

EQUITY, DIVERSITY & INCLUSION

Annual Report 2023-2024



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THE UNIVERSITY OF BRITISH COLUMBIA
Department of Psychology

psych.ubc.ca/edi

I. Introduction

Background

This **2023-2024 Equity, Diversity, and Inclusion (EDI) Annual Report** was put together by the Progress Monitoring Working Group, with an external perspective (on some sections) provided by Viplav Subramanian, a Master's student in Gender, Race, Sexuality and Social Justice at UBC, who has a Work-Learn position as our Psychology Department EDI Program Assistant during the 2024-2025 academic year. Sections of this report were modified from last year's version. Feedback was provided by the EDI Committee. Special thanks to Bonnie Vockeroth, Communications Specialist in UBC Psychology, who provided additional support.

Why does the Department need an EDI Annual Report?

Our Department's [2021 EDI Task Force Report](#) recommended an annual report to detail the Psychology Department's progress on EDI goals. The aim is for our Department to evaluate, at regular intervals, how the Task Force's recommendations are being implemented and whether initiatives have had a valuable effect in enhancing equity and inclusion in our Department, promoting and celebrating diversity within the Department, and advancing other vital goals. The annual report is shared with the entire Department and should be reviewed carefully by Psychology Department leadership and stakeholders. [View last year's annual report.](#)

What type of information will you find in the EDI Annual Report?

This report offers an overview of the goals and progress made by the EDI Working Groups in 2023-2024, along with the challenges faced and plans for the future. The report includes results from the second annual Department-wide **EDI Climate Survey**, which was conducted in the Spring of 2024 and then presented at the **EDI Strategic Plan Town Hall on April 24, 2024**. Finally, this report contains a summary of the EDI Committee's initial engagement with the Indigenous Strategic Plan.

II. Executive Summary and Overview

What does the Psychology Department's EDI Committee do?

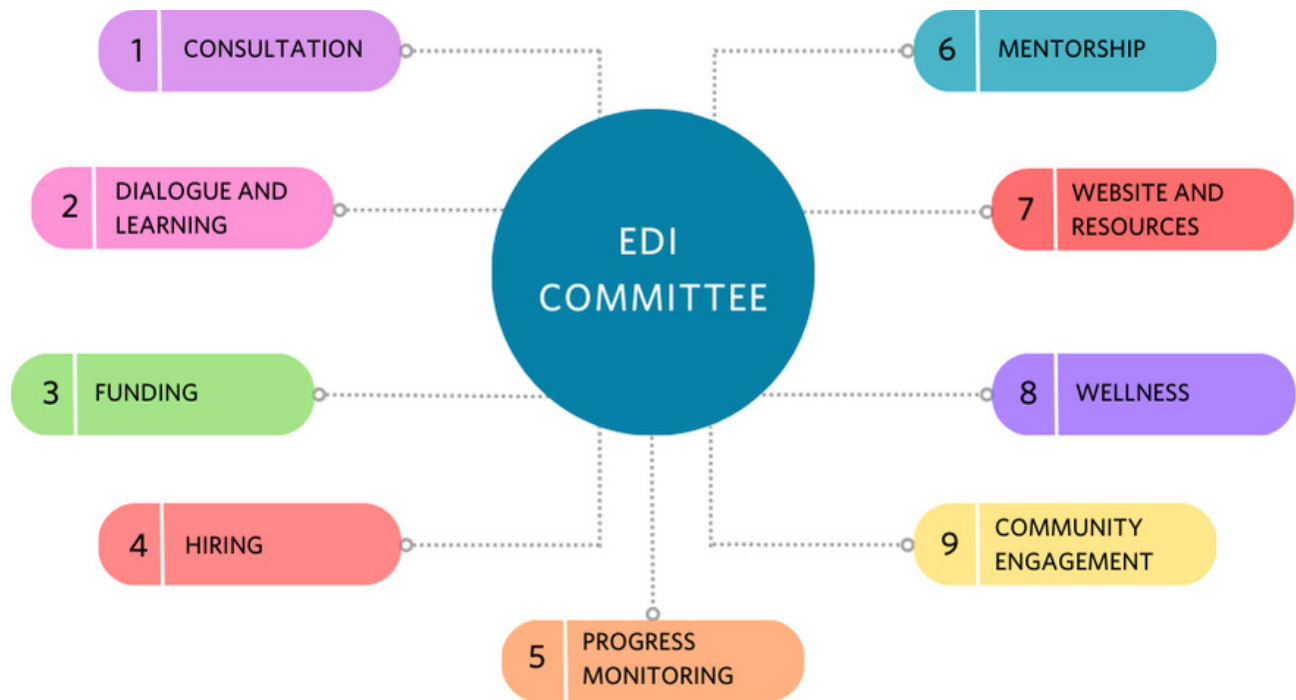
In the 2023-2024 academic year, the [EDI Committee](#)¹ consisted of the Associate Head of EDI, Amori Mikami, as well as faculty and staff leads of various Working Groups (composed of staff, students, postdocs, postbacc, and faculty²). The EDI Committee also included undergraduate student June Brown (the EDI Program Assistant of the Department of Psychology) and, for the first time this year, the Graduate Student Council (GSC) Co-Presidents Julia Nakamura and Lydia Ong.

In the 2023-2024 academic year, the EDI Committee met monthly to discuss and implement EDI-related decisions and policies. Likewise, the Working Groups met regularly to continue to enhance EDI within the Psychology Department through additional initiatives and roles. The Working Group initiatives largely align with the recommendations of the 2021 Psychology EDI Task Force, including, for example: faculty hiring practices; inclusion, dialogue and learning; and monitoring the Department's progress toward its EDI goals.

In the 2023-2024 academic year, there were nine active EDI Working Groups within the Psychology Department. On the following pages we provide a brief overview of each Working Group, followed by a detailed report of their progress this past year.

¹ The membership of the EDI Committee and associated Working Groups differs slightly from year to year.

² Note that staff and undergraduate student involvement remains somewhat limited, with new membership from these groups highly encouraged for future years.



1 CONSULTATION

The **Consultation Working Group** supports Department members in EDI-related goals. Through personalized meetings, the group offers suggestions on diversifying reading lists, implementing EDI-friendly course policies, incorporating land acknowledgments, and promoting expansive language in curricula, syllabi, and recommendation letters.

2 DIALOGUE AND LEARNING

The **Dialogue and Learning Working Group** facilitates EDI-related learning and conversations among Department members through facilitating Communities of Care and Communities of Practice, the monthly Psychology Department EDI newsletter, hosting workshops, book clubs, and other events featuring external speakers or internal facilitators.

3 FUNDING

The **Funding Working Group** secures financial support for graduate and undergraduate students (e.g., the Psychology Inclusive Excellence (PIE) Fund) from marginalized backgrounds. The group also makes recommendations for adjudication of graduate student admissions and entrance fellowships.

4 HIRING

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 in the decision-making process.

