

EQUITY, DIVERSITY & INCLUSION

Annual Report 2022-2023



I. Introduction

Following a recommendation from the 2021 Equity, Diversity, and Inclusion (EDI) Task Force Committee of the Department of Psychology, this is the first annual report of the Department's progress on EDI goals within the Department, prepared for review by Department leadership and stakeholders.

As noted by the Task Force, the Department must engage in evaluation at regular intervals to ascertain whether recommendations are being implemented and whether initiatives have had a meaningful impact in enhancing equity and inclusion for individuals, increasing diversity within the Department, and advancing other important goals.

This report provides a broad summary of how the various EDI Working Groups made progress on a wide range of EDI-related goals in 2022-2023, as well as challenges faced and future directions. The report also provides results from a Department-wide survey that was conducted in Spring of 2023 to assess the Department climate with regard to equity and inclusion.

II. Executive Summary and Overview

During the 2022-2023 academic year, the Working Groups of the EDI Committee of the Psychology Department implemented several initiatives to improve equity, diversity and inclusion within the Department.

These Working Groups are comprised of faculty, staff, and students representing various areas and roles. Approximately half of the members of the Working Groups are current faculty members, and half are graduate students. Staff and undergraduate student involvement remains limited.

The Working Groups are actively implementing initiatives aligned with the recommendations of the Psychology EDI Task Force, including those involving faculty hiring practices; inclusion, dialogue and learning; and monitoring the Department's progress towards its EDI goals.

Currently, there are eight active EDI Working Groups within the Psychology Department: **Consultation, Dialogue and Learning, Funding, Hiring, Mentorship, Progress Monitoring, Website and Resources, and Wellness**. In the 2022-2023 year, the UBC Psychology EDI Working Groups made significant contributions to equity, diversity, and inclusion within the Department. Below are highlights of each Working Group's accomplishments this past year.

The **Consultation Working Group** consists of trained graduate student consultants who support Department members on EDI-related goals. In personalized meetings, they offer suggestions on diversifying reading lists, implementing EDI-friendly course policies, incorporating land acknowledgments, and promoting unbiased language in curricula, syllabi, and recommendation letters. *This year, the Consultation Working Group assisted faculty members with EDI considerations and published resources on the EDI consultant website on syllabi design and other issues.*

The **Dialogue and Learning Working Group** facilitates EDI-related learning and conversations among Department members through lunch-and-learn workshops, book clubs, and other events featuring external speakers or internal facilitators. *This year, the Dialogue and Learning Working Group organized multiple events and workshops in collaboration with other groups both within and beyond the Department.*

The **Funding Working Group** is working to establish a secure base of financial support for diverse graduate and undergraduate students by creating the Psychology Inclusive Excellence (PIE) Fund, which will provide research assistantship opportunities. It is also providing suggestions for adjudication of graduate student admissions and entrance fellowships. *This year, the Funding Working Group established the PIE Student fund and conducted fundraising.*

The **Hiring Working Group** supports the Department Search Committees in implementing EDI-related recommendations for faculty recruitment by increasing job visibility, adding outlets for the Department to advertise positions, modifying language in job advertisements and interviews to reflect the department's commitment to EDI, and contributing to applicant evaluation procedures that consider EDI contributions in the decision-making process. *The Hiring Working Group developed and implemented steps to improve the diversity of applications for faculty positions and to integrate EDI considerations into hiring processes.*

The **Mentorship Working Group** oversees the Diversity Mentorship Program, which provides mentorship and support to undergraduate and post-baccalaureate students from underrepresented backgrounds in preparation for graduate admissions in psychology. *This year, the Mentorship Working Group selected 101 students for a comprehensive mentorship program with graduate students who were prepared for the role with online courses, live sessions, and collaborative discussions with faculty members.*

The **Progress Monitoring Working Group** is responsible for conducting regular assessments of the department's progress on EDI goals and supporting other Working Groups in setting their annual goals. It accomplishes this by conducting a survey of how Department members feel about the inclusiveness of the Department's climate, receiving regular updates from the other Working Groups and communicating these results and updates to the Department. *This year, the Progress Monitoring Working Group designed and distributed the inaugural departmental climate survey and produced this report.*

The **Website and Resources Working Group** manages the EDI-related content on the Department's website and Canvas-based Psychology Student Guide, ensuring it is inclusive and accessible to various user groups. *This year, the Website and Resources Working Group conducted user experience (UX) research on the Department's website and Student Guide and redesigned the structure and content of the Department's EDI webpages and Student Guide based on this UX research.*

The **Wellness Working Group** focuses on promoting wellness and well-being among Department members. *This year, the Wellness Group reviewed the sexual harassment complaint and investigation policies at other Canadian universities and offered recommendations to the UBC Sexual Violence Prevention and Response Office (SVPRO) as it works to revise UBC's Sexual Misconduct Policy.*

III. EDI Survey Results

To take stock of where we are and how members of the Psychology Department experience the climate of the Department with regard to equity, diversity, and inclusion, the Progress Monitoring Working Group conducted a survey in April 2023.

a) Survey Development Process

In developing the Psychology Department EDI Climate Survey, the Progress Monitoring Working Group aimed to create a survey that could be delivered annually to gauge how members of the Department community are feeling in terms of equity, belonging, and inclusivity. They first identified several example reports of EDI initiatives from online sources and consulted the EDI-related surveys that had been distributed in the Psychology Department in recent years. Survey item development went through several rounds of consultation, revision, and pilot testing before the survey was released. Consultation included feedback from graduate and undergraduate students, faculty, staff, and members of the EDI Committee.

The survey was first released on 13 March 2023 and was available until 9 April 2023. To maximize inclusivity and anonymity, there were no barriers to participation, and the survey was advertised widely, including on social media. A lottery for prizes (a gift card or Psychology Department swag bags) was included to incentivize participation. Unfortunately, these steps resulted in many responses that were obviously fraudulent, such as duplicate responses (e.g., identical wording or even non-word characters in free text boxes) and many more respondents in most categories (e.g., postdocs) than we have in our Department.

As we were unable to distinguish fraudulent from legitimate responses, we redistributed the survey, this time restricting responses to one-time use links in emails sent to individuals in the Department. This second survey ran from 25 April 2023 to 9 May 2023. Only the results of the second survey are described in this report.

b) Survey Respondents

In total, 130 people responded to the second round of the survey. Of these, 43 respondents were undergraduate students, 31 were graduate students, and three were postdoctoral fellows. (For analyses below, postdoctoral fellows were folded in with graduate students to preserve anonymity because the number of postdoc respondents was so low.) Thirty-three tenure-stream faculty responded, along with eight sessional or contract faculty. Six staff members responded. Another six respondents preferred not to disclose their role in the Department.

Among respondents, 32 indicated they are first generation university students or graduates, and 91 reported they are not first generation. Six respondents preferred not to disclose, and one respondent did not have postsecondary education. 17 respondents indicated having a visible or invisible disability, and eight preferred not to disclose their disability status - with 105 respondents indicating no disability.

To preserve anonymity, we asked respondent age in decade intervals. The modal response (to be expected given that the modal respondent was an undergraduate student) was in the 20s, with 62 respondents selecting 20-29 as their age group. The youngest respondents ($n = 11$) were under 20 years old, and the oldest respondents ($n = 6$) were over 69 years old. Twelve participants elected not to disclose their age.

