UBC Department of Psychology Task Force on Equity, Diversity, and Inclusion

November 2021

1. EXECUTIVE SUMMARY

The goal of our Task Force was to develop ways to enhance the equity, diversity, and inclusion (EDI) in our department; see Glossary of Terms. To that end, this report offers recommendations in two domains: (a) increasing the racial diversity of our department faculty, and (b) increasing the inclusive climate in our department for all its members. Finally, there are recommendations for (c) monitoring our progress in each domain.

Our Task Force consisted of 16 members, selected to represent a broad cross section of areas and roles within our department. The task force was created in the spring of 2021 after a group of graduate students in our department issued a letter calling for increased racial diversity in faculty hiring. Several discussions across the department ensued, including two Town Hall meetings (see Town Hall Discussion Summary). These discussions, at times heated, uncovered painful experiences shared by racialized members of our community, but also generated many suggestions related to promoting greater diversity and inclusion in the department. To craft informed recommendations that comprise a strategic plan for our Department's EDI efforts, our Task Force was formed.

We used several methods to create our final recommendations. In July of 2021, the EDI Task Force surveyed members of the departmental community to solicit feedback on a number of initiatives and recommendations being discussed and developed. Data were received from 184 respondents (61 faculty, 74 graduate students, and 49 who were staff, postdocs, or who chose not to identify their role in the department). Cross-cutting these designations, 56 respondents self-identified as racialized, 92 as non-racialized, and 36 provided no response. Greater descriptive detail about the survey can be found in the Departmental Survey on EDI Issues (July 2021), including the section on Sample Demographics. Results from this survey will be mentioned throughout this report, when relevant, to provide greater justification for some of the proposed recommendations. In addition to the survey, our Task Force conducted research into empirically-supported procedures that have enhanced EDI, interviews with other departments/universities to learn about their EDI initiatives, and weekly meetings to discuss our findings. We acknowledge that this report does not address all important EDI issues (see Future Directions).

This report opens with a brief listing of each recommendation. We then follow with summaries of the major issues in each recommendation domain (faculty hiring, inclusion, progress

monitoring), and detailed information and justification for each recommendation. By clicking on each recommendation below, you can skip directly to the section that provides more details.

1A. FACULTY HIRING RECOMMENDATIONS

1A1. Increasing Racial Diversity of Those who Apply

Hiring 1   **Preferential Search**

Adopt a preferential search model for the next hire in each area of the department, whereby members of under-represented demographic groups (especially Indigenous and Black, then racialized) are considered ahead of the general pool.

Hiring 2   **Commitment to EDI in Job Ad**

Revise job ads to articulate a more meaningful and explicit commitment to overcoming long-term systematic problems that have kept underrepresented scholars out of traditional academic positions.

Hiring 3   **Reach of Job Ad**

Advertise faculty positions in a way that reaches more applicants from underrepresented demographic groups.

Hiring 4   **Track Demographics of Applicants**

Formally evaluate the demographic information of the applicant pool, with the ideal long-term target for the applications we receive being the demographics of the recent PhD graduates in psychology.

Hiring 5   **Opening Jobs to PhDs in Other Disciplines**

Consider opening job applications to candidates who have completed doctoral degrees in neighboring disciplines.

Hiring 6   **Re-evaluate Adopting Limited Search Model**

Future strategic hiring plans discuss whether to adopt a limited search model (restricting applicants to under-represented demographic groups).

1A2. Keeping Diverse Applicants under Consideration

Hiring 7   **Orientation to Initial Screenings**

Approach initial screenings with an orientation to remove applicants who do not meet a minimum standard as opposed to an orientation to search for the most exciting or top applicants.

Hiring 8   **Number of Thorough Reviewers**

Have each application thoroughly reviewed by as many different people as is feasible (at minimum, two reviewers per applicant).

Hiring 9   **Track Demographics of Long, Short, and Interview Lists**

Compare the racial demographics of the applicant pool to the distribution on the long lists, short lists, and interview lists (and re-evaluate these lists where needed).

Hiring 10   **Additional Reviewer for Racialized Applicants**

An extra reviewer goes over each racialized applicant in the pool, paying particular attention to every racialized applicant who was not included at each cut.

Hiring 11   **Number of Candidates Interviewed**

Increase the number of candidates who are interviewed so as to keep more racially diverse applicants in consideration.

1A3. Evaluating Applicants in the Context of EDI

Hiring 12   **EDI Champion**

Elect an "EDI Champion" within the Search Committee whose role is to ensure that EDI goals and considerations are discussed throughout the applicant evaluation process, and to offer insights into the EDI contributions of candidates.

Hiring 13   **EDI Statement Instructions in Job Ad**

Change the wording of the EDI statement prompt in the job ad to communicate that a broader type of experiences and future research plans are applicable to our EDI goals.

Hiring 14   **Evaluate Candidates' EDI Contribution**

Explicitly review applicants' EDI contribution and include a question about this in the department-wide candidate evaluation survey.

Hiring 15   **Reconsider "Fit"**

A focus on current "fit" may inadvertently push away good candidates, as those who will bring more diversity to a department may appear to "fit" less well with the existing department structure.

Hiring 16   **Evaluate Candidate Materials in Context of EDI**

Review and discuss the recommended guidelines for evaluating each document in the applicant's dossier (cover letter, CV, research statement/reprints, teaching statement, recommendation letters) within the context of EDI.

1B. INCLUSION RECOMMENDATIONS

1B1. Enhanced EDI Leadership and Personnel

Inclusion 1   **Equity Committee Chair elevated to Associate Head EDI**

Elevate the position of Equity Committee Chair to the status of Associate Head of EDI, including a course release, to enable the person in this position to manage a broader range of programs.

Inclusion 2   **EDI Programming Assistant Position**

Create a new full time staff position for an EDI Programming Assistant to support the administrative and financial aspects of new and expanded EDI programming and resources.

Inclusion 3   **Expanding the Equity Committee**

Double the size of the Department's Equity Committee so that all areas have faculty representation on the committee, broadly distributing responsibility for EDI throughout the department.

Inclusion 4   **Paid EDI Graduate Consultants**

Offer a within-department consultation service, loosely modelled after the Statistical Consultation service, for department members who want individualized support in implementation of EDI goals and practices in research, teaching, and other roles.

1B2. Enhanced EDI Training and Resources

Inclusion 5   **Monthly EDI Workshop Series**

Launch a new monthly EDI Workshop containing programming to increase our opportunity for training, discussion, and sharing research relevant to EDI in our department.

[Inclusion 6](#) **Revamping Content on the Departmental Website**

Overhaul the Departmental Website to make resources and information relevant to EDI more widely accessible to interested and potential members of our department.

[Inclusion 7](#) **JEDI Shares of Evidence-Based Action**

Providing ongoing access to evidence-based research on justice, equity, diversity, and inclusion (JEDI) and recommendations through brief infographics broadly distributed in the department.

1B3. Decolonizing Curriculum

[Inclusion 8](#) **CTLT Anti-Racism and Inclusive Teaching Sessions**

Provide easy access to regular training workshops to equip instructors with strategies to decolonize their courses and create inclusive classrooms.

[Inclusion 9](#) **Webpage to Advertise EDI-Focused Courses**

Advertise courses offered by the psychology department with an EDI-focus on the departmental website.

[Inclusion 10](#) **EDI Statement and Land Acknowledgement in Syllabi**

Include a land acknowledgement in course syllabi as well as a statement aimed to promote inclusion in the classroom.

[Inclusion 11](#) **All Areas Review EDI in Graduate Training**

Encourage all research areas to review their graduate training with the goal of diversifying the topics, methods, and researchers to which our students are exposed.

[Inclusion 12](#) **Place and Power Course**

Develop a new, lower-level and/or upper division undergraduate course that provides students a decolonized treatment of psychology.

[Inclusion 13](#) **Graduate Minor in Psychology of Diversity**

Establish a working group to investigate the feasibility and design of a new graduate minor in the Psychology of Diversity.

1B4. Diversifying Research

[Inclusion 14](#)   **Access to Resources on Diversity Research**

Create a Diversifying Research page on our Departmental website which includes links to existing online training opportunities, funding opportunities, and existing EDI-relevant research programs for researchers seeking greater competence or awareness of EDI issues.

[Inclusion 15](#)   **Funding for Diversity Research**

Create new and leverage existing funding opportunities aimed at increased research on EDI topics and/or research in traditionally marginalized communities at the local, national, and international context.

[Inclusion 16](#)   **Funding More Diverse Graduate Student Researchers**

Establish new fellowships that will help attract and support more graduate students of diverse backgrounds.

[Inclusion 17](#)   **Diversifying Research Exchange Program**

Create a funding pool or program that would be reserved for racialized visiting students from other universities or exchange programs between students in the department and racialized students from other universities.

[Inclusion 18](#)   **Centralized RAship Application Portal**

Create a centralized Research Assistant (RA) application portal, to allow students to see the list of labs that are currently recruiting and apply to them directly.

1B5. Community Partnerships for Capacity Building

[Inclusion 19](#)   **Community Advisory Board**

Establish a Community Advisory Board to advise the Department Head and Associate Heads on departmental community engagement.

[Inclusion 20](#)   **Community-Engaged Undergraduate Courses**

Create or adapt existing courses to include community engagement activities or assignments, including service learning courses and/or the eventual development of a field school.

[Inclusion 21](#)   **Incentives and Support for Community Partnerships**

Incentivize and support community-engaged partnerships through workshops, networks of scholars, administrative support, and all equity-related decisions.

1B6. EDI Funding

Inclusion 22   **UBC Psychology Department Diversity Fund**
Establish a new Departmental Diversity Fund that will help fund several initiatives described in this report and provide an annual operational budget for the Equity Committee of $30,000.

Inclusion 23   **Diversity Fundraiser with Alumni and Faculty**

Launch a fundraiser with the goal of raising an additional $200,000 to support EDI initiatives over the next 2-3 years.

Inclusion 24   **Working Group to Set Funding Initiatives**

Establish a working group to set funding priorities and programs that will allocate funds from the new Departmental Diversity Fund and the Diversity Fundraiser.

Inclusion 25   **EDI Endowment with Donor Funding**

Create plans to establish a permanent endowment equivalent to the Quinn Endowment ($1.6 million) that would provide a self-sustaining source of funding for ongoing EDI efforts.

1C. PROGRESS MONITORING & ACCOUNTABILITY RECOMMENDATIONS

Progress Monitoring 1   **Annual Internal Evaluation**

Establish a regular annual assessment of progress on EDI goals within the department, and creation of an annual EDI report for review by department leadership and stakeholders, and share progress and timelines for EDI goals on the department website.

Progress Monitoring 2   **Periodic External Evaluation**

Hire an outside EDI consultant once every 5 years to evaluate the department's progress toward EDI goals.

Progress Monitoring 3   **Working Group on Equity**

Create a working group to evaluate and make recommendations for merit evaluation, space allocation, and promotion and tenure for faculty, to align with departmental EDI goals.

Progress Monitoring 4   **Departmental Complaint Process**

Create a working group to develop a departmental complaint process to receive and respond to reports of EDI-related incidents.

1D. TIMEFRAME

These recommendations would be approved for an initial 5-year period (2022-2027). After that time, an external evaluation (Progress Monitoring 2) would be carried out to review both the department's progress toward implementing recommendations and the effectiveness of those recommendations toward meeting EDI goals. The faculty will then consider and vote on whether these recommendations should be continued or changed.

2. DETAIL ON FACULTY HIRING RECOMMENDATIONS

Recruiting exceptional scholars is essential to ensuring that our department is productive, competitive, and successful in its research, teaching, and service. Each faculty search provides a unique opportunity to enrich and reshape our department culture, expand the breadth of our research and teaching program, and enhance our intellectual strengths. Diversity is a necessary component of these goals. This section offers practical considerations for increasing the racial diversity of our faculty and supporting EDI across the faculty hiring process. Herein, we provide background about our current faculty demographics and hiring process (Section 2A) to give context for our recommendation targets. Next, we elaborate on each of the recommendations presented in the Executive Summary above. There are recommendations to increase the racial diversity in the pool of applications that we receive (Section 2B), followed by recommendations to give racialized applicants fair consideration in the evaluation process (Section 2C) and to evaluate all applicants in the context of our department goals for EDI (Section 2D).

Race does not capture all important dimensions of diversity. Department Survey respondents noted that disability, first generation scholars, and those in the minority because of their gender identity or sexual orientation, are also relevant considerations. Furthermore, individuals have intersectional identities. However, we focus on racial diversity in this report because it is one important classification that is often visible to others (non-concealable), and there is a strong history of systematic disadvantage in our society and in academia based on racial demographics. The visibility of racial background is also a reason to prioritize racial diversity, because it can increase positive role models for students. We also acknowledge that racialized individuals represent different racial backgrounds, and where relevant we have called attention to this (e.g., Indigenous versus East Asian).

Survey respondents endorsed several classes of reasons (see Survey Data in the Appendix) for why we should increase the racial diversity of our faculty. Receiving the most support overall were reasons of representation, specifically, that doing so would provide better role models and mentorship opportunities for a racially diverse student body and bring diverse viewpoints that benefit our department. A second class of reasons concerned bias reduction, highlighting the importance of us correcting biases in our judgment of job applicants and our selection process, which may have unfairly disadvantaged racialized candidates. Other reasons noted by some respondents were that hiring more racialized faculty could help dismantle stereotypes about what professors look like, rectify broader societal injustices toward certain racial groups, and strengthen our departments' contribution to advancing EDI in research, teaching, and service.

2A. THE CURRENT STATE OF HIRING

This section presents the current racial composition of our department (with some historical trends), the racial composition of the current applicant pool that we get for faculty jobs, and our current hiring procedures. The purpose of this section is to provide context for the demographic targets we have chosen, and for our recommendations regarding increasing the diversity of our application pool and changing the hiring process.

2A1. Department Racial Composition

Racialized individuals currently make up 19.4% of the active UBC Psychology Department faculty, including all ranks of research and teaching stream tenure-track faculty, as well as lecturers. This is a high-water mark in the history of the department. As recently as 2001, there were no racialized members of our faculty. Perhaps because the changes in department composition have been relatively recent (see Figures 1 and 2), racialized faculty are more represented at junior tenure-track levels, and among teaching-track faculty (especially lecturers), rather than at the full professor level (see Figure 3 and Demographics of Comparison Groups). For instance, of the full professors in the research stream, only 10% are from a racialized demographic background. As the more senior, disproportionately non-racialized, faculty retire over time, and if we maintain or increase the proportion of new hires who are racialized, then the racial composition of the department will most likely continue to diversify, at least at the broad level of a racialized/non-racialized dichotomy.

We are widely considered to be the top psychology department in Canada and one of the best in the world. This gain in hiring more racialized faculty has happened while maintaining and enhancing the excellence of our department faculty, consistent with the idea that excellence and diversity can go hand in hand. Human diversity contributes to our excellence goals in research and teaching, and is compatible with Canada's multicultural outlook. We propose to build on this positive trajectory to further enhance racial diversity in hiring.
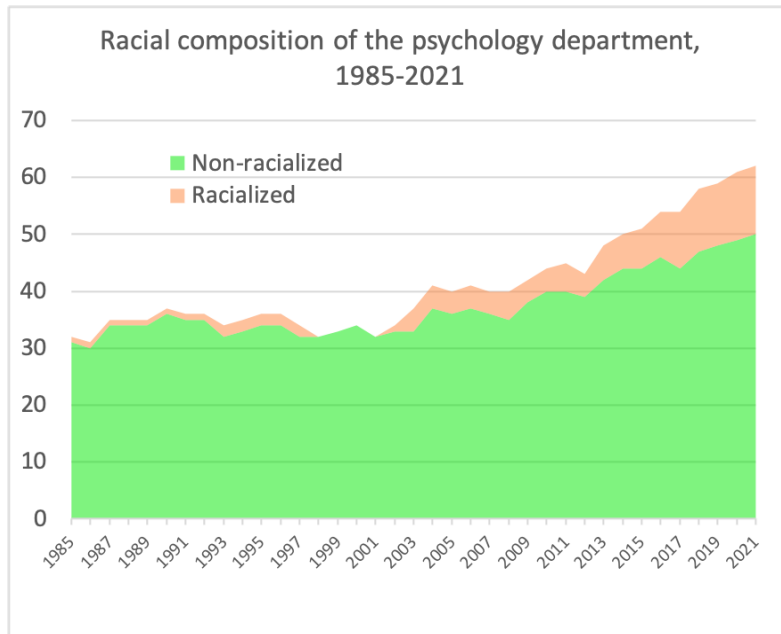
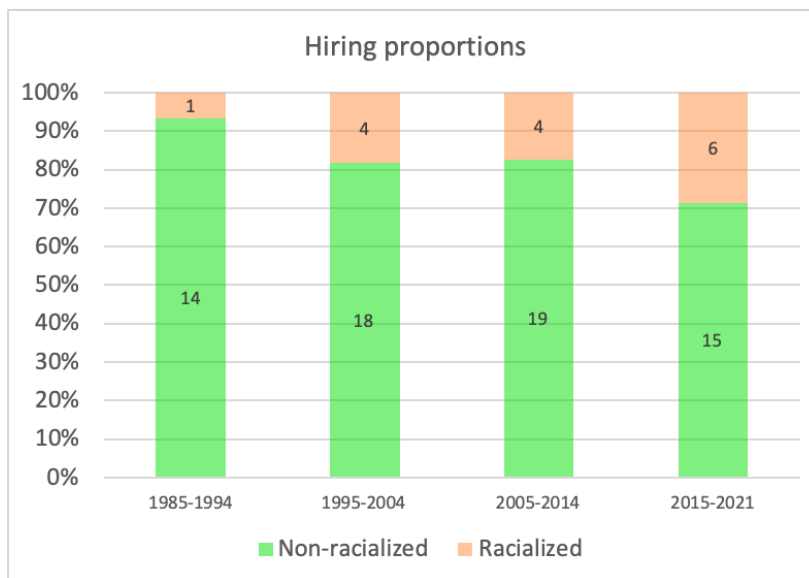**Figure 1.** Department racial composition (1985-2021) in total numbers of faculty members

Figure 2. Proportion of racialized versus non-racialized hires, by era

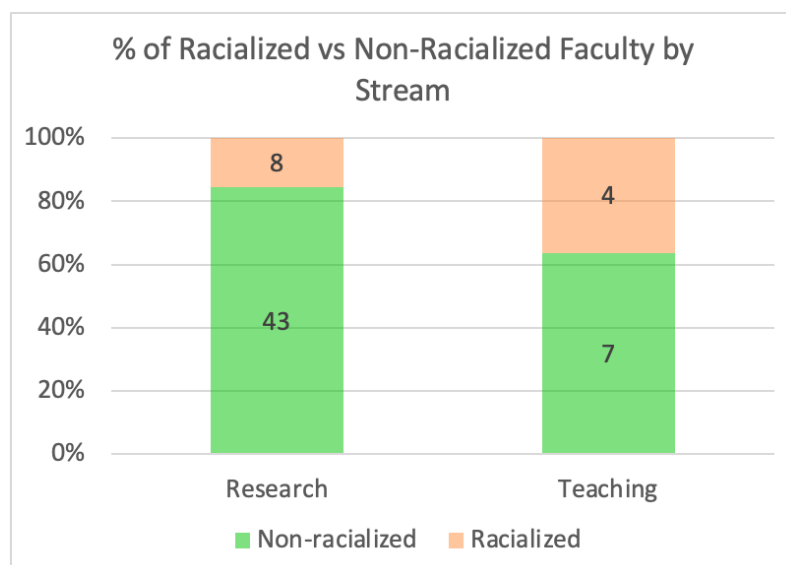% of Racialized vs Non-Racialized Faculty by Stream

Figure 3. Proportion of racialized versus non-racialized faculty, by stream

What should the composition of our department's faculty ideally look like? The preferred composition depends on our motivations for diversity. Different priorities (e.g. representation for teaching and mentorship, viewpoint diversity in research, bias reduction) imply different targets. As a result, setting targets should be a matter for continued discussion among the department. Some suggested targets are below.

1. **Canada**: Based on our survey (see Survey Data in the Appendix), the department's most preferred target was for the faculty to mirror the racial composition of Canada; this was the preference among both faculty and graduate students.

   In the most recent (2016) census figures, visible minorities in Canada accounted for 22.3% of the population. Matching this target would mean increasing the proportion of racialized faculty members by 2.9% (or another 15% on top of the current proportion), which will likely be soon achieved with current hiring and retiring patterns. That said, there are two caveats. First, the demographic composition of Canada is changing, with the percentage of visible minorities in Canada projected to rise to between 29% and 32% by 2031. Thus, this comparison group is a moving target, as are all of those below - with most groups likely to see increasing proportions of visible minorities. Second, the racial diversity in our current faculty consists entirely of individuals of South, East, or West Asian heritage (16.5% of Canada). We have no faculty members with Indigenous (4.4% of Canada) or Black heritage (3.5% of Canada). Therefore, the observation that we have increased the number of racialized faculty in recent years does not reflect equivalent increases across different racialized groups.

2. **The UBC undergraduate student body:** The department's second most preferred target was for the faculty to mirror the racial composition of the undergraduate student

body. This also aligns with the department's preferred motive for diversity, which was "Increasing the diversity of our faculty so that BIPOC students have better potential role models and mentors as professors."

UBC does not collect official information on the racial breakdown of undergraduates and so well-supported numbers are difficult to come by. The best estimate, based on a voluntary AMS survey with a smallish sample size, is that 61% of UBC undergraduates are visible minorities (of this group, over 90% are of Asian heritage, and 2% are of Indigenous and Black heritage, respectively). All of these numbers should be interpreted with caution, as people who indicated two or more racial identities were double-counted, or sometimes triple-counted, and the AMS no longer has the raw data. Meeting this target would obviously require us to increase the proportion of racialized faculty substantially.

3. **British Columbia:** Our department's third most preferred composition target was to match the demographic breakdown of our university's namesake province. According to the Faculty of Arts, this is the provincial government's preferred, though informal, guideline for the UBC faculty. They have not specified whether they mean for the faculty as a whole, or for each department.

   The most current census in 2016 reports the BC population as 30.3% racialized (26.2% Asian, 4.8% Indigenous, and 1% Black heritage).

4. **The applicant pool:** Though representation of local populations is one motivation for diversity, it is not the only one. "The applicant pool" was not listed on our Department Survey as a potential target for what our faculty demographics should resemble; however, our department did list "Reducing biases against BIPOC candidates in our evaluation that may prevent us from hiring candidates who can make the best scholarly contributions" as the third strongest motivation for having a diverse faculty. Biases in hiring could distort which candidates move from the applicant pool to receiving an offer. As a result, a more diverse set of new hires may reflect a less biased search. See Section 2A2 for details about how racial demographics of applicants are now being collected.

   Note that if the motive for having hires match the applicant pool is to indicate reduced bias, the appropriate comparison would be between a particular search's applicant pool and that search's hire. This is less useful for generating a target for the department as a whole, as each search may get an applicant pool with different demographics.

5. **The aspirant pool:** There are several EDI-related reasons why promising scholars may self-select out of being hired by not entering a search's applicant pool in the first place. Therefore, another goal would be for the racial demographics of our faculty to reflect the wider population of those who could aspire to be a faculty member in our department.

This would include new psychology PhDs, postdocs, as well as faculty keen to move from their existing institutions.

There is no perfect way to estimate the racial demographics of this group. However, the American Psychological Association reports 36.7% of doctoral (PhD, PsyD, and EdD) students at schools and departments of psychology are racialized, which can be used as a very rough proxy. Having our faculty reflect the pool of aspirants would also contribute towards increasing viewpoint diversity among the faculty, which was the department's second highest rated motive for diversity.

2A2. The Application Pool for Faculty Jobs in our Department

Due to systemic societal inequalities and disparities, numerous problems exist in terms of which students apply for graduate school, which students finish, and which envision academia as a viable and desirable career option post-graduation. However, at a basic level, we cannot hire people for our jobs who have not applied. Therefore, increasing the diversity of our application pool for faculty jobs is a minimum step needed to facilitate our ability to hire more racially diverse faculty.

Our current advertising and outreach process to solicit applications for faculty jobs mirrors that of most other major Canadian research universities, and is an attempt at keeping our application pool open, advertising broadly, and encouraging diversity. Following UBC guidelines, our job ads describe the nature of the position, including the rank and area of study, emphasize requirements such as a PhD and a record of publications, and include a mandatory note about preference for Canadians as well as a general statement encouraging candidates from diverse backgrounds to apply. As a concrete example, we include the job ad from our most recent search for the Social/Personality Psychology position in 2020/21 (see Sample Job Ad from the Department).

Once approved by the Faculty of Arts, the job is advertised on the UBC Jobs website and on our department website, as well as PsychJobsWiki and on listservs in the hiring area. Faculty frequently reach out to colleagues asking them to alert postdocs and graduate students who might be interested in applying. Some faculty mention the job ad if they give a conference or colloquium presentation during the period that the job is open.

Applicants then submit their materials online for consideration (further details about these materials and what happens after that are in Section 2A3). Historically UBC did not ask about demographic information other than whether applicants are Canadian citizens, and whether they self-identify as Indigenous. As of the 2020/2021 academic year, the Faculty of Arts has started asking all candidates to complete a more detailed demographic survey (which is optional).

There is no simple way to determine what should be the racial diversity of our applicant pool. However, as a first step we propose that the target demographic for who applies for our jobs should reflect that of recent doctoral graduates (Hiring Recommendation 4). The demographics of recent doctoral graduates in psychology provide a ceiling for our numbers, in the sense that

we can only hire scholars who hold a PhD in psychology (though, per Hiring Recommendation 5, a workaround strategy is to expand the criteria beyond traditional psychology PhD degrees, e.g., in counselling psychology, education, anthropology, neuroscience, and elsewhere). We note that the demographic target for our job application pool may differ from our ideal eventual department composition (see Section 2A1), but the point of broadening the demographics of the applicant pool is to help us with the next step of hiring more diverse faculty, as we cannot hire people who do not apply. A discussion of this separation between an ideal target for the application pool versus for whom we choose to hire can be found in the Rationale for Section 2B1.
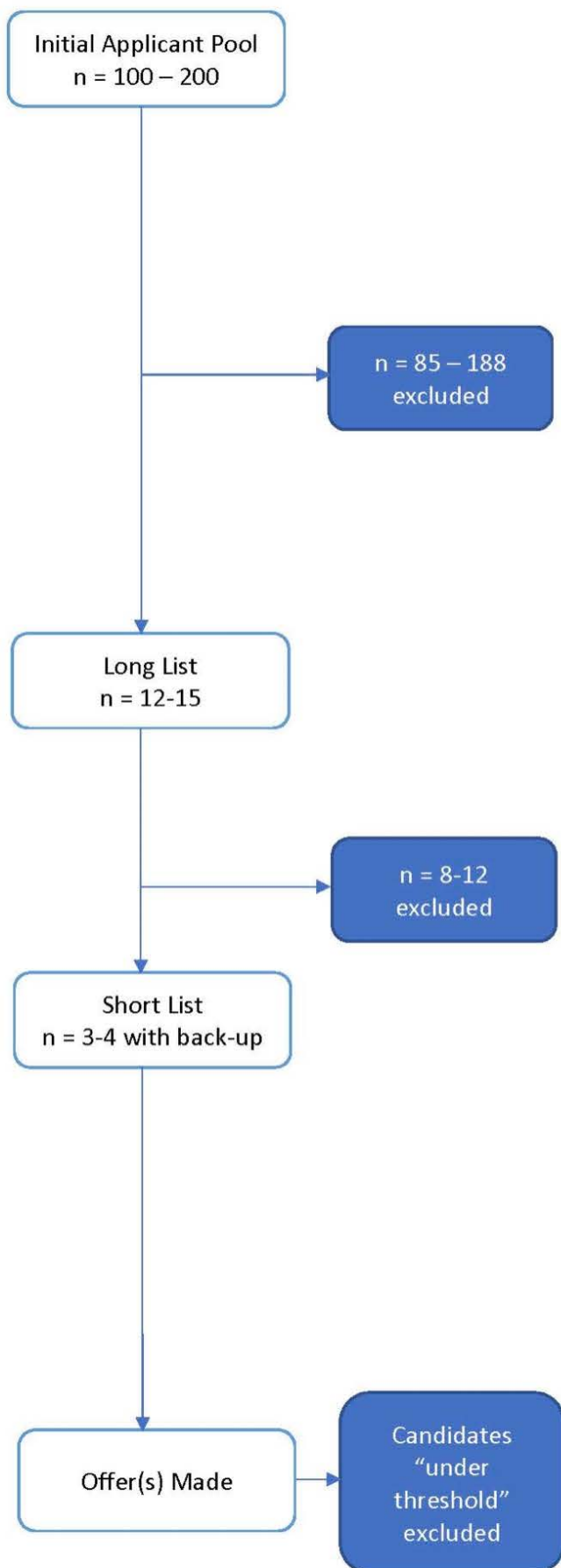
The best source that we could find of broader demographic data within psychology at-large comes from graduate school survey data (US and Canada) collected by the American Psychological Association. They report that, in 2019/2020, 75% of doctoral graduates identify as women; 57% of doctoral candidates self-identify as White, 10% as Asian, 9% as Black/African American, 10% as Hispanic/Latinx, and 1% as Native American/Alaskan Native. The APA also separates the data by subfield, with social psychology graduates represented by 67% female, 52% White, 11% Asian, 7% Hispanic/Latinx, 5% Black/African American, 4% "Other" (including Native American), and 22% as "Unknown". (Note that the APA data collapses PhD, PsyD, and EdD programs).

These numbers contrast with the data from our most recent search in the Social/Personality area in 2020/2021, where 57% identified as female, 63% identified as non-racialized/White, and 0.70% as Aboriginal. Therefore, our most recent search attracted fewer women and racialized applicants than one would expect from the pool of recent graduates. These data cannot provide us with explanations for this discrepancy, but ongoing data collection in future years about the demographics of our applicant pool will improve our understanding of these trends and their causes, as well as whether any of our recommendations are moving these numbers around (see Hiring Recommendation 4).

2A3. Current Process of Evaluating Applicant Materials

The flowchart below provides a depiction of our current hiring process. A challenge in this process is that at the moment, there is not a standardized way (across areas, or across individuals) in terms of how applications are reviewed or how we come to our ratings of candidates. There is no instruction about how to evaluate a candidate's potential EDI contribution, or even how much to value this factor in the overall selection of a candidate. Our recommendations in Sections 2C and 2D attempt to address this issue.

