghan (to be confirmed)

Interested: Pia, Azita, Shannon, Jason, (Rob)

- 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 individuals 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 underrepresented 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

LEAD: Rob

Interested: Amanda, Pia, Gordon, Shannon

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

LEAD:

Interested: Anisha, Meghan, Rob, Jason, Azita