Racial and ethnic identification was aggregated because many of the categories had too few respondents to preserve anonymity. Respondents were asked how they preferred to be categorized for this data aggregation: 69 respondents selected White, while 55 selected BIPOC. Another six respondents did not want their data to be used in this aggregated way. Subgroup analyses below use these aggregated groupings.

b) Survey Respondents continued

Similarly, gender identity and sexual orientation were aggregated for analyses. 97 respondents chose “straight/heterosexual” for aggregation, and 25 chose LGBTQ+. Seven respondents did not want their data to be used in this aggregated way. Subgroup analyses below use these aggregated groupings.

In addition to this demographic information, most of which was used in subgroup analyses of responses, we also asked respondents to describe any other personal characteristics that are relevant to their experiences of inclusion and equity in the Department.

Responses included:

- Faith/religion (mentioned by five respondents)
- Parent (mentioned by two respondents)
- Immigrant (mentioned by two respondents)
- Mental health (mentioned by two respondents)
- Body size/plus size (mentioned by two respondents)
- Neurodivergence (mentioned by two respondents)
- Emeritus faculty
- Politically more conservative
- Vaccination status
- Socioeconomic status/financial background

EDI Survey Results

c) Survey Responses

Table 1. Respondents' 2022-2023 Experiences in the Department*(1=strongly disagree, 4=neither agree nor disagree, 7=strongly agree; N = 130)*

	Full Sample	
	Mean	SD
I feel well supported when I need accommodations (for example, family obligations, mental health, disability, etc.).	5.42	1.56
I have role models in the department who have similar identities to me.	4.69	1.90
Inclusion Composite		
In general, while conducting my work I feel included and respected.	5.91	1.16
I am comfortable talking about my background, cultural experiences, gender, age, and/or sexual orientation with my peers and others in the department.	5.53	1.61
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.	4.98	1.65
In my work environment, I feel like I need to hide a part of myself to be successful.	3.18	1.81
I often worry that I do not have things in common with others in the department.	3.68	1.84
I feel a good sense of collegiality with people in the department.	5.32	1.44
Feeling Unsafe Composite		
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.	2.57	1.84
Within the past year I have witnessed discrimination or harassment within the context of the department.	2.89	2.06
Within the past year I have experienced discrimination or harassment within the context of the department.	2.02	1.55
Respect and Fairness Composite		
In our department, it is my experience that those from underrepresented groups are treated fairly.	5.30	1.52
In general, while conducting my work, people of all cultures, genders, ages, and backgrounds are respected and valued.	5.75	1.38
Jokes based on race, ethnicity, sexual identity, age, or gender are not tolerated in our department.	5.60	1.44
Speaking Openly		
My work environment supports an open expression of ideas, opinions and beliefs.	5.48	1.42
I can voice a contrary opinion without fear of negative consequences.	4.16	1.86

c) Survey Responses continued

Subgroup Comparisons

The following graphs show comparisons among different subgroups in the Department. The error bars represent 95% confidence intervals (CIs), and the vertical line through the bars indicates the overall sample mean for that item. The total sample was 130 respondents, but respondents were permitted to opt out of answering demographic questions or to opt out of aggregations (e.g., wide range of gender and sexual minorities aggregated into the same category of LGBTQ+).

When reading the graphs, note that the subgroups overlap. For example, a respondent in a given role in the Department is also likely to be represented with a racial or ethnic identity, a gender identity and sexual orientation, etc.

Subgroup sample sizes vary (as respondents were not required to answer every question and subgroups with fewer than five respondents were not analyzed separately), but generally were as follows.

Table 2. Sample Sizes for Subgroups with More than Five Respondents

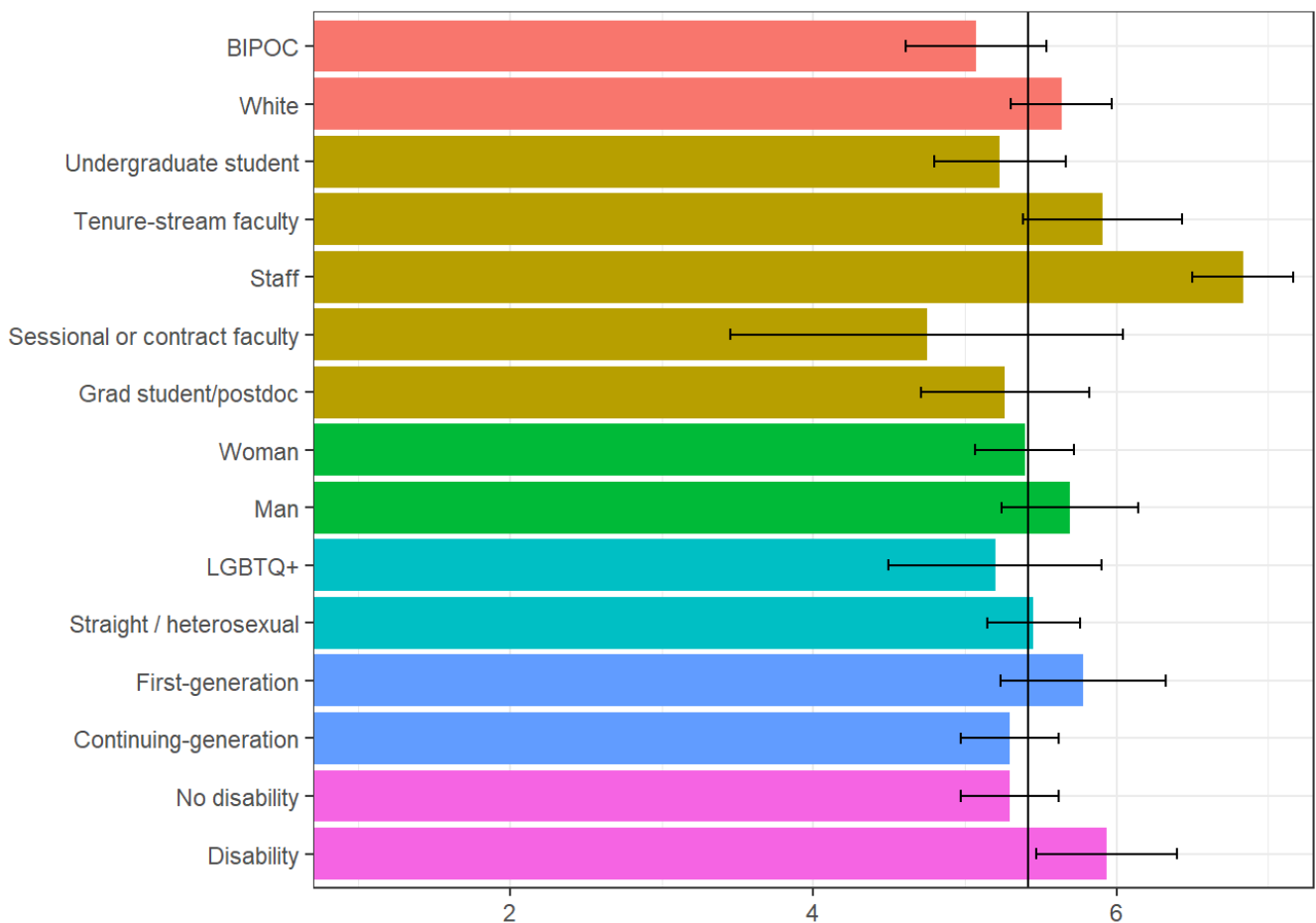
Subgroup	n
BIPOC	55
White	69
Undergraduate student	43
Graduate student or postdoc	34
Tenure-stream faculty	33
Sessional or contract faculty	8
Staff	6
Woman	86
Man	36
LGBTQ+	25
Straight or heterosexual	97
First-generation university student/graduate	32
Not first generation	91
Visible or invisible disability	17
No disability	105

c) Survey Responses continued

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

(1 = strongly disagree, 4 = neither agree nor disagree, 7 = strongly agree)

Overall, responses were well into the “agree” range for this item. (See the figure below.) Sessional/contract faculty had the lowest mean on this item, but not all sessional or contract faculty feel the same, as shown by the wide CI. Staff reported feeling very well supported in this regard, more so than any other subgroup in the survey. Overall, respondents with disabilities reported feeling they receive good support.