Stage & Number of Candidates

Initial Applicant Pool
n = 100 – 200

→ n = 85 – 188 excluded

Long List
n = 12-15

→ n = 8-12 excluded

Short List
n = 3-4 with back-up

Offer(s) Made

→ Candidates "under threshold" excluded

Process Description

- **Compiling application packages, each containing:**
  - Cover letter, CV, teaching statement, EDI statement (required by arts & new in recent years), preprints/reprints, 3 recommendation letters

- **First Review of Applications:**
  - Typically conducted by faculty in the hiring area
  - Variability between areas in how this review is done, which applicant characteristics are prioritized, and how area members come to consensus

- **Proposal of Long List**
  - 12-15 candidates proposed by area to search committee
  - Composition of search committee: chair, faculty members from each area, 1 grad student member

- **Ranking of Candidates:**
  - Performed by the search committee with area input
  - Ranks applicants (sometimes into high, medium, low)
  - Search committee could nominate other applicants to be reviewed at this stage, but they normally do not

- **Finalization of Long List:**
  - Performed by search committee
  - List typically reflects the area's recommendations but is not required to

- **Curation of Short List:**
  - Depending on what the area wants, candidates may be invited to do Zoom interviews
  - Area proposes their short list
  - Search committee makes final decision about who to invite to in-person interviews (usually quite similar to area's priorities but does not have to be)
  - Candidates approved by the dean (formality)

- **Campus Visit and Deliberations:**
  - Candidates come for an 2-3 day in-person visit
  - Candidates meet with area, search committee members, grad students, & other relevant faculty
  - Candidates give a department job talk and sometimes a second smaller talk for the area
  - Faculty and grad students rate candidates on Likert scale items about their research contribution, teaching contribution, grant potential, and overall contribution; ratings are compiled

- **Final Decisions:**
  - Area decides which candidate they recommend offering the job to, and rank back-up candidates
  - Search committee considers and usually approves recommendation, and seeks faculty approval
  - Dean approves offer before it is made

2B. RECOMMENDATIONS FOR INCREASING RACIAL DIVERSITY OF THOSE WHO APPLY

This section deals with addressing existing gaps in the racial diversity of the applicant pool that we receive. We view these as important and necessary prerequisites for being able to eventually increase the racial diversity in those we hire, because we cannot hire people who do not apply to our job. Recommendations regarding the process of evaluating those who apply are in Sections 2C and 2D. The information presented in this section was gathered from consultation with members of our Department of Psychology, the UBC Equity Office, and a broad survey of other Canadian universities regarding their hiring and recruitment strategies to increase EDI. Recommendations are informed by the Departmental Survey on EDI Issues. Herein, we provide the details about our recommendations, followed by the justifications explaining why we are making them. The background information that was critical in making these recommendations is in the Appendix.

2B1. Hiring 1 - Preferential Search

Recommendation

We recommend that the next hire in each area of our department be done under a preferential search model, whereby members of specific under-represented demographic groups are

encouraged to apply, long- and short-listed, and considered ahead of the general pool. We advise that Indigenous scholars be given first priority, followed by non-Indigenous racialized scholars (in particular, Black scholars). However, the area that is doing the search, in consultation with the department Search Committee, can define preferential diversity considerations tailored to their potentially unique priorities and needs.

Rationale

Consistent with the practice at many other Canadian universities and psychology departments (see Survey of Other Canadian Universities), we believe that a preferential search would significantly increase the diversity of our application pool (and eventual hiring). Background information about definitions regarding search options, precedent among Canadian universities, and legal questions, are in the Appendix (see Preferential and Limited Searches). Along with other recommendations, a preferential search would signal that we are seriously considering applications from Indigenous and racialized scholars, making it more likely that members of such groups will apply. While our information gathering with other schools revealed that preferential searches alone are not sufficient to significantly increase the diversity of the application pools, we believe that they are a necessary step that will amplify other recommendations we are making. A preferential search also has other downstream benefits: by asking faculty to more closely examine the applications of Indigenous and racialized scholars, we are hoping to break down biases about "typical" psychologists who largely resemble existing faculty members. The preferential search recommendation is separate from (and potentially in friction with) the recommendation for the ideal target for the application pool, where we state that it be ideally the same as the recent doctorates in psychology. However, we think a preferential search will help us to reach the target for our application pool demographics, given that in the 2020/2021 search at least, we fell short of this target. Further, we hope that a preferential search will help us reach the end goal of advancing the racial diversity in our department faculty relative to where it is currently.

We recommend that the next search within each area follow a preferential search model in order to increase the probability of increasing the application pool and hiring more than one Indigenous and/or racialized scholar. This is both consistent with the data from our Departmental Survey, where the most common "restriction" for a preferential hire was that it span multiple hires (i.e. cluster hires), and with emerging work suggesting that one-off "diversity hires" are ineffective as well as detrimental to an inclusive climate (by creating tokenism). The target of one search per area alleviates any concerns about fairness or timing (e.g., some areas having multiple hires) that were expressed. We also recommend that this process apply to the next hire of a tenure-track faculty member within our Educational Leadership stream.

We are generally recommending that a preferential search prioritize Indigenous applicants, and then after that, other racialized applicants (particularly Black applicants). However, we decided to follow our department norms and give power to individual areas to decide which demographic groups to prioritize when hiring for their area, for several reasons. For one, in our conversations with various department members, several areas feel that any type of targeted hire would restrict their choices, and that some areas believe that they already represent diversity well

(though, presently, no area has any Indigenous or Black faculty, leading us to strongly recommend that areas consider these groups as targets for preferential hires). We also see it as highly likely (and consistent with APA data) that racialized scholars are not equally represented in all of the subfields within psychology (e.g., Black psychologists are more represented within School, Clinical, and Counselling psychology than Neuroscience and Cognitive psychology). Further, some areas (e.g., Social/Personality) tend to receive far more applications than others (e.g., Quantitative Methods), such that there may be fewer racialized applicants for certain areas even if the proportion of racialized applicants is equal across searches. We therefore believe that each area should - ideally in conversation with the department Search and Equity Committees - identify the groups for their respective preferential hire. Finally, by avoiding demographic targets or quotas, and instead normalizing general discussions surrounding EDI and hiring in the department, our hope is to remain flexible as individual needs and other UBC initiatives come up. This is especially important given that UBC itself may end up with targets that differ from any recommendations we make. Deferring to individual areas doing the search, therefore, was the most flexible and long-term solution.

We also want to provide an explanation for why we do not advocate for an immediate limited search instead (where only applications from specific under-represented demographic groups are invited). While our conversations with other schools have led us to believe that limited searches are more successful than preferential searches, especially for increasing the application pool for Indigenous scholars, we saw three obstacles for this. First, the Faculty of Arts Equity Office clearly told us that they are not proponents of limited searches, though they noted that they would work with us if they were asked to. Second, our department survey revealed that many more faculty feel that limited-searches should occur with additional restrictions, most notably only if they are a growth hire (thereby providing further barriers and slowing down the process of change; see Section 2: Faculty Hiring of the Survey Data in the Appendix). Third, our conversations with other universities revealed that limited searches - particularly for Indigenous scholars - only succeed if candidates from disciplines beyond psychology are invited to apply, something that we did not feel our department was ready to adopt at this point (though see Hiring Recommendation 5). Our recommendation is, therefore, that we begin with preferential searches and, should they be insufficient in diversifying our application pool, to move to a limited search model (Hiring Recommendation 6).

2B2. Hiring 2 - Commitment to EDI in Job Ad

Recommendation

We recommend that our job ads articulate a more meaningful and explicit commitment to overcoming long-term systematic problems that have kept underrepresented scholars – especially Indigenous and Black - out of traditional academic positions. While we recognize that portions of the job ad's equity language is mandated by the Faculty of Arts and UBC HR, the Department of Psychology can include further information about our commitment to EDI.

Rationale

In our reading of our job statements, our existing equity statement struck us as uninspired, short, and generic. We therefore recommend that our department more clearly shows, rather than tells, our commitment to EDI to prospective candidates, including on our job ads. This might include not only an expansion on the existing language, but also links to other resources (e.g., on our department website) that promote EDI within the department, including those recommended at other parts of this report (see Inclusion Recommendations 6, 9, 14, 15). We believe that our Communications Director could contribute to this process.

2B3. Hiring 3 - Reach of Job Ad

Recommendation

We recommend that future faculty positions be advertised in a way that reaches more applicants from underrepresented demographic groups. At minimum, we recommend that ads be sent to associations and social networks that support diversity in psychology, and that we ask our colleagues to forward the job ad to racialized scholars.

Rationale

A recurring theme when discussing applicant pool diversity with other universities (see Survey of Other Canadian Universities) has been that preferential and/or limited searches and more inclusive job ads are not sufficient to increase diversity of candidates, as many candidates from racialized backgrounds have historically been excluded from academic positions and therefore do not consider them as viable career options upon completing their doctorates. To combat this, several universities have already begun expanding the scope of how they advertise job ads, in order to make them more visible and personalized, increasing the chance that more diverse scholars will apply.

In our information gathering, we have not been successful in identifying strategies that broadly work in terms of expanding our advertisement. We therefore leave the specific recommendations for how this should be done to the department. At present, we have three suggestions. First, prior to the next job search, the department should create a consultation group that reaches out to community leaders in demographic groups we are hoping to recruit in order to better understand the barriers experienced by these scholars when applying for academic positions. Second, our job ads could be specifically sent to professional associations supporting racialized scholars. Third, areas should be encouraged to forward the job ad not only to their immediate friends and colleagues, but also to specifically target sending the ad to members of their discipline who have connections with racialized scholars.

2B4. Hiring 4 - Track Demographics of Applicants

Recommendation

We recommend that the department Equity and Search Committees formally evaluate the demographic information of applicants, to provide measures on whether the diversity of our applicants is increasing, decreasing, or staying the same. This will enable the department to track trends over time, and give us evidence if our recommendations are contributing to changes. We also recommend that the long-term target for the demographics of who applies be the demographics of the recent PhD graduates in psychology (which is collected by agencies such as the APA). Making our candidate pool as diverse as possible would remove one significant barrier to improve equity and diversity in our faculty body more generally.

Rationale

As of the 2020/2021 academic year, the Faculty of Arts has begun giving an optional demographic survey to all applicants; applicants also can elect to link their answers to their application, or to not do so. For the most recent search (conducted in 2020/2021) our department only received the results of the demographic survey in summer of 2021, long after the search was completed. However, the Faculty of Arts has communicated that they will try to provide the data earlier in the future. Such data are invaluable, as they form the core method of examining how well any of the above recommendations are making changes in the direction we would want to see them.

We believe that such data should be used at the end of each search (successful or not) by either the department Search Committee, Equity Committee, or both, to provide an end-of-search EDI report to our department. Such a report would also be an invitation to consider how well our recommendations have worked throughout the years and where they need to be adjusted in response to outcomes. If we find that the Faculty of Arts is unable or unwilling to share demographic data at an appropriate timeline, we should develop our own survey and administer it to our job candidates.

Regarding the ideal target for the demographics of our applicant pool, because every search requires - at minimum - a doctorate degree in Psychology, we take the best-case scenario for our applications to be reflective of the recent doctorate students. We emphasize that the target for the demographics of our application pool may be different from targets for who is hired (e.g., the data from the Departmental Survey and the Faculty of Arts Equity Office have all expressed a preference towards considering the population of UBC, BC, and Canada as the relevant target for the demographics of faculty). The rationale for Hiring Recommendation 1 (section 2B1) discusses this potential conflict. Nonetheless, improving the diversity in our applicant pool would provide us with evidence that we are removing barriers to application.

2B5. Hiring 5 - Opening Jobs to PhDs in Other Disciplines

Recommendation

In an effort to expand the eligible pool of applicants, we strongly encourage hiring areas and the Department Search committee to consider opening applications to candidates who have completed doctorate degrees from neighboring disciplines.

Rationale

As evidenced by [APA surveys](#) and [our conversations with other universities](#), many racialized scholars - especially Indigenous ones - are not trained as experimental or clinical psychologists per se. This makes the possibility of hiring Indigenous scholars especially fraught within our discipline. Other universities, including the University of Victoria, have been successfully responsive to this by allowing candidates from adjacent fields (e.g., Counselling, Community, or Educational psychology) to apply for positions in their department. Similarly, allowing psychologists who study more qualitative methods - or use mixed methods - over purely quantitative ones, would similarly likely allow us to attract a broader pool of applicants who we currently exclude from consideration.

We recognize that such an adjustment in considering who is qualified to apply for a faculty position in our department is controversial. We therefore do not make a short-term recommendation for this to be mandated for any search, but instead urge individual areas to consider this pertinent issue and whether they could expand the eligible pool of candidates in such a manner.

2B6. Hiring 6 - Re-evaluate Adopting Limited Search Model

Recommendation

We recommend that all future strategic hiring plans discuss whether to adopt a limited search model (e.g., by having a mandatory vote in favour or against it), especially as we evaluate the outcomes of the recommended preferential search model. If the department proceeds with a EDI Accountability Document, we further advise that this document explicitly address whether a limited search model should be applied to future hires.

Rationale

Our hope is that the mixture of a preferential search, better job ads, and improved outreach strategies will significantly expand the racial diversity of our application pool (and eventually, of the faculty who we hire). We have also made recommendations for the relevant "target" of such an effort, and how it could be evaluated through the Faculty of Arts' demographic collection of data.

Should this combined effort not yield results, however, we do advocate for a move towards a limited search model. The ideal timeline for this would be the Strategic Hiring Plans that our

department makes every 5-10 years, as it would prompt us to reconsider how successful our attempts have been and if we need a major shift in search strategies. Although more contentious than a preferential search model, a majority of faculty are open to a limited search with some restrictions, most notably if it was a growth and an Indigenous hire (see data from Section 2: Faculty Hiring in the Appendix). Limited search models have also been by far the most successful model for hiring Indigenous faculty at other Canadian universities (see Survey of Other Canadian Universities), including University of Victoria, and are now being pursued by many other departments, including University of Toronto Scarborough and Simon Fraser University.

2C. RECOMMENDATIONS FOR KEEPING DIVERSE APPLICANTS UNDER CONSIDERATION

This section focuses on procedures for evaluating candidates' application materials in a way that gives racially diverse applicants fair consideration, and specifically, that keeps racialized applicants under consideration for longer in the screening procedures. The section that follows, 2D, focuses on how to judge candidate materials in the context of EDI and to increase the value that we place on the EDI contributions of candidates (who may be racialized or non-racialized).

The initial review of applications is usually done within the area that is hiring; therefore the area has a lot of influence on candidate selection. Prior to starting the search process, we recommend that all area members who will review applications read all the recommendations in this section, and attend the UBC EDI training (this training is already required for Search Committee members). Specifically, it is important to read the Guidelines for Evaluating Other Applicant Documents before starting any screening of applications, because these guidelines highlight systemic factors that impact applicant materials and explains how to take these into consideration during applicant evaluation.

We recommend that areas adopt the following process: Before commencing any review of applications, area members meet to discuss each recommendation in this section and from the UBC training, and set expectations and guidelines for how applicant materials will be evaluated. The area members document which recommendations they are adopting, and any recommendations not followed are explicitly noted with accompanying justification; this information is relayed to the department Search Committee. The Search Committee meets to review the recommendations in this section and from the UBC training, and similarly documents any recommendations they are electing not to follow, accompanied by justification. Likewise, this is shared with the area who is hiring.

We acknowledge that the search process is labour intensive, and most recommendations in this section increase workload because they involve more thoroughly evaluating and considering applicants. The current structure of committee work is not set up to make this feasible. We recommend that Search Committee members, areas hiring, and any EDI Champions are adequately compensated through monetary honorariums or a reduction of service or teaching responsibilities (see Guidelines for Evaluating EDI Contribution for details pertaining to the EDI Champion). Where possible, we recommend that areas broaden the pool of those who could

review applicant materials so as to make it easier to have a minimum of two *thorough* reviewers per applicant (see Hiring Recommendation 8.)

2C1. Hiring 7 - Orientation to Initial Screenings

Recommendation

Approach initial screenings with an orientation to remove applicants who do not meet a *minimum* standard to be qualified for the job (e.g., necessary accreditation/licensing, PhD, etc.), as opposed to having an orientation to search for the top and most exciting applicants who might be eventually offered the job. This would mean initially categorizing applicants as "below threshold" or "above threshold", as opposed to emphasizing gradations of above threshold at this stage.

Rationale

The initial screenings are often more cursory than the application review in later stages. This approach, however, increases the likelihood of biases impacting reviewers' initial perceptions of applicants (Feng et al., 2020; Hugenberg et al., 2006; Moss-Racusin et al., 2012; Russell et al., 2019; Steinpreis et al., 1999). For example, reviewers may be more inclined to favour applicants based on what research most excites them, with whom they can most easily envision collaborating, who appears to be a "good fit" (see Hiring Recommendation 15 for why this is problematic), or who went to a good school/had a famous advisor (see Hiring Recommendation 16 for why this is problematic). There are reasons why all these tendencies may lead to qualified racialized applicants being overlooked (for review see Henry et al., 2017). Once reviewers have developed an initial idea about who are the most exciting applicants, it is harder to disconfirm this impression in later review stages.

Taking the approach of initially screening applicants based on a *minimum* criteria rather than the "ideal", "preferred", or "desired" criteria ensures that as many qualified candidates as possible stay within the pool of consideration so that they can be properly reviewed and evaluated for the position (see Hiring Recommendation 8; also Feng et al., 2020; Fine & Handelsman, 2012; Russell et al., 2019).

2C2. Hiring 8 - Number of Thorough Reviewers

Recommendation

Have each application thoroughly reviewed by as many different people as is feasible. At minimum, two thorough reviewers per applicant are recommended, though more than two are ideal (e.g., three to five). To facilitate this, areas might consider bringing on senior graduate students or postdoctoral fellows in the area, or faculty outside of the area (including lecturers and teaching-track faculty) to assist. We also recommend that the EDI Champion (see Hiring Recommendation 12) participate in the area's review of applications. At the department Search

Committee level, it may be useful to add more members to the committee to assist with this task.

Rationale

It is often easiest to rely on common heuristics that pertain to perceived merit (e.g., number of publications, amount of grant funding received, number of awards, prominence of school/advisor, etc.) when evaluating applicants, because it saves time and cognitive effort. While these metrics have some value, they are affected by factors that can disproportionately disadvantage racialized applicants who are nevertheless qualified for the job (see Hiring Recommendation 16 for additional details). Committing to a more thorough review of application materials, even during the first stages of screening (see Hiring Recommendation 7), will keep qualified racialized applicants under consideration. Furthermore, committing to multiple thorough reviewers per applicant will reduce the likelihood of key information being missed (Fine & Handelsman, 2012).

To ensure that there are enough resources and reviewers per applicant, we recommend that areas broaden the pool of reviewers to graduate students or postdoctoral fellows in the area, and faculty outside of the area (including lecturers and teaching-track faculty). These other members of our department all contribute to our department mission and culture, will all interact with and be impacted by a new hire, and are already contributing to *some* of the decision making involved (e.g., through the candidate survey post-interview). Including diverse perspectives outside of research-stream faculty in the area can further ensure that crucial information about each applicant is noticed. Finally, increasing the number of reviewers will help to reduce the workload on any individual.

2C3. Hiring 9 - Track Demographics of Long, Short, and Interview Lists

Recommendation

Much like how Canadian applicants are noted during the application review (sometimes with the designation of "Canadian" next to their name), use information about racialized self-identification to inform the search process. Explicitly compare the racial distribution of applicants to the distribution on the long lists, short lists, and interview list, and re-evaluate these lists where needed. Note that Hiring Recommendation 1 recommends a preferential search strategy where all qualified Indigenous applicants, and then other racialized applicants (especially Black applicants) could be considered ahead of the rest of the general pool.

Rationale

Requiring that areas and department Search Committees formally compare the racial distribution of applicants in the initial pool to the candidates on the long list, short list, and interview list allows reviewers to notice if there is potentially bias, and to correct for it (Feng et al., 2020; Fine & Handelsman, 2012). At a minimum, the racial distribution on these lists should mirror the distribution of applicants. However, it is worth considering our broader goals for representational diversity in our faculty (e.g., reflecting the diversity of UBC students, Metro

Vancouver, Canada, etc.; see Section 2A. and this question of the Departmental Survey) and whether our recruiting strategies (impacting who is even in the pool) are effectively reaching diverse candidates (see Hiring Recommendation 3; also Galán et al., 2021). This means that we may want our long, short, and interview lists to over-represent racialized applicants compared to the application pool, at least in the short term until we achieve more racial diversity in our faculty relative to what we have currently.

Note that information about racial self-identification was newly added to an optional survey administered by the Faculty of Arts (see details in Hiring Recommendation 4). During our most recent job search in 2020/2021, the Faculty of Arts did not provide faculty with this information about applicant demographics until after the search was concluded. The Faculty of Arts stated a willingness to provide this information sooner in the future, but in the event this information is not available at the time of applicant review in our next search, our department should arrange a way to collect this information from applicants.

2C4. Hiring 10 - Additional Reviewer for Racialized Applicants

Recommendation

Much in the same way that Canadian applicants receive additional attention during the search, we recommend that areas and the Search Committee adopt a process whereby an extra reviewer goes over each racialized applicant in the pool. This would mean at least three thorough reviewers for each racialized applicant. In addition, the extra reviewer should pay particular attention to every racialized applicant who was *not* included in each cut (e.g., selection of long list, selection of short list, selection of interview list), and to evaluate whether this decision is justified.

Rationale

This approach is modeled after the current standard for Canadian applicants. For instance, if no Canadian applicants are included on an interview list (or given a job offer), the area and department Search Committee currently needs to justify this is, and to list the top three Canadians who did not make the cut. We are recommending that a similar process be implemented for racialized applicants, to better ensure that racialized applicants are given fair consideration and to complement the goals surrounding Hiring Recommendation 9.

As discussed in Hiring Recommendation 8, broadening the pool of reviewers of applications may help to institute this recommendation.

2C5. Hiring 11 - Number of Candidates Interviewed

Recommendation

Increase the number of candidates who are interviewed either virtually (e.g., via Zoom) and/or in person, so as to keep more racially diverse applicants in consideration. Virtual interviews

provide a cost-efficient opportunity to increase the number of applicants being seriously considered for the position. Where applicable, areas and the Search Committees can seek additional funding to support more in person interviews, including resources offered through the Dean's office.

Rationale

The depth of applicants' experiences and contributions cannot always be easily evaluated along traditional metrics (e.g., CV), especially if an applicant's experiences lie beyond what is typical (e.g., non-traditional teaching and mentorship roles, community building and forms of outreach, "invisible" labour, etc.; Henry et al., 2017; see also Hiring Recommendation 5). Specific examples that pertain to application materials can be found in the Guidelines for Evaluating Other Applicant Documents. Providing added opportunities to probe candidates about the scope of their capabilities allows for a more thorough and holistic review. This also reduces the likelihood that common heuristics and biases will occur as a result of focusing on traditional benchmarks of merit (consistent with Hiring Recommendation 7 and Hiring Recommendation 8).

Furthermore, this practice of increasing the candidate pool (both at the level of recruitment and interview) has been broadly recommended across fields and institutions (e.g., Russell et al., 2019; Smith et al., 2004; Fine & Handelsman, 2012; Galán et al., 2021), including within Faculty Search Guidelines. See those from Columbia University and Harvard University as some examples.

2D. RECOMMENDATIONS FOR EVALUATING APPLICANTS IN THE CONTEXT OF EDI

The recommendations in this section aim to ensure unbiased evaluation of application materials in the context of diversity. They also offer ways to prioritize, and evaluate, the EDI contribution of all candidates (racialized and non-racialized).

Note that we considered recommending a specific order of reviewing materials and masking applicant information (e.g., name, school), as well as implementing a more structured evaluation procedure, but at present there is not sufficient evidence to suggest that these strategies would lead to better consideration of racially diverse applicants. These options should be considered by areas and Search Committees as avenues to explore, and formally revisited in the future.

2D1. Hiring 12 - EDI Champion

Recommendation

Elect an "EDI Champion" within the Search Committee. We explicitly recommend that the EDI Champion is not in the area that is hiring, so as to help encourage them to bring a fresh perspective to this issue. The EDI Champion could be a research- or teaching- stream faculty member (including lecturers), or potentially a postdoctoral fellow or graduate student (with the

acknowledgement that a power differential could discourage the EDI Champion from speaking up effectively). During instances where multiple areas are hiring, multiple EDI Champions should be formally designated as part of the Search Committee to spread the workload. Further, areas are encouraged to elect additional area members to support EDI foci.

Rationale

The EDI Champion's role will be to ensure that EDI goals and considerations are discussed throughout the applicant evaluation process at the area and departmental level, and to offer additional insights into the EDI contributions of candidates. Therefore, this person will join both the area meetings and the department Search Committee meetings pertaining to candidate evaluation. More details about how to evaluate candidates' EDI contribution are in Hiring Recommendation 14 and the Guidelines for Evaluating EDI Contribution.

The EDI Champion should provide insight to EDI considerations and applicant potential to contribute to EDI at the levels of service, research, and teaching. The intent is that this Champion will be consulted throughout the entire hiring process, which includes initial applicant reviews, screening interviews, development of long and short lists, visits to campus, final candidate consideration, etc.

During the review of application materials, the EDI Champion will "spot check" applicants' teaching and research statements to determine if there is additional evidence (and discrepancies or contradictions) of commitment to EDI not otherwise expressed in the EDI statement. If EDI statements from candidates have been "scored" using the recommended guidelines (see Guidelines for Evaluating EDI Contribution), this individual will track the scores to determine if they are disproportionately higher for some groups of candidates. Tracking the scores will serve as data collection to inform potential future revisions of the guidelines. During the interview, the EDI Champion should take the lead on asking the EDI-related questions to ensure that EDI contributions are considered at this stage.

2D2. Hiring 13 - EDI Statement Instructions in Job Ad

Recommendation

Change the wording of the EDI statement prompt in the job advertisement to better communicate to applicants the various types of experiences and future plans that the department deems applicable to our EDI goals.

Our current EDI statement prompt (2020/2021 advertisement wording for Assistant Professor in the Social/Personality area):

> *We also ask applicants to include a one-page statement about their experience working with a diverse student body and their contributions or potential contributions to creating/advancing a culture of equity and inclusion.*

Recommended EDI statement prompt (2020/2021 advertisement wording for Assistant Professor in Social Psychology at the University of Victoria):

Include a one-page statement of current and potential contributions and/or experiences relating to equity and diversity in research, professional work, and/or teaching and curriculum. Applicants can draw upon professional, research, and personal experiences and/or perspectives.

Rationale

This recommendation is based on consultation with members of search from departments outside of psychology within UBC (e.g., Department of Political Science) as well as other academic institutions (e.g., University of Victoria, University of California Los Angeles) that have been successful in hiring for their EDI goals (i.e., increasing racial and/or gender diversity at the faculty level). Several stressed the importance of communicating clearly to applicants what types of experiences could impact their ability to contribute to the EDI goals of the department, as applicants may be unsure whether "non-professional" activities (e.g., volunteer work with equity-deserving groups within the community) and/or lived experience would qualify. To ensure that applicants are aware that forms of work that are beginning to be recognized in academia and are of interest to our department, areas should adopt the final sentence from the University of Victoria's prompt, seen above.

2D3. Hiring 14 - Evaluate Candidates' EDI Contribution

Recommendation

Explicitly evaluate the applicant's EDI contribution and commit to using this metric as part of the holistic applicant evaluation and the assessment of the applicant's potential overall contribution to our department. Include a question about the candidate's "potential EDI contribution" in the department-wide candidate evaluation survey, including a dedicated checkbox for respondents about whether they read the EDI statement.

Rationale

EDI contribution should be an important part of what we value in an applicant and view as a strength that an applicant can bring to our department, and these recommended changes would be consistent with this orientation of valuing EDI. Note that EDI contribution could come from a candidate's research topic (involvement and outreach with historically understudied or marginalized populations), teaching (diversification and decolonization of the way psychology is taught to our students), service (EDI-related initiatives, mentorship of under-represented students, and committee work), and/or lived experience as a racialized scholar, as all can advance EDI in our department as well as create a more welcoming and engaging space for racialized students.

A significant source of information about a candidate's EDI contribution will be in their EDI statement. We expect that many department members do not have experience evaluating the EDI statement and may wonder how to do this; this makes sense as the statement was only recently implemented by the Faculty of Arts. Based on discussions with several other universities, we include suggested rubrics in the [Guidelines for Evaluating EDI Contribution](#). We

recommend that areas and the Search Committee review this document and discuss what procedures they think make sense to use to evaluate the EDI statement.

Candidates' EDI contributions can also be gleaned from other documents such as the research or teaching statements, rec letters, or via interview questions. The [Guidelines for Evaluating EDI Contribution](#) also contains suggestions for the type of interview questions we could ask to assess EDI contribution, which have been used by other universities. In addition to helping us understand candidates' relation and commitment to EDI, asking EDI-related interview questions communicates to candidates that we are actively thinking about and working towards ways to make our department more equitable, inclusive, and diverse. Interview questions are meant to assess the candidate's skills and knowledge of the value of EDI, not the candidate's personal identity or proximity to marginalized populations. EDI-related interview questions should be asked of all candidates (racialized and non-racialized), in a consistent manner.

We also recommend that the EDI Champion be a source of support for areas and Search Committees in helping them evaluate candidates' EDI contributions.

2D4. Hiring 15 - Reconsider "Fit"

Recommendation

Re-evaluate how we view "fit". Instead of selecting candidates who fit well with the current department and culture, we should emphasize candidates who fit with the broader goal of enhancing (or potentially changing) the department culture in ways we prioritize.

Rationale

Candidate "fit" is often prioritized, and discussed within the context of the current department and culture. However, a focus on current "fit" may inadvertently push away good candidates, as those who will bring more diversity to a department may appear to "fit" less well with the existing department structure (e.g., De Los Reyes & Uddin, 2021; Henry et al., 2017).

Even when issues of candidate "fit" are not discussed outright, department members may naturally favor the candidates with whom they could see collaborating, with whom they feel most comfortable, whose outlook and experiences they understand, and who they think they would enjoy having around socially. With the exception of noting when one could collaborate with a candidate, these factors are unlikely to be explicitly stated, but can influence decision-making nonetheless when an area might agree that there are two great candidates, but one about whom they are "slightly more excited".

It is crucial to instead consider "fit" within the broader goal of enhancing the department culture, research, teaching, and service in a direction that is consistent with the department's vision. Importantly, this may be purposefully different from the current state of the department.