5 PROGRESS MONITORING

The **Progress Monitoring Working Group** conducts regular assessments of the Department's progress on EDI goals, in addition to supporting other Working Groups in setting their annual goals and later reflecting on those goals. This group also conducts an annual survey of Department members' perceptions about Department climate.

6 MENTORSHIP

The **Mentorship Working Group** oversees the [Diversity Mentorship Program](#), which provides mentorship and support to undergraduate and post-baccalaureate students from communities underrepresented in academia in preparation for graduate admissions in psychology.

7 WEBSITE AND RESOURCES

The **Website and Resources Working Group** manages EDI-related content on the Department's [website](#) and Canvas-based [Psychology Student Guide](#), ensuring it is inclusive and accessible to various user groups.

8 WELLNESS

The **Wellness Working Group** promotes physical, mental and emotional well-being among Department members.

9 COMMUNITY ENGAGEMENT

The **Community Engagement Working Group** is a newer Working Group and focuses on educational and research partnerships with community members and non-profit organizations.

III. Detailed Working Group Progress Report

At the beginning of the 2023-2024 academic year, the Progress Monitoring Working Group collected goals from each Working Group and published them on the Psychology Department's [website](#) to ensure that the Psychology Department remains abreast of EDI progress. At the end of the 2023-2024 academic year (around April/May) each Working Group was asked to report on their activities, progress, challenges and accomplishments during the year. Below are summary responses from each Working Group.

1

CONSULTATION

Members

Lily May (faculty, WG lead), Michelle Hunsche (graduate student), Alannah Wallace (graduate student), Victoria Wardell (graduate student), Bitia Zareian (graduate student), Dana Hunter (undergraduate student), Nitya Mahajan (undergraduate student), Kiahraa Nath (undergraduate student)

Goals

The Consultation Working Group had three primary goals for the 2023-2024 academic year:

1. Provide EDI-related support to the Department, in line with arising needs and interests
2. Continue providing EDI-centric syllabus and course support to instructors within the Department
3. Help assist other EDI Working Groups in their initiatives

Accomplishments

- Conducted a survey on accessibility and disability for students within the Psychology Department. Data revealed that common barriers students encounter are in course delivery and activities, course assessments, access and support for RA positions, and access and support to navigating their degree requirements.
- Analyzed survey data on recruitment for lab RAs from diverse backgrounds—responses from both student RAs and faculty/lab managers—currently working with PSA and others on how to disseminate findings.
- Consulted on HSP pre-screening questions: provided suggestions and resources to help make questions more inclusive with respect to gender, race, sexual orientation, and family background.

Consultation Working Group Continued

Accomplishments

- Worked with seven instructors to provide EDI-centric syllabus consultation.
- Supported EDI Communities of Practice (CoP)/Communities of Care (CoC), in collaboration with the Dialogue and Learning Working Group. Facilitated a CoP on Ableism & Disability Inclusion, and helped coordinate initiatives coming out of other Working Groups (i.e., UBC Psychology Community Pantry).
- Launched EDI Consultant Coffee Hours for Department members to drop in to engage in EDI-related conversations and support.
- Helped assist other EDI Working Groups/initiatives:
 1. Following a suggestion from the Dialogue and Learning group, worked with Department admin to edit the Department-wide scantron sheet to remove the question on sex.
 2. Graduate consultants provided perspectives on the EDI Committee Indigenous Strategic Plan self-assessment.

Plans for the Future

The Consultation Working Group plans to continue providing EDI-related support as interests and needs arise. Given the results of the Department EDI survey, they will continue to focus on those with disabilities within the Department, and may consider additional means of outreach to graduate students. One major focus will be on greater widespread support for Indigenizing curricula, beginning with consultation for PSYC101/102.

Members

Lauren Emberson (faculty, WG lead), Jay Hosking (faculty), Lily May (faculty), David King (faculty), Xin Sun (postdoc), Kiarah O'Kane (graduate student), Carmelle Bareket-Shavit (graduate student), Kiarah O'Kane (graduate student), Maya Wu (undergraduate student)

Goals

The Dialogue and Learning (D&L) Working Group had three primary goals for the 2023-2024 academic year:

1. Support sustained learning/unlearning and connecting with actionable changes in the Department
2. Continue to connect with our Department broadly to offer ways to engage in EDI-related learning opportunities
3. Support communication from other Working Groups to the Department

Accomplishments

- The D&L Working Group supported four Communities of Practice (CoP) and Communities of Care (CoC) this year that were focused on sustained learning/unlearning and actionable changes in the Department.
 1. Co-supported by the Consultation Working Group, the Disability and Ableism CoP hosted a well-attended talk by Dr. Jennifer Gagnon and launched a survey focused on understanding barriers to inclusion for members of the Psychology Department.
 2. The Qualitative Research Methods and Community-Based Research (QRN CoB) CoP hosted monthly meetings for members of the Department interested in furthering their understanding and skills in these methods and hosted a well-attended talk by Dr. Erin Michalak re: community-based research in bipolar disorder.
 3. The Socioeconomic Status and the Student Body CoP created and continues to support the UBC Psychology Community Pantry, raising awareness of financial barriers for students and members of our community. Members of this CoP (together with the Consultation Working Group) launched the departmental Community Pantry for direct aid to our departmental members struggling with food insecurity and guest wrote an EDI newsletter on this topic.
 4. PrideMind is a newly formed Community of Care organized by and for the 2SLGBTQIA+ community. It has held two social events, launched a questionnaire to gather information about inclusion and successfully received grant funds (STeaR funding) to create a website focused on mental health support and research access for the 2SLGBTQIA+ community.

Dialogue and Learning Working Group Continued

Accomplishments

- The D&L Working Group continues to put out a monthly newsletter, which is subscription-only and focused on communicating key EDI-related topics relevant to the Psychology Department. For example, some of this year's newsletters focused on conveying information about PrideMind, the Psychology Inclusive Excellence (PIE) fund, and initiatives taken with regard to faculty hiring and EDI in the Department.
- The D&L Working Group hosted an in-person workshop about the *Model Minority Myth*, and members have presented at faculty meetings with regard to land acknowledgements and other EDI-related educational topics.
- The Anti-Racist Book Club (facilitated by the D&L Working Group) met several times and hosted a special event where two authors (one Settler, one Indigenous) joined members of our faculty for a conversation about their book: *The Valley of the Birdtail*.
- D&L continues to provide individualized support for faculty introducing colloquium-speakers to help them personalize their land acknowledgements.

Plans for the Future

The D&L group will work on attracting new readers to subscribe to its newsletter and finding ways other than email to share information, such as through social media. The D&L group will continue to support the Communities of Practice and Care as they engage many more people in the Department and encourage them towards actionable change (e.g., sharing survey data, more direct action/aid).