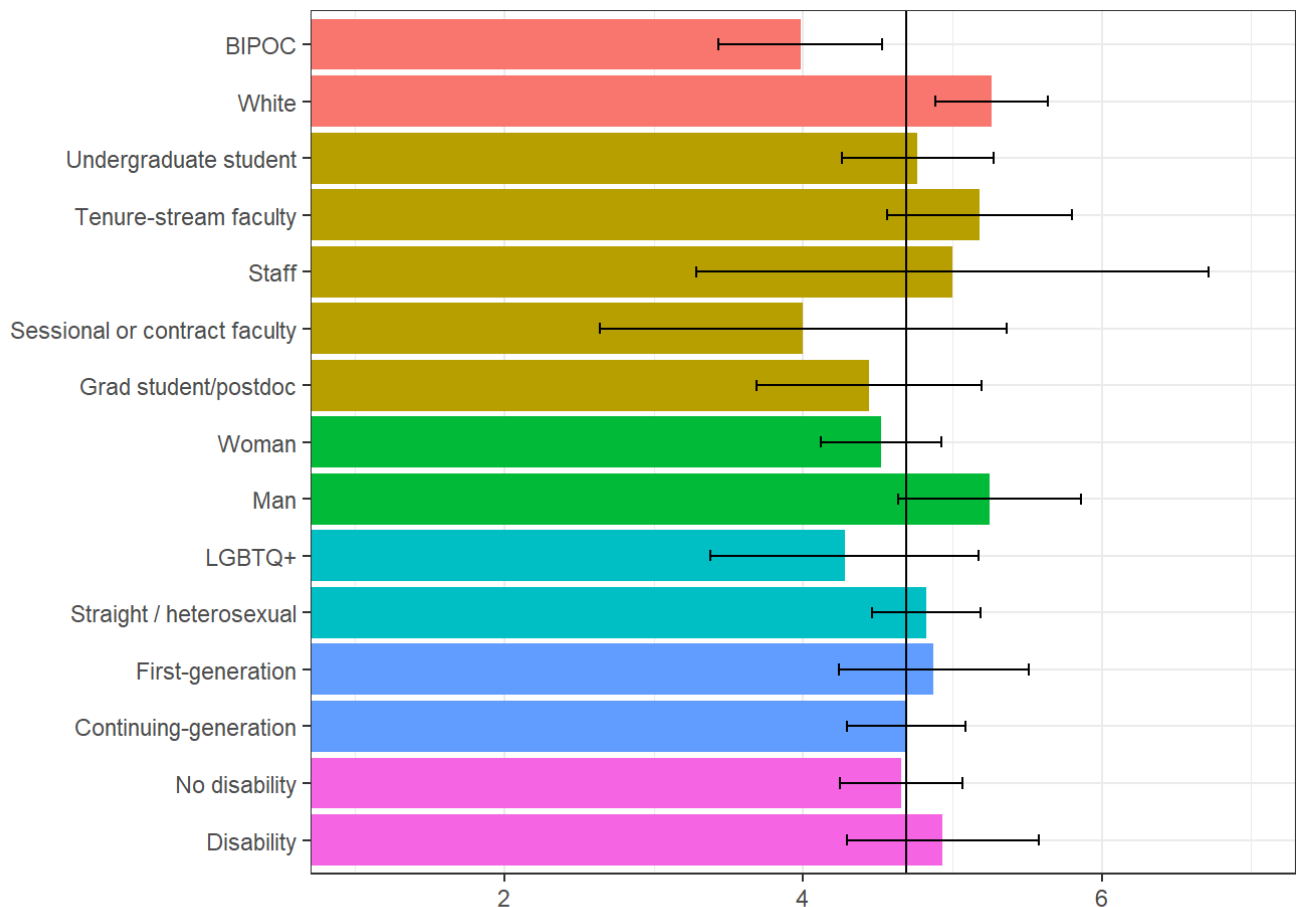


c) Survey Responses continued

I have role models in the department who have similar identities to me.

(1 = strongly disagree, 4 = neither agree nor disagree, 7 = strongly agree)

On the whole, mean responses to this item were neutral - neither agree nor disagree. BIPOC respondents expressed significantly less agreement with this statement than White respondents. Some members of other subgroups (sessional or contract faculty, staff, graduate students or postdocs, and LGBTQ+) also express less agreement with this statement.