2D5. Hiring 16 - Evaluate Candidate Materials in Context of EDI

Recommendation

Review and discuss the recommended guidelines and considerations for evaluating each document in the applicant dossier; these are detailed in the [Guidelines for Evaluating Other Applicant Documents](#) in the Appendix. We advise that area members and Search Committee members do this (as well as complete the university EDI training) as a prerequisite before files can be accessed, so in advance of looking at any application materials.

Rationale

Each applicant's dossier consists of multiple parts: cover letter, CV, research statement/reprints, teaching statement, and recommendation letters, in addition to the EDI statement (discussed in [Hiring Recommendation 14](#)). The section on [Guidelines for Evaluating Other Applicant Documents](#) contains guidance about how to approach each of these applicant materials and how to evaluate them, and includes a reference list of related literature on these topics.

Racialized applicants are frequently and disproportionately disadvantaged by traditional metrics and procedures for candidate evaluations, largely due to systemic barriers and "leaky pipelines" that impact applicant success and retention within the pool (e.g., Henry et al., 2017). Our document therefore provides guidance on how to evaluate candidates with the added considerations of barriers in mind. This approach is further in line with recommendations for considering diversity within the entire scope of the applicant review process in order to establish and maintain a more holistic approach to applicant consideration (De Los Reyes & Uddin, 2021; Galán et al., 2021; Fine & Handelsman, 2012).

3. DETAIL ON INCLUSION RECOMMENDATIONS

Background and Survey Data

The [Department Survey on EDI Issues](#) conducted in July 2021 provided important insight into the [current culture of the department](#), particularly from the point of view of those who self-identify as racialized. Racialized respondents reported a significantly lower sense of psychological safety and inclusion ($M = 4.88$, $SD = 1.48$) than those who are non-racialized ($M = 5.39$, $SD = 1.37$), $t(110) = 2.12$, $p = .037$, $d = .36$. Racialized respondents were also significantly more likely to have reported having a personal experience where they were made to feel unsafe or excluded in the department ($M = 3.39$, $SD = 2.16$ vs. $M = 2.46$, $SD = 1.95$, $d = .45$). More generally, respondents on average felt that equity, diversity, and inclusion were only moderately valued in the department ($M_{overall} = 4.63$, $SD = 1.44$), with racialized respondents giving lower ratings ($M = 4.11$, $SD = 1.37$) than non-racialized respondents ($M = 4.81$, $SD = 1.41$), $t(116) = 2.98$, $p = .004$, $d = .50$. In fact, no racialized faculty member rated the

department's value placed on EDI at a 6 or 7, and 36% of racialized faculty and graduate students have felt unsafe in the department (see Figure 4 below).
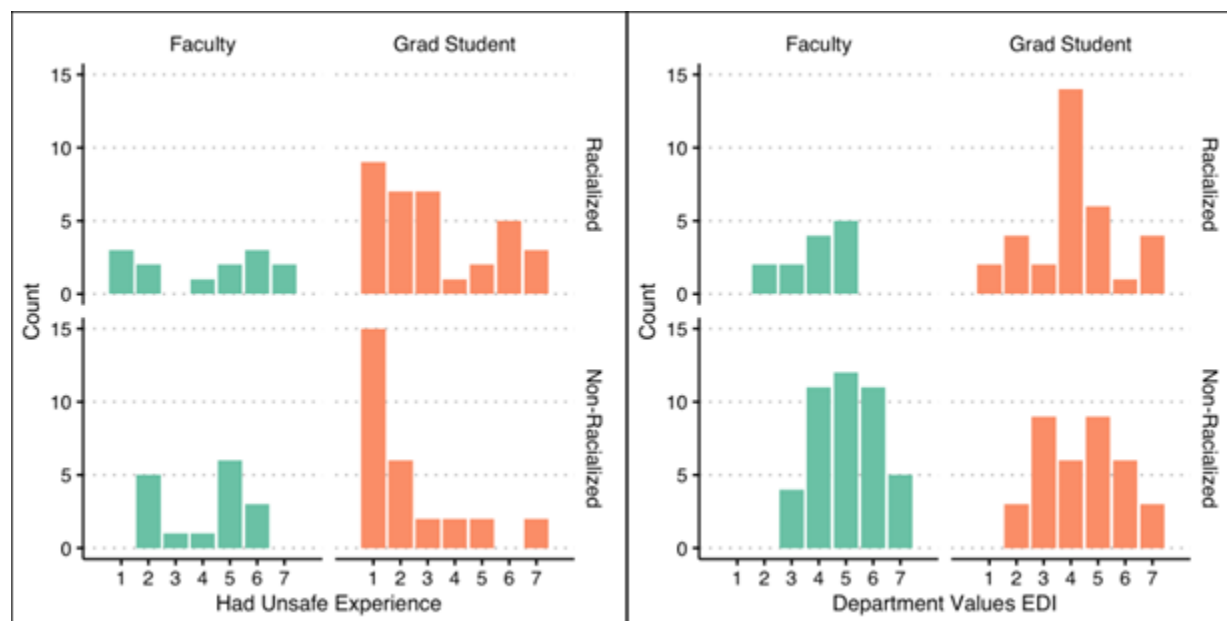

Figure 4. Frequency distributions on unsafe experiences and departmental values by role and racial identity.

These data reveal disturbing trends that underscore the more qualitative experiences shared during the departmental Town Hall meetings in January 2021. See the section on Town Hall Discussion Summary (January 2021) in the Appendix for an overview. They provide important background and justification for the many recommendations outlined in this report.

The inclusion subcommittee used the ideas crowdsourced during the January 2021 Town Hall meeting to select, develop, and refine several new initiatives that we believe would help to foster greater inclusion for our diverse community in psychology. Our goal was to craft initiatives that would cover activities related to online resources, accountability and reporting, decolonizing curriculum, diversifying research, EDI training, and EDI funding.

In the summary below, we divide our proposed initiatives into distinct topics. Within those topics, we outline those that we believe could be implemented in the upcoming 2021-22 academic year (**immediate)**, those that could be implemented in 2-3 years time (**mid-range),** and those that would require additional resources or investment before they could be implemented (**long-term)**.

3A. Enhanced EDI Leadership and Personnel

Since its inception less than 10 years ago, our departmental Equity Committee has done excellent work in its efforts to build new programs and initiatives and provide mechanisms for support to those from marginalized groups. We recognize, however, that the proposals we put forward will require an enhanced leadership structure of people who can champion these efforts to ensure their efficacy. We thus start by recommending immediate changes to the current structure of the equity committee that will facilitate the success of other proposals made below.

3A1. Inclusion 1 - Equity Committee Chair elevated to Associate Head EDI

Recommendation

Elevate the position of Equity Committee Chair to the status of Associate Head of EDI, including a course release, to enable the person in this position to manage a broader range of programs.

Rationale

Fostering a greater sense of inclusion in the department requires greater resources devoted to structural changes to implement the many recommendations provided in this report. UCLA, Michigan, and Wisconsin all have a structure where one individual in the department is provided with course buyout(s) to manage the integrated EDI initiatives in the department. We recommend a similar structure to ensure that a faculty member in the department can oversee the multifaceted changes that are being proposed. In our Departmental EDI survey (see Survey Data), there was broad support for this suggested structural change ($M = 4.95$) especially among self-identified faculty ($M = 5.22$). Thus, we recommend that the person who chairs the Equity Committee be elevated to the position of an Associate Head (similar to our Associate Heads for Undergraduate Affairs, Graduate Affairs, and Faculty).

This recommendation would need to be implemented by the Department Head and would require an annual course release to adequately compensate this faculty member for the time it will take to oversee the many programs that are suggested here. Specifically, the new Associate Head for EDI would oversee new initiatives related to: (a) a monthly EDI Workshop Series, (b) supervising two EDI Graduate Consultants, (c) keeping EDI web resources up to date, (d) managing new funding initiatives, and (e) spearheading annual EDI goal setting and reporting processes that are integrated throughout the department. These responsibilities are largely in addition to the current activities that are managed by the department's Equity Committee chair.

3A2. Inclusion 2 - New EDI Programming Assistant Position

Recommendation

Create a new full time staff position for an EDI Programming Assistant to support the administrative and financial aspects of new and expanded EDI programming and resources.

Rationale

In order to integrate EDI into the everyday operations of the department, we recommend the creation of a new administrative position (the EDI Programming Assistant) who reports to the EDI Associate Head and provides administrative support for the many programs that will be instituted. This person's portfolio would include administrative support for programs implemented within the department, including compilation of annual EDI reports and hiring metrics, as well as assisting in the development and maintenance of community partnerships external to the department. Ideally, the administrative position will be an ongoing full time staff position funded by the Dean's office and assumed by an individual with demonstrated expertise in EDI issues and/or community- engaged pedagogy and scholarship, and a passion for social change and justice.

The Department Head would need to request funding for this position from the Dean's office in the upcoming departmental funding request. Ideally, this position would also come with shared office space that could also be used by the EDI Graduate Consultants (see Inclusion Recommendation 4).

3A3. Inclusion 3 - Expanding the Equity Committee

Recommendation

Double the size of the Department's Equity Committee so that all areas have faculty representation on the committee, broadly distributing responsibility for EDI throughout the department.

Rationale

Currently the UBC Psychology Equity Committee consists of about four faculty and four graduate/undergraduate/staff members who volunteer their time to develop and implement any and all diversity and inclusion initiatives to the benefit of our department of over 200 members. We recommend the size of the equity committee be increased to include faculty representation from each of the eight areas of the department (including Educational Leadership), the EDI Programming Assistant, and two paid EDI Graduate Consultants (see Inclusion Recommendation 4). Additional volunteer graduate students, undergraduates, or staff might be added as needed to serve on specific subcommittees that spearhead the following new initiatives recommended in this report (in addition to those already in place, e.g., the Diversity Mentorship Program):

A. EDI Workshop Committee
B. Annual EDI Evaluation and Report
C. Instructor and Research Consultation
D. JEDI Share Program & EDI Website content

3A4. Inclusion 4 - Paid EDI Graduate Consultants

Recommendation

Offer a within-department consultation service, loosely modelled after the Statistical Consultation service, for department members who want individualized support in implementation of EDI goals and practices in research, teaching, and other roles.

Rationale

Supporting inclusion and equity requires not only a change in EDI leadership structure, but also for each department member to integrate EDI goals and efforts into their duties (e.g., research, teaching) within the department. EDI represents a specific area of knowledge and expertise that may seem daunting for many researchers and instructors, especially if they did not receive substantial training in these topics previously. For example, in our Departmental EDI Survey (see Survey Data), 37% of respondents who teach undergrad classes reported it would be hard to include one lecture on EDI issues in their class, and 48% reported it would be hard to include a unit on EDI issues; 46% of respondents who engage in research reported that limitations in skills and expertise as a barrier in incorporating EDI considerations into their work. Department members can thus benefit from individualized support for how to effectively integrate EDI considerations into their own research, teaching, and other roles.

Therefore, we recommend that the department provide funding (equivalent to a full-time TA position) for two EDI Graduate Consultants who provide support to research faculty, instructors, postdocs, and grad students on how to integrate or account for EDI considerations in their research, teaching, and other roles. These positions would be loosely modeled after our department's Statistical Consultation service, and would be advertised, selected, and supervised by the Associate Head of EDI (with input from the Equity Committee). The EDI consultants would be available to provide support, from a collaborative and consultative framework, including 1-on-1 consultation. The University of Washington psychology department has a similar program, although their model is to pay seven to nine graduate students by the hour (1-4 hours per week). This could be adopted as an alternative approach.

Researcher-related support might include (but is not limited to):

A. How to effectively examine diverse samples in research: e.g., pros & cons of different ways of measuring ethnicity/race/cultural background in surveys; how to account for effects of race/ethnicity/culture to reduce biases in analysis and interpretation; how to present information about ethnic/racial/cultural differences in a way that is both empirically valid and consistent with the goals of inclusion/equity/anti-racism.
B. How to conduct research in underserved or under-represented samples: e.g., how to build effective research-stakeholder relationships with underserved populations; specific information and considerations for working with particular cultural/ethnic/racial groups.
C. Connecting researchers to potential collaborators or resources that can provide more detailed information on given EDI related methods or topics.

D. Providing information and advice about funding and training opportunities for EDI-relevant topics or methods.

Instructor-related support might include (but is not limited to):

A. How to add EDI-relevant content to course curriculums: e.g., what are useful readings and other material that connected EDI considerations with particular subject areas; exploring pros and cons of including/removing certain content; where and how in the curriculum would it be most effective to add new EDI-related content.
B. How to teach EDI materials to students: e.g., how to discuss issues where there might be unfamiliar but sensitive terminology; how to address common student questions and concerns; how to navigate when the instructor believes they have made a "mistake" in discussing EDI.
C. How to provide EDI-relevant supervision: e.g., how and when to broach sensitive EDI-related topics in a supervision relationship.
D. How to understand EDI-relevant research and EDI-related discourse: e.g., how to learn more about specific racial/ethnic/cultural experiences; how to make sense of topics and themes that have become highly politicized (e.g., critical race theory, SOGI -Sexual Orientation and Gender Identity curriculum)

Given the sensitive nature of some discussions that could be had in this area, a dedicated office space would provide some guarantee of confidentiality for users of the service. The Associate Head of EDI, in their role of supervisor of the graduate student consultants, should ensure that the service does not create problematic dual relationships between consultants and users if these individuals have other roles within the department. The Annual EDI Survey (see Departmental Survey on EDI Issues) can include questions to assess the utilization and effectiveness of this service.

Selection of the graduate student consultants in this role should be based on (a) expertise/training/professional experience with EDI issues, (b) expertise/interpersonal skills/character suitable for the collaborative/consultative role of the office, (c) values related to pro-equity/anti-racism/other related ideas, (d) relevant lived experience.

If adopted, a newly created Graduate Minor in the Psychology of Diversity would provide training to graduate students interested in these consultant positions. Prior to the establishment of this minor, interested candidates would be asked to enroll in UBC's Certificate in Equity, Diversity, and Inclusion with the $4,500 tuition fee paid for by the department. Graduate student consultants may overlap with membership in the EDI Workshop Committee described in the EDI training section. Graduate student consultants who are not involved in the EDI Workshop Committee should be expected to attend the EDI training workshop as participants to further enhance their background knowledge.

Users of the service should have the opportunity to provide anonymous feedback on their satisfaction with the services they received, via a brief (online) survey. Consultants should track

utilization of the service and the general topics/concerns being raised, as a way of collecting data for future evaluation of this initiative and development of this service.

3B. Enhanced EDI Training and Resources

The events of 2020 and the discussions during our [2021 Town Halls](#) revealed a clear need for our department to provide opportunities for ongoing education and training about EDI-related issues. The recent [Departmental Survey](#) also indicated that there is broad departmental support to include EDI training and discussion opportunities as one component of our multifaceted strategy to foster greater inclusion and understanding in our community; that is, >50% of respondents registered an intention to attend EDI training of some kind. It is important to us not only to provide opportunities for education but to also make this an ongoing process integrated into the fabric of the department.

3B1. Immediate Recommendations (Implemented in 2021/22)

3B1a. Inclusion 5 - Monthly EDI Workshop Series

Recommendation

Launch a new monthly EDI Workshop containing programming to increase our opportunity for training, discussion, and sharing research relevant to EDI in our department.

Rationale

In order to provide an ongoing forum for members of the departmental community to come together to learn about and discuss both scholarship and professional issues around EDI, we propose instituting a monthly EDI workshop series that would meet on the 2nd Thursday of each month. Participation in the Workshop Series would be strongly encouraged but not mandatory. The workshop series would be overseen by the Associate Head for EDI and implemented by a new EDI Workshop Committee composed of graduate EDI consultants, a representative of the Colloquium committee, one additional faculty member, and the EDI Programming Assistant. Elements that would become part of the series are described below.

EDI Panel Discussions

There would be at least two panel discussions on specific EDI issues related to teaching, research, or professionalism each year. Discussions around EDI terminology, as well as underlying goals and motivations for EDI would also be valuable. Speakers could include faculty, postdocs, and graduate students in our department (or from related departments at UBC). In fall 2021, members of this Task Force could be on the panel to discuss this set of proposals.

Annual EDI Colloquium

Implemented by the Colloquium Committee starting in 2022/23, we recommend that this become standard in our annual colloquium series and also advertised as part of the monthly EDI workshops. The EDI colloquium speaker is not meant to replace efforts to increase the overall diversity of colloquium speakers each year, and we ask that the EDI Workshop Committee establish recommendations for what an EDI Colloquium would include.

EDI Book Club and Book Reviews

The Equity Committee already runs a book club. We recommend that this initiative be integrated into the EDI workshop series. In addition, this initiative should be paired with a written book review that would become a regular feature in the departmental newsletter (and on the website).

EDI Training Sessions

The EDI workshop series would also include training sessions offered by UBC's equity office and CTLT (at least one per term). In our Departmental Survey (see Survey Data), >60% of respondents expressed the intention to attend the following workshops focused on anti-racism and promoting anti-racist and inclusive classrooms (in order): (a) Fundamentals of anti-racism (67.4% would attend), (b) Fundamentals of inclusive communities (65.7%), (c) Creating anti-racist and inclusive classrooms (61.1%) and (d) Anti-indigenous racism (60.6%). We recommend that workshops on the following topics be prioritized given respondents' rated priorities for the following topics (in order): (a) Fundamentals of anti-racism (51%), (b) Fundamentals of inclusive communities (49%), (c) Creating anti-racist and inclusive classrooms (43%), (d) Mentoring diverse students/teams (38%), and (e) Decolonizing psychology (37%).

In addition to these interactive (and ideally) in person sessions, we recommend adding links to online canvas modules for each of these subjects to the Diversity tab on the Psychology website (see Inclusion Recommendation 6).

Encouraging Broad Participation in the EDI Workshop Series

Although some meta-analysis suggests that mandatory training can be effective in changing behaviour, attendees evaluate mandatory training more negatively and such efforts can spark backlash when people feel such training is punitive (Bezrukova et al., 2016; Devine & Ash, *in press*). Mandatory training also can place an undue burden on attendees from marginalized groups who can feel emotionally burdened to educate others. Thus, we recommend an effort to encourage people's participation in the EDI workshop in the following ways:

A. A message announcing the series should be sent out to all department members from the Department Head each term to emphasize the importance of these efforts. Area coordinators are also encouraged to emphasize the importance of the series and encourage faculty and graduate students in their area to attend as well.
B. People should be reminded of the department's value for equity, diversity, and inclusion and that efforts to foster greater inclusion rest with each and every one of us, but especially those in positions of power in the department, our labs, and our classrooms.

C. Messaging should encourage clear expectations for participation, with an understanding that there will be variation in the amount of investment different people can make. For example, language like the following could be used to encourage attendance: "*We recognize that everyone is busy but encourage each and every one of you to make some commitment to attending sessions of the EDI workshop series. You might think about your commitment level as following into one of the following three categories: (a) committed to attending the Workshop each month, (b) committed to attending the Workshop at least once a term, (c) committed to attending at least one EDI workshop each year.*"

D. The Equity Committee's operational budget (see Inclusion Recommendation 21) can be used to pay outside speakers and provide refreshments as an additional incentive for attendance.

E. Ideally, the dates and topics for the entire annual series would be advertised at the start of each term and people asked to indicate which they plan to attend to facilitate room and refreshment planning and so that personalized reminders can be sent to attendees in advance of each workshop (though unregistered attendees can also join late if space allows).

F. The EDI Workshop Committee should also monitor attendance over time and introduce other strategies to encourage broad attendance across different sectors of the department.

3B1b. Inclusion 6 - Revamping Content on the Departmental Website

Recommendation

Overhaul the Departmental Website to make resources and information relevant to EDI more widely accessible to interested and potential members of our department.

Rationale

We conducted a review of websites at top psychology departments in Canada and the US in an effort to both learn more about programs and initiatives at other peer institutions and source ideas for how we could increase access to EDI resources among our own community. Because such resources are likely to be disproportionately relevant to prospective students, staff, and faculty from underrepresented groups, increasing the amount and visibility of these resources is an important part of increasing our recruitment of diverse candidates for graduate school and job hires. From our review of websites of peer institutions such as the University of Michigan, University of California, Los Angeles, and the University of Wisconsin, we gathered several ideas about how we can increase the visibility of our ongoing and new EDI initiatives and access to resources.

a. Elevating 'Diversity' as a top menu link. In top US psychology departments, 'Diversity' is often a link from the top menu of the department website. 'Diversity and inclusion' links are also found on the Psychology websites of some Canadian universities (University of Alberta, University of Victoria). These links on the main website lead to resources for

Diversity and Inclusion training, information, upcoming related talks/workshops within the department and outside the department at the University, BIPOC award information, and featured blogs.

b. Adding pages for: (1) EDI-focused labs, (2) EDI-focused courses, (3) EDI-focused training opportunities, (4) EDI reading list and book reviews, (5) links to EDI-relevant research, EDI-focused events, (6) EDI-focused scholarships/awards, (7) Diversity committee members, (8) short-history of diversity-related efforts in our department, (9) link to UBC-wide diversity and anti-racism efforts, funding.

c. Adding clear information for how to report incidents that occur and support that exists. Details regarding who to go to and potential outcomes and procedures for reporting would bolster descriptions of UBC policies currently posted. Responses to our Departmental Survey indicated that a lack of tangible outcomes as a result of reporting led to less satisfaction in the department's response (see [Survey Data](#)). Indeed, 50% of those who endorsed reporting an incident and being only somewhat satisfied with the department's response noted the lack of concrete steps as a primary concern. Currently, UBC has [two primary mechanisms for reporting an incident](#). While we recommend that this be augmented by a departmental reporting process (see [Progress Monitoring Recommendation 4](#)), a sample is provided to clarify current options ([Sample Statement Outlining UBC's Current Reporting Processes](#)).

The revamped website would be Initially implemented by a newly designated member of the equity committee and the department Communications Director (who has already explored and verified the feasibility of these changes).

3B2. Mid-term Recommendations

3B2a. Inclusion 7 - JEDI Shares of Evidence-Based Action

Recommendation

Providing ongoing access to evidence-based research on justice, equity, diversity, and inclusion (JEDI) and recommendations through brief infographics broadly distributed in the department.

Rationale

To facilitate ongoing dissemination of research findings related to justice, equity, diversity, and inclusion (JEDI), single slides (with links to other detailed resources) will be created to highlight a research finding and how it might be applied to foster greater inclusion. An example of something similar is done at the [University of Michigan](#).

These slides will be displayed: (a) on our digital signage, (b) linked on the website, and (c) sent in biweekly emails to the department listserv. We recommend this as a mid-term goal given the time it would take to source material. This initiative would be implemented by the Equity Committee and EDI Programming Assistant who will solicit slides broadly from the department community (e.g., by asking labs to generate slides related to their research; by asking

instructors to adapt slides from content they teach; by inviting members of *Psi Chi* to create slides for consideration).

3C. Decolonizing Curriculum

Data from the Departmental Survey on EDI Issues in summer 2021 reveals that many members of our department community would value opportunities and support to enhance our department's efforts to provide a more inclusive and decolonized curriculum to our students (see Survey Data). For example, faculty (M = 4.56) and graduate students (M = 3.38) both provide below scale midpoint ratings (from 1 = not at all to 7 = very much) when asked how much EDI issues are currently discussed or considered in the courses they teach or take, but a majority of respondents said they would attend a training workshop on decolonizing psychology (58%), general approaches anti-racism in teaching (61%), or specific skills for fostering inclusive teaching (54%). Furthermore, 85% of (self-identified) graduate students surveyed felt that the department could be doing more to prepare them for the job market in terms of EDI training and experience. The following proposals are aimed at addressing these concerns.

3C1. Immediate Recommendations (Implemented in 2021/22)

3C1a. Inclusion 8 - CTLT Anti-Racism and Inclusive Teaching Sessions

Recommendation

Provide easy access to regular training workshops to equip instructors with strategies to decolonize their courses and create inclusive classrooms.

Rationale

We recommend that, as part of professional development, anyone teaching undergraduate students be strongly encouraged by the Associate Heads of Undergraduate Affairs and EDI to attend at least one training session every 2 years devoted to anti-racism or inclusive teaching practices. The EDI Workshop will advertise these broadly when they are available, but CTLT also holds workshops on an ongoing basis. For example, there is one happening on Sept 22, 2021. These will be advertised on the revamped department website and personalized invites sent to faculty as well.

3C1b. Inclusion 9 - Webpage to Advertise EDI-Focused Courses

Recommendation

Advertise courses offered by the psychology department with an EDI-focus on the departmental website.

Rationale

As mentioned in [Inclusion Recommendation 7](#) on website changes, a new webpage will be added to list EDI-focused courses. The new EDI focused course page would list courses offered in the department (at both the undergraduate and graduate level) that include topics and methods related to EDI. An example can be found at the [University of Wisconsin](#).

The new Equity Committee member charged with maintaining the EDI website would survey all instructors each April to compile a list of all courses offered the next year that could be advertised together on this page, along with a link to the instructors' webpages, and a 2-3 sentence description of how the course offers content that diversifies or decolonizes traditional approaches to psychology. Instructors of standard courses who take a decolonized approach to teaching that content (e.g., by including a high percentage of readings by BIPOC scholars or incorporating Indigenous perspectives on the topic) can also choose to advertise their approach to the course on this website.

3C1c. Inclusion 10 - EDI Statement and Land Acknowledgement in Syllabi

Recommendation

Include a land acknowledgement in course syllabi as well as a statement aimed to promote inclusion in the classroom.

Rationale

We recommend that anyone teaching a course to undergraduate or graduate students be thoughtful about how they can communicate their goals for creating an inclusive classroom, both in their syllabus and during class time. Attending CTLT training is one way to do this as well as consulting with EDI Graduate Consultants. One concrete suggestion is to include some version of the following statements to their syllabus for any undergraduate or graduate course. We recommend that at the start of each academic term, the Associate Heads for Undergraduate and Graduate Affairs remind all instructors to reflect on and include some statement in their syllabus aimed to promote greater inclusion in their classroom. Here are a few examples, but instructors are encouraged to edit or tailor these statements for themselves and their class.

Sample Land Acknowledgement

> *I acknowledge that the UBC Vancouver campus, where our class meets, is situated within the traditional, ancestral and unceded territory of the xʷməθkʷəy̓əm (Musqueam).*

Other examples can be found through the [UBC Library](#) and [Native Land](#).

Sample EDI Statement Provided by Lilian May

> *Similar to the broader UBC community, the Psychology Department—and this class— seeks to build a community where students feel included and are treated equitably. This class aims to be inclusive of gender identity, gender expression, sex, race, ethnicity, socioeconomic background, sexual orientation, political and religious affiliation, ability, health, and age (this is not an exhaustive list!)*

> *Students, instructors, visitors, and readings may sometimes raise controversial and/or sensitive issues. Respectful and productive discussion is encouraged, and students should feel safe to explore ideas without fear of being judged. Our goal is not to always agree, but rather to disagree without being threatening or alienating. However, if a statement or behaviour of an individual targets or threatens another student due to their group membership or identity, it should not be shared with the class . If at any point you feel offended, threatened, or alienated by anything that happens in our class, please feel welcome to let me or a TA know.*

> *I (like many people) am always learning about diverse perspectives and identities. If at any point you feel as though I am failing to live up to an inclusive space in our course, I encourage you to let me or a TA know. You can also learn more about our diversity initiatives in the Department of Psychology by visiting our website at https://psych.ubc.ca/about/equity-inclusion/.*

More examples of syllabus statements are provided in the Appendix (see [Sample EDI Statements for Syllabi](#)).

3C1d. Inclusion 11 - All Areas to Review EDI in Graduate Training

Recommendation

Encourage all research areas to review their graduate training with the goal of diversifying the topics, methods, and researchers to which our students are exposed.

Rationale

Given stated interest by graduate students in enhancing their training related to EDI topics and methods, as well as increasing their exposure to research carried out by racialized scholars, we propose that all PhD granting areas be asked by the Associate Heads of Graduate Affairs and EDI to review, and strive to increase, their students' exposure diverse methods, approaches,

and scholars in their field. We recognize that this approach might look different for different areas, and thus, our specific proposal is that all area coordinators submit a report of actions taken (or to be taken) by May 2022. Here we offer a few suggestions for the kinds of efforts this could include:

A. Devoting an area meeting/workshop each year to discussing EDI issues in your subfield or to brainstorming strategies for diversifying your research practices and methods (e.g., samples, approaches, collaborators, training teams).
B. Inviting racialized scholars, especially those emphasizing intersectional, anti-racist, and/or decolonial frameworks, as an outside speakers.
C. Systematically reviewing and revising course syllabi and/or comprehensive exam reading lists to increase the representation of (1) a diversity of scholars and/or (2) intersectional, anti-racist, and/or decolonial frameworks. A helpful resource to use or contribute to can be found here.
D. Making concrete plans to prioritize diversity in graduate admissions or for an upcoming faculty hire in your area.

3C2. Mid/Longer-term Recommendations

3C2a. Inclusion 12 - Working Group to Develop a Place and Power Course

Recommendation

Develop a new, lower-level and/or upper division undergraduate course that provides students a decolonized treatment of psychology.

Rationale

We recommend that the department develop and offer a new undergraduate course that provides students with a decolonized treatment of psychology. If offered as a lower division course (200 level), this new course could be designed to meet curricular requirements for the new Place and Power degree requirement currently being planned for all Arts students (beginning in the 2024-25 academic year). Alternatively, it could be provided as an upper division course to our own majors to enhance their understanding of how the traditional history of psychology provides a narrow and incomplete view of human behavior.

As this initiative would require a faculty member interested in developing and teaching this course, our immediate proposal is to create a working group in the 2021-22 academic year of faculty and students interested in discussing the structure and content of what this course would become. One suggestion is to explore a course that is team-taught by graduate students in the Psychology of Diversity Minor (Inclusion Recommendation 13).

3C2b. Inclusion 13 - Working Group to Develop a Graduate Minor in Psychology of Diversity

Recommendation

Establish a working group to investigate the feasibility and design of a new graduate minor in the Psychology of Diversity.

Rationale

Modeled after similar programs at UCLA and the University of Michigan, we propose creating and offering new graduate minor in the Psychology of Diversity. This 12 credit minor would include one proseminar offered in psychology (added as a new course to our curriculum) plus three additional courses that could be taken either inside or outside the department. Although psychology graduate students would be given priority registration, courses would also be open to students from other departments.

There was broad support for this suggested initiative among both self-identified faculty ($M =$ 5.17) and graduate students ($M = 4.80$; see corresponding Survey Data). Furthermore, 39 graduate students (18 racialized, 20 non-racialized) said they would be or have been interested in this minor if it had been available. In addition, 9 faculty (4 racialized, 5 non-racialized) said they would be interested in teaching a graduate seminar as part of this program. Discussions with the current Associate Head for Graduate Studies and the Graduate Studies Administrator suggest that creating this minor will be feasible so long as psychology students can enrol in designated courses in other departments.