3 FUNDING

Members

Toni Schmader (faculty, WG lead), Steven Barnes (faculty; Term 1), Samantha Dawson (faculty), Andy Baron (faculty), Noah Silverberg (faculty), Leilani Forby (graduate student), Daniela Carbonell Enriquez (undergraduate), Kimia Nouhi (undergraduate), and staff support from Khushi Mehta, Bonnie Vockeroth, Tara Martin, and Farrah Bhanwadia

Goals

The Funding Working Group had four primary goals for the 2023-2024 academic year:

1. Continue fundraising for the Psychology Inclusive Excellence (PIE) Fund
2. Establish the Graduate Entrance Enhancement Awards
3. Establish the Undergraduate Early Research Awards
4. Establish the Psych 240 Tuition Awards

Accomplishments

- Continued fundraising for the Psychology Inclusive Excellence (PIE) Fund through two events aimed at encouraging fundraising and alumni engagement. As of the end of April 2024, they have fundraised a total of \$42,949, as a result of the direct donation fund and other researcher contributions.
 1. Sept 2023 Homecoming Alumni Colloquium (Dr. Antonya Gonzalez) & Research Showcase
 2. April 2024 Giving Day and Pie Reception
- Established the Graduate Entrance Enhancement Awards; The GES committee adjudicated these awards, and EEAs will go to six incoming Graduate Students starting September 2024 (a total of \$14,000).
- Established the Undergraduate Early Research Awards; ERAs will go to five undergraduate RAs in summer 2024 (a total of \$12,500).
- In the process of establishing the Psych 240 Tuition Awards; there is a plan to award 5-10 tuition awards (\$600 each) to students who face substantial barriers to registering for Psych 240.

Plans for the Future

The Funding Working Group will continue to develop and implement new ways of fundraising, hone procedures for ensuring the money is distributed, evaluate processes for adjudicating awards and work toward alumni outreach.

Members

Kiran Soma (faculty, WG lead), Friedrich Götz (faculty), Grace Truong (faculty), Elizabeth Zambrano Garza (graduate student), Mudi Zhao (graduate student)

Goals

The Hiring Working Group had three primary goals for the 2023-2024 academic year:

1. Process consolidation to assess and increase EDI considerations throughout the faculty search process
2. Participation enhancement through a community-driven search process, encouraging all Department members to attend job talks and subsequently share their impressions through revised evaluation forms
3. Transparency and communication to demystify the search process and make salient EDI efforts that go into the process, such that all community members have access to this information and can easily follow the hiring process as it is unfolding

Accomplishments

- Revised the wording of job ads, which were widely posted on many sites.
- Clearly documented the faculty search process for future years. The job search process documents are [available here](#) (Login with CWL).
- Graduate student attendance at talks and submission of surveys strongly increased.
- Revised the survey and scale for candidate evaluation to be clearer.
- Provided clear communication with faculty, graduate students and other Department members about seminar times and locations.
- The Department introduced a second talk to discuss EDI contributions, for two job candidates.
- Submitted a proposal to the Black Faculty Cohort Hiring Initiative, which was unfortunately not selected.

Plans for the Future

The Hiring Working Group intends to work on using the information and experience gained in the last few years to inform the Chair of the Search Committee about best practices in a timely manner for faculty searches in Health and Behavioural Neuroscience that will take place in the coming year (2024-2025).

Members

Daniela Palombo (faculty, WG lead), Jessica Tracy (faculty), Chantelle Cocquyt (graduate student), Marta Kolbuszewska (graduate student), Ron Steckly (undergraduate student)

Goals

The Progress Monitoring Working Group had three primary goals for the 2023-2024 academic year:

1. Organize the Progress Monitoring Working Group's workflow
2. Help other working groups document and plan goals for the year in alignment with the EDI Task Force recommendations
3. Survey planning, dissemination, analysis, Town Hall co-planning, annual report

Accomplishments

- Disseminated goal-setting and reflection templates to help EDI Working Groups plan their annual goals and later reflect on their progress.
- Put together a polished PDF of Working Group goals, which was posted on the Department website.
- Edited and conducted the Departmental climate survey in April 2024.
- Co-organized and presented results of the survey at the annual EDI Town Hall meeting in April 2024.
- Produced the annual EDI Annual Report (i.e., this document).

Plans for the Future

The Progress Monitoring Working Group intends to continue supporting Working Groups through the above-mentioned tasks. In the coming year, they hope to revise their survey for broader reach to undergraduates. They will consider ways to improve information flow between the EDI Committee and the Department.

Members

Joelle LeMoult (faculty, WG lead), Ben Cheung (faculty), Connor Kerns (faculty), Todd Handy (faculty), Victoria Wardell (graduate student, WL student), Caroline Miller (graduate student), Julia Nakamura (graduate student), Sakshi Sahakari (graduate student), Shuyuan Shi (graduate student), June Brown (undergraduate student)

Goals

The Mentorship Working Group had three primary goals for the 2023-2024 academic year:

1. Provide mentorship for students historically underrepresented in academia who are interested in pursuing research-oriented graduate studies in psychology
2. Offer mentorship training for graduate-student mentors
3. Connect with external mentorship programs

Accomplishments

- Provided mentorship to 94 mentees via a combination of hybrid workshops, weekly office hours, and one-on-one meetings.
- Offered asynchronous and synchronous training to 23 mentors in addition to office-hour support.
- Shared resources with the University of Toronto School of Medicine, Brown Department of Psychiatry, and McGill Department of Psychology.
- Co-applicants LeMoult and Mikami submitted a Stage 1 SSHRC Partnership application supporting the Canada Summer Research Opportunities Program (SROP), a program designed to help diversify the graduate student body (and eventually, the faculty) in Canadian universities by providing enhanced summer research experiences for undergraduates who identify as Black, Indigenous, and People of Colour. This Stage 1 application was successful.
- Collaborated with the World University Service of Canada Student Refugee Program to support additional mentees.

Plans for the Future

In the coming year, the Working Group will incorporate mentor and mentee feedback to continue refining the mentorship they provide to undergraduate and post-baccalaureate mentees as well as the support they provide to the mentors who participate in the program. In addition, they look forward to submitting the SROP Stage 2 SSHRC Partnership application via fundraising, partnership connection, and program development.

Members

Catherine Rawn (faculty, WG lead), Ben Cheung (faculty), Khushi Mehta (staff), Bonnie Vockeroth (staff, on leave 2023/24), as well as support from Work-Learn students on the Comms team

Goals

The Website and Resources Working Group had one primary goal for the 2023-2024 academic year:

1. Maintain website while Chair Bonnie Vockeroth was seconded

Accomplishments

- After a couple of years focused on creating and organizing EDI content for the website, this year's focus was maintenance—particularly in the absence of key leader Bonnie Vockeroth.
- The committee (through the Department communications team) received and performed updates to the website as needed. These updates included listing current committee members, updating the Progress column of the task force recommendations chart, and the updated approach to statements of support.

Plans for the Future

Continue to respond to the rest of the EDI Committees, as needed, for website updates. Review existing EDI resources and work with EDI Committee to determine resources to include, and a process for resource requests. Develop and launch a communication plan to share EDI website information, resources, and other EDI activities—and to maximize reach—with the psychology community.