c) Survey Responses continued

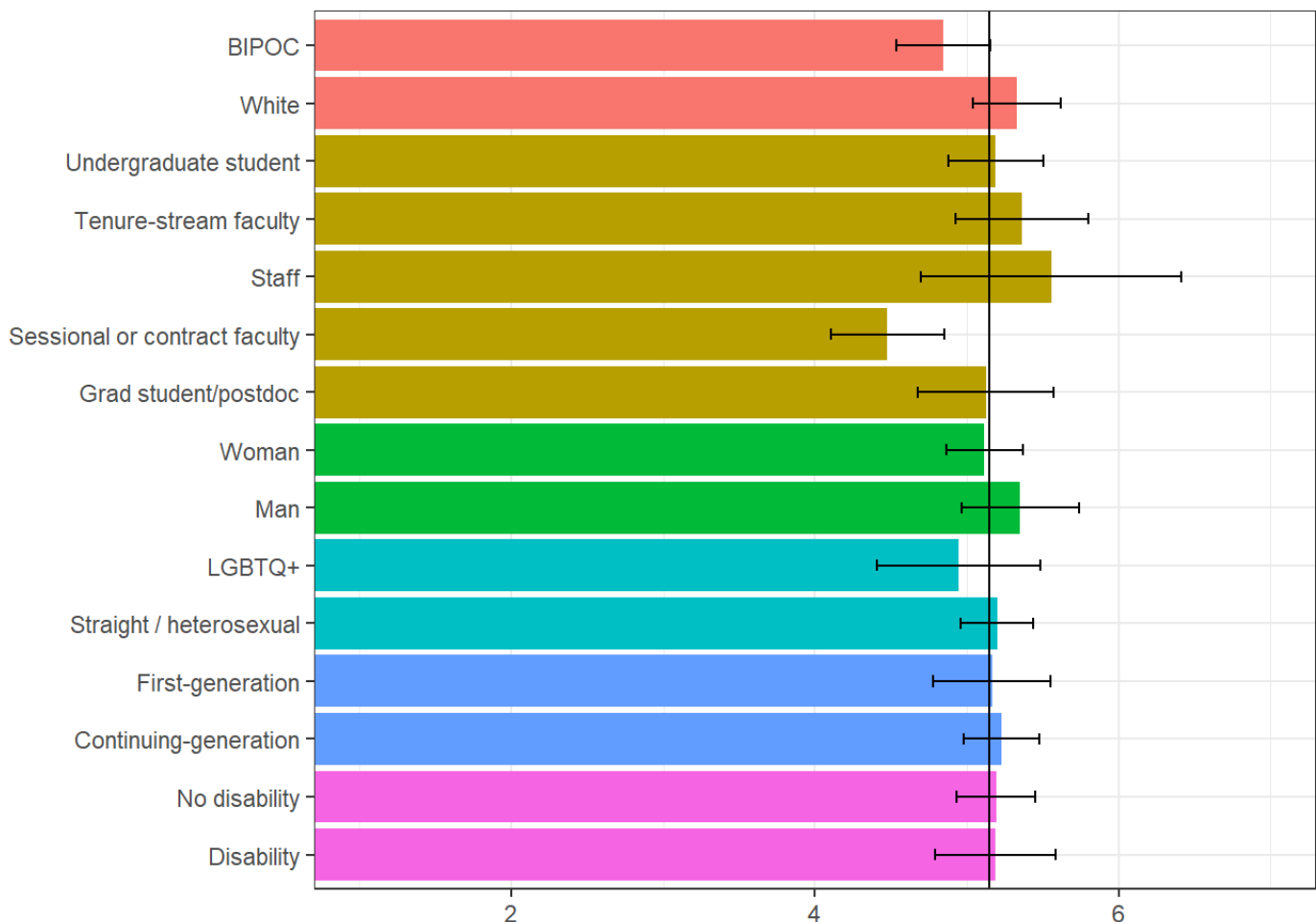
Composite Items: Inclusion

(1 = strongly disagree, 4 = neither agree nor disagree, 7 = strongly agree)

This composite reflects feelings of belonging, being included and respected, being comfortable talking about one’s background, not needing to hide parts of oneself, having things in common with others, and a sense of collegiality. The overall mean for this composite was well into the agree range, but there is room for improvement, particularly for BIPOC respondents and sessional or contract faculty. Both of these groups expressed significantly less agreement with inclusion-related items than the Department average.

Note: this composite is scored with a positive valence. The two items that were presented to respondents with a negative valence (“need to hide a part of myself” and “do not have things in common”) were reversed when creating the composite scores.

In a written comment, one respondent wondered whether the Department is unwelcoming to people with visible disabilities or diverse body sizes, based on not seeing many people like this in the building or classrooms.



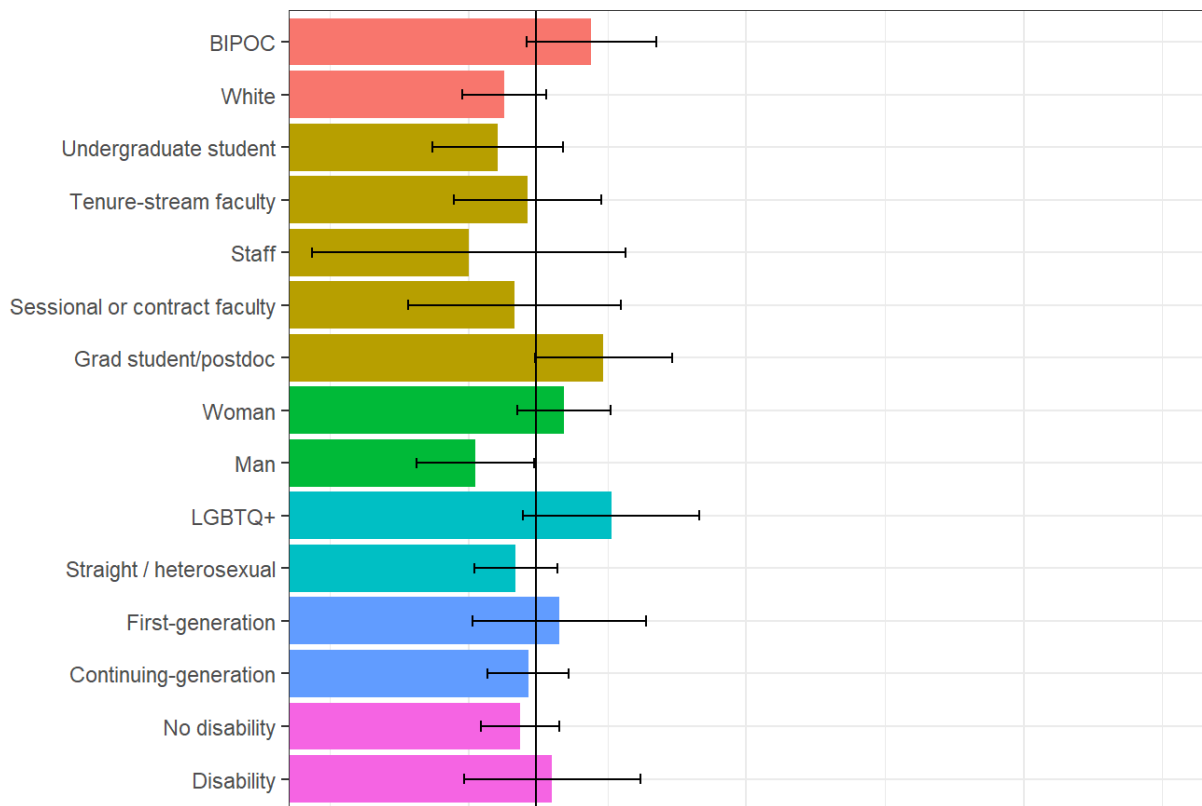
c) Survey Responses continued

Composite Items: Feeling Unsafe

(1 = strongly disagree, 4 = neither agree nor disagree, 7 = strongly agree)

This composite included three items - one about feeling unsafe or excluded and one each about witnessing or experiencing discrimination or harassment over the past academic year. Overall, responses were well into the disagree range, indicating most people have not experienced these things. However, even a small number of people in our Department having these experiences is concerning. Members of the following subgroups (which of course intersect) were somewhat more likely to report these negative experiences related to exclusion, discrimination, or harassment: BIPOC respondents, graduate students, women (compared with men), and LGBTQ+ respondents.

20 percent of respondents reported witnessing discrimination or harassment (defined as answering 5 or higher out of 7). Of these 32 witnesses to discrimination or harassment, 26 were women, 18 were BIPOC, 18 were under 30 years old, and 10 were graduate students. Thirteen respondents reported experiencing discrimination/harassment. Of these, 10 were BIPOC respondents, nine were students (graduate or undergraduate), and three were tenure-stream faculty. Four identified as LGBTQ+, and eight of the 13 respondents who experienced discrimination or harassment were under 30 years old.