3D. Diversifying Research

An important mission of our department is to carry out high quality research that allows us to draw inferences about human behaviour more generally. Meeting this mission requires attention to human diversity in our research. According to our recent Departmental Survey, the following factors were marked as the largest barriers to incorporating diversity considerations into research: (a) Skills/Expertise on EDI Topics and Methods (45.7%), (b) Access to Diverse Samples (44.2%), (c) Collaborators with Expertise and Background in EDI Research (37.2%), (d) Training on How to Manage/Mentor Diverse Teams (34.1%), (e) Time (30.2%), (f) Funding (24.8%; see Survey Data). These barriers undermine our willingness and ability to engage with a variety of urgent issues that are both scientifically and socially important, yet under-addressed. To help alleviate these knowledge and skill gaps, we outline below guidelines, tools, and resources to help us better understand diverse research practices, and this in turn will better equip us to face some of society's most pressing issues. We categorize these recommendations into immediate, mid-range, and longer term, aspirational timelines.

3D1. Immediate Recommendations (Implemented in 2021/22)

3D1a. Inclusion 14 - Increase Access to Resources on Diversity Research

Recommendation

Create a Diversifying Research page on our Departmental website which includes links to existing online training opportunities, funding opportunities, and existing EDI-relevant research programs in the department for researchers seeking greater competence or awareness of EDI issues.

Rationale

We recommend that the revamped Departmental website include a new page on Diversifying Research. This page would include a list of links to existing online resources, training opportunities, and funding opportunities that will be useful and relevant to researchers seeking to gain greater competence of EDI issues. Such a compendium could be maintained and updated at the department level by the EDI Graduate Consultants. We also recommend developing an EDI training fund (see Section 3F) to help graduate students and faculty attend workshops or international research exchanges (much like the Quinn Exchange) that enhance our ability to conduct more diverse research (e.g., non-WEIRD samples, measurement, research designs, methods, analyses, interpretation of results, dissemination of findings when appropriate).

In addition, to help faculty overcome the barriers to incorporating EDI into their research, we recommend efforts to advertise and share the experience of existing faculty in conducting research on EDI themes and methods. As part of the Website changes (Inclusion Recommendation 6), a new webpage will feature people in our department who are working with people in our community and/or on topics related to equity, diversity, or inclusion (to help highlight people we can learn further from and or collaborate with). An example of a similar page appears on the University of Michigan's website. In addition to these website changes, we recommend that the EDI Workshop Committee hold panel discussions as part of the EDI Workshop Series that discuss ways that our own faculty have overcome the six largest barriers to conducting more EDI research that were identified in the survey (discussed here).

3D2. Mid-term Recommendations (3 years from now - 2024/2025)

3D2a. Inclusion 15 - Funding for Diversity Research

Recommendation

Create new and leverage existing funding opportunities aimed at increased research on EDI topics and/or research in traditionally marginalized communities at the local, national, and international context.

Rationale

Through new fundraising efforts (e.g., see Section 3F), create and promote funding opportunities that increase research on EDI topics and/or research in traditionally marginalized communities, such funding can be used for project expenses, and/or a scholarship for undergraduate students. These funds could be managed similarly to existing NSERC USRA or Quinn summer research scholarship awards. The Associate Head EDI would need to determine eligibility requirements for these funds.

In addition, aligned with recommendations on Community Partnerships (see Section 3E), promoting community engagement in research would also allow for the diversification of research in our department. Such research partnerships with community organizations can often be further supported by Mitacs funded projects for graduate students and postdocs or SSHRC Engage, Partnership Development Grants, or Partnership Grants. Given the goal of reciprocity, increased emphasis on community engagement will allow the department to strengthen its contributions to community development and empowerment. This will serve to address critical social issues in local, national, and international contexts, and provide easier routes for faculty and graduate students to diversify their research methods, topics, and samples.

3D2b. Inclusion 16 - Funding More Diverse Graduate Student Researchers

Recommendation

Establish new fellowships that will help attract and support more graduate students of diverse backgrounds.

Rationale

Collaborate with existing funding pools and new fundraising efforts (e.g., see Section 3F) to create fellowships that will help attract and support more graduate students of diverse backgrounds. Fellowships can range from 1-year entrance awards to larger 4-year fellowships. These could be managed in a similar way to existing department-level funding awards for graduate students by the Associate Head for EDI and the EDI Programming Assistant.

3D2c. Inclusion 17 - Diversifying Research Exchange Program

Recommendation

Create a funding pool or program that would be reserved for racialized visiting students from other universities or exchange programs between students in the department and racialized students from other universities.

Rationale

With the aim of helping train our students in a range of EDI related theories and methods, create a funding pool or program, potentially in collaboration with other funding sources, that would be reserved for racialized visiting students from other universities or exchange programs between students in the department and racialized students from other universities and around the world. UBC Faculty of Science launched a similar [program](#) in 2018 and it has been recently extended. We advocate for a program like this to be launched in our department, however, the Associate Head for EDI might want to advocate for an Arts wide program similar to that in the Faculty of Science.

3D2d. Inclusion 18 – Creating a Centralized RA Application Portal

Recommendation

Create a centralized Research Assistant (RA) application portal, to allow students who are interested in any entry-level RA position (often volunteer) to see the list of labs that are currently recruiting and apply to them directly.

Rationale

Based on a survey conducted in June 2021, there were several barriers that undergraduates reported for entering research positions, most pressing of which is competition. Students also reported not knowing how to apply, not receiving responses when they do attempt to apply, not being able to volunteer, and financial strain. This is not surprising, given that under our current approach, each lab has its own requirements and application procedure, sometimes as informal as emailing a PI or graduate student to inquire about positions. As a department, we lack crucial data to identify demographic gaps between who would want to apply, who does apply and who gets positions. But it seems very likely that such gaps exist, given that even just applying requires insider cultural knowledge and sometimes a willingness to directly ask authority figures for assistance. Undergraduate students from underrepresented groups, particularly those lacking cultural insider knowledge, will particularly benefit from this transparent way to gain access to research labs. Data generated will allow the department to compare the demographics of the applicant the demographics of those offered positions.

3E. Community Partnerships for Capacity Building

Community engagement (educational and research partnerships with non-academic organizations who serve local, national, and international public-interests) is well-recognized as a tool to enhance equity, diversity, and inclusion. Community engagement allows for underrepresented and marginalized voices to be acknowledged, valued, and prioritized. Moreover, because community initiatives often emphasize social change and justice, engagement with community can support anti-racist goals. Although community engagement is widely considered to be an asset for academic units, it necessitates an ethic of care, an ethic of responsibility, and a host of cultural, practical, and research competencies. The Departmental Survey suggests that people in the department broadly value the role that community engagement plays ($M = 5.22$, $SD = 1.56$; see Survey Data). Below, we propose several initiatives to foster community engagement in our department, with the intent to advance equity, diversity, inclusion, and anti-racism in our teaching and research activities.

3E1. Immediate Recommendations (Implement in 2021/22)

3E1a. Inclusion 19 - Establish a Community Advisory Board

Recommendation

Establish a Community Advisory Board to advise the Department Head and Associate Heads on departmental community engagement.

Rationale

A Community Advisory Board can advise the Department Head, Associate Head for Faculty Affairs, Associate Head for Graduate Affairs, Associate Head for Undergraduate Affairs, and Associate Head for EDI on departmental community engagement. The Community Advisory Board should include representatives from diverse communities and community organizations--including non-profit organizations that serve Indigenous and other racialized communities. It may be convened 2-3 times per year to comment on Departmental practices, initiatives, and aspirations, and opportunities for community-engaged courses and community-engaged research. Chairs of relevant committees (e.g., Curriculum Committee, Equity Committee) may attend meetings to discuss specific proposals. Community Advisory Board members should receive compensation to recognize both their time commitment and the often significant emotional strain that may be associated with this work. To facilitate accountability, metrics related to equity, diversity, and inclusion may be compiled and presented to the Community Advisory Board annually for review.

3E2. Mid-term Recommendations

3E2a. Inclusion 20 - Create Community-Engaged Undergraduate Courses

Recommendation

Create or adapt existing courses to include community engagement activities or assignments, including service learning courses and/or the eventual development of a field school.

Rationale

In addition to cultivating community engagement, the creation of community-engaged courses would facilitate the decolonization of our curriculum (see Section C above). Community-engaged courses may include activities and assignments related to community (e.g., inviting Indigenous elders and racialized speakers; creating an assignment that requires students to engage with community). Alternatively, entire courses may be devoted to the application of psychology to community with community service learning placements for students (e.g., PSYC 417A: Psychology and Developing Societies, PSYC 420: Community Psychology, PSYC 421: Environmental Psychology). With the creation of a sufficient number of community-engaged courses, the Department could develop a field school that engages psychology majors in scaffolded community-engaged learning opportunities across years 2-4 ([University of Michigan] provides an example). The field school must be carefully and intentionally crafted to cultivate curricular advancement and student development across courses, while ensuring reciprocity with community partners.

3E2b. Inclusion 21 - Provide Incentives and Support for Community Partnerships

Recommendation

Incentivize and support community-engaged partnerships through workshops, networks of scholars, administrative support, and all equity-related decisions.

Rationale

Given the pedagogical and practical benefits of community engaged learning, it is a prized approach to teaching. However, it is demanding for instructors - particularly those who implement community service learning in which student placements with community organizations must be developed, maintained, and supervised. Similarly, community-engaged research requires faculty to develop a host of cultural, practical, and research competencies. To facilitate community-engaged courses and research, the department should:
   A. host workshops as part of the EDI Workshop series to cultivate the cultural, practical, and research competencies that are needed to effectively engage with the community, with an emphasis on reciprocity.

B. create a community of practice for community-engaged scholars, regularly convening faculty and graduate students who work with the community through their courses and research.
C. incentivize community engagement through the allocation and adjudication of teaching assignments, funding, merit, awards, and in tenure and promotion processes.

As mentioned above, the new EDI Programming Assistant would provide pedagogical and research support to faculty, assist in the development and maintenance of community partnerships and manage administrative aspects of this program, and contribute to the supervision of community service learning placements among students. Ideally, the administrative position will be an ongoing staff position assumed by an individual with demonstrated expertise in community-engaged pedagogy and scholarship, extensive experience working with community, and a passion for social change and justice. Consistent with the recommendation to fund an administrative position to support community engagement, in our recent Departmental Survey, a mean response of 5.48 (1 = not at all; 7 = very much) was obtained for the question "Would you be supportive of the Department prioritizing the investment of funds to create field courses or a field school to support students' community engagement?" (see Survey Data).

3F. EDI Funding

Other than the valuable time and commitment of those who spearhead these efforts, several of our initiatives can be implemented with little or no cost. However, other initiatives require various levels of funding. Below we describe ideas we explored for raising funds, ideas that can be further expanded upon this upcoming academic year in 2021/2022. We then outline some initial ideas on how we might apply these funds. These are a combination of ideas that were created by our Task Force, as well as ideas that were crowd-sourced from our Departmental Survey. We categorize these recommendations into immediate, mid-range, and longer term, aspirational timelines.

3F1. Immediate Recommendations (Implemented in 2021/22)

3F1a. Inclusion 22 - UBC Psychology Department Diversity Fund

Recommendation

Establish a new Departmental Diversity Fund that will help fund several initiatives described in this report and provide an annual operational budget for the Equity Committee of $30,000.

Rationale

We recommend that the department establish a fund to support the EDI initiatives described below. Our concrete recommendation is that the department contribute a minimum of $30,000 to this fund each year (roughly similar to the amount invested in 2021 for the Town Halls and Task Force). Some portion of this amount could be earmarked as operational funds for EDI programming throughout the year. The remainder would be supplemented by other funding from faculty, outside donors, and alumni engagement. The EDI Fund would be overseen by the Associate Head for EDI and administered by the EDI Programming Assistant.

3F1b. Inclusion 23 - Diversity Fundraiser with Alumni and Faculty

Recommendation

Launch a fundraiser with the goal of raising an additional $200,000 to support EDI initiatives over the next 2-3 years.

Rationale

Financial resources are needed to fund greater diversity among our graduate students and the research we carry out. We recommend that the Associate Head for EDI and EDI Programming Assistant work with the Alumni Engagement Office to launch a fundraiser that aims to raise an additional $200,000 to support EDI initiatives over the next 2-3 years. We also suggest asking faculty members to contribute to this effort by (e.g., donating one's annual lump sum payment, contributing to graduate fellowships for racialized students using money from a research grant or from professional development funds) as well as Psychology Department alumni. For example, our department currently sends out a newsletter three times a year to over 10,000 alumni. We could reach our target if 18% of alumni donate an average of $100 each and 20 faculty members donate an average of $1,000. The EDI Colloquium might also provide a venue for attracting donors invited to attend a public lecture (much like the Quinn Memorial Lecture).

3F1c. Inclusion 24 - Establish a Working Group to Set Funding Initiatives

Recommendation

Establish a working group to set funding priorities and programs that will allocate funds from the new Departmental Diversity Fund and the Diversity Fundraiser.

Rationale

Additional time and consultation is needed to determine what programs should be established to make the best use of new funding for EDI. Below, we provide some ideas on how these EDI funds might be used based on brainstorming from our Task Force, as well as feedback from the

Departmental Survey. However, as our Task Force ideas are operationalized and reality-tested, we recognize that adaptations to our initial ideas will be needed. Thus, we recommend a working group or EDI grant committee (led by the Associate Head for EDI) be established to set up the funding priorities and programs that will allocate EDI funds. Based on suggestions from our Departmental EDI Survey and our group's own brainstorming, respondents indicated the most support for initiatives aimed at the ideas further described in Section 3D.

3F2. Longer Term Aspirational Recommendations

3F2a. Inclusion 25 - Funding a New EDI Endowment with Donor Funding

Recommendation

Create plans to establish a permanent endowment equivalent to the Quinn Endowment ($1.6 million) that would provide a self-sustaining source of funding for ongoing EDI efforts.

Rationale

A longer range goal is to establish a permanent endowment equivalent to the Quinn Endowment ($1.6 million) that would provide a self-sustaining source of funding for ongoing EDI efforts. Our hope is that the Diversity Fundraiser with alumni would reveal a large donor who is interested in building a legacy of diversity and inclusion in UBC's Psychology Department. Upon identifying a potential large donor, we could work with UBC's development office and learn best practices on how to foster such a donation. With a very large donation, we might also consider creating a new named Chair that could fund a limited faculty search in the department (c.f. Hiring Recommendation 1 and Preferential and Limited Searches in the Appendix). The Associate Head for EDI should continue to explore such opportunities.

4. DETAIL ON PROGRESS MONITORING AND ACCOUNTABILITY RECOMMENDATIONS

A clear goal of our Task Force is to ensure that the initiatives that are proposed are not only implemented, but also are evaluated and enhanced over time. We also want to ensure that the responsibility for advancing EDI does not simply lie within the Equity Committee and other interested department members, but instead is truly part of our departmental shared values and is integrated into conversations throughout our ongoing activities. The following initiatives have the goal of increasing accountability for EDI within the department to ensure sustainability and evolution of these changes.

4A. Progress Monitoring 1 - Annual Internal EDI Evaluation

Recommendation

Establish a regular annual assessment of progress on EDI goals within the department, and creation of an annual EDI report for review by department leadership and stakeholders.

Rationale

Engaging in evaluation at the department level at regular intervals is necessary to empirically examine whether recommendations have been implemented, and whether any initiatives have had a meaningful impact in enhancing equity and inclusion for individuals, increasing diversity within the department, and progress towards other important goals.

To facilitate program evaluation, the Equity Committee, under the leadership of the Associate Head for EDI, should identify clear goals and metrics for tracking utilization and evaluating the success of given programs (e.g., a goal might be to increase the subjective sense of inclusion among racialized students and faculty, and this could be identified by racialized students and faculty reporting felt inclusion in the department in an annual anonymous self-report survey; a goal might be to increase the representation/diversity of faculty, and a this could be identified by the proportion of racialized faculty hires over the next 10 years). Specific programs and initiatives should also be encouraged, wherever logical and feasible, to collect data to facilitate this evaluation (e.g., frequency/rate of use or attendance for a program and by whom, soliciting feedback from users/attendees if possible).

Internal program evaluation should be implemented annually by a team of four to six department members that includes faculty, staff, grad students, and postdocs who are appropriately compensated and given institutional support and independence. A member of the Equity Committee should be charged with the responsibility of overseeing this effort, but others on the committee should be external to the Equity Committee. Given that program evaluation is a specific skill set that is part of clinical psychology training, a clinical psychology graduate student or faculty member may be particularly well-suited to adopt this role. Program evaluation will entail a synthesis review of the following components:

Annual EDI Committee and Area Reports

We recommend that all committees and areas, prompted by the Department Head and Associate Head for EDI, do a beginning of year goal-setting and end of year reporting on how their activities will/have considered EDI issues in the department. The goal is to build in procedures to normalize ongoing discussions and considerations of EDI in all quarters of the departments' activities. For example, in our Departmental Survey, faculty gave relatively low ratings ($M = 4.72$ on a 7 pt scale) to a question about how much they discuss EDI issues during committee meetings (see corresponding Survey Data). Each committee should designate an EDI Champion to spearhead this discussion. Ideally, a graduate student would be appointed to

all committees to increase their voice on departmental activities. These reports would be implemented and evaluated by the Annual EDI Report Committee.

Annual EDI Survey and Program Utilization

An annual survey should be carried out to monitor experiences related to equity, diversity, and inclusion on an ongoing basis. The survey could also include feedback about specific programs and initiatives carried out over the past year. Each EDI program should track data on who makes use of/benefits from a given program, and feedback specific to that program.

Annual Metrics Related to Hiring and Graduate Admissions

It will be critical to continue to monitor changes in the department's composition. The Faculty of Arts has begun conducting an ongoing demographic survey of all job applicants (started in 2020/2021), similar to what the Faculty of Science has been doing for several years. For each search in the future, these data will include demographics of all applicants for a search. Arts will track the racial composition at every stage of the search- the total applicant pool, those on the long- short- and interview lists, those offered positions, and the accepted offers - and share these breakdowns with the department. We recommend creating a demographic summary of the composition at each stage of hiring which would provide year-over-year feedback on hiring changes and potential areas of improvement. While we do understand that any significant change will likely take years, our previous recommendations of a preferential search will provide insight on which area(s) of the hiring process may require further action. It is also recommended that a similar metric be implemented for graduate student admissions.

Annual Departmental EDI Report

The internal evaluation will result in an Annual Department EDI report. This report should provide an accurate description of the current climate in the department, diversity metrics among department members, and effectiveness of specific programs and initiatives. This report should be frank about both the positive/successful aspects of the program/initiative, and about the limitations/challenges faced by the program/initiative. Areas of particular note could include: (a) a program/initiative that is useful in theory but is not being accessed by those for whom it is intended, (b) a program/initiative that has a different (i.e., less helpful) impact in practice than expected, and (c) a program/initiative that has faced other significant barriers in implementation (e.g., needs more money/resources than originally expected). Programs that are more popular or effective than initiative expected are also important to highlight.

Annual EDI Faculty Meeting

The Annual EDI report would be shared at a departmental faculty meeting with a list of points for discussion. This practice will encourage the department to annually assess how to modify or expand upon our EDI initiatives. A broader conversation of the report will also take place during

one of the EDI Workshops to share outcomes and brainstorm program changes more broadly with members of the department.

Public Transparency

The department's EDI goals, target timelines, and progress towards the goals should be displayed on the departmental website. A grid could show each of the EDI Task Force Recommendations listed in rows, and the status of progress on that recommendation (e.g., Not Started, In Progress, Complete) listed in columns. Clicking on a recommendation brings up more information about the recommendation, target time frame, and details on progress or lack of progress. The grid should be updated annually at a minimum. Although we begin with the EDI Task Force Report recommendations, new EDI goals should be added to the grid in the future. By making our EDI goals (e.g., these task force recommendations) and progress monitoring easily viewable by the public, we will be more likely to hold ourselves accountable and to meet our goals in a time-limited manner. Such transparency would also be attractive for recruiting faculty members, staff, and students from underrepresented backgrounds, in addition to establishing our department as a leader in progress towards structural change for promoting EDI.

4B. Progress Monitoring 2 - Periodic External Evaluation

Recommendation

Hire an outside EDI consultant once every 5 years to evaluate the department's progress toward EDI goals.

Rationale

In addition to an annual internal evaluation spearheaded by individuals in our department, we recommend that the department commit resources to pay an external consultant to provide an independent evaluation of the Department's EDI efforts. This evaluation should take place at least once every 5 years. It is important that this evaluation be carried out by someone external to UBC who can evaluate ongoing programs, initiatives, and culture with a truly independent lens. External consultation can either take a broad EDI focus or take a closer look at one particular sub-content area that the department may identify as requiring additional attention. Examples of organizations or individuals that provide this service include: Reciprocal Consulting and the Center for Evaluation Innovation. Part of the external evaluation would include a summary of the effectiveness, necessary changes, and/or ongoing need for recommendations made in this report.

4C. Progress Monitoring 3 - Establishing a Working Group on Equity

Recommendation

Create a working group to evaluate and make recommendations for merit evaluation, space allocation, and promotion and tenure for faculty, to align with departmental EDI goals.

Rationale

The activities of our Task Force during the summer of 2021 have focused on Diversity in faculty hiring and Inclusion in the department. We did not have the ability to focus specifically on issues of Equity - the ways in which outcomes are distributed within the department. To support many of the initiatives put forward in this report, it is essential to also consider equity in the department regarding faculty merit, graduate admissions, space allocations, TA assignments, graduate fellowships, etc.

We recommend the formation of a working group on equity that will think through how we could re-imagine merit, awards, and promotion/tenure for people who are conducting diverse research. These discussions are already happening at the University-level, for example, with a [Joint Consultation Committee on Indigenous Scholarship](). Our department also needs to devote additional time to thinking through issues of equity to align with recommendations in this report.

4D. Progress Monitoring 4 - Creation of a Working Group on Departmental Complaint Process

Recommendation

Create a working group to develop a departmental complaint process to receive and respond to reports of EDI-related incidents.

Rationale

The University's complaint process is formal, complex, typically lengthy, and often retraumatizing for complainants. This was made evident in our [Departmental Survey data](), which found that 73% of department members who sought support from the department in response to an EDI-related incident were not fully satisfied with the response. Worse still, 50% of people who experienced an incident indicated not seeking support at all. Although a departmental complaint process that addresses these weaknesses has been investigated by the Equity Committee, challenges to implementation have been posed by the Faculty Association.

A working group should be created to investigate alternatives for implementation and establish a complainant-centred reporting process. The [Faculty of Medicine's Learner Mistreatment Help system]() for reporting may serve as a model. In addition, the [University of Washington]()'s

Psychology Department has recently revamped their procedures and resources around reporting to provide a more target-focused response and might provide a useful model. As part of this process, a select group of faculty and staff are trained by a clinical psychologist to listen to, validate, and help to mediate complaints in the department.

5. SUMMARY

From April through August of 2021, the sixteen members of this Task Force met nearly every week (with homework in between meetings) to develop, discuss, and refine the recommendations made in this report. All did so with the express intention to make institutional changes that would bring our diversity and inclusion practices more in line with our values and commitments. We recognize that in a department as large as ours, not everyone will support each and every recommendation we have outlined. However, we also believe that the quantitative data from our Departmental Survey on EDI Issues (July 2021) and the qualitative data from the Town Hall (January 2021), as well as the effort and resources put in by the Task Force, all point to and justify the need for new or revised policies, procedures, and programs aimed at both diversifying our faculty and creating a climate of inclusive excellence where each and every one of us can thrive.

5A. <u>RECOMMENDATIONS FOR FUTURE DIRECTIONS</u>

We also recognize that the recommendations made here cannot be effective without ongoing efforts to monitor, innovate, and adjust our approach. Reaching our EDI-related goals will require effort from everyone, but especially those in positions of power and leadership. We also want to emphasize that there were still several specific areas of EDI that our Task Force could not address given time constraints. We have listed them as future directions below.

5A1. Future 1   **Ongoing Equity Considerations**

Recommendation

We recommend that the Equity Committee and Associate Head for EDI evaluate equity issues in our department's allocation of merit and resources, and our support in promotion/tenure decisions. This is discussed in Progress Monitoring Recommendation 3.

Rationale

If we as a department are making a commitment to value EDI contributions in hiring, we need to also carry this through once candidates are here. We are making recommendations to hire candidates in part based on their potential EDI contribution, but we will need to also value EDI in

tenure and promotion decisions, merit, and resource allocation (e.g., space, service) in order to support these candidates' success on the job.

5A2. Future 2 **Supporting the Pipeline**

Recommendation

To increase the pipeline of racialized scholars who could eventually apply for faculty jobs in psychology, we recommend that the Equity Committee and the Graduate Admissions Committee continue to consider how to bolster racialized graduate and undergraduate students. In addition, we recommend undertaking efforts to make the department a more inclusive and supportive culture for racialized students. In such cases, we have recommended that focused working groups be created to develop more specific procedures or programs, including:

A. **Inclusion 12** - Working Group to Develop a Place and Power Course
B. **Inclusion 13** - Working Group to Develop a Graduate Minor in Psychology of Diversity
C. **Inclusion 23** - Working Group to Set Funding Initiatives
D. **Progress Monitoring 4** - Working Group on Departmental Complaint Process

Rationale

Racialized students are more likely to face barriers to going to graduate school in the first place and then, once in graduate school, to face barriers in considering careers in academia. Some of these barriers may be addressed by increasing the racial diversity of our faculty, so that students have better role models and potentially mentors. However, other barriers can benefit from other efforts to address them. We recognize that the Equity Committee and Graduate Admissions Committee are already undertaking efforts to better support racialized students in enrolling in graduate school, so this is a recommendation to continue these efforts.

Specifically, some efforts that could be helpful are considering funding initiatives to support racialized students, making the process to apply to graduate school (or to be a RA in lab) more transparent as not all students have this knowledge about how to navigate the system (which many may have received from their parents), and making this department an environment where research topics are engaging for diverse students. Finally, when EDI-related concerns arise, having a supportive and effective complaint and reconciliation process is needed to maintain students' feelings of psychological safety.

5B. TASK FORCE MEMBERS

The UBC Psychology Department Diversity and Inclusion Task Force

Amori Mikami & Toni Schmader, Co-Chairs

Hiring Sub-Committee	Inclusion Sub-Committee
Bana Ashour	Nina Abezadeh
Natalie Brown	Sunaina Assanand
Denitza Dramkin	Silvain Dang
Amori Mikami	Lucy De Souza
Ara Norenzayan	Travis Hodges
Darko Odic	Eric Kim
Azim Shariff	Toni Schmader
Grace Truong	Victoria Wardell

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APPENDICES

Appendix: Glossary of Terms

Terminology and use of language: Language and terminology in the work of equity, diversity, and inclusion (including the words "equity", "diversity", and "inclusion" themselves) can be complex, nuanced, and ever-changing. Specific terms can rise and fall in prominence and popularity over time, such as if existing terminology becomes recognized as harmful or limiting, or when terminology previously seen as problematic becomes reclaimed or redefined by a new generation. Some words may have very different connotations for different readers and in different contexts. New terms will likely be created in the future as social circumstances change.

The current report used terminology that were most commonly seen in EDI discussions at UBC and at other universities in Canada and the US, and in the background literature and professional experiences with which the Task Force members were most familiar. The use of any particular term should not be interpreted as an endorsement that said term is without limitations, that such terms do not have other meanings in other contexts, or that it will always be the best term to use in all contexts. It is expected that use of language in this work will change over time, whether due to further discussion within our department or to broader changes within our society.

- **BIPOC:** Black, Indigenous, and other People of Color
- **EDI:** equity, diversity, and inclusion
- **Equity:** people receiving resources and rewards that are a fair reflection of their contributions
- **Diversity**: representation in the department of people from different demographic backgrounds, especially those traditionally underrepresented in the field
- **Inclusion:** a culture in which all individuals and groups feel valued, respected, supported, and welcome to participate fully
- **Anti-racism**: the practice of identifying, preventing, and changing the structures, policies, and practices that perpetuate racial inequity
- **Decolonization**: the process of reflecting on and dismantling the bureaucratic, economic, and cultural structures of colonial power
- **Racialization:** social processes which categorize on the basis on race, usually resulting in some people and experiences being privileged and others being marginalized
- **Racialized:** people and experiences who/which have traditionally been marginalized as a result of racialization
- **Non-racialized:** people and experiences who/which have traditionally been privileged as a result of racialization, especially if such privilege is made less visible by being cast as the "default" without regard to the marginalized experiences of racialized people

- **Tokenism:** the practice of making only a perfunctory or symbolic effort to do a particular thing, especially by recruiting a small number of people from underrepresented groups in order to give the appearance of sexual or racial equality within a workforce.

Note: We have elected to primarily use "racialized" in the report to reference traditionally marginalized groups or identities, as we believe it is the term that best highlights the structures (within our department and more broadly) that perpetuate barriers to EDI on the basis of race, ethnicity, and culture. However, other terms (e.g., "BIPOC") were used in some contexts where it was more appropriate; most notably, "BIPOC" was used in discussing results from our Departmental Survey to maintain consistency with the original wording of survey items. Where it was important to highlight a particular group or identity (e.g., Indigenous, Black), those groups or identities were directly referenced.

