



# TLEF Project – Final Report

Report Completion Date: (2024/06/30)

## 1. PROJECT OVERVIEW

### 1.1. General Information

<b>Project Title:</b>	Embedding Equity, Diversity, and Inclusion into Business Teaching and Learning		
<b>Principal Investigator:</b>	Katherine White		
<b>Report Submitted By:</b>	Katherine white		
<b>Project Initiation Date:</b>	March 2022	<b>Project Completion Date:</b>	September 2023
<b>Project Type:</b>	<input type="checkbox"/> Large Transformation <input checked="" type="checkbox"/> Small Innovation <input type="checkbox"/> UDL Fellows Program <input type="checkbox"/> Hybrid and Multi-access Course Redesign Project <input type="checkbox"/> Other: [please specify]		

### 1.2. Project Focus Areas – Please select all the areas that describe your project.

- Resource development (e.g., learning materials, media)
- Infrastructure development (e.g., management tools, repositories, learning spaces)
- Pedagogies for student learning and/or engagement (e.g., active learning)
- Innovative assessments (e.g., two-stage exams, student peer-assessment)
- Teaching roles and training (e.g., teaching practice development, TA roles)
- Curriculum (e.g., program development/implementation, learning communities)
- Student experience outside the classroom (e.g., wellbeing, social inclusion)
- Experiential and work-integrated learning (e.g., co-op, community service learning)
- Indigenous-focused curricula and ways of knowing
- Diversity and inclusion in teaching and learning contexts
- Open educational resources
- Other: [please specify]



**1.3. Final Project Summary** – *What did you do/change with this project? Explain how the project contributed toward the enhancement of teaching and learning for UBC students.*

**1.4.**

In line with our proposal, we created a Qualtrics survey to conduct a course mapping to determine where in our undergraduate and graduate curriculum EDI pedagogy and content currently sit.

We have distributed the survey to our faculty members and have data on 200 unique courses across our undergraduate and graduate programs.

We have created an interactive dashboard for internal purposes that will allow us to easily access and sort our EDI Course Mapping Data and can help us to determine where EDI content and pedagogy exist in our courses.

We have curated and completed a Canvas Course to allow faculty to access key resources and trainings that were asked for in our survey.

We have also created a Student EDI Survey to track student belonging, inclusion, access to resources, etc. over time.

**1.5. Team Members** – *Please fill in the following table and include students, undergraduate and/or graduate, who participated in your project.*

Name	Title/Affiliation	Responsibilities/Roles
Barnini Bhattacharyya	PHD Student	Creation of courses mapping survey
Ky Sargeant	Undergraduate Student	Creation of survey, preliminary analysis of results, initial work on creating the EDI course modules
Gongning Ma	Undergraduate Student	Work on creating and curating the EDI modules

The following individuals played an advisory role, giving feedback on the surveys.

- Dharm Joshi, RHL Staff, Helped create the dashboard
- Yann Cornil, Assistant Professor, Marketing and Behavioural Science
- Sanghoon Lee, Associate Professor, Strategy and Business Economics
- Rebecca Paluch, Assistant Professor, Organizational Behaviour and Human Resource Division
- Wayne Rawcliffe, Full-time Lecturer, Law and Business Communications Group/ Organizational Behaviour and Human Resources Division

**1.6. Courses Reached** – *Please fill in the following table with past and current courses (e.g., HIST 101, 2017/2018) that have been reached by your project, including courses not included in your original proposal (you may adapt this section to the context of your project as necessary).*

This project reached almost all of our courses in UBC Sauder undergraduate and graduate programs.



## 2. OUTPUTS AND/OR PRODUCTS

2.1. Please **list** project outputs and/or products (e.g., resources, infrastructure, new courses/programs). Indicate a URL, if applicable.

Output(s)/Product(s):	URL (if applicable):
Course Mapping Survey	
Dashboard	
EDI Training Course	
Student EDI Survey	<a href="https://www.sauder.ubc.ca/sites/default/files/2024-08/EDI_Survey_2024_WEB_F.pdf">https://www.sauder.ubc.ca/sites/default/files/2024-08/EDI_Survey_2024_WEB_F.pdf</a>

2.2. **Item(s) Not Met** – Please list intended project outputs and/or products that were not completed and the reason(s) for this.

N/A

## 3. PROJECT IMPACT

3.1. **Project Impact Areas** – Please select all the areas where your project made an impact.

- Student learning and knowledge
- Student engagement and attitudes
- Instructional team-satisfaction
- Teaching practices
- Student wellbeing, social inclusion
- Awareness and capacity around strategic areas (Indigenous, equity and diversity)
- Unit operations and processes
- Other: [please specify]

3.2. **Please provide details on each of the impact areas you selected in 3.1.** – For example, explain in which ways your teaching practices changed; how student wellbeing was impacted; how students wellbeing benefited from your project, etc.

This work has seeded the way to embedding more EDI content and teaching practices into our courses, which has the effect of enhancing student learning, improving student engagement, as well as enhancing student well-being and inclusion. This also helps instructors improve their teaching and increases awareness and capacity around equity, diversity and inclusion. This is the preliminary work on our path and we will measure student inclusion and other factors over time.



**3.3. How do you know that the impacts listed in 3.1/3.2 occurred?** – Describe how you evaluated changes/impacts (e.g., collected survey data, conducted focus groups/interviews, learning analytics, etc.) and what was learned about your project from the evaluation. You are encouraged to include graphical representations of data and/or scenarios or quotes to represent and illustrate key themes.

In the original proposal, this was part 1 and so we still need to measure changes overtime. We have created an initial EDI survey and would like to continue to a) build out our resources and training modules, b) measure faculty reports of EDI content and inclusive pedagogy usage, and c) measure student inclusion, belonging, and access to resources over time.

**4. TEACHING PRACTICES** – Please indicate if **your** teaching practices or those of **others** have changed as a result of your project. If so, in what ways. Do you see these changes as sustainable over time? Why or why not?

I have heard from multiple instructors that completing the course mapping survey has made them think of ways and to make adjustments to their teaching in ways that respect diversity and enhance equity and inclusion. This is the first step – we will continue to develop our resources and training modules and will continue to measure what faculty are doing over time as well as the impacts of this in terms of student ratings of belonging and inclusion.

**5. PROJECT SUSTAINMENT** – Please describe the sustainment strategy for the project components. How will this be sustained and potentially expanded (e.g., over the next five years). What challenges do you foresee for project sustainment?

We will be able to update and continue to offer our EDI Training Modules on a continuing basis. I expect that once we further refine our Course Mapping Survey and our Student EDI Survey, it will be very easy to be able to continue to collect this data over time.

**6. DISSEMINATION** – Please provide a list of scholarly activities (e.g., publications, presentations, invited talks, etc.) in which you or anyone from your team have shared information regarding this project. Be sure to include author names, presentation title, date, and presentation forum (e.g., journal, conference name, event). These will be included on the TLEF scholarly output page.

A summary of the results of our Student EDI Survey can be found on our EDI Webpage here:  
[https://www.sauder.ubc.ca/sites/default/files/2024-08/EDI\\_Survey\\_2024\\_WEB\\_F.pdf](https://www.sauder.ubc.ca/sites/default/files/2024-08/EDI_Survey_2024_WEB_F.pdf)

We also shared information about the TLEF in our EDI Annual Report:

[https://issuu.com/sauder-business-school/docs/edi\\_annual\\_report\\_2024\\_f\\_web?fr=xPf81NTU](https://issuu.com/sauder-business-school/docs/edi_annual_report_2024_f_web?fr=xPf81NTU)