c) Survey Responses continued

Composite Items: Respect and Fairness

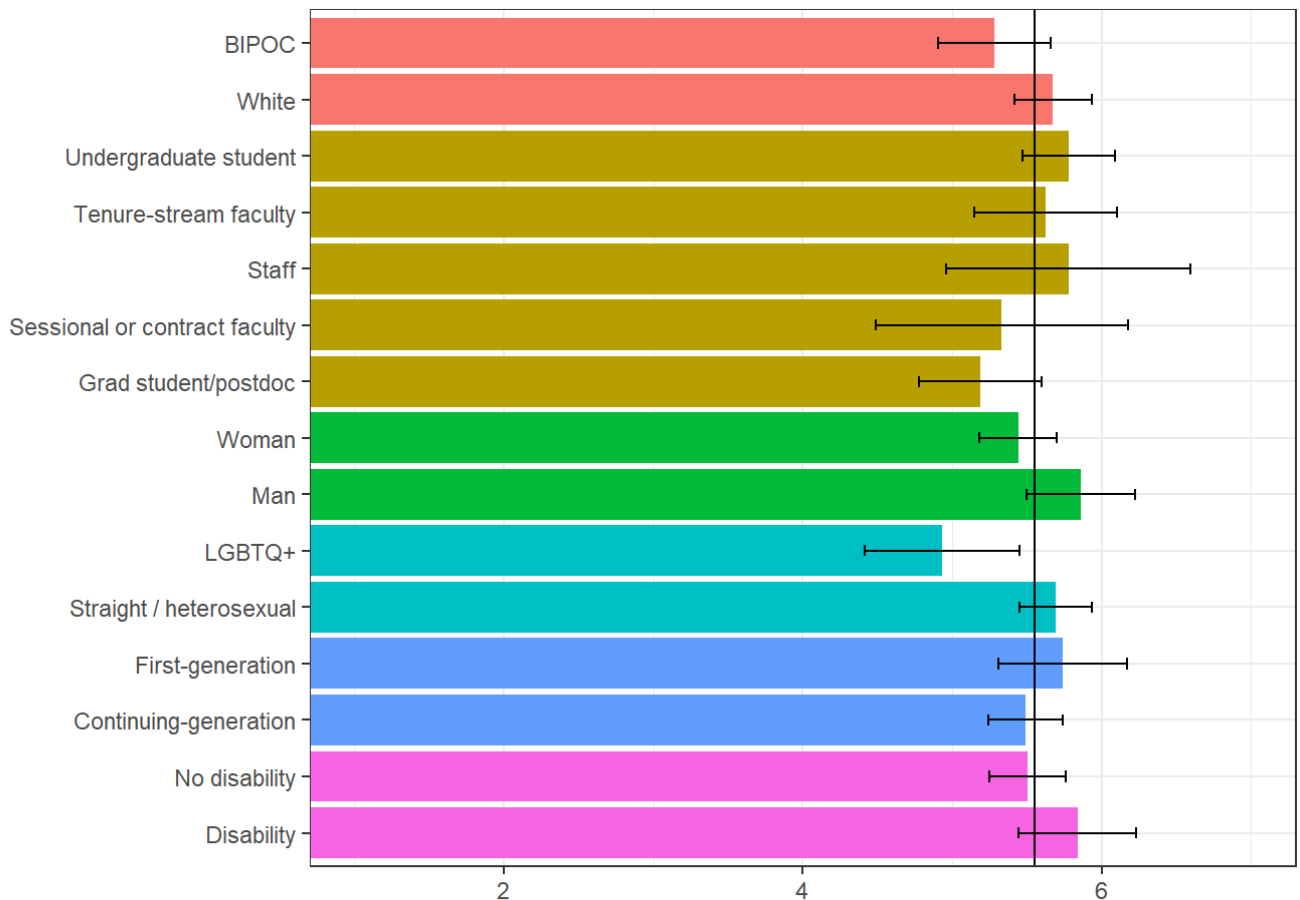
(1 = strongly disagree, 4 = neither agree nor disagree, 7 = strongly agree)

Three items addressed respondents' views on respect and fair treatment of people of all groups, including not tolerating jokes about aspects of personal identity. The means for items in this composite were well into the agree range. LGBTQ+ and graduate student or postdoc respondents were likely to express more neutral feelings but were still well into the agree range.

Below are some statements excerpted from respondents' written comments.

"I see a lot of jokes at the expense of (cis-het) white guys. I don't think that's as harmful as jokes at the expense of marginalized folks, but it is a joke about someone's race/ gender and when those sorts of jokes become common, it probably makes some members of that group feel a bit less included and respected, even if they get where the joke is coming from."

"I overheard very disturbing and overtly racist comments from some graduate students."



c) Survey Responses continued

Composite Items: Speaking Openly

(1 = strongly disagree, 4 = neither agree nor disagree, 7 = strongly agree)

Two items inquired about respondents' perception that the Department environment supports an open expression of ideas, opinions, and beliefs and that contrary opinions can be voiced without fear of negative consequences. Although the overall mean was in the agreement range, several subgroups showed a fair bit of variability, and there is clear room for improvement. Faculty, especially sessional or contract faculty, are less likely to feel they can openly express their ideas and opinions without fear of negative consequences.

Several respondents wrote comments expressing concern that open debate about the merit of various EDI proposals is stifled. Some noted how easy it is to "say something wrong" and be labeled as racist, sexist, etc., particularly if they question a more progressive idea or fail to meet someone else's social justice standards. One person felt bullied and silenced by faculty members who are active in EDI initiatives. Another person described hostile responses when they voiced potential unintended consequences of an EDI-related proposal in a committee meeting. This person felt that any criticism of the specific proposal implied that the speaker was generally against EDI initiatives. Another person described feeling unable to express their true opinion.

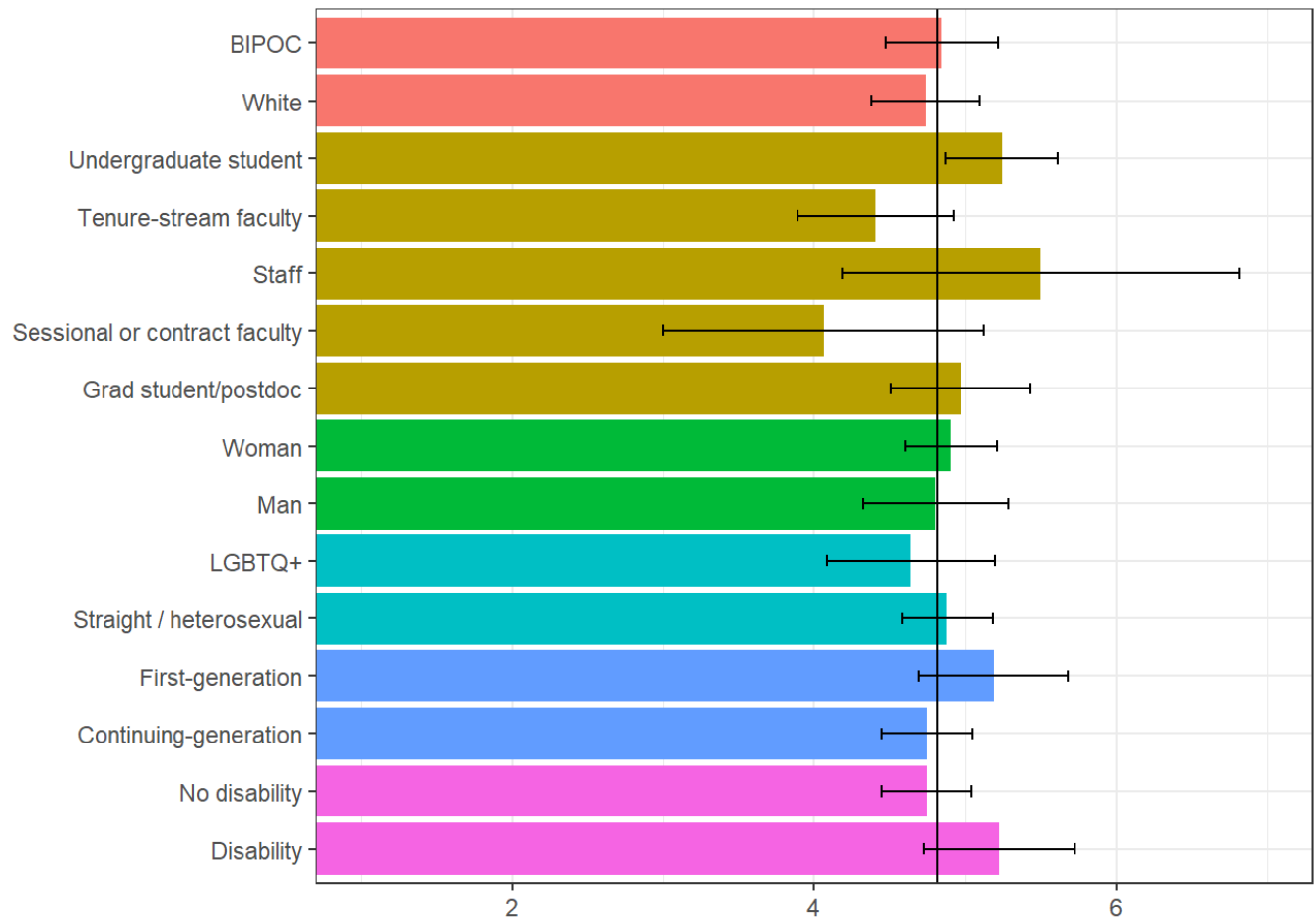
"I worry that we are approaching a situation in which criticism of any EDI measures by people with certain demographics - such as white, straight, cis-gender male, etc. - are seen as nothing but reactance and self-preservation and not treated based on the intellectual merit that they may contain."