Appendix: Demographics of Comparison Groups

Breakdown of racialized faculty in the UBC psychology department, plus comparison groups					
Group	Year	n	Non-Racialized	Racialized	Notes
UBC student body	2020	1684	39.0%	61.0%	From the AMS voluntary Academic Experience Survey (UBC does not collect racial data), so it is best to consider this a rough estimate.
Vancouver	2016	2.4M	51.1%	48.9%	StatsCan: 2016 Census
APS student affiliates	2018	NR	62.3%	37.7%	APS Member Demographics, 74% reporting rate
APA doctoral students	2020	955 prgms	63.3%	36.7%	APA Graduate Demographics of doctoral students, reported by dpt chairs. Mixed race counted as racialized. Excludes "unknown".
British Columbia	2016	4.6M	69.7%	30.3%	StatsCan: 2016 Census
Department survey respondents who identified as faculty	2021	56	76.8%	23.2%	Based on the summer 2021 department survey, excluding "no response". Limited by <100% response rates.
Canada	2016	34.5M	77.7%	22.3%	StatsCan: 2016 Census
UBC Psychology faculty	2021	62	80.6%	19.4%	Determined by 3rd party guessing by Task Force members of racialized background. Includes tenure track faculty and lecturers
Just tenure track faculty		55	83.6%	16.4%	Includes research and teaching streams
Full professors		33	87.9%	12.1%	Includes research and teaching streams
Asst and assoc professors		22	77.3%	22.7%	Includes research and teaching streams
Lecturers		7	57.1%	42.9%	
APS faculty members	2018	NR	80.9%	19.1%	APS Member Demographics, 74% reporting rate
APA members	2017	42437	89.3%	10.7%	APA Member Profiles, excluding "not specified"
APA fellows	2017	4154	90.9%	9.1%	APA Member Profiles, excluding "not specified"

Appendix: Preferential and Limited Searches

A frequently discussed strategy for increasing equity and diversity of hires are "preferential" and/or "limited" searches, in which members of particular groups are given preference in consideration for a faculty position. Following the terminology established by the University of Victoria, we differentiate between two types of hires:

- A "**limited search**" is one in which the job ad specifies a specific demographic category that all applicants *must* have in order to be considered for the job. If no candidate who identifies as a member of this category is hired, no candidate is, and the search moves to the next cycle.
- A "**preferential search**" is one in which the job ad specifies a specific demographic category that is considered *first* (e.g., by first short-listing and interviewing members of that group), but for which anybody else may apply. If no candidate who identifies as a member of this category is hired, the search proceeds to the more general pool.

There are many clear benefits of considering either a preferential or limited search, which in part inform, for example, current policies surrounding preferential awarding of Canada Research Chairs to women and racialized scholars. These include that members of racialized groups frequently have application packages that differ in substantive ways from non-racialized psychologists (e.g., providing more service, mentoring more students, employing qualitative methods (or hybrid qualitative-quantitative methods) that are better suited for certain marginalized populations, or studying topics that are outside the norm for non-racialized psychologists, such as mental health of Indigenous youth), that more racialized members are likely to apply, and that are historical biases that need to be corrected through methods such as these. Finally, and as noted in more detail below, other Canadian psychology departments have very successfully increased the diversity of their faculty through both limited and preferential hires.

At the same time, however, attitudes towards any form of "affirmative action", including preferential and limited hires, are highly contentious, both within racialized and non-racialized groups (e.g., Mangrum & DeHaan, 2019). Within our own department, there is an overall agreement that these types of searches are a good idea, with 59% of the department outright in favour of a preferential search, and 49% in favour of a limited search. Nevertheless, Within our own department, for example, 12% of faculty are outright opposed to any type of search like this (i.e., either preferential or limited), 24% would consider a preferential search if it had restrictions (such as groups we are targeting or whether it was a growth or expansion hire), and 46% would consider a limited search if it had restrictions. Nevertheless, on the whole, attitudes in our department are overwhelmingly positive about preferential or limited searches, especially if they are preferential rather than limited.

In considering the possibility of implementing a limited or preferential search, there are also important legal problems to consider. In order to better understand these, our Task Force conducted a series of interviews with both members of UBC, including the Faculty of Arts Equity

Office, as well as psychology departments around Canada (the methodology and complete results of this survey are included in the Appendix). In short, several universities - most notably the University of Victoria and Emily Carr University of Art + Design - have all had highly successful limited and preferential searches, including in psychology. Others have attempted such searches but did not succeed in the short run, either because of lack of enough applicants in particular demographic groups that were targeted (e.g., Indigenous), or because of fierce competition with peer institutions for the few highly qualified candidates. Other universities, including Simon Fraser University, are actively preparing a limited search in their psychology departments. Each of these universities has mapped out the legal process required for such a hire, which includes cooperation between the department, the university, and the provincial government. The process is long and drawn out, but ultimately within the legal framework of British Columbia and the Federal Government.

In speaking with the Faculty of Arts Equity Office, we received mixed messages regarding their preference for limited or preferential searches. We were told that, should we submit a job ad with limited or preferential search language, the Faculty of Arts would work with us to try and maximize the chance of us being able to hire somebody along those lines. At the same time, we were told that the general atmosphere is that such an approach is not preferred within the Faculty of Arts (especially for a limited search), and that Arts would prefer us to increase equity and diversity within the current hiring framework, targeting better advertisement and hiring policies (e.g., stronger consideration of diversity statements, expanding our application pool, etc.). The link to the current UBC Employment Equity Policy is available here: https://universitycounsel-2015.sites.olt.ubc.ca/files/2019/08/Employment-Equity-Policy_HR10.pd

Appendix: Survey of Other Canadian Universities on Limited- and Preferential-Hiring

To collect information on what other Universities around Canada have attempted in the past regarding targeted searches, two members of this Task Force came up with a list of Canadian Universities by taking the top 21 Canadian Universities as ranked by MacLeans. For each university, we identified the chair/head of the psychology department and emailed them the following four questions:

1. To the best of your knowledge, has your Department ever had a limited hire search for a Black, Indigenous, or Person of Colour (BIPOC) for a tenure-track position? By limited, we mean that the search was exclusively looking to hire a member from one of these groups (note that targeted CRCs should not be included in this). If yes, was your Department successful in this search?
2. To the best of your knowledge, has your Department ever had a **preferential** hire search for a Black, Indigenous, or Person of Colour (BIPOC) for a tenure-track position. By preferential, we mean that the search first or preferentially short-listed members from one of these groups, but ultimately might have hired from other groups, as well (again, CRCs should not be included in this). If yes, was your Department successful in this search?
3. Are you aware of any initiatives along these lines in Departments outside of Psychology within your University?
4. If you have any additional notes or contacts that might be useful to us in understanding what your Department or University has or hopes to do to increase the diversity of future hires, please feel free to let me know here.

For universities that did not reply within two weeks, we sent a follow-up email but, if we did not receive a reply at that point, we did not contact them a third time. In situations where the message was forwarded to either an EDI Committee member within the Department or HR representative at the university, we spoke with them instead. In two situations the person contacted wanted to have a longer discussion via Zoom.

All of this information was gathered in May and June of 2021. We had successful replies from 17 out of 21 Universities. We were unable to collect data from UT St. George, Alberta, Monteral, and Saskatchewan.

Limited Searches

- Three universities (Victoria, Calgary, and Dalhousie) have had limited searches within the psychology department. Two of these were through a broader university program for which the department applied, and one (Victoria) has had multiple limited searches that were led by the department itself.
- Four universities (Victoria, McGill, UT Scarborough, and York) currently have ongoing limited searches.

- Notably, UT Scarborough has had the same limited search position advertised for the past 2 years, but was unsuccessful in filling it both years. University of Victoria has had the best luck, with two successful limited searches (one for an Indigenous faculty member, and one for a racialized faculty member).
- Two other universities (Ryerson and Ottawa) are currently negotiating for one.

Preferential Searches

- Three universities (Victoria, UT Scarborough, and Queen's) have had successful preferential searches.
- SFU has an ongoing preferential search that they are hoping to post this year or next year.
- Notably, UT Scarborough is now moving back towards preferential searches after two failed limited ones.

Other Departments/Universities

- The majority of respondents indicated that there have been some limited or preferential searches in other departments. These were almost always within either Indigenous or Black Studies Departments, and through university-wide programs.
- Several universities are currently making larger-scale cluster hires for racialized scholars (Carleton, Dalhousie, Queen's, UT Scarborough). In many of these, individual Departments can request to receive one of these hires. Psychology departments have not been universally successful in getting these from their universities.

Additional Notes

In this section, we share some specific insights that we received from having longer conversations with individuals over email and Zoom that went beyond the four questions surveyed above:

- The universal consensus from everyone is that the process takes a long time, not only because there are additional hurdles at the university and provincial levels, but because the process of deciding how to interview, how to evaluate, and how to negotiate are all drawn out.
- The process does not need to be led by university initiatives, but we were told that it helps, because then the position is more likely to be better defined, the University HR Office does more of the legal work, etc. There are several examples of where departments were the drivers of racialized hires, but it always involves a lot more time and energy compared to when universities decide to implement them and have departments apply for the slots.
- Everybody who has had a successful limited or preferential hire has noted that getting individuals to apply was a major challenge and required advertising in ways that they

were not used to in the past, as well as considering individuals from more diverse backgrounds (e.g., not only Psychology PhDs).

- An additional source of variability has been the question of whether the department defines "BIPOC-specific" at the level of the person's identity, the population they do work with, or both. There have been different solutions here - Victoria, for example, defined BIPOC-specific as both self-identification and population of study; SFU only as self-identification.

- Several people raised a serious issue they experienced with: (a) deciding how to properly adjudicate if somebody is a member of the group and (b) how to compare across categories (e.g., disability versus ethnicity). In general, the advice is to be highly specific in each search's job ad.

- Even universities that have had success in posting positions and getting individuals to apply encountered additional barriers. For example, the requests from racialized candidates for having a successful lab are not always matched to what is typically offered (e.g., additional funds to work within the communities, style of teaching and mentoring, etc.). In addition, with an increased number of limited or preferential search positions, racialized individuals know that they can shop around, making negotiation more difficult for universities.

- Within British Columbia, an application with the Human Rights Commission is not strictly required, but should be applied for in case that White candidates accuse UBC of racism and discrimination. Beyond Victoria, Emily Carr has had the most successful and long-term strategy that has successfully hired entire clusters of racialized scholars. Their HR Department is very willing to share advice about barriers and problems they have encountered throughout the years.

Appendix: Sample Job Ad from the Department

The following is an example of the job ad posted for the 2020/21 search for an Assistant Professor in the Social and Personality area:

The Department of Psychology at the University of British Columbia–Vancouver campus (psych.ubc.ca) invites applications for a tenure-track position at the assistant professor level in social/personality psychology, which will begin July 1, 2021.

Candidates must hold a PhD before starting the position.

We are seeking outstanding applicants in any area of social and/or personality psychology, with strong research records appropriate to a research-oriented doctoral program. Applicants should have research interests that complement existing strengths in the department (psych.ubc.ca/people). The successful candidate will be expected to maintain a program of scholarly research that leads to publication; conduct effective undergraduate and graduate teaching and research supervision; and contribute to departmental service.

Applications are to be submitted online through the Department of Psychology's Internal Resources website at: https://psyc.air.arts.ubc.ca/sp2021/. Applicants should upload the required documents by the deadline in this order: cover letter, CV, research statement, teaching statement, evidence of teaching effectiveness (e.g., student evaluations of teaching, peer reviews of teaching, course syllabi), and three publications. In their research statement, we encourage applicants to discuss their past and/or planned research approach in the context of ongoing discussion in the sciences about research practices, replicability, and open science. We also ask applicants to include a one-page statement about their experience working with a diverse student body and their contributions or potential contributions to creating/advancing a culture of equity and inclusion. In addition, applicants should arrange to have at least three confidential letters of recommendation submitted via email to ubcpsycjobs@psych.ubc.ca.

The deadline for applications is October 1, 2020.

The position is subject to final budgetary approval. Salary will be commensurate with qualifications and experience.

Equity and diversity are essential to academic excellence. An open and diverse community fosters the inclusion of voices that have been underrepresented or discouraged. We encourage applications from members of groups that have been marginalized on any grounds enumerated under the B.C. Human Rights Code, including sex, sexual orientation, gender identity or expression, racialization, disability, political belief, religion, marital or family status, age, and/or status as a First Nation, Métis, Inuit, or Indigenous person. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority.

Appendix: Guidelines for Evaluating EDI Contribution

Why is the EDI Statement Important?

The EDI statement is used to evaluate an applicant's ability to contribute to the EDI goals within our department. This statement should demonstrate that the applicant has thought deeply and critically about issues related with equity, equality, diversity, and inclusion. The statement presents an opportunity to consider the applicant's potential to increase EDI within the context of the department, the discipline, and broader community. This statement should be considered of similar importance to other components of the application package (e.g., research statement, teaching statement).

EDI Statement Evaluation

We recognize that although the EDI statement is of great importance to the evaluation of candidates, this document has only been recently required as part of the application. Consequently, assessors may be unsure about how to evaluate EDI statements. Thus, prior to reading candidates' EDI statements we urge assessors to examine guidelines on the following page, which present examples of experiences and/or skills that would constitute an EDI contribution. Please note that this list is not exhaustive.

If search committees or areas score EDI statements, even informally, we recommend that they record this data so that the department can examine how different groups perform on this metric.

Knowledge of equity, diversity, and inclusion	
Self-knowledge	- Brings lived experience that will benefit an increasingly diverse student, faculty, and staff body - Participation in training and/or workshops related to equity, diversity, and inclusion - Demonstrates self-awareness in terms of understanding their own culture, identity, biases, prejudices, power, privilege, and stereotypes
Experience with others	- Has experience working with diverse groups (i.e., racialized persons, Indigenous peoples, sexual and gender minorities, persons with disabilities)
Teaching	
EDI in the classroom	- Enactment of strategies to create inclusive and welcoming teaching environments for all students - Development of curricula designed to enhance inclusion (e.g., decolonization of curricula, inclusion of works from scholars from underrepresented groups in syllabi, invited talks from guest scholars/lecturers/community members from underrepresented groups)

	- Experience teaching students who are underrepresented in academia
Teaching EDI	- Ability to teach about/connect topics to EDI - Creating a new academic program, courses, or graduate specialization focused on EDI
Research	
Research on equity-seeking groups	- Conduct research with underserved communities - Connection of research program to EDI considerations
Research on EDI in higher education	- Research contributes to understanding EDI issues faced by students and instructors in teaching and learning
EDI in the lab	- Experience or ability to create an inclusive research environment that fosters respect and equitable advancement - Demonstrated ability to attract, mentor, and support the advancement of students from equity-seeking and other marginalized groups
Service	
Service within university	- Involvement with existing EDI change efforts at departmental or university level - Creation of university or departmental programs/initiatives that advance equity, diversity, and inclusion
Service beyond the university	- Record of community engagement relevant to EDI; can include volunteering, advising, or consulting - Professional community service: participation with professional/scientific communities that aim to increase diversity or address the needs of underrepresented students, staff, or faculty

Additional Evaluation Considerations

Red Flags

- Portions of the statement are couched in vague terms (e.g., "diversity is important for psychology" or "psychology needs more racialized scholars")
- Uses the terms equity, diversity, and inclusion interchangeably
- Uses secondary affiliation to racialized individuals as evidence of EDI awareness ("I have many Black friends" or "my spouse is Asian") without contextualizing depth of experience

Positive Signals

- Evidence of EDI commitment from previous/current situation is described concretely (e.g., specific workshops attended, specific teaching strategies used, specific policies enacted)
- Statement demonstrates that applicant is reflective and situationally aware

Contextual Considerations

- More does not necessarily equal better. Applicants with greater access to resources (i.e., time, funding, infrastructure) may be able to list more accomplishments than those with less access.
- Not every element is applicable to every candidate. Research focus may impact whether a candidate can show EDI commitment in particular ways (e.g., researching underserved communities may not apply to a researcher studying animal behaviour).
- Informal activities count. Racialized members of the academic community (students, faculty, staff) may reach out to racialized individuals more often when seeking assistance or empathy. Although informal, this additional labour taken on by racialized individuals (if brought up) should be recognized alongside more formal activities

EDI-related Interview Questions

Sample interview questions committees could select from:

Knowledge

- What do you think are some of the most pressing EDI issues facing your field/psychology?
- What do you see as the fundamental characteristics of organizations that create an inclusive environment?

Research

- How do you plan to recruit and support racially diverse graduate students? In what ways could UBC support you in doing so?
- Can you tell us about your experience with creating inclusive research teams/training environments?

Teaching

- As an instructor, how do you create a classroom culture that intentionally welcomes, respects, and supports students from different racial/ethic, gender identities, and socioeconomic backgrounds?
- How does your approach to teaching bring in readings and research produced by underrepresented scholars or about underrepresented people and communities in the learning process?

Service

- What professional development or academic training have you received on subjects such as culturally relevant pedagogy, implicit bias, and/or racial equity, and how have these engagements informed your approach to being a better scholar and instructor?
- What are some specific things you want to do in the next year to further your development in diversity, equity, and inclusion work?

Appendix: Methods for Research EDI Statement Evaluation

Two members of the Task Force conducted an extensive online search for existing publicly available EDI rubrics. For links to these documents refer to *EDI Rubrics* table below. The search was limited to universities in Canada and the United States. The items from each rubric were aggregated and informally thematically coded. The themes formed the basis of the present recommended guidelines. In addition to surveying available rubrics, members of the committee contacted EDI offices and faculty members both within UBC and outside of UBC. The committee asked each person about their department's/institution's (a) current general faculty hiring process, (b) plans or intentions to modify their hiring process in light of EDI, (c) method for evaluating applicants' EDI commitment, (d) success in recruiting racialized faculty members, and (e) feedback regarding the hiring process. Comments from these discussions were factored into the current recommendations.

EDI Rubrics

University	Link to Rubric
Brandeis University (USA)	https://www.brandeis.edu/diversity/dei-recruitment-hiring/rubric-for-evaluating-diversity-statements.html
Brown University (USA)	https://www.brown.edu/about/administration/institutional-diversity/sites/oidi/files/Guide%20To%20Diversifying%20Faculty%20Searches_2020.pdf
Columbia University (USA)	https://fas.columbia.edu/files/fas/content/Example%20of%20Diversity%20Statement%20Ad%20Language%20and%20Evaluation%20Grid.pdf
Cornell University (USA)	https://facultydevelopment.cornell.edu/rubric-assessing-candidate-on-diversity-equity-and-inclusion/
McMaster University (Canada)	https://hr.mcmaster.ca/app/uploads/2020/07/SPS-A1-Handbook_July-9-2020.pdf
Princeton University (USA)	https://dof.princeton.edu/sites/dof/files/Personal%20Diversity%20Statements%20in%20the%20Academic%20Recruitment%20Context.pdf

Rutgers University (USA)	https://nbdiversity.rutgers.edu/sites/default/files/2021-02/Diversity%20Statement%20Evaluation%20Rubric%20-%20Rutgers%20STRIDE%20Resource.pdf
Texas Tech University (USA)	https://www.depts.ttu.edu/biology/resources/diversity/docs/Diversity_Statement_Rubric.pdf
University of California, Berkeley (USA)	https://ofew.berkeley.edu/recruitment/contributions-diversity/rubric-assessing-candidate-contributions-diversity-equity
University of California, Los Angeles (USA)	https://equity.ucla.edu/programs-resources/faculty-search-process/faculty-search-committee-resources/
University of California, Santa Barbara (USA)	https://drive.google.com/file/d/17ClCqk66uAoIHF4aEj3y4lM-8V0hkysF/view
University of Colorado, Denver (USA)	https://www.ucdenver.edu/docs/librariesprovider102/default-document-library/cu---diversity-equity-inclusion-rubric.pdf?sfvrsn=ca2058b9_2
University of Michigan (USA)	https://sites.lsa.umich.edu/nextprof-science/wp-content/uploads/sites/130/2020/04/Diversity-Statement-Rubric.pdf
University of Nebraska, Lincoln (USA)	https://engineering.unl.edu/downloads/files/COE-UNL-DiversityInclusionStatement-ExtendedReviewForm.pdf
University of Oregon (USA)	https://inclusion.uoregon.edu/content/faculty-equity-statements-tenure-promotion-and-review
University of Virginia (USA)	https://eocr.virginia.edu/sites/eop.virginia.edu/files/IE_Statement_Guidance.pdf
University of Waterloo (Canada)	https://uwaterloo.ca/human-rights-equity-inclusion/sites/ca.human-rights-equity-inclusion/files/uploads/files/equitable_recruitment_selection_toolkit-final-lr_0.pdf

Appendix: Guidelines for Evaluating Other Applicant Documents

The following are guidelines for evaluating applicant documents (outside of the EDI Statement, which is extensively discussed in Guidelines for Evaluating EDI Contribution). These serve to provide a broad structure for what should be examined within each document, while highlighting additional considerations that may differentially impact racialized applicants at each component within the application process. Two Task Force members researched the guidelines in this document by doing literature searches to identify effective and empirically-supported practices (when available) and speaking with other universities in Canada and the US.

Cover Letter

Use the Cover Letter to get an initial sense of who the applicant is, what they offer, and why they are applying. Avoid using it as the sole gauge for interest in the position based on how effusive the applicant sounds or whether they have familiarity with our geographic location.

Considerations: Assume that all applicants have done their research on the university, department, geographic location, etc. to the best of their ability, but racialized applicants face additional uncertainties when applying to positions that can prevent them from speaking to their potential "fit." Some of these uncertainties include (but are not limited to) the degree of racism that might exists in the geographic location or department and their potential comfort as a racialized person in that environment (Clark & Hurd, 2020; Gosse et al., 2021; Alexander & Hermann, 2016; Evangelista et al., 2020). Applicants may not always express these sentiments overtly, and it is through the recruitment and interview process that we should aim to give applicants a positive sense of what it is like to live and work here.

Curriculum Vitae (CV)

Use the CV as a gauge of the applicant's activities. Effective evaluation of the CV includes considering their contributions across multiple areas, including the ways applicants have excelled given their unique situation (e.g., funding in their graduate program, career stage of their mentor, other program or personal responsibilities), in addition to more traditional metrics of the prestige of their graduate program/mentor, the number of publications, the impact factor of the journals in which those publications are located, or fellowships and awards received.

Considerations: Merit is multi-faceted and traditional evaluations may not capture the breadth of an applicant's achievements. As some examples, racialized applicants are less likely to have attended "big name" schools or worked with "big name" mentors for several reasons related to broad systemic barriers: feeling less comfort within these places (especially if the school/lab is predominately composed of white, cis, and male members), racism or prejudice when they applied to graduate school, being less likely to have a prestigious undergraduate education, or fewer publications (which affected their admission to grad school; Roscigno 2007; Charles et al., 2006; Alexander & Hermann, 2016). These applicants may also be interested in research

topics that relate to under-represented communities, which can restrict the graduate programs and available mentors who are a research match. There may not be many (any) senior faculty within the field who study the topics related to these communities (Hoppe et al., 2019; Evangelista et al., 2020). For this reason, it is worth considering the scope of achievements *in spite of* systemic barriers at all levels (e.g., education, mentorship, awards, scholarship, etc.). Publication metrics are specifically discussed in the section below. Additionally, keep in mind that the full scope of the applicant's contributions to the field may not be explicitly noted within their CV (e.g., depth of departmental service, volunteer, non-traditional mentorship/teaching opportunities; Bonner et al., 2014), and it should be during the interviews that we aim to gain a more thorough sense of the scope of the applicant's contributions.

Research Statement and Reprints/Preprints

Use the research statement to gain an understanding of the applicant's program of research and their interests, while thinking about how we can support them in carrying out their research here. Approach the statement with curiosity about how the applicant thinks about their research questions. This is in contrast to a predominant focus on the number of publications, the impact factor of the journal, the impact of the publications (e.g., how much they have been cited), and the amount of funding they have received for their work.

Considerations: Racialized applicants experience systemic barriers that often result in fewer publications in high impact journals, including: access to fewer resources (e.g., funding, senior mentorship), racism and prejudice (both within and outside their intuition), receiving less funding, and less access to data (e.g., because the research topic may not involve easy-to-access participant communities, lack of access to reliable recruitment methods, working with participants who lack instinctive trust in researchers, or lack of access to large data sets; Hoppe et al., 2019; Hofstra et al., 2020; Abramson et al., 2013; Ginther et al., 2011). Beyond this, racialized applicants are often cited less often and are less likely to be invited speakers (outside of diversity-driven initiatives; Evangelista et al., 2020; Clark & Hurd, 2020).

Finally, racialized applicants have often been called upon to do service to a greater extent (Galán et al., 2021; O'Meara et al., 2017; Griffin et al., 2011). Racialized individuals are disproportionately asked to support efforts to advance diversity, equity, and inclusion (Brayboy, 2003; Galán et al., 2021). Additionally, they may have to carry additional mentorship burdens. As is the case at UBC, BIPOC representation is often higher at the undergraduate level, and racialized graduate students and faculty are often approached by undergraduates seeking consultation. These added responsibilities take time away from publication and often go un-documented, as this labour is not always listed on CVs (Bonner et al., 2014).

Holistic evaluation of the applicant's body of research should include considering not just the quantity of work, but the quality, which can be assessed *most* effectively through direct review of the applicant's materials (e.g., reprints/preprints, etc.) and not just traditional metrics (e.g., impact factors, citation counts, etc.).

Teaching Statement and Course Evaluations

Use the teaching statement as a lens into the applicant's teaching philosophy, potential for undergraduate/graduate mentorship, and how they might relate to a diverse student body like that of UBC. This is an opportunity to examine the applicant's commitment to supporting the next generation of students. Be cognizant that added diversity within the faculty provides important role models for students in our discipline, especially given that undergraduate and graduate students are often more diverse than faculty members. Course evaluations (discussed below) should predominantly be used as supplements to the statement, but not in place of it.

Considerations: Growing research suggests that course evaluations tend to be less favourable towards female and racialized instructors (Chávez & Mitchell, 2019; Bonner et al., 2014). When assessing course evaluations, keep in mind that student evaluations are, themselves, not free of bias, and may only be moderately correlated with the quality of instruction (Esarey & Valdes, 2020). Additionally, take into account course loads and class sizes. Teaching smaller and fewer courses may offer applicants a greater opportunity to develop stronger connections with students. Moreover, not all applicants would have had equal teaching opportunities (e.g., ability to serve as a teaching fellow, independently teaching a course, etc.). As a result, there may be little (or no) opportunity to develop meaningful relationships with students. Hence, it is important to only use course evaluations as a supplement to understanding an applicant's ability to mentor and guide students, but not in place of the Teaching Statement, itself.

Recommendation Letters

Use recommendation letters to gain additional insight into the applicant. Letter writers may call attention to other contributions of the applicant that are not evident in their CV or were missed by the Search Committee. These letters may provide further information about the applicant's research process and interpersonal characteristics that "fill in gaps" or add context to other components of the application. Avoid using the prestige or your own knowledge of the letter writer as an indicator of an applicant's supposed merit. (Also see the section on Research Statement.)

Considerations: Letter writers are not immune from biases and prejudices (Madera et al., 2019; Robiner et al., 1998). For example, whether letter writers can easily envision an applicant being a successful faculty member may be influenced by the writer's priors about what a "typical" faculty member looks or acts like (Ross et al., 2017). Consequently, letter writers may be less willing (or able) to offer effusive support of a racialized applicant's potential "fit" as a faculty member.

There are also several reasons why racialized applicants may receive letters from individuals less "known" in the field (as discussed in previous sections) including not being comfortable approaching senior white faculty members in their department. Difficulties with access to – and comfort collaborating with – more senior faculty members may result in fewer (or no) strong letters from senior and established researchers.

For applicants and letter writers coming from non-Western countries and cultures, it is also important to note that there are likely to be differences in the style and content of the letters

(e.g., what characteristics/qualities of the applicant are emphasized, how formal/informal the contents of the letter are, etc.; Bouton, 1995; Precht, 1998). In addition to evaluating letters based on their content, it is important to consider the context of the letter and letter-writer.

References

Note. The language used in the summary of the cited work (e.g., where participants are described as Black, African-American, Hispanic, Asian, etc.) mirrors that of the origin article and is not always reflective of the important nuances associated with differing terminology (see Glossary of Terms).

Citation	Key Points / Summary
Abramson, C. I., Curb, L. A., & Chicas-Mosier, A. M. (2013). Recruiting for science, technology, engineering, and mathematics disciplines: perspectives of Black and Hispanic entomologists. *Comprehensive Psychology, 2(4),* 11-17. doi:10.2466/11.17.CP.2.4	Highlights issues surrounding lack of same-race mentors, lack of diversity amongst departments/cohorts, and challenges with developing community-based programs that create added barriers for Black and Hispanic entomologists in addition to already existing discrimination and lack of opportunity amongst racialized individuals in science.
Alexander, Q. R., & Hermann, M. A. (2016). African-American women's experiences in graduate science, technology, engineering, and mathematics education at a predominantly white university: A qualitative investigation. *Journal of Diversity in Higher Education, 9(4)*, 307. doi:10.1037/a0039705	Combined with growing quantitative data, semi-structured interviews from African-American women in STEM graduate programs highlighted common experiences of racial microaggressions, low self-efficacy, and a lack of support (at the level of the institution, faculty, and amongst non-racialized peers) available while pursuing degrees at a predominantly white university. The authors make 3 primary recommendations: (1) faculty engage in culturally sensitive training to minimize some of the (unintentional) incidents of racism both during teaching and mentorship, (2) providing focused enrichment opportunities for racialized students admitted to graduate programs, and (3) allocating funds/resources to support mental health amongst racialized students.
Bonner II, F.A., Marbley, A.F., Hughes, R.L., Tuitt, F., Robinson, P.A., & Banda, R.M. (Eds.). (2014). *Black Faculty in the Academy: Narratives for Negotiating Identity and Achieving Career Success (1st ed.).* Routledge.	Provides an extensive collection of chapters and narrative accounts by racialized faculty members across institutions and at various career stages. These accounts draw on personal experience and research to highlight the systemic challenges racialized individuals face in academia. Recommendations and strategies for helping Black faculty navigate these challenges and nurture success -- including in the areas of tenure/promotion, mentorship, the institutional climate -- are discussed.

Bouton, L. F. (1995). A cross-cultural analysis of the structure and content of letters of reference. *Studies in Second Language Acquisition, 17(2)*, 211-244. doi:10.1017/S0272263100014169	Structure and content of letters were compared across referees from institutions in the United States, Taiwan, China, Japan, South Korea, and India. There are often high levels of variability amongst letter writers, even those from similar cultural backgrounds. Nevertheless, the author discusses differences in recommendation styles (e.g., direct vs. indirect) between letter writers from Western and non-Western cultures. Implications for how style and substance could impact potential applicant success (e.g., being interviewed) are discussed.
Brayboy, B. M. J. (2003). The implementation of diversity in predominantly white colleges and universities. *Journal of Black Studies, 34(1)*, 72-86.	Highlights the need to implement institutional change and to incorporate EDI strategies across research, teaching, and other objectives. Emphasizes the importance of changing the underlying structure of hiring, service, teaching expectations, etc. as a way towards diversity. Discusses barriers and "hidden" issues that faculty and scholars of color face and calls attention to problematic practices at predominantly white institutions as they attempt to increase diversity.
Charles, C. Z., Roscigno, V. J., & Torres, K. C. (2007). Racial inequality and college attendance: The mediating role of parental investments. *Social Science Research, 36*(1), 329-352. doi:10.1016/j.ssresearch.2006.02.004	Focuses on some of the origins of disparities and barriers to academic success for racialized students. Specifically notes systemic issues, including racial inequalities in the classroom, further contribute to the lack of family engagement/investment and individual achievement, perpetuating a cycle of barriers for racialized students.
Chávez, K., & Mitchell, K. M. (2020). Exploring bias in student evaluations: Gender, race, and ethnicity. *PS: Political Science & Politics, 53*(2), 270-274. doi:10.1017/S1049096519001744	Provides a quasi-experimental demonstration of the biases that impact teaching evaluations. Groups of students received access to identical material and instruction in an online course, with students only exposed to the "instructor" once. Despite identical course content and all students communicating with the same individual, students who perceived their instructor as female or racialized gave lower scores on teaching evaluations compared to students who perceived their instructors as being white males.
Clark, U. S., & Hurd, Y. L. (2020). Addressing racism and disparities in the biomedical sciences. *Nature Human Behaviour, 4*(8), 774-777. doi:10.1038/s41562-020-0917-7	Reviews pipeline issues for diversity amongst scientists and scholars. Takes an antiracism approach to eliminating barriers for racialized scholars. Offers recommendations for avoiding a "colourblind" approach and advocates for the importance of equity and diversity as necessary to increasing institutional and scholarly merit.

