UBC Sustainability Scholars Program 2019

The UBC Sustainability Initiative (USI) is pleased to offer current UBC graduate students the opportunity to work on funded sustainability internship projects. Successful candidates work under the mentorship of a partner organization, and are immersed in real world learning where they can apply their research skills and contribute to advancing organizational sustainability goals.

For more information about the Sustainability Scholars Program and to apply to work on this project, please visit the [Student Opportunities](#) page.

Please review the application guide (PDF) before applying.

Applications close **midnight Monday February 25, 2019**.

Research project title
Mapping and Analysis of Equity, Diversity, and Inclusion Courses

Goal or Operations Plan objective
This project will build a comprehensive understanding of UBC's curricular opportunities to engage with equity, diversity, and inclusion through an analysis of courses on offer at UBC that include a focus on equity, diversity, and inclusion.

This project will help to identify UBC's strengths and trends, as well as the curricular gaps in the areas of equity, diversity, and inclusion. It will benefit institutional planning to promote student wellbeing through inclusion. It will also directly benefit students by providing increased information on how they can engage with issues of equity, diversity, and inclusion through their course choices.

Please specify the strategic area(s) this project supports:
Okanagan Charter: 1.2 Create Supportive Campus Environments
20 Year Sustainability Strategy: UBC Community
UBC Wellbeing Priority Area: Social Connection
UBC People and Place Strategy: Strategy 4: Inclusive Excellence

Outline scope of project and why it is of value to your organization. Describe how and when the scholar's work will be actionable.

Central to the People and Places pillar of the UBC Strategic Plan is the development of an Inclusion Action Plan (informed by Strategy 4) that aims to "provide Faculties and units with resources and guidance on making excellence inclusive".[1] Coupled with requests from Faculties, faculty members, and administrative units at UBCV to better understand the landscape of curricular offerings that have a focus on equity, diversity, and inclusion, the proposed project will consist of a comprehensive scan and analysis to identify graduate and undergraduate courses that focus on equity, diversity, and inclusion at both UBC-V and UBC-O.

---

[1] See https://strategicplan.ubc.ca/wp-content/uploads/2018/09/Implementation-of-Inclusion-Action-Plan-20180926.pdf

In addition to faculty and administrative interest, data from the UBC Undergraduate Experience Survey (UES) 2018 Diversity Module show that around two thirds of students consider it important to have opportunities to learn about key issues and experiences for cultural communities other than their own, but less than half of students are satisfied with these opportunities. The same data set shows that only half of UBC students say that their coursework has emphasized learning about cultural communities other than their own, discussing issues of equity or privilege, or recognizing their own cultural norms and values.

Given UBCs strategic commitments to inclusion, a gap in our understanding of the formal learning opportunities that include equity, diversity, and inclusion, and data from the UES of what students deem valuable and the opportunities available to them, the scholar's work will consist of a research project to identify courses at UBC that provide opportunities for students to deepen their knowledge, skills, and engagement with issues of equity, diversity, and inclusion.

A similar scan and inventory of sustainability-focused courses is maintained by the UBC Sustainability Initiative. USI's listing includes courses that relate to social sustainability, including some courses that are considered equity, diversity, and inclusion-related. This project will build on the methods that have already been developed and incorporate USI's learnings.

One of our key learnings from preliminary conversations with USI is that the EIO will need to engage in iterative efforts to define the scope and criteria of what constitutes an equity, diversity, and inclusion-related course. Preliminary scoping work for this project has used the following definition for course offerings with a focus on equity, diversity, and inclusion: *Promoting critical engagement with issues of equity, diversity, power, privilege, and/or marginalized identities and groups.* Prior to the arrival of the Scholar, the EIO mentors will further refine this definition in consultation with stakeholders, and develop a preliminary set of keywords to facilitate analysis.

At the start of the project, the scholar will be provided with a full database of UBC's course offerings along with the preliminary keyword list. This preliminary list will serve as a basis for the Scholar to conduct a scan of relevant frameworks that include diversity, equity, and inclusion content and framing in order to refine the inclusion criteria and keywords of the database. These frameworks may include, but are not limited to ones within post-secondary institutions within North America and the UK, research-funding bodies (i.e. the Natural Sciences and Engineering Research Council of Canada, Social Sciences and Humanities Social Council) and all three levels of government. The combined efforts will be the foundation for conducting a qualitative analysis to assess diversity, equity, and inclusion content and from which the Scholar can offer recommendations for criteria and keywords for inclusion within course titles and descriptions.

In addition to refining the preliminary database of equity, diversity, and inclusion-related courses, the scholar will also produce a report documenting their process. Given the scholar's familiarity with the data, the final report will offer recommendations for the next phase of the EIO's use and maintenance of this course list. This will include any initial observations on trends, strengths, and gaps in the course offerings.

The EIO will use this course database in three main ways. First, we will conduct further qualitative analyses that will build a more nuanced picture of the landscape of curricular engagement with these issues and will be used to inform institutional and curricular planning efforts by helping identify current strengths and gaps in the range of equity, diversity, and inclusion-related courses currently available to students.

Secondly, we will use the database to develop a roster of faculty members who teach courses on equity, diversity, and inclusion. This will be valuable for future collaborations with the EIO and partner units such as the Centre for Teaching, Learning and Technology, the Faculty of Arts, and the Faculty of Science.

Finally, this information will be made available online to students and prospective students to help inform their course choices. Recognizing that the database will need to be maintained with changes to the numbers and scope of equity, diversity, and inclusion courses, the EIO will work with the Senate Ad Hoc Committee on Equity & Inclusion (SACADI) to propose that in addition to existing designations available for courses, that an "Equity, Diversity, Inclusion" designation be added, which effectively, will allow us to identify any additional courses that should be added to the database; this measure will also allow instructors to self-select whether their course is an EDI course. In the interim, the EIO will have a point-person to oversee the database with support from student staff (i.e. co-op and/or work-learn students) to maintain the database.

Deliverables
Note that a final deliverable either a full report or, if the report contains confidential information, an executive summary is required by the end of the program (August 12, 2019). The deliverable will be archived in the online Scholars Project Library and made publicly available.
- A scan of equity, diversity, and inclusion frameworks, as outlined above
- a database of courses on offer at UBC with a focus on equity, diversity, and inclusion
- a report that summarizes the scholar's process in selecting courses for inclusion in this database and provides recommendations for future qualitative analysis of the course list
- Executive Summary for the UBC Sustainability Scholars online project library

Time Commitment
Please indicate the total numbers of hours your scholar will need to complete the project, the time frame (between April 29 to August 12), any critical dates for the project, and the optimal schedule for your scholar's work.

- This project will take 250 hours to complete.
- This project must be completed between April 29 and August 12, 2019.
- The scholar is not subject to any specific hours/week. The schedule of these hours will be determined with the scholar when they are hired.

Skill set/background required/preferred
☒ Excellent research and writing skills.
☒ Familiarity with research methodologies and survey techniques
☒ Strong analytical skills
☒ Ability to work independently
☒ Deadline oriented
☒ Project management and organizational skills
☒ Qualitative analysis skills
☒ Demonstrated interest in inclusion and equity
☒ Advanced excel skills

Applications close **midnight Monday February 25**.
Apply here:
https://sustain.ubc.ca/student-opportunities

To learn more about the program here:
https://sustain.ubc.ca/ubc-sustainability-scholars-program

Read the application guidelines to confirm your eligibility to participate in the program here:
https://sustain.ubc.ca/student-opportunities

Contact Karen Taylor at sustainability.scholars@ubc.ca if you have questions.