8 WELLNESS

Members

Todd Handy (faculty, WG lead), Melanie Butt (graduate student), Nada Alaifan (graduate student), Cameron Hall (graduate student), Nicole Stuart (graduate student)

Goals

The Wellness Working Group had two primary goals for the 2023-24 academic year, both of which concern issues they had identified as vitally impacting student wellness in the department.

1. First, they aimed to identify and reduce barriers to information flow between administration/faculty and graduate students
2. Second, they aimed to be involved in the process of updating UBC's Sexual Misconduct Investigation policy

Accomplishments

Regarding information flow in the department, the Wellness Working Group successfully lobbied for inclusion of graduate student representatives to be included in Faculty meetings, and more active graduate student involvement in various key departmental committees, including graduate admissions. Regarding the updating of UBC's policies on Sexual Misconduct Investigations, in response to the public consultation phase of that policy review, the Wellness Working Group provided a detailed letter on shortcomings they perceived in the current policy and recommendations for revisions, based on policies in place at the University of Toronto and the University of Victoria.

Plans for the Future

Looking forward, the Wellness Working Group plans to lobby the incoming Department Head to transition from Faculty meetings as the monthly norm for information conveyance in the department to "Department" meetings inclusive of graduate students and staff, a cultural model that is already in place in a number of other departments at UBC and a model that could easily be adopted in Psychology.

Members

Sunaina Assanand (faculty, WG lead), Steven Barnes (faculty, WG lead), Rebecca Todd (faculty), Sakshi Sahakari (graduate student), June Brown (undergraduate student)

Goals

The Community Engagement Working Group was a new Working Group, launched in the 2023-2024 academic year. This Working Group had two primary goals for the year:

1. Research models of community engagement at other institutions and non-profit organizations in Canada and the US
2. Create and distribute a survey to gain information from other institutions and non-profit organizations about their community engagement initiatives

Accomplishments

- Researched models of community engagement and created a survey for institutions and non-profit organizations.

Plans for the Future

Owing to both of the Working Group leads going on leave during Term 2 of the academic year, the Working Group was not able to distribute the survey. The Community Engagement Working Group aims to distribute the survey once they return in the 2024-2025 academic year.

IV. Common Challenges Faced by Working Groups

There were some common challenges amongst the Working Groups, including time and workload issues, funding constraints, and some structural and process inefficiencies. More specifically, several Working Groups noted the following:

- Lack of sufficient work-force; additional members would help to maintain and strengthen efficient functioning.
- A need for more robust communication: stronger advertising of events and services put on by Working Groups may help to attract larger audiences.
- Challenges reaching fundraising goals; greater alumni outreach could be a way to generate more funding from outside the faculty.

V. EDI Climate Survey Results

To take stock of the EDI climate in the Psychology Department, the Progress Monitoring Working Group conducted the **UBC Psychology Department EDI Climate Survey** in April 2024.

a) Survey History and Development Process

In **2023**, the Progress Monitoring Working Group disseminated the first annual EDI Climate Survey. The purpose of this survey was to gauge Department members' sense of equity, belonging, and inclusivity during the year. This year, in **2024**, the Progress Monitoring Working Group again administered the survey (note that some membership on this committee has changed from last year). The survey was similar to last year's version; however, this year's Progress Monitoring Working Group edited some questions to increase clarity and sensitivity (to reflect evolving norms).

New questions were added to better capture current departmental concerns. This year's survey also received consultation and feedback from members of the EDI Committee and/or Working Groups (including the 2023-2024 GSC co-presidents). Consultation with the GSC co-presidents was particularly helpful in capturing some of the current concerns among graduate students. The Progress Monitoring Working Group met several times to finalize items. **The survey was open for data collection from March 25th-April 8th, 2024.** It was shared via e-mailing lists to faculty, staff, graduate students, postdocs, and undergraduates working in laboratories or otherwise connected to the Department. Data were collected anonymously.

b) Respondents

In total, 115 people responded to the climate survey. Of these, 35 respondents were undergraduate students, 27 were graduate students, and three were postdoctoral fellows. (To preserve anonymity, the postdoctoral fellows were grouped with graduate students for analysis). Twenty-two tenure-stream faculty responded, along with nine sessional or lecturer faculty (again to preserve anonymity, sessional and lecturers were combined). Seven staff members responded. Another six respondents preferred not to disclose their role in the Department.

Among respondents, 28 indicated they were first-generation university students or graduates, and 72 reported they were not first-generation. Seven respondents were unsure or preferred not to disclose, and two respondents did not have postsecondary education.

Twenty-three respondents indicated having a visible and/or invisible disability, and nine preferred not to disclose their disability status—with 76 respondents indicating no disability. Note that among those who indicated having a disability, the majority reported an invisible disability, and a smaller percentage reported having both a visible and invisible disability. Note that the data suggest that within the group of individuals who identify as having a disability, there is lower representation of faculty members and higher representation of undergraduate students, as compared to survey respondents as a whole. Also, within the group of individuals who identified as disabled there is a higher number of individuals from the LGBTQ+ community relative to the survey respondents as a whole.

To preserve anonymity, age is reported in larger intervals. The modal age was in the 20s (to be expected given that the modal respondent was an undergraduate student), with 49 respondents selecting 20-29 as their age group. The youngest respondents ($n = 5$) were under 20 years old. A total of 39 participants were over 30. Fifteen participants elected not to disclose their age.

b) Respondents continued

Racial and ethnic identification was aggregated because many categories had too few respondents to preserve anonymity. Of those who reported race or ethnicity information, 57 respondents selected a racial or ethnic minority, while 43 selected white. Six respondents preferred not to disclose. Similarly, gender identity and sexual orientation were aggregated for analyses. 67 respondents reported being straight, and 30 were LGBTQ+. Eleven respondents preferred not to disclose. Subgroup analyses below use these aggregated groupings.

Table 1. Sample Sizes for Subgroups with More than Five Respondents

Subgroup	<i>n</i>
racial or ethnic minority	57
white	43
grad student/postdoc	30
sessional/lecturer	9
staff	7
tenure-stream faculty	22
undergraduate student	35
man	22
woman	73
LGBTQ+	30
straight or heterosexual	67
continuing-generation	72
first-generation	28
invisible and/or visible disability	23
no disability	76

c) Personal Characteristics

In addition to this demographic information, we asked respondents to describe any **other personal characteristics relevant to their experiences of inclusion and equity** in the Department. Responses included:

- religious affiliation
- parent/caregiver
- immigrant
- neurodivergence
- mental health concerns
- age
- body size
- political affiliation
- transfer student
- mature student
- lecturer status
- english as a second language

d) Survey Responses

Below, the data are first presented by item and collapsed across all respondents, with questions grouped into themes. Next, the data are presented by demographic subgroup. Due to the small number of respondents by subgroup, only composite data (i.e., grouped by themes) are presented.