Esarey, J., & Valdes, N. (2020). Unbiased, reliable, and valid student evaluations can still be unfair. *Assessment & Evaluation in Higher Education, 45*(8), 1106-1120. doi:10.1080/02602938.2020.1724875	Highlights the imprecision of student evaluations as metrics for instructor quality. Computational models demonstrate that even under ideal circumstances, "student" evaluations yield high error rates. Emphasizes the lack of understanding between the relationship between student evaluations and predicting instructor outcomes. Draws attention to sources of bias that might impact typical student evaluations, including the need to use multiple metrics of teaching performance to support fairer and more useful evaluations.
Evangelista, D. A., Goodman, A., Kohli, M. K., Bondocgawa Maflamills, S. S., Samuel-Foo, M., Herrera, M. S., ... & Wilson, M. (2020). Why diversity matters among those who study diversity. *American Entomologist, 66(*3), 42-49. doi:10.1093/ae/tmaa037	Highlights the factors that actively decrease opportunities for racialized scholars. Provides a comprehensive breakdown of faculty representation across STEM disciplines, demonstrating the scope of diversity issues, particularly lack of non-white representation within and across disciplines. Discusses contributions to lack of faculty representation including: underrepresentation of racialized graduate students, geographical patterns, higher rates of attrition, and problematic institutional policies/practices. Solutions for increasing diversity are offered, including acknowledging the specific experiences of racialized individuals and addressing systemic barriers to entry and success (e.g., actively hiring and recruiting racialized scholars, students, and postdocs, rewarding pro-diversity activities as part of tenure consideration, and implementing EDI-focused teaching policies).
Galán, C. A., Bekele, B., Boness, C., Bowdring, M., Call, C., Hails, K., ... & Yilmaz, B. (2021). A call to action for an antiracist clinical science. *Journal of Clinical Child & Adolescent Psychology, 50*(1), 12-57. doi:10.1080/15374416.2020.1860066	Provides a call to action to address the subtle and overt levels of oppression within academia. Outlines concrete objectives for addressing the mental health needs of racialized students, providing EDI-sensitive clinical training and supervision, adjusting curriculum and pedagogical approaches, focusing on EDI in research and methodology, changing practices to support diverse faculty hiring and graduate student recruitment, and fostering the retention and success of diverse scholars.
Ginther, D. K., Schaffer, W. T., Schnell, J., Masimore, B., Liu, F., Haak, L. L., & Kington, R. (2011). *Race, ethnicity, and NIH research awards. Science, 333*(6045), 1015-1019. doi:10.1126/science.1196783	Probability of NIH R01 applicant success and applicant self-identified race or ethnicity were explored. Despite strong proposals and similar publication rates, Asian and African-American applicants were found to be less likely to have received funding compared to white applicants. Even when controlling for additional factors (e.g., previous awards, publication record, etc.), African-American applicants were 10 percentage points less likely to be awarded NIH funding. African-American applicants also were less likely to have been last authors in papers and were less cited compared to their white peers.
Gosse, C., Veletsianos, G., Hodson, J.,	Explores instances of harassment in the workplace and

Houlden, S., Dousay, T. A., Lowenthal, P. R., & Hall, N. (2021). The hidden costs of connectivity: nature and effects of scholars' online harassment. *Learning, Media and Technology,* 1-17. doi:10.1080/17439884.2021.1878218	online across scholars. Levels of harassment were found to be connected to work topic and scholar identity, with instances of harassment being further compounded by physical appearance (e.g., race, ethnicity) and gender.
Griffin, K. A., Bennett, J. C., & Harris, J. (2011). Analyzing gender differences in Black faculty marginalization through a sequential mixed-methods design. *New directions for institutional research, 2011(*151), 45-61. doi:10.1002/ir.398	Highlights the added pressures and burden of Black faculty, including exploring factors that relate to the intersection of gender and racial identity. Discusses challenges Black scholars face in predominantly white institutions, including the added labour associated with diversity initiatives that center around their involvement, engagement, and support.
Hofstra, B., Kulkarni, V. V., Galvez, S. M. N., He, B., Jurafsky, D., & McFarland, D. A. (2020). The diversity–innovation paradox in science. *Proceedings of the National Academy of Sciences, 117*(17), 9284-9291. doi:10.1073/pnas.1915378117	Data collected from PhD recipients across 3 decades showed that racialized scholars contribute to novel and innovative insights (even more so than white scholars), but these contributions are less likely to receive attention, merit, and earn them academic positions. Stresses both the need to increase diversity for the sake of improving innovation and contributions to the field, and the need to appropriately acknowledge the contributions of racialized scholars.
Hoppe, T. A., Litovitz, A., Willis, K. A., Meseroll, R. A., Perkins, M. J., Hutchins, B. I., ... & Santangelo, G. M. (2019). Topic choice contributes to the lower rate of NIH awards to African-American/black scientists. *Science advances, 5*(10), eaaw7238. doi:10.1126/sciadv.aaw7238	Explored the causes of the funding gap (i.e., tendency for African-American/Black scientists to achieve lower rates of success in NIH R01 applications). Stages of the application process across several years were explored. Findings showed African-American/Black scholars tended to focus on topics related to community or population levels, and that topic choice contributed to funding disparities, even after controlling for the applicant's prior achievement.
Madera, J. M., Hebl, M. R., Dial, H., Martin, R., & Valian, V. (2019). Raising doubt in letters of recommendation for academia: Gender differences and their impact. Journal of Business and Psychology, 34(3), 287-303. doi: 10.1007/s10869-018-9541-1	Evaluated differences in letters of recommendation for men and women applying for assistant professor positions. Referees were more likely to raise doubt for applicants who were women compared to men, which consequently impacted success rates. The authors discuss ways to raise awareness of these biases and reduce their occurrence amongst letter writers.
O'Meara, K., Kuvaeva, A., & Nyunt, G. (2017). Constrained choices: A view of campus service inequality from annual faculty reports. *The Journal of Higher Education, 88*(5), 672-700. doi:10.1080/00221546.2016.1257312	Highlights the disparity in service contributions between male and female academics, with female scholars contributing far greater hours of service compared to their male peers. Even when controlling for race and faculty rank, women reported higher levels of service contributions. Highlights how organizational practices can directly contribute to inequality amongst scholars.
Precht, K. (1998). A cross-cultural comparison of letters of recommendation. English for Specific Purposes, 17(3), 241-265. doi:10.1016/S0889-4906(97)00012-4	Explored patterns in letters of recommendation from the United States, United Kingdom, Germany, and Eastern Europe. Cross-cultural differences were observed in the organizational structure, types of evidence provided, and what applicant qualities were emphasized.

Robiner, W. N., Saltzman, S. R., Hoberman, H. M., Semrud-Clikeman, M., & Schirvar, J. A. (1998). Psychology supervisors' bias in evaluations and letters of recommendation. *The Clinical Supervisor, 16*(2), 49-72. doi:10.1300/J001v16n02_04	Explores the impact of clinical supervisors on intern and student success. Focuses on how bias amongst supervisory evaluations is not only a pervasive issue, but how it can have prolonged impacts on students' outcomes. Despite the majority of letter writers acknowledging that their letters were biased, referees failed to correct for biases in their assessment. Suggestions for how to improve referee guidelines are discussed.
Roscigno, V. J. (2007). *The face of discrimination: How race and gender impact work and home lives.* Rowman & Littlefield Publishers.	Focuses on the instances and types of race and gender discrimination across environments (e.g., home, work, school, neighbourhoods). Highlights how pervasive biases and discrimination, harassment, and structural inequalities are, and the compounded impact of these experiences at home and work affect individual outcomes.
Ross, D. A., Boatright, D., Nunez-Smith, M., Jordan, A., Chekroud, A., Moore, E. Z. (2017). Differences in words used to describe racial and gender groups in Medical Student Performance Evaluations. *PLoS ONE 12*(8): e0181659. doi:10.1371/journal.pone.0181659	Explored differences in performance evaluations across students. Significant differences in evaluations were found based on student and gender. In comparison to white applicants, Black applicants were less likely to be described as "standout" and "exceptional." Female applicants were also more likely to be described as "caring". Results suggest the presence of bias in assessments of students' qualification, including the systematic differences in how candidates are described based on their racial, ethnic, and gender background.

Appendix: Sample Statement Outlining UBC's Current Reporting Processes

UBC currently offers two mechanisms through which one could report an EDI-related incident.

1) **Respectful environments:** This process entails a written complaint in which background, context, complaint, witnesses, impacts, and outcome desired are recorded, and is then investigated and processed with guidance from the Human Resources and Faculty Relations offices of the university.

   For faculty/staff: The written complaint is received by one's immediate supervisor or administrative head

   For students: The written complaint is received by one's professor, Department head, Dean's Office, Unit Head of a particular service, or the Vice President, Students Office; investigated with guidance from HR/FR.

   For more information, visit: https://hr.ubc.ca/working-ubc/respectful-environment

2) **Policy SC7:** This process entails a written complaint in which background, context, complaint, witnesses, impacts, and outcome desired are recorded, and is then investigated and processed with guidance from the Human Resources and Faculty Relations offices of the university. The Equity and Inclusion Office receives all complaints of this kind and involves human rights advisors to seek informal or formal resolutions. Incidents are investigated by UBC's Investigations Office.

   For more information, visit:

- https://students.ubc.ca/equity-diversity-inclusion-resources/responding-discrimination
- https://equity.ubc.ca/resources/policies-reports/
- https://equity.ubc.ca/files/2010/06/equity_d_and_h_faqs_20081.pdf

Appendix: Sample EDI Statements for Syllabi

Example 1: Monica Linden, Brown U

In an ideal world, science would be objective. However, much of science is subjective and is historically built on a small subset of privileged voices. In this class, we will make an effort to read papers from a diverse group of scientists, but limits still exist on this diversity. I acknowledge that it is possible that there may be both overt and covert biases in the material due to the lens with which it was written, even though the material is primarily of a scientific nature. Integrating a diverse set of experiences is important for a more comprehensive understanding of science. I would like to discuss issues of diversity in neuroscience as part of the course from time to time.

Please contact me (in person or electronically) or submit anonymous feedback if you have any suggestions to improve the quality of the course materials.

Furthermore, I would like to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.) To help accomplish this:

If you have a name and/or set of pronouns that differ from those that appear in your official Brown records, please let me know!

If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you. Remember that you can also submit anonymous feedback (which will lead to me making a general announcement to the class, if necessary to address your concerns). If you prefer to speak with someone outside of the course, the Associate Dean of the College for Diversity Programs is an excellent resource.

I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it. (Again, anonymous feedback is always an option.)

As a participant in course discussions, you should also strive to honor the diversity of your classmates.

Example 2: Luke Clark, UBC

As your instructor, I will work to create a learning environment that welcomes, listens to, and respects students of all identities, inclusive of race, gender, sexuality, age, or ability. I am committed to educating myself about the historic and ongoing impacts of marginalization and colonization in Canada. I am mindful of my position as [e.g., a cisgender white man/woman] and

the privilege this has afforded me throughout my education and academic career. If you feel that any class content is inappropriate or makes you feel uncomfortable, I would encourage you to talk to me or the TA. The Canvas discussion threads will contain a link to a Qualtrics survey for any feedback you would prefer to provide anonymously. If you feel that your performance in this class is being impacted by circumstances from outside of class, please talk to me or the TA.

Like much of psychology and academia, research is historically built on a small subset of privileged voices. I review the set readings annually and invite input from trainees in my lab, which includes trainees who hold a range of diverse perspectives and identities. Nevertheless, it remains the case that many of the set readings, and experiments that we discuss in class, have been authored by white men. Progress in this field will be made by integrating a more diverse set of experiences, and I will create a discussion thread to receive any input you may have on suitable articles for next year's course.

Appendix: Town Hall Discussion Summary (January 2021)

Theme Group A: Q1 *Please describe your experience as a BIPOC member of our community:*

- Some had been misrepresented and denigrated by white colleagues, had their work and honesty called into question as a result
- Microaggressions & stereotypes, being taken less seriously, made to feel inferior as a result of BIPOC identities
- Noticing subtle "vibe" of inequity or non-inclusion, noticing lack of representation
- Experiences of discrimination added to other stressors, like work/school demands and anxiety
- Exhausted from having to explain why some comments/perspectives were helpful over and over
- Seeing white colleagues who did nothing while overt and covert racism occured
- Learning to avoid certain people or contexts to avoid negative interactions/protect self
- Learning to live with and protect themselves (e.g., laugh off comments), and feel they are able to feel safe as a result
- Being "white-passing", both helpful for receiving less negative interactions but also making BIPOC experiences invisible due to people perceiving them as white
- Feeling they have been treated largely fairly
- Disagreeing with the idea of being labeled (e.g., as BIPOC) or identifying as a victim/oppressed

- Barriers in achievement related to not having as much experience with english language or Canadian culture
- Noticing prejudice against specific nationalities → related important issue
- Concern the discussion won't lead to lasting change

Theme Group A: Q2 *What was your reaction to the emails that were sent?*

1. **Diversity of reactions, ranging from:**
   a. Not bothered by the initial emails, to
   b. Initially not bothered, but more bothered as the responses came in
   c. Saddened but not surprised, to
   d. Shocked, angry, and hurt, to (<--most fell into this bucket)
   e. Crying and scared to open email in case of what new thing they might see (one mentioned that they felt for the first time a little scared and unsafe as a non-white member of the dpt)
2. A few people didn't like how heated things became, noting specifically the disrespect directed at other posters (even if they disagree with what other posters said), and that they felt scared about voicing the "wrong" opinion themselves
3. One person noted that the "sides" weren't really listening to each other, and felt that the emerging narratives were distracting from the larger issue
4. The silence--especially from high status members of the department--spoke to people. People wondered what that meant and interpreted it as tacit approval.
5. The email thread clued people in into "who they should avoid in the department"

Theme Group **B**: **Q3** [Everyone] *Why is it important to you to foster diversity and inclusion in our department?*

Near universal consensus that diversity is part of excellence. Some would have to acknowledge that we are diverse already (though not denying we could be more).

Common Themes
- Identity matters in every facet of our experience in the Department, whether we want it to or not
- Diversity fosters diversity in thinking and attracting more diversity
- A lot of focus on how diversity is crucial for undergraduate mentorship, attracting diverse students from start.
- If we are serious about addressing long-term change, we need role models, we need to reflect the population of Canada, it's our responsibility as a University
- Acknowledging the harm caused by various systemic issues, actions, policies, etc. (even if it was not felt equally or universally across the board)

Conversation about the goals of diversity? Different goals capture different measures.
- Achieving excellence
- Understand issues from different perspectives (reduce blindspots)
- Support both graduate and undergraduate students
- Foster feelings of welcomeness and inclusiveness
- Diverse faculty attract diverse students

Theme Group **B**: **Q4** [Everyone] *What is your reaction to the recommendation to have BIPOC-focused hires?*

- **Common question**: have other Departments done this? What has been done? Has it been effective?

- **Absolutely yes**: no question, let's do it. We should also consider revisiting our admission processes more generally. How will we ever attract diversity if we don't have it in place? We need to be aggressive on this. We've been hiring implicitly non-white for a long time.
- **Yes, but barriers**:
    - *Areas*: does the person fit with the area? Our hires are on an area-level so how do we balance that?
    - *Implication*: If we hire for the race, are we sending the right message? Would it make the hire feel like they only got hired for their race and not for their competency?
- **No**: this is "reverse-racism", this is patronizing (including to BIPOC individuals), this has not worked in the past, this is increasing political gap between left and moderate parts of the Department.

- **Solutions**: Some shared experiences about how they were hired for their gender and that this is considered OK. Why not BIPOC?
- **Solutions**: Some note as a solution that we already hire based on selective rules (e.g., subdiscipline, methods) so why is BIPOC not one of them? If diversity is excellence, that this should be part of the decision.
- **Solutions**: what if we just do complete blind process (others note that this doesn't deal with the issue that BIPOC psychologists might still not have typical records because of oppression).
- Conversation about how if we use "fit" to match to a prototypical member of the Department, we are necessarily going to not increase diversity.

Theme Group C: Q5 [Everyone] *What concrete strategies could improve our hiring process to increase BIPOC faculty more broadly?*

- **Changes to evaluation process/criteria**
  - BIPOC only searches (or 50% of short list, for example) + evaluation of pro/con of this strategy
  - EDI training for search committee - and beyond
  - Add diversity related evaluation criteria (surveys) - Deprioritize white candidates and increase weight of BIPOC candidates
  - Improve applicant demographic data (self ID)
  - Look for bias in ranking system (research interest, number of pubs, Journal names, fellowships could be influenced by race and opportunity)
  - Increase weight of diversity statement
  - More/less blind hiring practices
  - Analyze previous BIPOC candidates applications to assess what factors worked against them
  - "Fit" can be vague when ranking candidates and creating "long list"
- **Outreach/advocacy**
  - Promoting diversity in high school/ugrad/grad/post-doc pools -> increases faculty diversity
  - "Shoulder tap" - actively reach out to BIPOC potential candidates and encourage application
  - Advertise that we are improving our hiring process (social media?). Seek out feedback.
  - Reach out to other depts. /orgs that have figured this out already

Theme Group C: Q5 [Everyone]   *What concrete strategies could improve our hiring process to increase BIPOC faculty more broadly?*

- *Broad classes of changes (unorganized version):*
  - **EDI training for search committee - and beyond**
  - **BIPOC only searches (or 50% of short list, for example)** + evaluation of this strategy
  - Promoting diversity in high school/ugrad/grad/post-doc pools -> increases faculty diversity
  - **Add diversity related evaluation criteria (surveys)**
  - Improve applicant demographic data (self ID)
  - Deprioritize white candidates and increase weight of BIPOC candidates
  - "Fit" can be vague when ranking candidates and creating "long list"
  - Look for bias in ranking system (research interest, number of pubs, Journal names, fellowships could be influenced by race and opportunity)
  - "Shoulder tap" - actively reach out to BIPOC potential candidates and encourage application
  - Have a certain percentage of applicants that should be BIPOC at various stages (short list, etc)
  - Increase weight of diversity statement
  - Advertise that we are improving our hiring process (social media?). Seek out feedback.
  - Analyze previous BIPOC candidates applications to assess what factors worked against them
  - Reach out to other depts. /orgs that have figured this out already
  - More/less blind hiring practices
  - Audit the hiring process

Theme Group C: Q6 [Everyone] *What concrete strategies could help us foster a more inclusive culture for BIPOC members of our community?*

1. **Educating ourselves (in an ongoing manner)**
   a. Sensitivity training, learning that impact is more important than intent
   b. Book club
   c. Thoughtful reflection
   d. Courses for our students on anti-racism
   e. Courses for faculty on anti-racism
   f. About each other - more ways to learn about each other
   g. Meeting people 'where they are' - growth mindset toward anti-bias and pro-inclusion
2. **Representation**
   a. In classes (e.g. course material)
   b. In colloquia speakers
   c. In research participants, topics, and labs
   d. Reduce emphasis on honorifics (Names for room, building. lounge)
   e. Beware of 'labeling'
3. **Allyship**
   a. Listen to and believe people's experiences
   b. Volunteer (make sure BIPOC aren't overburdened - but also make sure there is consultation)
   c. Learning how best to react to (and actually reacting to) bias (including in the classroom)
   d. Consider EDI in *all* aspects of dept activities, including study materials, student recruitment, etc.
4. **Accountability**
   a. Rewards for EDI in annual reviews
   b. Funding for BIPOC positions/fellowships for students (like Quinn award)
   c. Increased acknowledgement for other career paths
   d. Transparency in how selections happen
   e. Ways to report racism that occurs
   f. Making training mandatory

Appendix: Departmental Survey on EDI Issues (July 2021)

<u>Survey Questions</u>

The following is a copy of the survey questions used to assess issues surrounding EDI in preparation for this report. This survey was administered during the summer of 2021 through Qualtrics. Note that due to formatting differences, questions may not appear exactly as shown on Qualtrics. Where necessary, notes are included to provide added context about the question format (e.g., presence of a textbox, whether questions allowed for only single item selection, etc.).

THE UNIVERSITY OF BRITISH COLUMBIA

Introduction Block

Department of Psychology Equity, Diversity, and Inclusion Survey

Over the summer, the Equity, Diversity, and Inclusion (EDI) Task Force has been meeting weekly to formulate a proposed set of initiatives to: 1) increase faculty diversity and 2) foster a sense of inclusion for all members of our department.

By September, we plan to have a proposed set of initiatives that will be brought forward for discussion and vote. We are using this survey to better understand department members' opinions on the current state of EDI in the department, and people's priorities regarding what changes we might make.

This survey is anonymous (including IP addresses, locations, etc.), and you may <u>skip</u> any questions that you prefer not to answer. There are some demographic questions to help us better understand how survey answers may vary across people with different roles and demographic identities. Our analysis and reporting of these data will take precaution to not accidentally identify individuals based on their unique or intersectional demographic status.

The data will only be analyzed in aggregate and the individual responses are only visible to one MA and one PhD graduate student on the Task Force who are summarizing the data for the rest of the team.

First, a few definitions used throughout this survey:

BIPOC: Black, Indigenous, and other People of Color

EDI: equity, diversity, and inclusion

Equity: people receiving resources and rewards that are a fair reflection of their contributions Diversity: representation in the department of people from different demographic backgrounds, especially those traditionally underrepresented in the field

Inclusion: a culture in which all individuals and groups feel valued, respected, supported, and welcome to participate fully

Anti-racism: the practice of identifying, preventing, and changing the structures, policies, and practices that perpetuate racial inequity

Decolonization: the process of reflecting on and dismantling the bureaucratic, economic, and cultural structures of colonial power

Assessing Current Culture (see [Current Culture Data](#))

Section 1: Assessing Current EDI Culture

We are interested in your views of how well the following statements apply to our current department. Responses will be used as a baseline for evaluating the effectiveness of initiatives over time.

1. How psychologically safe and included do you feel currently in the department?

1 = not at all	2	3	4	5	6	7 = very much
O	O	O	O	O	O	O

2. Have you had experiences in department where you were made to feel unsafe or experienced a lack of inclusion as a result of your membership in an underrepresented group?

1 = not at all	2	3	4	5	6	7 = very much	Not Applicable to me
O	O	O	O	O	O	O	O

3. How much is EDI valued in this department?

1 = not at all	2	3	4	5	6	7 = very much
O	O	O	O	O	O	O

4. For each of the following settings, rate the degree to which you have observed EDI issues being discussed and taken into consideration in decision-making over the last year:

	1 = not at all	2	3	4	5	6	7 = very much	NA because I am never in this setting
Committee Meetings	O	O	O	O	O	O	O	O
Graduate Admissions	O	O	O	O	O	O	O	O
Lab Meetings	O	O	O	O	O	O	O	O
Courses	O	O	O	O	O	O	O	O
Research questions, design, and methods	O	O	O	O	O	O	O	O

Faculty Hiring Block (see [Faculty Hiring Data](#))

Section 2: Faculty Hiring

We seek to know your thoughts about faculty hiring practices.

We know that by selecting "no" to any question, you are **not** making a statement *against* making our hires equitable, inclusive, and diverse, but rather indicating that you believe that these specific initiatives would not be the best or only way of accomplishing this.

Finally, assume that any legal questions are settled and that we have approval for these positions (similar positions have happened at other BC universities).

1. Are you in favour of a <u>limited-search</u> that would exclusively seek to hire a BIPOC psychologist (a limited-search means that only members of a specially designated group(s) would be allowed to apply, and the position would remain open until a member of this group was chosen to fill it)?
   - Yes, with no additional restrictions
   - Yes, but with additional restrictions I selected below
   - *Restriction: If they are a "growth" hire (a new hiring line in the Department)*
   - *Restriction: If they are a "replacement" hire (a replacement hire is always tied to an area) Restriction: If they are Indigenous, but not otherwise*
   - *Restriction: If the money for this position comes from outside the Department (e.g., a UBC initiative or cluster hire)*
   - *Restriction: If we have a plan for multiple limited-search BIPOC hires*
   - *Restriction: other* [_____text box_____]
   - No, not even with restrictions

2. Are you in favour of a <u>preferential-search</u> that would ideally seek to hire a BIPOC psychologist (a preferential-search is one in which members of a specially designated group(s) are given priority through being considered, short-listed, and invited for interviews ahead of other candidates; unlike a limited-search, the position may ultimately be offered to any candidate if no candidate in the preferred group meets the threshold for hiring or accepts the position).

- Yes, with no additional restrictions
- Yes, but with additional restrictions that I selected below:
- *Restriction: If they are a "growth" hire (a new hiring line in the Department)*
- *Restriction: If they are a "replacement" hire (a replacement hire is always tied to an area) Restriction: If they are Indigenous, but not otherwise*
- *Restriction: If the money for this position comes from outside the Department (e.g., a UBC initiative or cluster hire)*
- *Restriction: If we have a plan for multiple preferential-search BIPOC hires*
- *Restriction: other* [____text box____]
- No, not even with restrictions

3. Are you in favor of formal procedures to consider EDI contribution as part of our hiring criteria, which could be done as part of any type of search (limited, preferential, none of the above)?

- Yes, with no additional restrictions
- Yes, but with additional restrictions that I selected below:
- *Restriction: if it was optional*
- *Restriction: If there were instruction on how to assess this*
- *Restriction: If EDI contribution was also considered in merit and promotion decisions*
- *Restriction: other* [____text box____]
- No, not even with restrictions

4. Do you have additional comments or concerns about a BIPOC-specific hire?

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5. Do you have other ideas about how to best increase the diversity of our faculty, which have not already been covered?

6. What should our target ideal be for the racial diversity of our faculty? Please rate the importance of each (1 = lower priority, 7 = highest priority)

	1	2	3	4	5	6	7
The racial composition of the UBC psychology undergraduate student body	O	O	O	O	O	O	O
The racial composition of Vancouver	O	O	O	O	O	O	O
The racial composition of British Columbia	O	O	O	O	O	O	O
The racial composition of Canada	O	O	O	O	O	O	O
The racial composition of the World	O	O	O	O	O	O	O
Containing at least one member of the following racial groups: ___	O	O	O	O	O	O	O
Has a certain percentage of BIPOC faculty, but without specific racial groups mattering: (percentage you have in mind can be specified below) ___	O	O	O	O	O	O	O
I don't believe it's important to have a target racial composition for our faculty	O	O	O	O	O	O	O
Other: ___	O	O	O	O	O	O	O

:

7. Are there other types of diversity that you would like prioritized in faculty hires/composition? Please rate the importance of each (1 = lower priority, 7 = highest priority):

	1	2	3	4	5	6	7
Sexual minorities (e.g., lesbian, gay, bisexual, queer, or an analogous term)	O	O	O	O	O	O	O
Gender minorities (e.g., trans, nonbinary, or an analagous term)	O	O	O	O	O	O	O
Persons with disabilities (e.g., physical disability, mental health condition that impacts ability to work)	O	O	O	O	O	O	O
First generation scholars (e.g., first generation college graduates)	O	O	O	O	O	O	O
Political diversity (e.g., (e.g. conservatives, centrists, leftists)	O	O	O	O	O	O	O
I do not believe that demographic diversity should be prioritized	O	O	O	O	O	O	O

8. Please rate the importance of the following different motivations for prioritizing diversity as a value in hiring faculty in our department (1 = lower priority, 7 = highest priority):

	1	2	3	4	5	6	7
Reducing biases against BIPOC candidates in our evaluation that may prevent us from hiring candidates who can make the best scholarly contributions	O	O	O	O	O	O	O

Increasing the diversity of viewpoints among our faculty by hiring people from different racial/ethnic backgrounds

○　　○　　○　　○　　○　　○　　○

Increasing the value of a candidate's teaching and service contributions to EDI when evaluating their application

○　　○　　○　　○　　○　　○　　○

Increasing the value of a candidate's research contributions to EDI (e.g. through the topics or populations of study) when evaluating their application

○　　○　　○　　○　　○　　○　　○

Increasing the visible racial/ethnic diversity of our faculty in order to give the impression that we value diversity and do not have prejudicial hiring process

○　　○　　○　　○　　○　　○　　○

Hiring BIPOC candidates for social justice reasons, in order to help correct enduring wrongs done to these groups by giving them increased representation in positions of influence

○　　○　　○　　○　　○　　○　　○

Accounting for how systematic disadvantage may have led highly promising BIPOC candidates to have comparably weaker records within our existing evaluation system

○　　○　　○　　○　　○　　○　　○

Increasing the diversity of our faculty so that BIPOC students have better potential role models and mentors as professors

○　　○　　○　　○　　○　　○　　○

Increasing the visible racial/ethnic diversity of our faculty in order to dismantle societal stereotypes of what professors look like

○　　○　　○　　○　　○　　○　　○

9. What else is important to take into consideration when judging the representational diversity of our faculty (e.g., consideration of levels, power structure, resources)?

┌───┐
│   │
│   │
│   │
└───┘

Enhancing EDI Block (see [Enhancing EDI Data](#))

Section 3: Enhancing Other EDI Considerations in the Department

Our task force is considering various initiatives to enhance EDI, beyond faculty hiring. These initiatives will include some that can be set in motion this coming year, some that will take 1 to 1.5 years to implement, and some that are aspirational given the need for financial or institutional support. We are interested in your feedback about what to pursue and how.

