EDI STRATEGIC PLAN
TOWN HALL
May 16, 2023
EDI Strategic Plan Town Hall | Goals

Update department about the EDI initiatives we have been carrying out, and solicit input for our work next year
EDI Strategic Plan Town Hall | Agenda

• Review our department 5-Year EDI Strategic Plan
• Summarize progress from each EDI Working Group
• Present results of our EDI Climate Survey
• Invite participation, questions, and discussion
Department EDI Strategic Plan

- EDI Task Force (2021) produced 45 recommendations:
  - 16 regarding hiring more diverse faculty
  - 25 regarding increasing the inclusive climate of the department
  - 4 regarding monitoring our progress
Department EDI Strategic Plan

- Recommendations adopted as our department 5-year EDI strategic plan (academic years 2022-2027)
- Finishing Year 1 of this plan
EDI Working Groups

- Dialogue and Learning
- Hiring
- Funding
- Consultation
- Website and Resources
- Wellness
- Mentorship
- Progress Monitoring

psych.ubc.ca/edi/initiatives/goals-actions/
EDI Dialogue and Learning

• **Goal 1**: Support learning and dialogue through events to support cultural shifts within the department
  • 6 Workshops with 148 RSVPs
  • Anti-racism Book Club

• **Goal 2**: Increase engagement in learning and dialogue opportunities with members of the department
  • EDI Dialogue and Learning Series Newsletter
    • 81 subscribers
    • 48-52 people opening/reading the newsletter each month

• **Goal 3**: Support other EDI working groups
EDI Hiring

• **Goal 1**: Increase the outreach of job ads and attract more diverse applicants

• **Goal 2**: Implement information-driven and process-attentive changes to the job search process

• **Goal 3**: Develop resources for different stakeholder groups to boost information, empowerment, and implementation
EDI Funding

- The Psychology Inclusive Excellence (PIE) Student Fund: $13,320
  - Supports students who have overcome historical, persistent or systemic marginalization
  - Funds RA positions and opportunities to work directly with faculty researchers in a psych lab
- PIE Fund a featured fund on UBC Giving Day, Apr 5, 2023
  - Received $4,645 from 35 donors. Gifts totalling $2,500 were double-matched by psychology
  - Challenge unlocked! Total raised with the match: $9,645
- Coming Home to Psychology | UBC Homecoming, Sept 22, 2023
  - PIE Fund officially launched, build goodwill with our alumni
  - Guest talk with psych alum Dr. Julia Kam, Psychology Research Showcase, Scavenger Hunt
EDI Consultation

Team of graduate student consultants, with interest and competencies in EDI-related areas:

• Syllabus consultation
• TA training: EDI support
• Building EDI resources

Lucy De Souza

Denny Dramkin

Michelle Hunsche

Victoria Wardell
EDI Website and Resources

• Complete redesign of UBC Psychology’s EDI webpage(s) and Student Guide:
  • Goal: ensure resources, information, and stories are inclusive, accessible, and deliver the best user experience for all

• Extensive User Experience Research (UXR) performed to inform content, structure, and navigation:
  • Psychology Student Guide: canvas.ubc.ca/enroll/ERJB9T
  • EDI Website: psych.ubc.ca/edi

Special thanks to: Web Resources Working Groups members Audrey Aday, Rachele Benjamin, Benjamin Cheung, Kate Guan, Zoe Lin, Khushi Mehta, Catherine Rawn, Ron Steckly, Viktoriia Tian, the volunteer UXR team, and members of our community who shared their feedback.
EDI Mentorship

• Mentoring: small group meetings & one-on-one
• Online workshops on professional topics (e.g., applying for grad school in psychology, confronting racism in psychology, clinical career options)
• Enhanced mentor training
• Fee vouchers to cover cost of graduate application for UBC Psychology
• Virtual community space on Discord
Data Collection

**Round 1:** A snafu

**Round 2:** 130 respondents

<table>
<thead>
<tr>
<th>Role</th>
<th>n</th>
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<tbody>
<tr>
<td>Undergraduate student</td>
<td>43</td>
</tr>
<tr>
<td>Graduate student</td>
<td>31</td>
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<tr>
<td>Postdoc</td>
<td>3</td>
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<tr>
<td>Staff</td>
<td>6</td>
</tr>
<tr>
<td>Sessional or contract faculty</td>
<td>8</td>
</tr>
<tr>
<td>Tenure-stream faculty</td>
<td>33</td>
</tr>
<tr>
<td>Prefer not to disclose</td>
<td>6</td>
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</table>
Respondent Demographics

- **Age**
  - < 20: 9%
  - 20-29: 48%
  - 30-49: 24%
  - 50+: 11%

- **Gender**
  - 28% identified as men
  - 66% identified as women
  - 2% identified as non-binary*

- **25% first generation status**
- **Aggregated sexual orientation**:
  - 75% straight/heterosexual
  - 19% LGBTQ+
  - 5% declined data aggregation

- **13% identified as having a disability**
- **Aggregated ethnicity/race**
  - 53% identified as White
  - 42% identified as BIPOC
  - 5% declined data aggregation