Table 2. Respondents’ 2023-2024 Experiences in the Department
(1=strongly disagree, 4=neither agree nor disagree, 7=strongly agree; N = 115)

	Full Sample	
	Mean	SD
<i>I feel like the efforts of the EDI Committee and Psychology Department reflect my own EDI goals.</i>	4.75	1.91
<u>Inclusion Composite</u>		
In general, while conducting my work I feel included and respected.	5.58	1.51
I am comfortable talking about my background, cultural experiences, gender, age, and/or sexual orientation with my peers and others in the department.	5.00	1.84
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.	4.83	1.74
In my work or school environment within the department, I feel like I need to hide a part of myself to be successful.	4.28	1.81
I often worry that I do not have things in common with others in the department.	4.04	1.92
I feel a good sense of collegiality with people in the department.	5.10	1.58
I have role models in the department who have similar identities to me.	4.56	2.03

d) Survey Responses continued

Table 2. Respondents' 2023-2024 Experiences in the Department
(1 = strongly disagree, 4 = neither agree nor disagree, 7 = strongly agree)

	Full Sample	
	Mean	SD
Feeling Unsafe Composite		
Within the past year, I have had experiences in the department in which I felt unsafe or excluded as a result of my membership in an underrepresented group.	2.64	2.00
Within the past year, I have witnessed discrimination or harassment within the context of the department.	2.69	1.99
Within the past year, I have experienced discrimination or harassment within the context of the department.	2.00	1.54
Within the past year, I have avoided coming to the department to do my work because I did not feel that individuals from my background are fully supported or respected.	2.42	1.79
	Full Sample	
	Mean	SD
Respect and Fairness Composite		
In our department, it is my experience that those from underrepresented groups are treated fairly.	5.02	1.73
In our department, it is my experience that I am being treated fairly.	5.50	1.60
In general, while conducting my work, people of all cultures, genders, ages, and backgrounds are respected and valued.	5.40	1.57
In general, while conducting my work, I feel my culture, gender, age, and background are respected and valued.	5.37	1.59
Jokes based on race, ethnicity, sexual identity, age, or gender are not tolerated in our department.	5.72	1.44
I feel well supported when I need accommodations (for example, family obligations, mental health, disability, etc.).	5.19	1.78

d) Survey Responses continued

Table 2. Respondents' 2023-2024 Experiences in the Department
(1 = strongly disagree, 4 = neither agree nor disagree, 7 = strongly agree)

	Full Sample	
	Mean	SD
EDI Communication		
I feel that when I communicate EDI concerns and feedback within our department, it is taken seriously and addressed.	4.64	1.84
I feel comfortable with current department channels for communicating EDI concerns and providing feedback.	4.62	1.84
I want to be informed about the goals and progress of the UBC Psychology EDI Committee.	5.96	1.17
I know how to get information on the goals and progress of the UBC Psychology EDI Committee.	4.81	1.93
	Full Sample	
	Mean	SD
Speaking Openly		
Within our department, my work, school, or volunteer environment supports an open expression of ideas, opinions and beliefs.	4.89	1.84
Within our department, I can voice a contrary opinion without fear of negative consequences.	3.77	1.91

Subgroup Comparisons

The following graphs show comparisons among the different subgroups in the Department. When examining these data please note the following:

- The error bars represent 95% confidence intervals (CIs).
- The vertical line through the bars indicates the overall sample mean.
- The total sample was 115 respondents; however, respondents were permitted to opt out of answering certain questions.
- The subgroups inevitably overlap.
- Subgroup sample sizes vary and subgroups with fewer than five respondents were not analyzed separately.

EDI Survey Results

d) Survey Responses continued

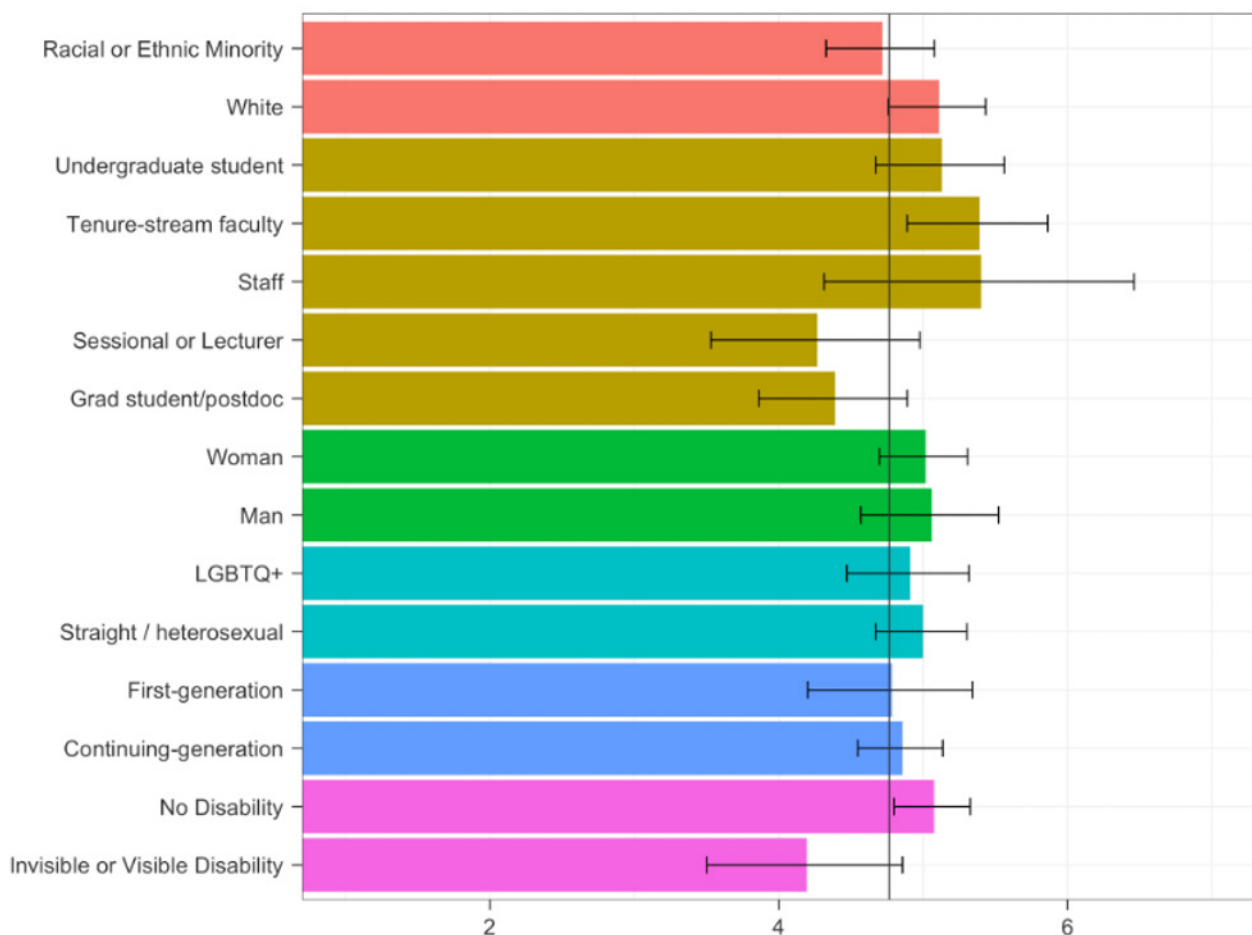
Composite Items: Inclusion

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

This composite, composed of eight items, captures feelings of belonging, inclusion and respect. It also includes sharing one's background, not needing to hide any part of oneself, finding common ground with others and experiencing a sense of collegiality.