3.1 Enhancing EDI Leadership and Accountability

1. The Task Force believes that EDI work in the department might extend beyond what the Equity Committee currently does as a voluntary service committee. How supportive would you be of the following (1 = not at all, 7 = extremely supportive):

	1	2	3	4	5	6	7
Creating a new Associate Head position (with course release) for the person who chairs the Equity committee and oversees EDI work in the department.	○	○	○	○	○	○	○
	1	2	3	4	5	6	7
Creating a cross-departmental EDI board for shared vision setting with other departments at UBC	○	○	○	○	○	○	○

2. If you have experienced an EDI-related incident at UBC, did you approach the department to seek support?

- Yes, I approached leaders in the department (e.g., the department head, a mentor, etc.)
- No, I approached UBC offices outside of the department (e.g., Ombuds office, UBC Equity and Inclusion Office, etc.)
- No, I went outside of UBC to find support
- No, I did not seek support for the incident

3. If 'yes' to above, did you feel the department was able to address your needs?

○ [ ] Yes, please elaborate on what was helpful:

○ [ ] Somewhat, please elaborate:

○ [ ] No, please elaborate on what would have been more helpful:

4. Describe what you would do if you wished to address or report an EDI-related incident that you experienced or witnessed in the department.

[ ]

3.2 Enhancing EDI Training

1. Many top departments offer training opportunities to foster greater understanding of EDI issues and how to incorporate them into our research, teaching, and service. We would like your input on how best to prioritize types of training we could make available. For each of the following training topics:

First, check off the **four topics that you believe should be prioritized** by the department this coming year (in column one).

Second, for the entire list, check off all topics **you would attend** if they were made available at a convenient time for you.

	Top Four Priority	Would Attend
Fundamentals of **anti-racism** (e.g., introductions to power, privilege, and bias; not specific to any group/context).	☐	☐
Fundamentals of fostering **respectful and inclusive communities** (not specific to any group/context)	☐	☐
Specific focus on anti-racism and decolonization **in the field of psychology**	☐	☐
Specific focus on mentoring and managing **diverse research teams**	☐	☐
Specific focus on creating **anti-racism and inclusive classrooms** (e.g.,, unconscious bias, inclusive language)	☐	☐

	Top Four Priority	Would Attend
Specific skill training for creating inclusive classrooms (e.g., unconscious bias, inclusive language)	☐	☐
Specific topics within (anti)racism discussions: Anti-Black racism	☐	☐
Specific topics within (anti)racism discussions: Anti-Asian racism	☐	☐
Specific topics within (anti)racism discussions: Indigeneity	☐	☐
Specific topics within EDI discussions: Gender diversity and identity	☐	☐
Specific topics within EDI discussions: other (describe in open ended response below)	☐	☐

2. Are there other topics that you think would be important to EDI goals in the department

3.3 Enhancing EDI in Curriculum

1. If you teach undergraduate courses, please rank the following initiatives you could incorporate into your undergraduate courses in order from the easiest (1) to the most challenging (5) to add.

	1	2	3	4	5
a unit on EDI themes in relation to your course topic	O	O	O	O	O
one class session on EDI themes in relation to your course topic	O	O	O	O	O
an optional library assignment on EDI themes in relation to your course topic for course credits	O	O	O	O	O
report the percentage of articles by BIPOC scholars included on your reading list	O	O	O	O	O
increase the number of articles by BIPOC scholars on your reading list to 40%	O	O	O	O	O

2. Would you be in favor of providing graduate students with the opportunity to earn a minor or emphasis in the Psychology of Diversity (combining classes and Directed Studies in and outside our department)? [UCLA and University of Michigan do something similar] (1 = not at all, 7 = very much)

1 = not at all	2	3	4	5	6	7 = very much
O	O	O	O	O	O	O

For the above question:

O Select if you are faculty member who would be interested in offering a graduate course as part of this minor

O Select if you are a grad student who would be/would have been interested in getting this minor (had it existed when you started)

O Not applicable to me

3. Increasingly job candidates are asked to provide a statement reflecting on EDI issues in their job applications. To what extent do you believe the graduate training in our department currently equips students to discuss EDI-related issues (e.g., in research, in the field, anti-oppressive frameworks)? [*Note: only a single choice allowed in survey*]

- We are doing an ok job right now
- We should be doing more
- We should be doing less
- Don't know

3.4 Enhancing EDI in Research

1. How do you account for EDI considerations in your research currently (in how you manage your lab and/or how you design your research)? If you do not do research, please type NA.

---

2. Check which of the following barriers to incorporating EDI issues in your research program you would like to have greater support for:

- Not applicable, I don't do research currently
- Lack of funding
- Lack of training in how to manage/mentor a diverse research team
- Lack of collaborators (i.e., with specific expertise, diverse background)
- Lack of access to diverse samples
- Lack of skills and expertise on EDI related topics and methods
- Lack of time
- Other [___text box___]

3. If the department had an endowment similar in size to the Quinn Memorial Endowment ($1.6 million) focused on diversifying research, are there initiatives that you would suggest be funded by this money?

3.5 Enhancing EDI in Community Partnerships

1. Do you agree with the statement "Our Department should engage with the broader community in Vancouver and the Lower Mainland to advance EDI goals"? [1 = not at all, 7 = very much]

1 = not at all	2	3	4	5	6	7 = very much
O	O	O	O	O	O	O

2. Do you think that the Department would benefit from the creation of a community advisory committee (i.e., a committee that is comprised of diverse representatives from our local community) to support EDI goals related to research and teaching? [1 = not at all, 7 = very much]

1 = not at all	2	3	4	5	6	7 = very much
O	O	O	O	O	O	O

3. The Truth and Reconciliation Call to Action encourages developing intercultural understanding; other research suggests that community engagement fosters greater inclusion, self-efficacy, and academic performance among students. Would you be supportive of the Department prioritizing the investment of funds to create field courses or a field school to support students' community engagement? [1 = not at all, 7 = very much]

1 = not at all	2	3	4	5	6	7 = very much
O	O	O	O	O	O	O

Narrow Demographic Block

Section 4: Narrow Demographic Survey

The following two questions will allow us to make coarse comparisons between, for example, faculty and graduate students or racialized and non-racialized departmental citizens; without a large risk of identifiability. You will subsequently have an opportunity to also make more detailed choices that you can choose to have linked or unlinked with the rest of the survey.

1. What is your role in the Department? [*Note: only single selection allowed in survey*]

- Faculty
- Grad Student
- Other (post-doc, staff)
- Prefer Not to Disclose

2. Do you consider yourself a member of a racialized group? [*Note: only single selection allowed in survey*]

For the purpose of this survey, racialized groups include people who might experience inequitable treatment on the basis of race, ethnicity, language, religion, or culture and are treated outside the norm. In Canada, these groups include people who are non-white, and who are not Indigenous to Canada. (the term Racialized Group is seen as a more appropriate designation to replace the term Visible Minorities used under Canada's Employment Equity Act).

- Yes
- No
- Prefer Not to Disclose

Linked Demographic Block (see [Sample Demographics Data](#))

Section 5: Broad Demographic Survey

This final section contains questions that ask about more specific demographic information, such as your ancestry (including specific ethnic groups), gender identity, sexual orientation, disability status, and first generation college student status.

For each question, you have an option to not disclose.

This data will help our Task Force understand how well our survey is capturing the opinions of various demographic groups, whether particular groups feel especially strongly about any of the proposed initiatives, and the unique barriers that members of groups experience within the Department.

We recognize, however, that this information could lead to you being able to be identified, especially if there are few people in the department with your demographic characteristics. To best accommodate this, everyone has a choice to either continue with the current survey when filling out the demographic information, or to be redirected to a separate survey that will only contain these demographic questions. The latter option will dissociate all of your previous answers from

any demographic information you fill out in the subsequent section.

Do you consent to having your answers to demographic questions linked to the current survey: [*Note: only single selection allowed in survey*]

- Yes - responses to demographic questions will be linked to the current survey (once selected, the demographic questions will appear below).
- No - I want my broad demographic data unlinked from the rest of my responses. (once you select this option and continue from this page, the current survey will fully submit and you will be automatically redirected to a separate survey for only the demographic data -- you cannot return to this survey once you go beyond this page).

1. What is your role within the department? [*Note: only single selection allowed in survey*]

- Research faculty
- Teaching faculty
- Postdoc
- Ph.D. Student
- MA Student
- Staff
- Prefer Not to Disclose

2. How do you identify your ancestry?

For the purpose of this survey, this self-identification is intended to capture your ancestry, which may be different from your citizenship, birthplace, language, or culture. If you are of mixed descent, please indicate this by checking off all that apply. If your self-identification (or parts of it) do not appear in this list, please specify under "Prefer to self-identify as":

- African/Black (includes African-American, African-Canadian, Afro-Caribbean, etc.)

- Arab

- East Asian
- European Non-white
- European White
- Filipina/Filipino
- Indigenous from within North America
- Indigenous from outside of North America
- Latin, South, or Central American
- Southeast Asian
- West Asian
- Prefer to self-identify as: [____text box____]
- Prefer Not to Disclose

3. Do you identify as a woman, man, or non-binary person? [*Note: only single selection allowed in survey*]

- Woman
- Man
- Non-Binary person
- Prefer Not to Disclose

4. Do you identify as a person with trans experience? For the purposes of this survey, trans experience means that your gender identity does not align with your sex assigned at birth. [*Note: only single selection allowed in survey*]

- Yes
- No
- Prefer Not to Disclose

5. Do you identify as lesbian, gay, bisexual, queer, or an analogous term? [*Note: only single selection allowed in survey.*]

- Yes
- No
- Prefer Not to Disclose

6. If you identify as Indigenous, do you identify as Two-Spirit? [*Note: only single selection allowed in survey.*]

- Yes
- No
- NA - I do not identify as Indigenous
- Prefer Not to Disclose

7. Do you identify as a person who: [check all that apply]

- Has a significant and persistent or recurrent mobility, sensory, learning, or other physical, or a mental health impairment.
- Experiences functional restrictions or limitations of your ability to perform the range of life's activities related to a significant or persistent or recurring mobility, sensory, learning, or other physical or mental health impairment?
- Experiences environmental barriers related to a significant and persistent or recurrent mobility, sensory, learning, or other physical or mental health impairment that hamper your full and self-directed participation in University activities?
- None of the above
- Prefer Not to Disclose

8. Are you a first generation college graduate in your family? [*Note: only single selection allowed in survey.*]

- Yes
- No
- Prefer Not to Disclose

9. What is your age? [*Note: only single selection allowed in survey.*]

- 20 - 29 years-old
- 30 - 39 years-old
- 40 - 49 years-old
- 50 - 59 years-old
- 60+ years-old

10. Are there any other demographic dimensions that you self-identify with that you would like to specify but we have missed?

Survey Data

Data were received from 184 respondents (61 faculty, 74 graduate students, and 49 who were staff, postdocs, or who chose not to identify their role in the department). Cross-cutting these designations, 56 respondents self-identified as racialized, 92 as non-racialized, and 36 providing no response. quantitative reports from the survey results are provided below. We are sensitive to ensuring that answers cannot be linked to respondents. Therefore, we generally report results as group means, with consideration of role or racialized identification (but not both together), to ensure that there are enough respondents in any given group.

In order to maintain the confidentiality of respondents, qualitative data is also omitted from this report. Where possible, summaries of qualitative responses are provided.

Sample Demographics

General Department Roles and Racial Composition

	Faculty	Grad Student	Other	No Response	Total
Non-Racialized	43	36	7	6	92
Racialized	13	34	7	2	56
No Response	5	4	1	26	36
Total	61	74	15	34	184

Specific Department Roles

Department Role	*n*	%
MA Student	20	14.39
PhD Student	45	32.37
Post Doc	6	4.32
Research Faculty	40	28.78
Teaching Faculty (Contract)	6	4.32
Teaching Faculty (Tenure)	6	4.32
Staff	6	4.32

Prefer Not to Disclose	10	7.19
Total	139	

Age	*n*	%
20-29 years	57	44.88
30-39 years	30	23.62
40-49 years	24	18.90
50-59 years	11	8.66
60+ years	5	3.94
Total	127	

Gender	*n*	%
Man	46	33.09
Woman	81	58.27
Non-binary	1	0.72
Prefer Not to Disclose	11	7.91
Total	139	

Trans Identifying	*n*	%
Yes	3	2.16
No	128	92.09
Questioning	1	0.72
Prefer Not to Disclose	7	5.04
Total	139	

Disability	*n*
Disability	3
Significant Disability - Limits functioning	17

Prefer not to disclose	17
Total	37

| First Generation Scholar	*n*	%
Yes	42	30.22
No	89	64.03
Prefer Not to Disclose	8	5.76
Total	139	

Assessing Current Culture Data

1. How psychologically safe and included do you feel currently in the department?

	n	*M*	*SD*
Department Role			
Overall Sample	183	5.17	1.48
Faculty	61	5.23	1.48
Grad Students	74	5.23	1.46
Other	15	4.87	1.19
Role: No Response	33	5.06	1.66
Racial Identity			
Racialized	56	4.88	1.48
Non-Racialized	92	5.39	1.37
Racialized: No Response	35	5.06	1.66

Note. Anchor points range from 1 (*not at all*) to 7 (*very much*).

*Visual Representation of Frequency Distribution, Question 1*
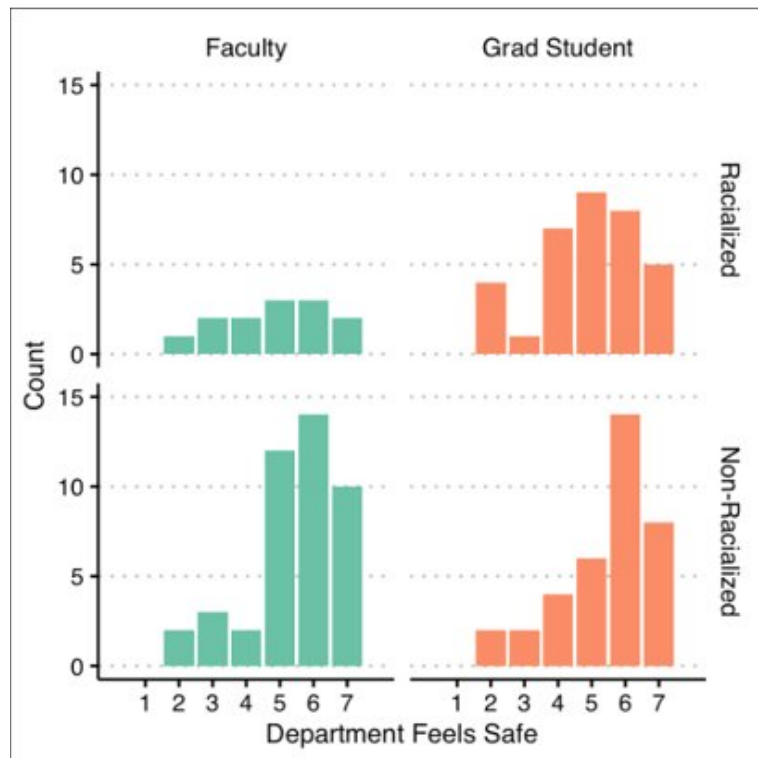
2. Have you had experiences in department where you were made to feel unsafe or experienced a lack of inclusion as a result of your membership in an underrepresented group?

	n	M	SD
Department Role			
Overall Sample	153	2.75	2.02
Faculty	49	2.96	2.14
Grad Students	67	2.69	1.98
Other	12	3.00	2.26

Role: No Response	25	2.40	1.85
Racial Identity			
Racialized	56	3.39	2.16
Non-Racialized	70	2.46	1.95
Racialized: No Response	27	2.18	1.59

Note. Anchor points range from 1 (*not at all*) to 7 (*very much*).

Visual Representation of Frequency Distribution, Question 2
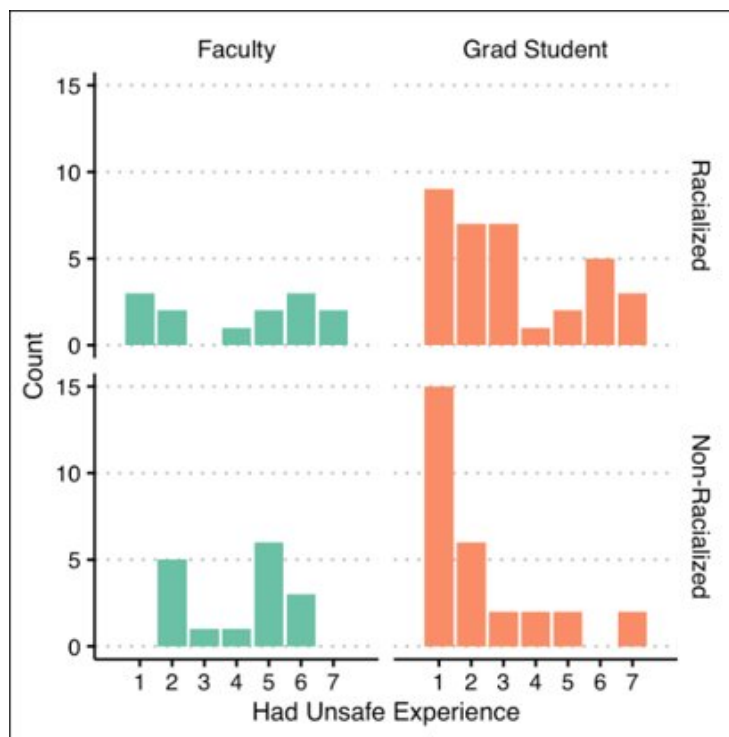
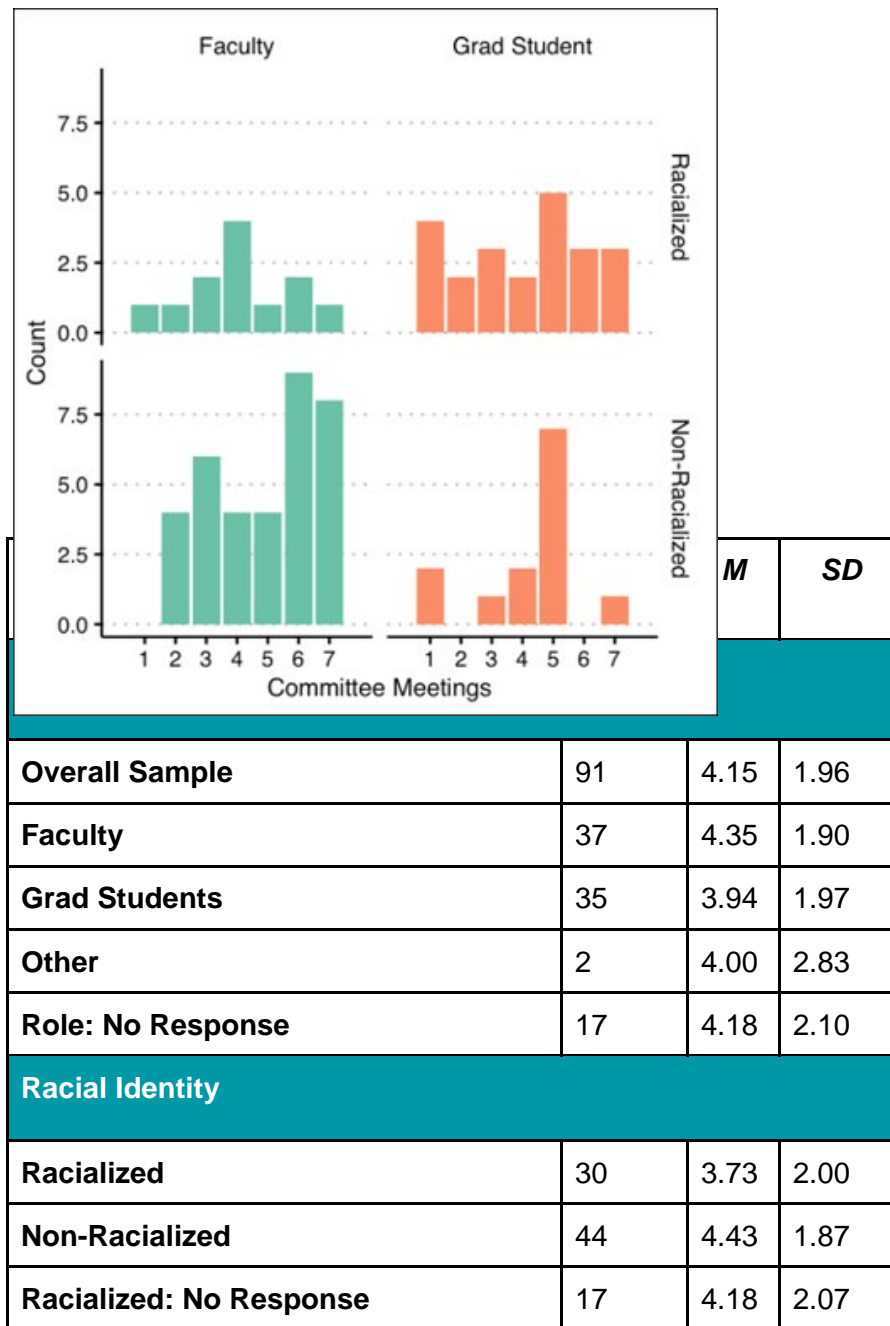**Question 3. How much is EDI valued in this department?**

	n	*M*	*SD*
Department Role			
Overall Sample	179	4.63	1.44

|			
Faculty	61	4.87	1.25
Grad Students	73	4.36	1.55
Other	14	4.79	0.89
Role: No Response	31	4.71	1.70
Racial Identity			
Racialized	55	4.11	1.37
Non-Racialized	91	4.81	1.41
Racialized: No Response	33	4.97	1.49

Note. Anchor points range from 1 (*not at all*) to 7 (*very much*).

Visual Representation of Frequency Distribution, Question 3
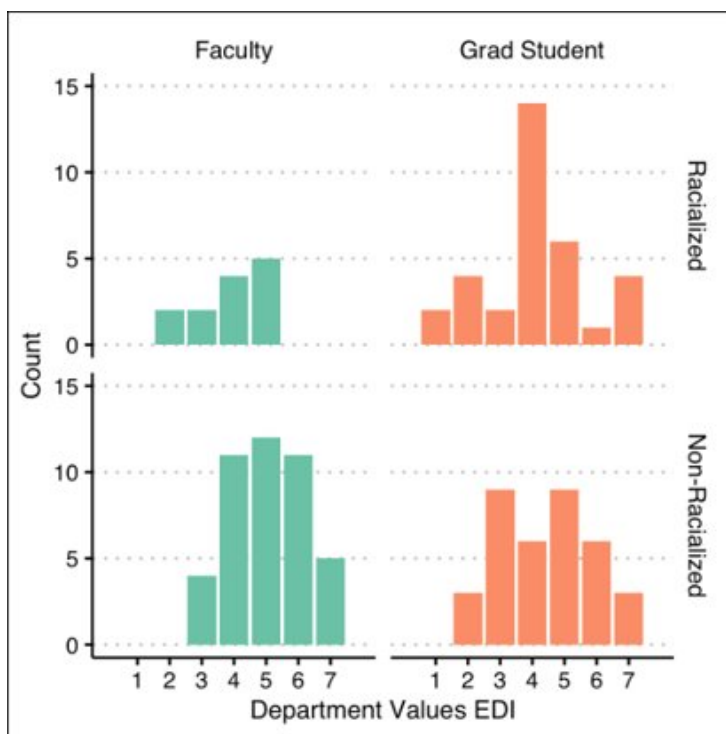
**4. For each of the following settings, rate the degree to which you have observed EDI issues being discussed and taken into consideration in decision-making over the last year:**

   A. Committee Meetings

	n	*M*	*SD*
Department Role			
Overall Sample	116	4.55	1.89
Faculty	51	4.72	1.73
Grad Students	38	4.29	1.94
Other	6	3.83	1.47
Role: No Response	21	4.81	2.25
Racial Identity			
Racialized	39	4.00	1.88
Non-Racialized	54	4.74	1.78
Racialized: No Response	23	5.04	2.01

Note. Anchor points range from 1 (*not at all*) to 7 (*very much*).

Visual Representation of Frequency Distribution, Question 4: Committee Meetings


		M	*SD*
Overall Sample	91	4.15	1.96
Faculty	37	4.35	1.90
Grad Students	35	3.94	1.97
Other	2	4.00	2.83
Role: No Response	17	4.18	2.10
Racial Identity			
Racialized	30	3.73	2.00
Non-Racialized	44	4.43	1.87
Racialized: No Response	17	4.18	2.07

Note. Anchor points range from 1 (*not at all*) to 7 (*very much*).

*Visual Representation of Frequency Distribution, Question 4: Admissions*
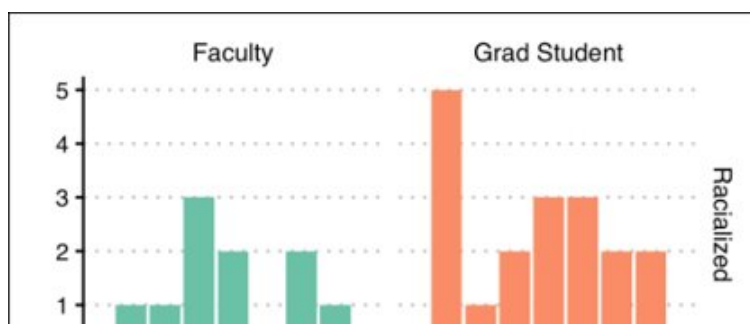
C. Courses

	n	M	SD
Department Role			
Overall Sample	142	3.89	1.83
Faculty	54	4.56	1.45
Grad Students	61	3.38	1.86
Other	7	3.14	1.77
Role: No Response	20	3.95	2.16
Racial Identity			
Racialized	47	3.30	1.74
Non-Racialized	72	4.26	1.78
Racialized: No Response	23	3.96	1.92

Note. Anchor points range from 1 (*not at all*) to 7 (*very much*).

Visual Representation of Frequency Distribution, Question 4: Courses
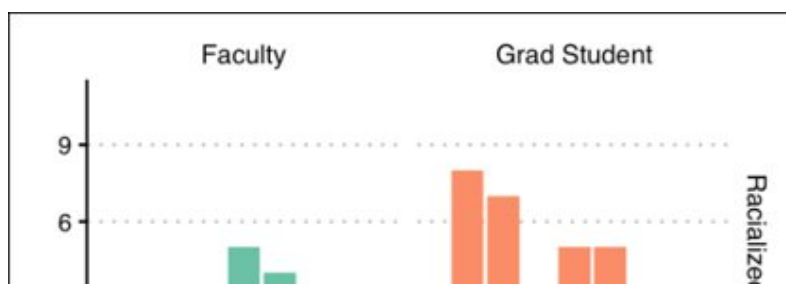
D. Lab meetings

	n	M	SD
Department Role			
Overall Sample	150	4.46	1.95
Faculty	47	4.68	1.82
Grad Students	72	4.36	2.06
Other	11	4.27	1.95
Role: No Response	20	4.40	1.96
Racial Identity			
Racialized	50	4.06	1.97
Non-Racialized	77	4.65	1.87
Racialized: No Response	23	4.70	2.12

Note. Anchor points range from 1 (*not at all*) to 7 (*very much*).

Visual Representation of Frequency Distribution, Question 4: Lab Meetings
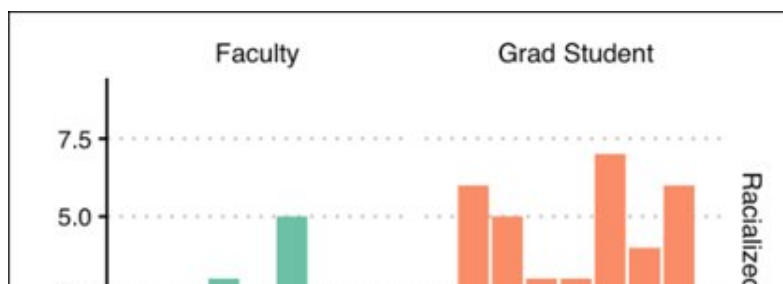
E. Research

	n	*M*	*SD*
Department Role			
Overall Sample	151	3.95	1.91
Faculty	51	4.00	1.82
Grad Students	70	3.73	1.91
Other	9	4.44	2.07
Role: No Response	9	4.33	2.08
Racial Identity			
Racialized	49	3.41	1.92
Non-Racialized	80	4.21	1.83
Racialized: No Response	22	4.18	1.99

Note. Anchor points range from 1 (*not at all*) to 7 (*very much*).

Visual Representation of Frequency Distribution, Question 4: Research
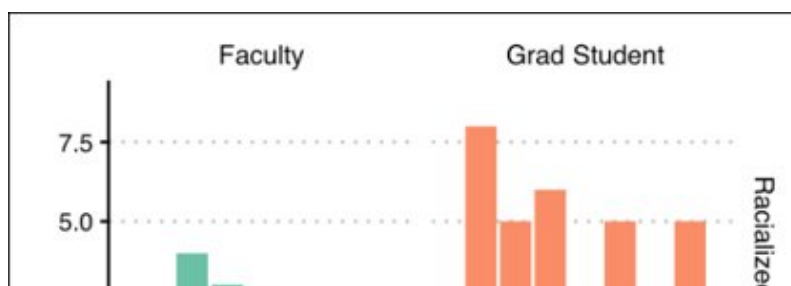
Faculty Hiring Data

1. Are you in favour of a <u>limited-search</u> that would exclusively seek to hire a BIPOC psychologist (a limited-search means that only members of a specially designated group(s) would be allowed to apply, and the position would remain open until a member of this group was chosen to fill it)?

		Faculty		Grad Student		Other		Role - no response		Racialized		Non-racialized		Race - no response	
	N	n	%	n	%	n	%	n	%	n	%	n	%	n	%
No	43	7	12	20	27	4	27	12	46	14	25	17	19	12	43
Yes	73	25	42	32	43	5	33	11	42	23	41	40	44	10	36
Yes with restrictions	58	27	46	22	30	6	40	3	12	19	34	33	37	6	21
	174														

2. Are you in favour of a <u>preferential-search</u> that would ideally seek to hire a BIPOC psychologist (a preferential-search is one in which members of a specially designated group(s) are given priority through being considered, short-listed, and invited for interviews ahead of other candidates; unlike a limited-search, the position may ultimately be offered to any candidate if no candidate in the preferred group meets the threshold for hiring or accepts the position)?