"...ideally everyone feels they can hold and express opinions without fear of being socially disowned."

c) Survey Responses continued

Composite Items: Speaking Openly continued

(1 = strongly disagree, 4 = neither agree nor disagree, 7 = strongly agree)



EDI Survey Results

c) Survey Responses continued

Composite Items: How much is EDI valued in the Department?*(1 = not enough, 4 = the right amount, 7 = too much)*

This single question was followed by a series of questions about how much EDI concerns are taken into consideration in various types of work that go on in the Department. Responses to this overall question indicated people generally feel EDI is valued the right amount in our Department. Graduate students and LGBTQ+ respondents gave lower ratings, indicating a view that EDI is not valued enough.

In relation to specific settings in the Department, Table 3 shows the overall sample means, which are fairly close to a view that EDI is considered “the right amount” (rating of 4) in various settings. Respondents across subgroups were in agreement that EDI is considered the right amount in **lab meetings**.

Table 3. How Well is EDI Valued, Discussed, and Considered in the Department

	Full Sample	
	Mean	SD
How much is equity, diversity, and inclusion valued in our department?	4.15	1.38
EDI issues discussed & considered:		
Research	3.47	1.17
Courses	3.69	1.26
Dept colloquia, social events, other events	3.78	1.28
Lab meetings	3.83	0.98
Graduate admissions	3.96	1.43
Committee / faculty / staff meetings	4.17	1.25
Faculty & staff hiring	4.27	1.68

c) Survey Responses continued

Composite Items: How much is EDI valued in the Department? continued

Even in domains with mean ratings that were close to “the right amount”, there was some disagreement among subgroups. For example, in various kinds of **Department meetings** (committee, faculty, staff meetings), some subgroups – graduate students and sessional or contract faculty – felt that EDI is considered too little, whereas other groups – first-generation respondents and those with a disability – felt that EDI receives too much attention in these meetings. With regard to **Department events**, such as colloquia or social events, the mean was again at the “right amount” level, but LGBTQ+ respondents and graduate students or postdocs felt that EDI concerns are not considered enough in these settings.

Some subgroups (staff and LGBTQ+ respondents) were of the view that EDI is considered too little in **courses** (including office hours, lectures, etc.). Furthermore, the mean response for the question relating to EDI considerations in research leaned toward “not enough”. BIPOC respondents especially endorsed this view.

There was a fair bit of disagreement about **graduate admissions**. Although the overall mean indicated “the right amount” of EDI consideration in graduate admissions, some subgroups (graduate students, BIPOC and LGBTQ+ respondents) feel that more is needed. Other groups (first-generation university students or graduates, respondents with disabilities, and perhaps tenure-stream faculty) tended toward the alternate view – that EDI receives too much attention in graduate admissions.

Finally, faculty and staff **hiring** is an important topic both for equity and for fostering a vibrant and diverse Department community. This domain received the highest mean rating – indicating a view that EDI is considered “the right amount” in hiring – but also showed the largest variance within several subgroups (staff and sessional or contract faculty). Respondents in some subgroups (BIPOC, undergraduate students, and LGBTQ+) gave lower ratings, indicating a view that EDI does not receive sufficient consideration in hiring.

d) Suggestions for Improvement

The final page of the survey included a text box in which respondents were invited to write anything else they wanted to say. Some of the comments were pertinent to earlier sections of this report; those comments were represented or quoted there. Other comments offered observations or suggestions on a variety of topics.

A couple of comments made reference to different roles in the Department and how those roles are a source of diversity requiring some thought to maximize inclusivity. For example, sessional and contract (lecturer) faculty have different roles within the Department. One respondent noted that EDI initiatives and concerns seem focused on faculty and students so that technical (e.g., lab) and administrative staff often do not feel included, although they also deserve to be treated respectfully and fairly.

Some comments pointed to the need for more learning about EDI issues. One person observed that some people in the Department do not seem to understand the reasons why EDI work needs to be done (i.e., systemic and institutionalized racism). Another person suggested that we should hire some professionals who specialize in EDI so that we can do high-quality work on some of the many issues that need attention.

Finally, several commenters pointed to topics they feel are neglected in current Department initiatives. One respondent suggested a preferential hire for a candidate living with disability. Another respondent contended that graduate student funding is an EDI issue, because failing to ensure that students have enough money to live on effectively means that our graduate program is off limits for students who have children or other family members who need their support or for students who lack additional financial resources to afford living in Vancouver. A third person suggested that student mental health and financial disparities for students in different labs are both neglected areas of equity and inclusion.

e) Summary of Survey Results

Overall, the conclusions drawn from our survey conducted this year are somewhat limited given the low response rate (likely due to a snafu in the data collection process that required participants to complete it twice). We captured less than half of the full population, and it's unclear how representative the sample is (for example, the gender breakdown was 70/30 female/male, which is a larger gender difference than exists across the department). However, there was representation from a wide variety of subgroups, with 44% of participants identifying as BIPOC, and 20% as LGBTQ+.

In general, most participants reported feeling well supported and a sense of inclusion, but BIPOC-identifying individuals and sessional/contract faculty felt the least included; staff members felt the most. Most participants feel safe in the Department and have not experienced or witnessed discrimination in Departmental settings, but this varies by group, with greatest feelings of a lack of safety among graduate students/post-docs, and BIPOC and LGBTQ+ identifying individuals.

Most participants also feel that they can speak openly, but a number of faculty members wrote about feelings of being silenced or bullied by EDI-supporting faculty, regarding the expression of thoughts that might seem counter to EDI initiatives or goals. In general, people agree that EDI is valued across various domains of Department activities the right amount, but there was some disagreement between certain sub-groups about whether EDI is considered too much vs. too little in graduate admissions. Faculty hiring received the highest mean on this item, suggest that people believe that EDI is considered the right amount or slightly too much in this domain.

IV. Detailed Working Group Progress Report

Each Working Group was asked to report on their activities, progress, and accomplishments during the year, as well as the challenges they faced. They were also asked about plans for the future. Below, we present summary responses from each group.

Consultation Working Group

Members

Lucy De Souza, Denitza Dramkin, Michelle Hunsche, Victoria Wardell (Graduate Students); Lauren Emberson, Catherine Rawn (Faculty); Lily May (Faculty Lead).

Goals [View 2022-2023 Goals & Actions](#)

The Consultation Working Group had three primary goals for the 2022-2023 academic year:

1. Provide EDI-focused syllabus and course consultation to instructors within the Department.
2. Bring an EDI lens to TA training and TA support.
3. Publicize within the Department the availability of EDI consultants to assist with EDI support and conversations.