As was the case in the 2022-2023 academic year, Department members who identified as racial and ethnic minorities had a lower overall mean for this composite, although it moved closer to the Department average compared to last year. The group of sessionals/lecturers continued to report below-average scores.

Finally, those with disabilities reported low scores, substantially lower than those without. Scores were also lower amongst the graduate student/postdoc group.



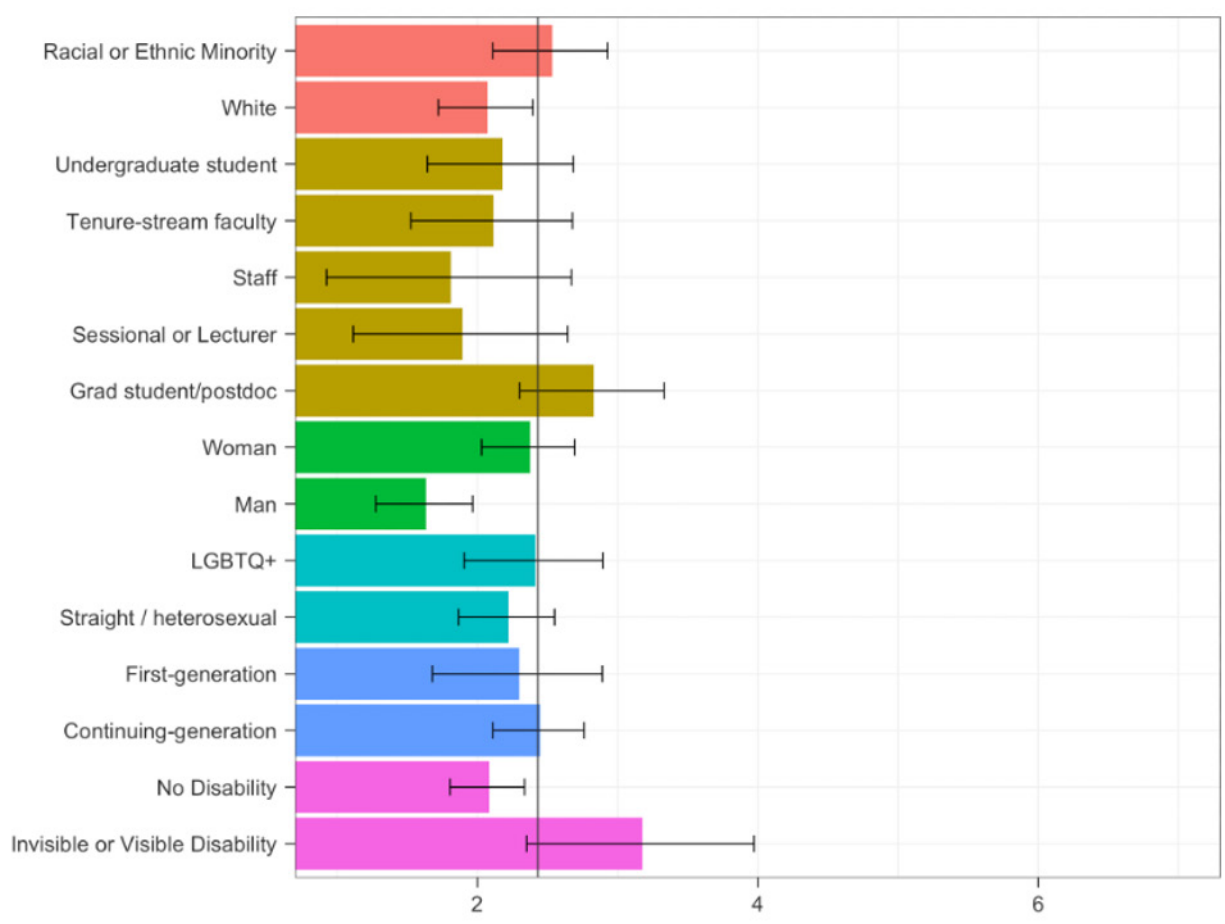
d) Survey Responses continued

Composite Items: Feeling Unsafe

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

This composite, which was comprised of four items, taps into feeling unsafe or excluded, as well as an item each about either witnessing or experiencing discrimination or harassment over the past academic year.

Overall, responses were well into the disagree range, indicating that most people have not experienced these negative events. Graduate students/postdocs and those with disabilities were more likely than the Department average to agree with items in this composite. We note that 4% of respondents strongly agreed (i.e., endorsing the highest rating) that they felt unsafe or excluded based on their identity within the last year.