Preferential Search															
		Faculty		Grad Student		Other		Role - no response		Racialized		Non-racialized		Race - no response	
	N	n	%	n	%	n	%	n	%	n	%	n	%	n	%
No	31	7	12	14	19	5	33	5	19	11	20	14	15	6	22
Yes	98	37	64	41	56	6	40	14	54	30	56	56	62	12	44
Yes with restrictions	43	14	24	18	25	4	27	7	27	13	24	21	23	9	33
	172														

<u>Where respondents indicated "Yes, with restrictions" for either Question 1 or 2, they selected:</u>
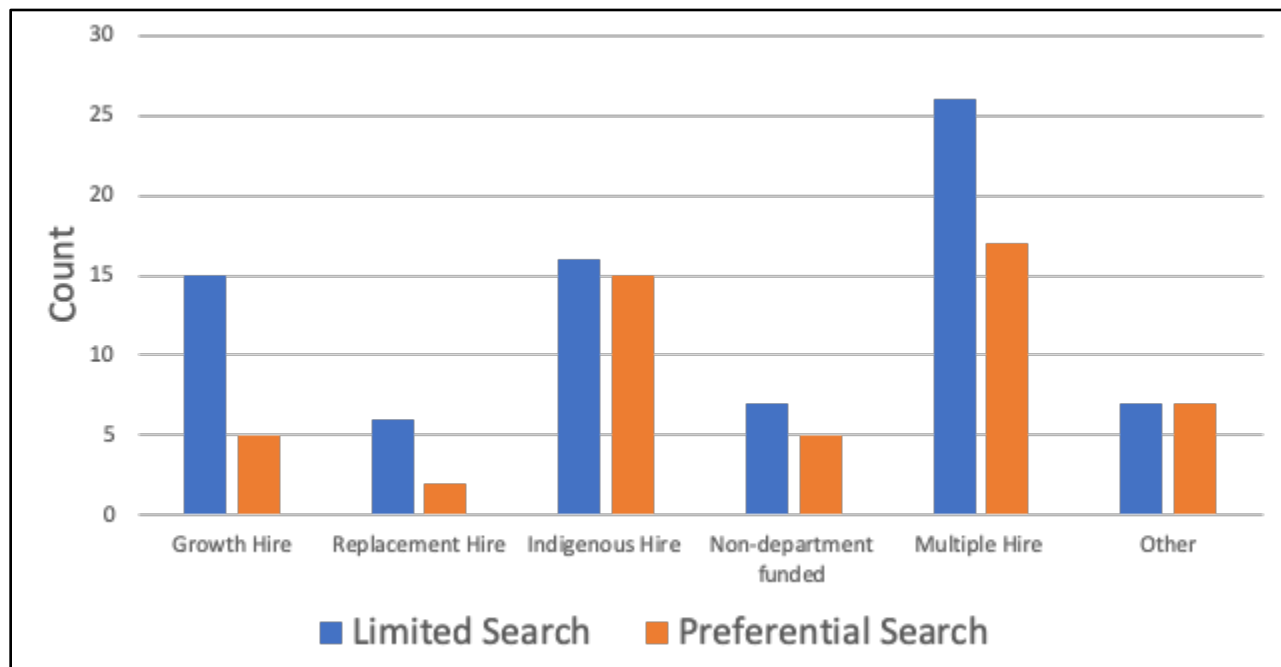
*Comments when selecting "Other" for **limited search** question:*

- Prioritize both Indigenous and Black hires (3)
- Deemphasizing statistics, emphasizing BIPOC adding to the dept. re: experiences, methods, mentorship + multiple hires (regardless of funding source) (1)
- Meeting dept. standards are excellence re: research, teaching, and granting potential (1)
- Question re: what is "diverse" enough, Canadian stats or broader? (1)
- Comment re: wanting to hear others' ideas (1)

*Comments when selecting "Other" for **preferential search** question:*

- Prioritize both Indigenous & Black hires (2)
- Concern that bias in decision will lead to another non-BIPOC hire (1)
- Only if limited hire not possible (1)
- Deemphasizing statistics, emphasizing BIPOC adding to the dept. re: experiences, methods, mentorship (1)
- If BIPOC status was a secondary criterion to make decisions between top candidates (1)
- Emphasis on cluster hires (1)

3. Are you in favor of formal procedures to consider EDI contribution as part of our hiring criteria, which could be done as part of any type of search (limited, preferential, none of the above)?
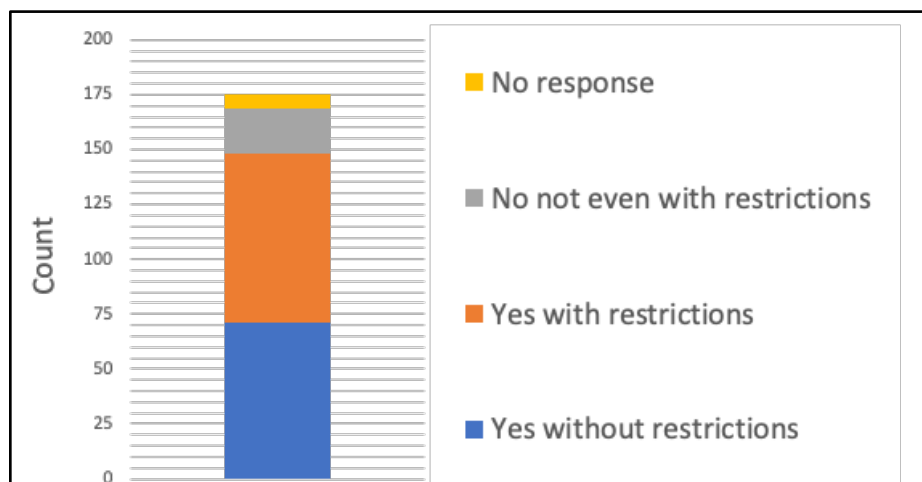
Where respondents indicated "Yes, with restrictions", they selected:
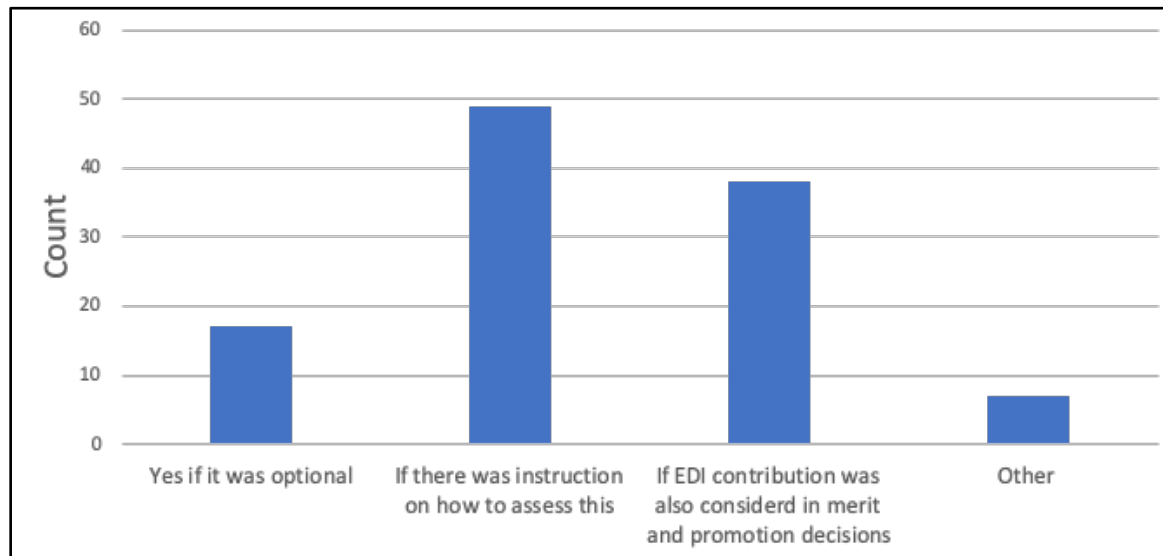
Comments when selecting "Other" for this question:
- If weighted among other skill considerations (1)
- Indigenous only (1)
- Must be optional for self-disclosure and transparency about EDI as a criterium (1)

- Formal rules as good for accountability, but should be temporary (i.e., for after diversity goals are met) (1)
- Comment re: wanting to hear others' ideas (1)
- Didn't understand question (2)

6. What should our target ideal be for the racial diversity of our faculty? Please rate the importance of each (1 = lower priority, 7 = highest priority). *Note: means and standard deviations are shown.*
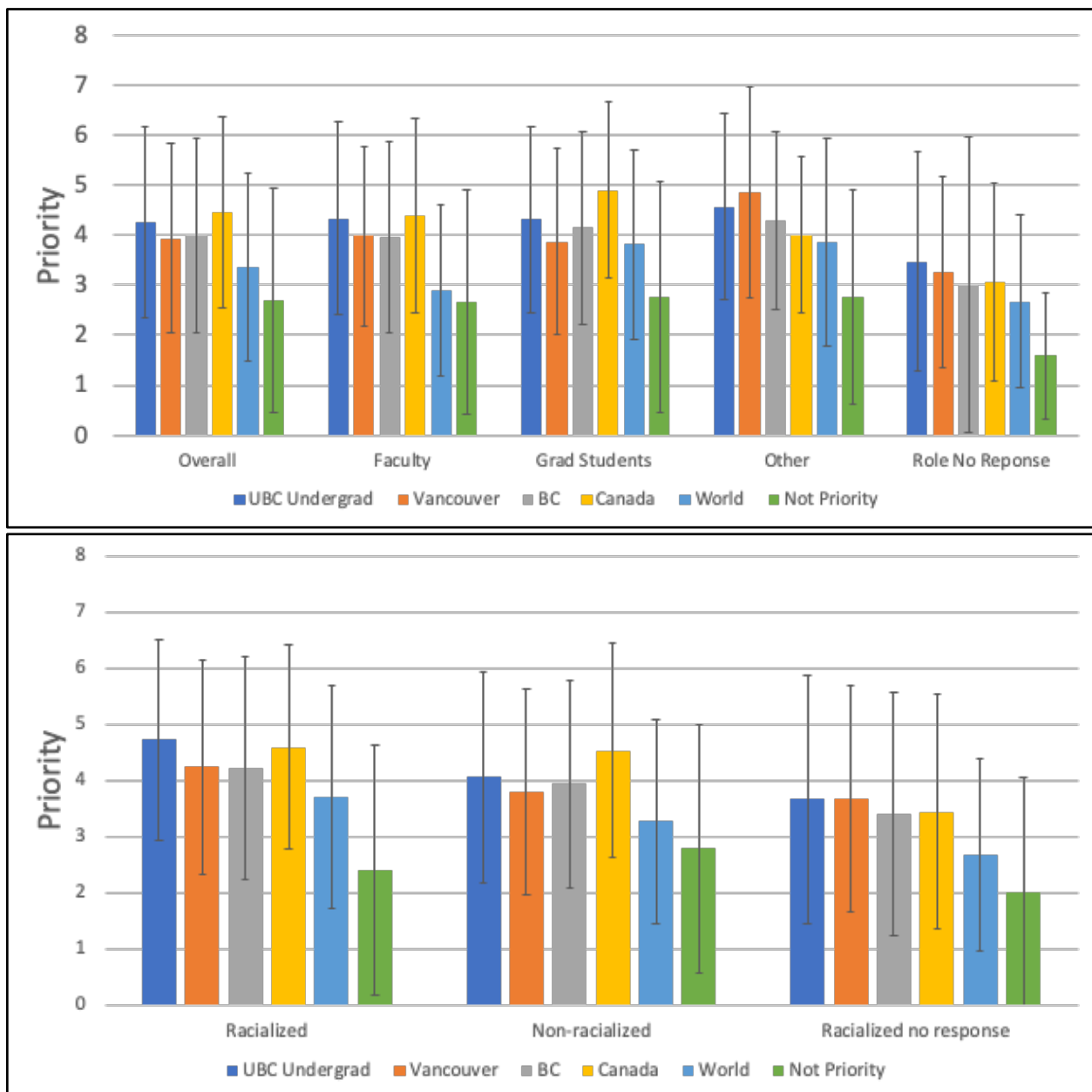
Other comments/recommendations:

- Racial composition of applicant pool (n = 2)
- Racial composition of grad students around world (n = 1)
- Racial composition of psychology as a field (n = 1)
- Composition is arbitrary (n = 1)
- Creating a target will bias us in other ways (n = 1)

7. Are there other types of diversity that you would like prioritized in faculty hires/composition? Please rate the importance of each (1 = lower priority, 7 = highest priority):

		Faculty		Grad Student		Other		Role - no response		Racialized		Non-racialized		Race - no response	
	N	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Disability	156	4.65	2.1	4.5	1.78	3.58	2.15	5	2.00	4.22	1.92	4.54	1.95	5.25	1.94
First Gen Scholars	159	4.16	2.17	4.38	1.95	3.33	2.19	4.57	1.75	4.18	1.99	4.09	2.1	4.9	1.72
Gender Minorities	153	4.54	2.29	4.42	1.89	3.08	2.02	4.63	1.94	4.1	2.02	4.46	2.09	4.74	2.07
Sexual Minorities	154	4.32	2.06	4.2	1.75	3.67	1.97	4.59	1.89	3.84	1.68	4.42	1.97	4.63	1.96
Political	155	3.00	1.96	2.98	1.95	3.33	2.39	2.44	1.48	2.92	1.88	3.06	2.04	2.54	1.58
No Priorities	124	2.74	2.28	2.53	2.08	4.29	3.09	2.53	2.22	2.68	2.22	2.85	2.27	2.22	2.24

8. Please rate the importance of the following different motivations for prioritizing diversity as a value in hiring faculty in our department (1 = lower priority, 7 = highest priority):

	N	Faculty		Grad Student		Other		Role - no response		Racialized		Non-racialized		Race - no response	
		M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Reduce Bias	159	5.6	1.93	5.41	1.67	4.83	2.89	5.54	1.60	5.35	1.98	5.39	1.84	5.76	1.64
Increase Diverse Views	162	5.74	1.86	5.74	1.42	5.23	2.56	5.89	1.64	5.46	1.75	5.79	1.69	6.03	1.64
Applicant Review - Service	155	4.68	1.92	4.96	1.79	3.82	2.32	4.68	1.70	4.80	1.75	4.83	1.87	4.37	2.06
Applicant Review - Research	154	4.04	1.99	4.76	1.78	3.54	2.42	4.68	1.80	4.41	1.91	4.33	1.90	4.74	2.05
Department Image	153	3.18	1.94	3.72	2.27	3.27	2.33	3.72	2.01	3.42	2.12	3.49	2.12	3.78	2.21
Social Justice	154	4.52	2.14	4.61	2.17	4.15	2.51	4.76	1.88	4.74	1.98	4.5	2.26	4.42	2.08
Combating Systems	157	5.70	1.72	5.44	1.74	4.38	2.57	5.54	1.53	5.0	1.84	5.62	1.80	5.78	1.53
Representation	155	6.22	1.52	6.06	1.29	4.92	2.63	5.73	1.61	5.88	1.59	6.10	1.52	5.70	1.79
Dismantling Stereotypes	156	5.53	1.97	5.36	1.90	4.17	2.48	4.96	1.97	5.08	1.94	5.45	2.02	5.04	2.06

Enhancing EDI Data

Enhancing EDI Leadership & Accountability

1. The Task Force believes that EDI work in the department might extend beyond what the Equity Committee currently does as a voluntary service committee. How supportive would you be of the following (1 = not at all, 7 = extremely supportive):

	N	Faculty		Grad Student		Other		Role - no response		Racialized		Non-racialized		Race - no response	
		M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Associate Head	153	5.22	2.11	4.77	1.93	3.69	2.29	5.56	1.73	4.86	1.83	4.78	2.22	5.67	1.66
EDI Board	153	5.4	1.82	4.82	1.7	4	2.45	5.46	1.59	5	1.76	4.95	1.95	5.4	1.58

2. If you have experienced an EDI-related incident at UBC, did you approach the department to seek support?
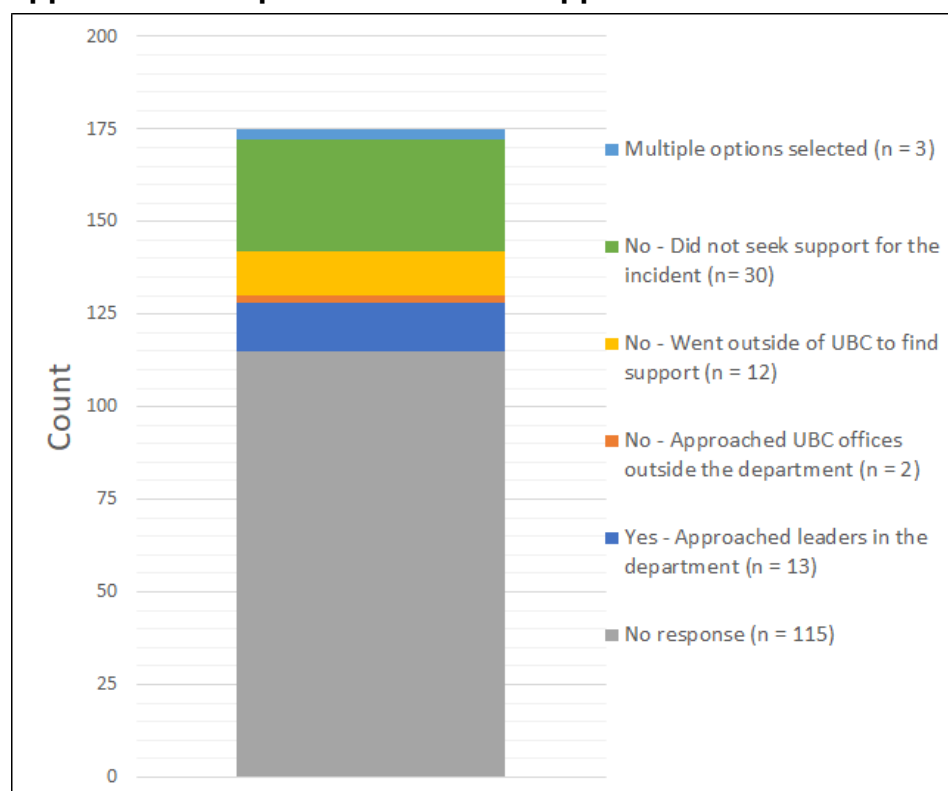
3. If 'yes' to above, did you feel the department was able to address your needs?

For those who approached leaders *within* the department		
Response	**n**	**Summary of comments**
Yes	4	Expressed feeling heard and respected, given caring response, and received more positive outcome than anticipated
Somewhat	6	Expressed that concerns were taken seriously, but lack of (or limited) sense that measures would be put in place to prevent incident(s) from happening again
No	5	Expressed lack of training in the department to handle these issues and that department members are limited in their ability to take action, beyond expressing sympathy

Enhancing EDI Training

1. Many top departments offer training opportunities to foster greater understanding of EDI issues and how to incorporate them into our research, teaching, and service. We would like your input on how best to prioritize types of training we could make available. For each of the following training topics:

First, check off the four topics that you believe should be prioritized by the department this coming year (in column one).

Second, for the entire list, check off all topics you would attend if they were made available at a convenient time for you.
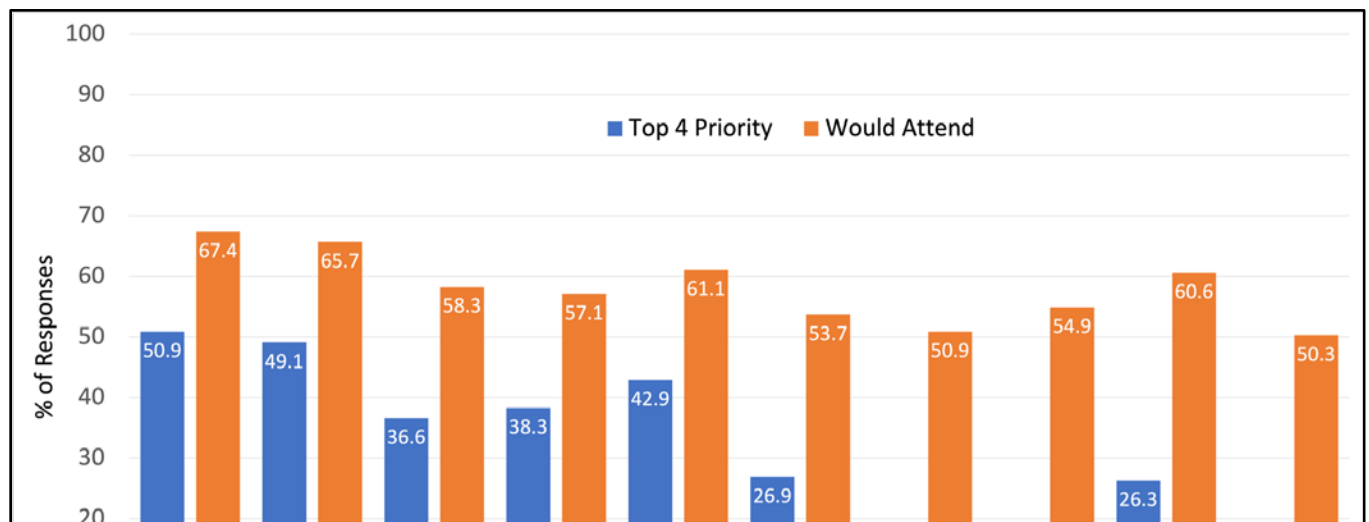
Note: 18% (n = 32) of survey respondents did not select any items as part of the Top 4 Priority nor Would Attend categories.

Enhancing EDI Curricula

1. If you teach undergraduate courses, please rank the following initiatives you could incorporate into your undergraduate courses in order from the easiest (1) to the most challenging (5) to add.

Rating	One Class Session on EDI Themes		Increase % of BIPOC scholars in reading list to 40%		Optional Library Assignment on EDI Themes		Reporting % of BIPOC Scholars in Reading List		Unit on EDI Themes	
	n	%	n	%	n	%	n	%	n	%
1 (Easiest)	12	16	9	10.71	20	26.32	23	31.94	13	17.57
2	20	26.67	11	13.10	13	17.11	18	25	13.51	
3	15	20	16	19.05	24	31.58	7	9.72	15	20.27
4	24	32	17	20.24	8	10.53	18	25.35	8	10.81
5 (Hardest)	4	5.33	31	36.90	11	14.47	6	8.33	28	37.84
	75		84		76		72		74	

2. Would you be in favor of providing graduate students with the opportunity to earn a minor or emphasis in the Psychology of Diversity (combining classes and Directed Studies in and outside our department)? [UCLA and University of Michigan do something similar] (1 = not at all, 7 = very much)

		Faculty		Grad Student		Other		Role - no response		Racialized		Non-racialized		Race - no response	
	N	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Diversity Minor	153	5.22	2.11	4.77	1.93	3.69	2.29	5.56	1.73	4.86	1.83	4.78	2.22	5.67	1.66

Visual Representation of Response Distribution based on Role
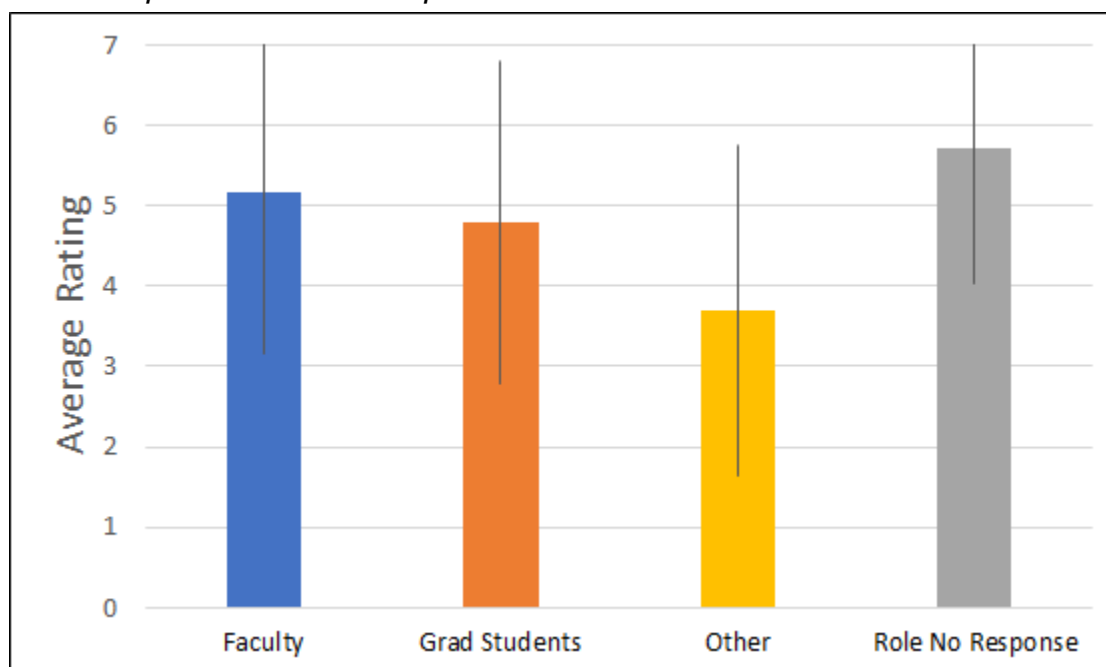
3. Increasingly job candidates are asked to provide a statement reflecting on EDI issues in their job applications. To what extent do you believe the graduate training in our department currently equips students to discuss EDI-related issues (e.g., in research, in the field, anti-oppressive frameworks)?

	N	Faculty		Grad Students		Other		Role No Response		Racialized		Non-Racialized		Racialized No Response	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%
Do More	99	32	55.17	57	85.07	7	63.64	3	30	38	74.51	58	67.44	3	33.33
Doing Okay	8	5	8.62	1	1.49	1	9.09	1	10	4	7.84	4	4.65	0	0
Do Less	6	1	1.72	2	2.99	0	0	3	30	2	3.92	2	2.33	2	22.22
Don't Know	33	20	34.48	7	10.45	3	27.27	3	30	7	13.73	22	2.56	4	44.44
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Enhancing EDI Research

2. Check which of the following barriers to incorporating EDI issues in your research program you would like to have greater support for:
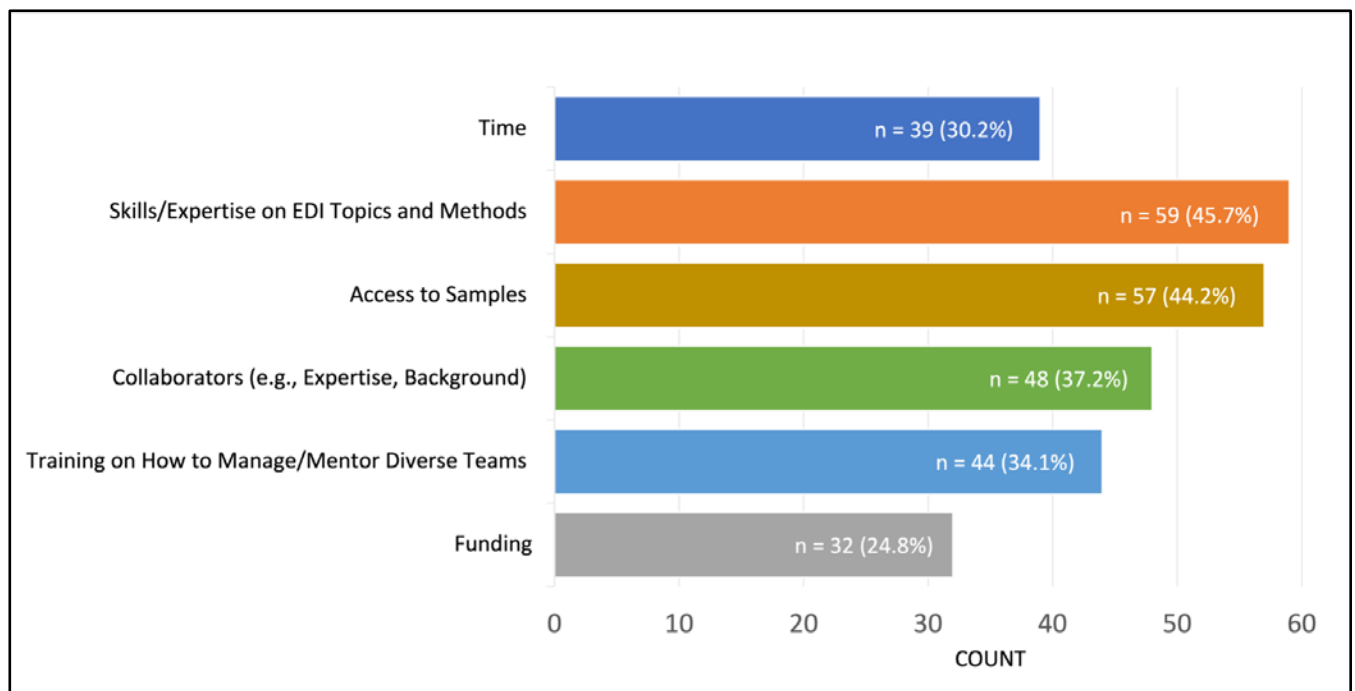
Other reported barriers:
- Emphasized more training (n = 1)
- Emphasized need for convenience samples (n = 1)
- Emphasized paying RAs rather than relying on free labour (n = 1)
- Not relevant to their research, because "not all research is connected to EDI" (n = 3)
- "EDI is not important" (n = 1)

Notes
- n = 16 do not do research
- n = 46 left this question blank (26% of the sample)

Enhancing EDI in Community Partnerships

For simplicity, results from Questions 1 - 3 are consolidated in a single table below.

1. **Community Engagement.** Do you agree with the statement "Our Department should engage with the broader community in Vancouver and the Lower Mainland to advance EDI goals"? [1 = not at all, 7 = very much]

2. **Community Advisory Committee.** Do you think that the Department would benefit from the creation of a community advisory committee (i.e., a committee that is comprised of diverse representatives from our local community) to support EDI goals related to research and teaching? [1 = not at all, 7 = very much]

3. **Field Activities.** The Truth and Reconciliation Call to Action encourages developing intercultural understanding; other research suggests that community engagement fosters greater inclusion, self-efficacy, and academic performance among students. Would you be supportive of the Department prioritizing the investment of funds to create field courses or a field school to support students' community engagement? [1 = not at all, 7 = very much]

		Faculty		Grad Student		Other		Role - no response		Racialized		Non-racialized		Race - no response	
	N	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Community Engagement	151	5.25	1.56	5.42	1.41	4	1.96	5.28	1.51	5.14	1.56	5.16	1.57	5.56	1.56
Community Advisory Committee	149	4.67	2.14	4.77	1.82	3.67	1.97	5.08	1.61	4.54	1.96	4.61	1.93	5.29	1.76
Field Activities	147	5.69	1.7	5.51	1.47	4.46	2.38	5.42	1.14	5.3	1.65	5.52	1.69	5.68	1.18

ACKNOWLEDGEMENTS