Accomplishments

- Provided personalized support to 13 faculty members with EDI considerations for their courses in areas such as diverse readings, course assessments, and inclusivity statements.
- Developed and published EDI resources on syllabus design, available on the EDI Consulting page.
- Raised awareness about the availability of EDI consultants and resources via emails, announcements in faculty meetings, and the EDI Consulting page.

Plans for the Future

The Consultation Working Group plans to add annotated examples of EDI-sensitive syllabi to the support materials website. They also plan to assist with another EDI-focused TA-training workshop and collaborate with the Dialogue and Learning Group to facilitate EDI Communities of Practice over the summer. Additionally, they aim to extend their consultation services beyond individual instructors and classes by working with Department areas on course and curriculum consultation. They are considering expanding their services to include advising graduate students and postdoctoral scholars on building EDI competencies and creating EDI statements.

Dialogue & Learning Working Group

Members

Carmelle Bareket-Shavit, Denitza Dramkin, Kiarah O’Kane, Victoria Wardell (Graduate Students); Jay Hosking, Lily May (Faculty); Bonnie Vockeroth (Staff); Lauren Emberson (Faculty Lead)

Goals [View 2022-2023 Goals & Actions](#)

The Dialogue and Learning Working Group had three primary goals for the 2022-2023 academic year:

1. Hold regular events to support EDI learning and dialogue among Department members.
2. Increase engagement with Departmental members not already engaged in EDI events.
3. Coordinate with other Working Groups to support their needs for dialogue and learning.

Accomplishments

- Hosted three EDI Learning and Dialogue events with a total of 148 attendees.
 - A.J. Lowick led a workshop on gender/sex in psychological research (August 2022)
 - Carmelle Bareket-Shavit and Lauren Emberson led a two-part workshop on personalizing land acknowledgments based on the CTLT course (November 2022)
 - Amori Mikami, Denitza Dramkin, Jay Hosking, and Lauren Emberson led an EDI competencies workshop for graduate students (April 2023)
- Launched the Psych EDI newsletter in November with 81 subscribers and a regular readership. Topics included Indigenous issues, intersectionality, and anti-Black racism.
- Collaborated with the Health Area for a two-part workshop on community-based participatory research, focusing on Indigenous communities in the USA.
- Initiated explicit reporting of EDI-related activities in annual reports for faculty and graduate students.
- Assisted the graduate admissions and fellowships committees in incorporating statements about applicants’ personal challenges and facilitated conversations on EDI in graduate admissions.
- Supported faculty members in personalizing land acknowledgements during colloquia introductions.
- Established an anti-racist book club that convenes every 1.5-2 months to engage in discussions about fiction and non-fiction literature centered around race or written by authors from racialized backgrounds.

Plans for the Future

The Dialogue and Learning group will be launching Communities of Practice to facilitate sustained learning and practical application. These communities will have an intense focus during the summer and gradually become less intense in the fall. The group intends to continue publishing the EDI newsletter.

Funding Working Group

Members

Andrew Baron, Sam Dawson, Todd Handy, Joelle LeMoult, Noah Silverberg (Faculty); Leilani Forby (Graduate Student); Bonnie Vockeroth (Staff); Kiley Hamlin (Faculty Lead)

Goals [View 2022-2023 Goals & Actions](#)

The Funding Working Group had two primary goals for the 2022-2023 academic year:

1. Launch the Psychology Inclusive Excellence (PIE) Student Fund.
2. Promote consideration of EDI in graduate admissions.

Accomplishments

- Inaugurated the annual Coming Home to Psychology event, which supported fundraising efforts and created goodwill with our alumni.
- Established the PIE Student Fund.
- Successfully fundraised and unlocked a giving challenge for the PIE Student Fund on UBC Giving Day.
- Implemented a pilot process for EDI considerations in the adjudication process for Graduate Entrance Scholarships. EDI scores were given a weight of 25% in the adjudication. Applicants were also ranked without including EDI considerations in order to assess the potential impact of these considerations in the adjudication process. Inclusion of EDI considerations did not alter the ordering of the highest-ranked applicants and only minimally altered the ordering of applicants who were ranked in the middle range.

Plans for the Future

The Funding Working Group plans to continue adjudicating awards and will select the first class of PIE awardees for the 2023-2024 academic year.

Further discussion with the Department is required to assess and evaluate the outcomes of the pilot process for considering EDI in adjudicating Graduate Entrance Scholarships.

Hiring Working Group

Members

Friedrich Götz, Joelle LeMoult, Grace Truong (Faculty); Elizabeth Zambrano Garza, Mudi Zhao (Graduate Students); Kiran Soma (Faculty Lead)

Goals [View 2022-2023 Goals & Actions](#)

The Hiring Working Group had three primary goals for the 2022-2023 academic year:

1. Increase job ad outreach and attract diverse applicants.
2. Implement information-driven and process-attentive changes to the job search process.
3. Develop resources to boost information, empowerment, and implementation for different stakeholder groups.

Accomplishments

- Adopted a wide-net dissemination strategy to publicize job ads on more diverse platforms and tracked ad effectiveness.
- Modified job ads to provide more detailed instructions about the EDI statement, and to communicate our Department's commitment to EDI.
- Added demographic questions to application files.
- Implemented steps to integrate EDI considerations into 2023 search and hiring processes, which included shifting the orientation of initial screenings, conducting multi-rater assessments with an EDI lens, and redesigning long lists for better representation.
- Organized a community meeting in October 2022 for graduate students to explain the Working Group's initiatives and discuss hiring approaches and associated EDI practices.

Plans for the Future

The Hiring Working Group is currently writing a formal summary report of their outreach strategy, including effectiveness, lessons learned, and suggestions for improvement, aiming to finish it in Summer 2023. This comprehensive report will be shared with the broader psychology department community.

Mentorship Working Group

Members

Benjamin Cheung, Todd Handy, Connor Kerns (Faculty); Ellen Jopling (Graduate Student); Nancy Sin (Faculty Lead)

Goals [View 2022-2023 Goals & Actions](#)

The Mentorship Working Group had three primary goals for the 2022-2023 academic year:

1. Provide professional development and mentorship opportunities for students from under-represented or marginalized backgrounds who are interested in pursuing research-oriented graduate studies and careers in psychology.
2. Train and support graduate students and postdocs in Psychology to provide mentoring to students from historically under-represented backgrounds.
3. Offer consultation and resources, such as presentations and mentor training materials, within and outside UBC.

Accomplishments

- Organized a mentorship and professional development program that served 101 students from diverse, under-resourced, underrepresented, and/or marginalized backgrounds with online workshops, small-group mentoring sessions, and one-on-one mentoring.
- Trained mentors (graduate students and postdoctoral scholars) through a self-guided course, live training sessions, and discussions with faculty members to enhance their skills for mentoring under-represented students.
- Shared resources and experiences outside the department. The UBC Equity and Inclusion Office showcased the Diversity Mentorship Program as a case study of a successful EDI project. Furthermore, the EDI Action Network opened the mentor training course to other UBC departments, leading to successful enrollment across a broad range of UBC community members.

Plans for the Future

In the coming year, the Working Group aims to expand its offerings, including workshops, group mentoring sessions, and communication supports for mentors and mentees. The Group also plans to organize in-person events for mentors and mentees, while balancing accessibility needs of mentees outside of UBC. Finally, the group plans to develop an online community on Discord to facilitate ongoing communication and connection among mentors and mentees throughout the year.