EDI Climate Survey
Other Relevant Characteristics

- Religious affiliation
- Political affiliation
- Parent/caregiver
- Immigrant
- Emeritus status

- Neurodivergence
- Body size
- Socioeconomic status
- Mental health
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<th>Item</th>
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<td>I am comfortable talking about my background, cultural experiences, gender, age, and/or sexual orientation with my peers and others in the department.</td>
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<tr>
<td>I feel I belong in this department, in the sense of feeling like I fit in or am an important member of the department or my workgroup.</td>
<td>4.98</td>
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<td>In my work environment, I feel like I need to hide a part of myself to be successful.</td>
<td>3.18</td>
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<td>I often worry that I do not have things in common with others in the department.</td>
<td>3.68</td>
<td>1.84</td>
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<td>I feel a good sense of collegiality with people in the department.</td>
<td>5.32</td>
<td>1.44</td>
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<tr>
<td>I have had recent experiences in the department in which I felt unsafe or excluded as a result of my membership in an underrepresented group.</td>
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<td>1.84</td>
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<td>Within the past year I have witnessed discrimination or harassment within the context of the department.</td>
<td>2.89</td>
<td>2.06</td>
</tr>
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<td>2.02</td>
<td>1.55</td>
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<td>In our department, it is my experience that those from underrepresented groups are treated fairly.</td>
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<td>In general, while conducting my work, people of all cultures, genders, ages, and backgrounds are respected and valued.</td>
<td>5.75</td>
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<td>Jokes based on race, ethnicity, sexual identity, age, or gender are not tolerated in our department.</td>
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Inclusion

I feel included and respected; comfortable talking about my background; I belong; need to hide (reversed); don’t have things in common (reversed); sense of collegiality

Error bars: 95% CIs
Black line: Overall sample mean

EDI Climate Survey
Unsafe
Feel unsafe/excluded; witnessed or experienced discrimination/harassment

- 20% had *witnessed* discrimination/harassment
  - Likely to be women (81%), BIPOC (56%), grad students (33%)
- 10% had *experienced* discrimination/harassment
  - Likely to be women (85%), BIPOC (77%), undergrad or grad students (69%)

Error bars: 95% CIs
Black line: Overall sample mean
Diversity

Underrepresented groups treated fairly; people of all groups respected/valued; jokes about groups not tolerated

Error bars: 95% CIs
Black line: Overall sample mean
Speaking openly

Open expression of ideas;
I can voice a contrary opinion

EDI Climate Survey
I feel well supported when I need accommodations (for example, family obligations, mental health, disability).

Error bars: 95% CIs
Black line: Overall sample mean

1 = strongly disagree, 7 = strongly agree
I have role models in the department who have similar identities to me.
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<td>How much is equity, diversity, and inclusion valued in our department?</td>
<td>4.15</td>
<td>1.38</td>
</tr>
<tr>
<td>EDI issues discussed &amp; considered: Committee / faculty / staff meetings</td>
<td>4.17</td>
<td>1.25</td>
</tr>
<tr>
<td>EDI issues discussed &amp; considered: Graduate admissions</td>
<td>3.96</td>
<td>1.43</td>
</tr>
<tr>
<td>EDI issues discussed &amp; considered: Courses</td>
<td>3.69</td>
<td>1.26</td>
</tr>
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<td>3.83</td>
<td>0.98</td>
</tr>
<tr>
<td>EDI issues discussed &amp; considered: Research</td>
<td>3.47</td>
<td>1.17</td>
</tr>
<tr>
<td>EDI issues discussed &amp; considered: Dept colloquia, social events, or other events</td>
<td>3.78</td>
<td>1.28</td>
</tr>
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<td>4.27</td>
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How much is EDI valued in our department?

Error bars: 95% CIs
Black line: Overall sample mean

1 = not enough
4 = the right amount
7 = too much
Is EDI considered enough in _________?

Highlights of group differences

- Most people said EDI was considered the right amount in lab meetings.
- BIPOC and LGBTQ+ respondents felt EDI was not considered enough in most other settings.
  - Especially grad admissions and faculty/staff hiring.
- LGBTQ+ (vs. straight) participants felt EDI was not considered enough in department colloquia, social events, or other events.
Concerns and Suggestions

• Significant concerns regarding graduate student funding
• Importance of mandatory trainings (e.g., anti-bullying; power dynamics in academia)
• Possibility of hiring individuals external to the department with professional expertise in EDI initiatives
Conclusions

Some areas where we are doing well:

- First-gen and continuing-gen respondents give similar responses, as do respondents with vs. without disabilities.
- On average people feel EDI is valued the right amount.

Some areas for improvement:

- 20% have witnessed and 10% have experienced harassment/discrimination.
- LGBTQ+ and BIPOC participants generally feeling worse and like EDI is not considered enough compared to straight and white participants.
- Many sessional/contract faculty feel they do not belong, cannot express opinions.
EDI Involvement

Together, we can work toward a more equitable, inclusive and welcoming community for everyone!

- EDI Working Groups: Join the effort to advance EDI in psychology
- Diversity Mentorship Program: become a mentee or mentor
- EDI Dialogue and Learning Series: Events and newsletter

psych.ubc.ca/edi/involvement/
Thank you!

• Questions and discussion