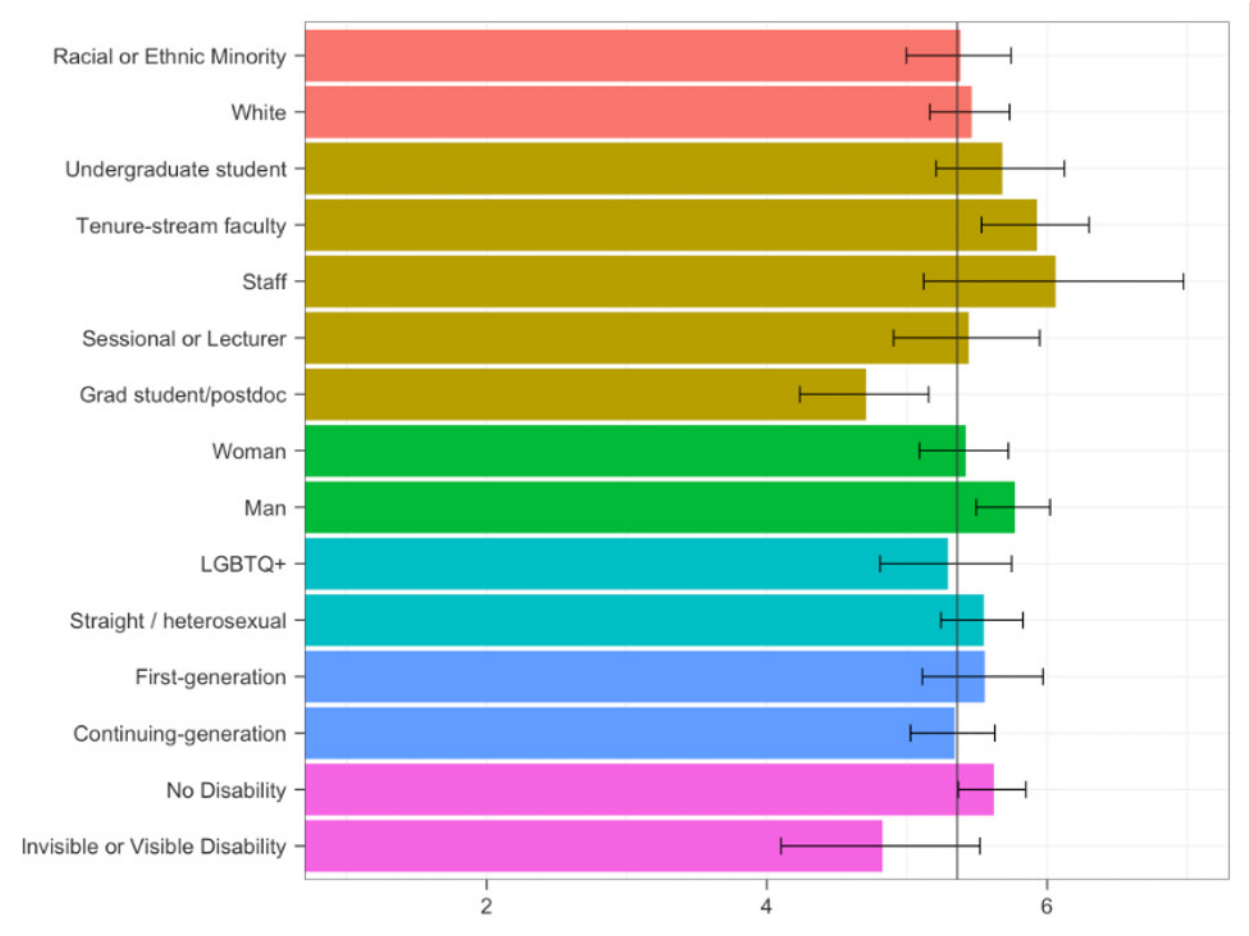
d) Survey Responses continued

Composite Items: Respect and Fairness

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

These six items addressed respondents’ views on whether they believed that people of all groups are treated respectfully and fairly in the Department.

As was the case last year, graduate students/postdocs had scores that were below the Department average. Department members with disabilities also reported lower scores than average.

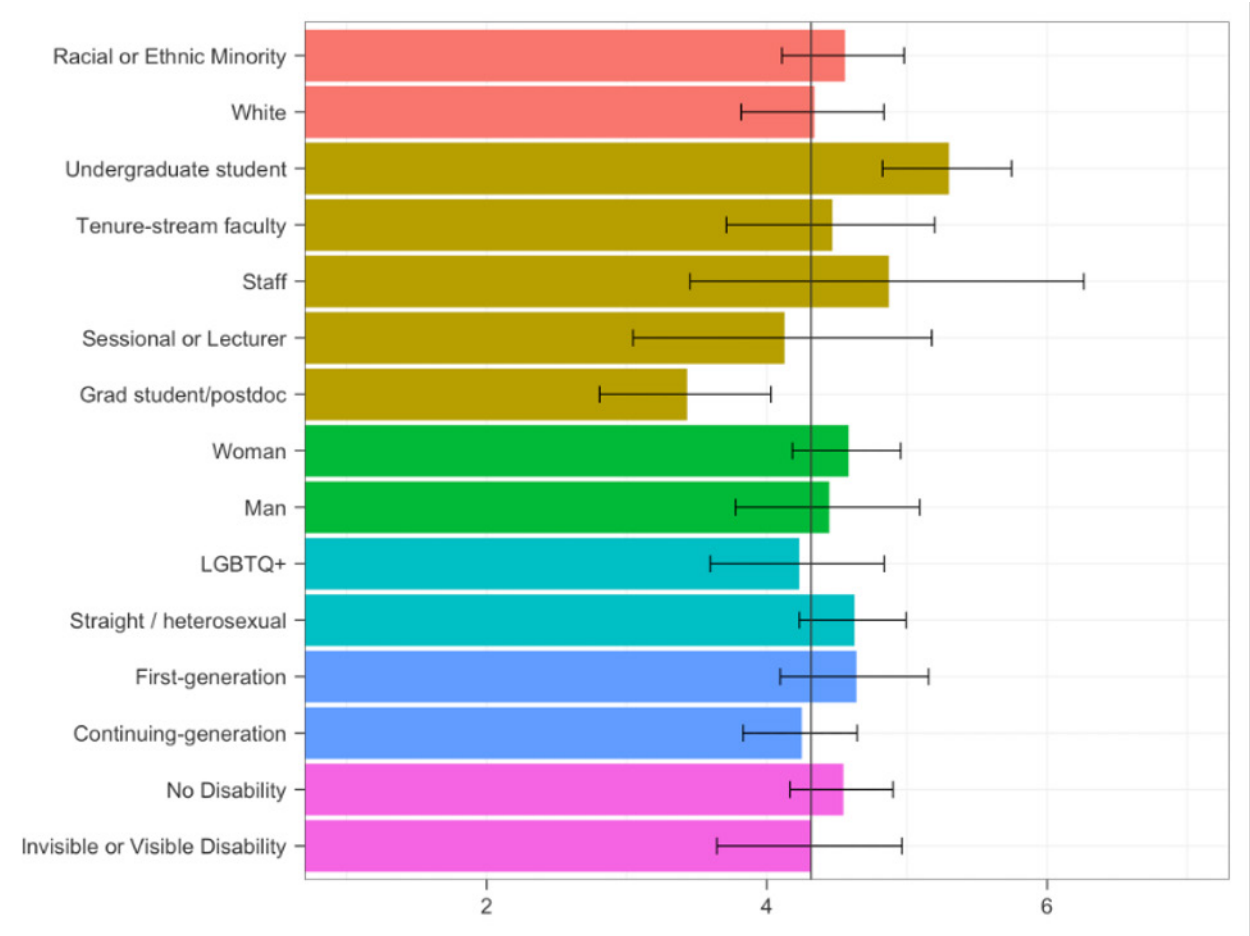


d) Survey Responses continued

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. The group of graduate students/postdoctoral fellows, as well as the sessional/lecturer group, are less likely to feel they can openly express their ideas and opinions without fear of negative consequences. Interestingly, undergraduate students were most likely to feel they can openly express ideas.



d) Survey Responses continued

EDI as a priority

Survey participants were asked how much EDI is valued in our department: too much, too little, or just the right amount. This single question was followed by a series of follow-up questions assessing how much EDI concerns are taken into consideration in various types of work that go on in the Department, from lab meetings to hiring.

Analyses show that people generally feel that EDI is valued close to “the right amount” in our Department, with the mean just slightly lower from last year. The distribution is shown below.