Progress Monitoring Working Group

Members

Holly Engstrom, Ellen Jopling, Marta Kolbuszewska (Graduate Students), Ron Steckly (Undergraduate Student), Jessica Tracy (Faculty), Sheila Woody (Faculty Lead)

Goals [View 2022-2023 Goals & Actions](#)

The Progress Monitoring Working Group had three primary goals for the 2022-2023 academic year:

1. Develop templates to support the EDI Working Groups to plan their 2022W goals and later review and track their progress.
2. Design and disseminate a survey to evaluate the climate of equity and inclusion in the Department.
3. Prepare the first annual EDI progress report.

Accomplishments

- Developed goal-setting templates for EDI Working Groups to plan their goals and reflection forms for the Working Groups to conduct a self-assessment of progress toward those goals.
- Assisted in posting the Working Group goals on the Department website.
- Designed and conducted a departmental climate survey designed to be repeated annually.
- Presented results of the survey at the annual EDI Town Hall meeting in May 2023.
- Produced annual EDI progress report and assisted in posting this information on the Department website.

Plans for the Future

The Progress Monitoring Working Group will continue to support Working Groups in defining goals that are feasible and responsive to the Task Force Recommendations as well as running annual climate surveys and preparing an EDI annual report.

Website & Resources Working Group

Members

Rachele Benjamin, Audrey Aday (Graduate Students); Benjamin Cheung (Faculty); Zoe Lin, Khushi Mehta, Madeline Renner, Viktoriia Tian (both Undergraduate Students and Staff); Ron Steckly (Undergraduate Student); Catherine Rawn (Faculty Lead); Bonnie Vockeroth (Staff Lead)

Goals [View 2022-2023 Goals & Actions](#)

The Website and Resources Working Group had three primary goals for the 2022-2023 academic year:

1. Redesign UBC Psychology's EDI web pages and Psychology Student Guide to ensure the best possible user experience and resources that are accessible and inclusive.
2. Provide guidelines for how UBC policy, procedure and reporting works for individuals who have experienced or witnessed harassment, discrimination or exclusion.
3. Expand training and funding opportunities for researchers seeking to incorporate EDI considerations and practices into their research.

Accomplishments

- Conducted user experience (UX) research on the Psychology Department community's information needs and habits. Partnered with a student UXR team to conduct this research.
- Added resources and content and redesigned structure/navigation of EDI webpages and Student Guide based on user feedback.
- Implemented an EDI editorial strategy to feature the stories and unique experiences of people who have been historically underrepresented, beginning with stories about student research.
- Added a "Where to go for help" page to the EDI webpages.
- Sourced and added EDI-related research support, tools, resources and information to the Department's digital presence.

Plans for the Future

The Working Group hopes to collaborate with the EDI Wellness Working Group to provide guidelines and information on UBC policy, procedure, and reporting for people who have experienced or witnessed harassment, discrimination, and exclusion. One plan is to develop a response flowchart to assist individuals in reporting incidents and seeking support. In addition, the Working Group will continue conducting user feedback sessions on the EDI web pages and resources, actively engaging volunteer participants. The Working Group is also reviewing the UBC Dimensions Action Plan for EDI in Research.

Wellness Working Group

Members

Melanie Butt, Cameron Hall, Nicole Stuart (Graduate Students); Todd Handy (Faculty Lead)

Goals

The Wellness Working Group's primary goals for the 2022-2023 academic year:

1. Identify and address structural/procedural barriers related to EDI that have a potentially negative impact on wellness.
2. Provide recommendations to the University, which is revising its Sexual Misconduct Policy this summer.

Accomplishments

- Identified shortcomings in the UBC guidelines for sexual harassment investigation procedures by examining the sexual harassment response procedures of two universities with exemplary policies regarding complaints.
- Communicated recommendations to the UBC Sexual Violence Prevention and Response Office (SVPRO) for consideration in the policy revision.
- Proposed a shift from "faculty" meetings to "department" meetings as the primary means of conveying information, with a formal vote planned for this fall.

Plans for the Future

Moving forward, the Group would like to consider whether it is appropriate to include Wellness in EDI efforts as wellness issues are not restricted to EDI issues.

V. Common Challenges Faced by Working Groups

Several common challenges were faced by all or most of the Working Groups, including time and workload, fundings constraints, and structural and process inefficiencies.

Challenges with Time and Workload: Many Working Groups faced limitations in available person-power and competing obligations that made it difficult to dedicate sufficient time and effort to EDI initiatives. Limited time and prioritization of other work within the department were identified as systemic issues, and Groups advised that allocating certain responsibilities to dedicated program coordinators or paid research assistants might mitigate some of these difficulties.

Funding Constraints: Sustainable funding sources were identified as a crucial future need – something the Funding Working Group is working toward.

Structural and Process Inefficiencies: A number of issues arose leading to communication and technological inefficiencies both within the department and between the department and outside organizations/Faculties. Streamlining processes and EDI initiatives beyond the department was deemed an important future goal.

VI. Common Themes for Future Goal Planning

The Working Groups reported a number of common themes for future goal planning. Among these, continuation and expansion of current projects and member recruitment were deemed particularly important.

Continuation and Expansion of Projects: Multiple Working Groups emphasized the need for a strategic approach to building on the progress and success achieved so far, and ensuring that current initiatives are sustained over time. Additionally, some groups are focused on broadening their impact and reach (e.g., by offering more workshops, group mentoring sessions, and personalized support).

Member Recruitment: Multiple Working Groups plan to recruit new members, engage undergraduate students, and are seeking volunteers and community consultants. These efforts reflect groups' desire to expand their teams and involve diverse individuals, but also point to concerns about a high turnover rate that might be influenced by structural barriers related to time commitments and limited funding.

VII. Conclusion of the 2023 EDI Annual Report

As noted above, this report was prepared in response to the 2021 EDI Task Force's recommendation that our department establish a regular assessment of progress on EDI goals and create an annual report for review by Department leaders and stakeholders. Doing so, the Task Force suggested, would allow the Department to evaluate whether recommendations have been implemented and whether initiatives have had a meaningful impact on experiences of equity, inclusion, and diversity. They further recommended that all committees and areas perform a beginning-of-year goal-setting and end-of-year report; following this suggestion, we requested goal setting from all Working Groups at the beginning of the year, and final reports more recently; these reports are summarized above. The Task Force also recommended that an annual survey should be carried out to monitor experiences related to equity, diversity, and inclusion; as described above, this was done this Spring, and results are reported in this report. Our aim, in compiling this report, was to directly follow the Task Force's suggestions to produce an annual report that provides an accurate description of the current climate in the Department, diversity metrics among department members, and effectiveness of specific programs and initiatives (here, broken down by each Working Group's progress). We hope that this report will provide a useful starting point for the subsequent Annual EDI Department Meeting.

Although all Working Groups faced certain challenges, and survey results suggest that some individuals within the department do experience threats to equity and inclusion, our overall sense is that the initiatives begun by the Task Force have led to a great deal of progress in terms of the extent to which EDI issues are a focus of concern, and directly addressed, in every aspect of Department functioning. Furthermore, the Working Groups are looking forward to building upon the success of this academic year by broadening their impact through additional workshops, group mentoring sessions, personalized support and additional resources for growth and development.

In closing, we wish to note that this report and the great deal of progress made this year on all EDI-related fronts would not be possible without the tremendous support of many individuals, including those who took on leadership roles by leading or otherwise contributing to one of the many Working Groups, as well as all members of the EDI Task Force, and, of course, Geoff Hall for encouraging and supporting these initiatives in his role as Department Head, Amori Mikami and Toni Schmader for Chairing the 2021 Task Force, and Amori for her contributions this year as Associate Head of Equity, Diversity, and Inclusion.





THE UNIVERSITY OF BRITISH COLUMBIA
Department of Psychology

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