How much is equity, diversity, and inclusion valued in our department?
(1 = not enough, 4 = the right amount, 7 = too much)

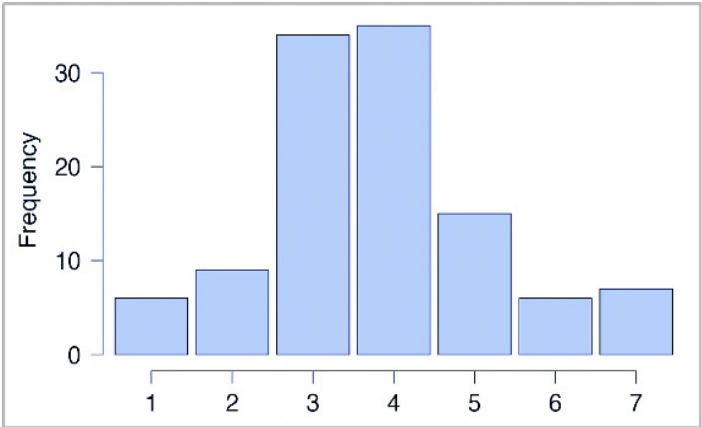


Table 3. How Well is EDI Valued, Discussed, and Considered in the Department?
(1 = not enough, 4 = the right amount, 7 = too much)

	Full Sample	
	Mean	SD
How much is equity, diversity, and inclusion valued in our department?	3.80	1.41
EDI issues discussed & considered:		
Research	3.34	1.25
Courses	3.46	1.25
Dept colloquia, social events, other events	3.88	1.22
Lab meetings	3.79	1.18
Graduate admissions	3.73	1.66
Committee / faculty / staff meetings	3.87	1.36
Faculty & staff hiring	3.89	1.45

d) Survey Responses continued

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

Table 3 shows the overall sample means and standard deviations (SD) for this year. The lowest ratings were observed for **research** and **courses**, whereas the highest rating was observed in **faculty and staff hiring**.

There was some variability when considering subgroups. For example, when responding to the question: “How much is equity, diversity, and inclusion valued in our department?” graduate students/postdocs endorsed the lowest ratings.

When asked about EDI considerations in **research**, undergraduates, and graduate students/postdocs leaned more toward “not enough” relative to those in other roles.

Some subgroups (white respondents and sessionals/lecturers) felt that EDI is considered too little in **courses** (including office hours, lectures, etc.).

For **colloquia, social, or other events**, and for **lab meetings**, there was not a lot of variability observed across subgroups.

Like last year, there was a fair bit of disagreement about **graduate admissions**. In particular, staff and undergraduate students felt that more EDI considerations were needed in this domain.

In relation to **Department meetings** (committee, faculty, staff meetings), graduate students/postdocs felt that EDI is considered too little (relative to those in other roles). This may reflect an interest amongst graduate students to implement departmental meetings in lieu of or in addition to faculty meetings.

Finally, **faculty and staff hiring** received the highest mean rating regarding how much EDI is valued in this context. However, ratings were lowest for EDI in faculty/staff hiring among undergraduate students and individuals with disabilities.

The question “I feel like the efforts of the EDI Committee and Psychology Department reflect my own EDI goals,” was asked for the first time this year. The data showed mid agreement overall, with the highest agreement observed among sessionals/lecturers and lowest among graduate students/postdocs.

d) Survey Responses continued

Role Models

This year the Progress Monitoring Working Group computed the % of respondents who showed any level of agreement with the statement “I have role models in the department who have similar identities to me.” The analysis showed that, like last year, respondents who identified as racial or ethnic minorities showed less agreement with this statement than white respondents (47% versus 70% agreement, respectively). Less agreement was observed among other subgroups as well: lecturers/sessionals showed only 33% agreement with this statement, as compared to those in other roles (where the range was between 63-71%). Similar agreement (60% in both groups) was shown among individuals who are part of the LGBTQ+ community versus those who identify as straight or heterosexual. Individuals with disabilities showed less agreement than those without (39% versus 63%, respectively).

Communication

This year the Progress Monitoring Working Group added questions probing communication, i.e., knowing how to find information about EDI efforts made by the EDI Committee.

Responses to these questions suggest that people generally feel like they know how to find EDI-related information and can access that information with some ease but that there is room for improvement. The overall mean was 5.01 (SD 1.20); note that a score of 7 would indicate strongest agreement.

Scores were lower among graduate students/postdocs, individuals with disabilities and members of the LBGTQ+ community. Note that improving information flow between the EDI Committee and the Department is a goal of the Progress Monitoring Working Group for next year.

In addition, the Town Hall discussion suggested that communication concerns are relevant to the EDI Committee and the Department at large (and at times it is hard for people to parse what falls within the purview of the EDI Committee versus the Department). Graduate students/postdocs, in particular, have concerns about difficulty of information access.

d) Survey Responses continued

Qualitative Data

The survey also included open-ended response options, in which respondents were invited to share additional thoughts. A number of respondents expressed gratitude for the EDI efforts in the Department. Still, important concerns were also noted. The comments were grouped into themes, which were discussed at the 2024 EDI Strategic Town Hall:

1. Equity Gaps

- Certain aspects of identity do not receive strong EDI focus (e.g., age, body size, diverse gender and sexual orientations)
- Feeling that some lives are more valued than others
- Equity and inclusion for lecturers
- Funding equity for grad students

2. Communication and Priorities

- Greater clarity about what is done with survey data
- More focus on positive aspects of Indigenous peoples in lectures and course material
- Department/EDI Committee's position regarding statements on global events
- How genuine the Committee's EDI efforts are

Bullet points 3-4 may relate to feelings among some Department members that the EDI Committee's priorities may not match their own priorities

3. Viewpoint Diversity and Respect

- Decline in viewpoint diversity
- Decline in respectful communication/morale in the Department

To briefly expand on some of the themes and subtopics, some respondents questioned whether true EDI progress is being made in the Department. Other respondents expressed concern that only some faculty members take EDI seriously. Still others commented that significant EDI progress has been made within the Department. Hence, there was a lot of disagreement.

More than one Department member expressed concerns about declining viewpoint diversity, including concerns with self-censorship. Another member added that the gender imbalance in the Department had left them feeling out of place. One respondent expressed concern about a decline in respectful communication, particularly between students and faculty.

Like last year, multiple survey respondents expressed a desire for our Department to consider people with disabilities more in EDI efforts, particularly in relation to hiring and courses.

e) Summary of Survey Results

Once again, the survey conducted this year is somewhat limited as there was a low response rate (i.e., less than half of the Department completed the survey) and it is unclear how representative the sample is; in certain domains it is clearly unrepresentative (e.g., the gender breakdown was far from even, with many more women than men responding). We note, however, that a variety of subgroups were represented as Table 1 shows.

In general, many survey respondents reported feeling a sense of inclusion, feeling safe, experiencing fairness and respect, and being able to speak openly. However, the overall means suggest that there is room for improvement across all of these metrics. Moreover, there are subgroups in the department that endorsed lower ratings.

To recap, lecturers/sessionals, graduate students/postdocs, and people with disabilities reported lower ratings, and the last two groups reported a drop from last year. These two groups also score lowest in experiences of respect and fairness, again dropping from last year. People with disabilities score lower on the safety-related composite. Graduate students/postdocs feel least free to speak openly, whereas undergrads feel the most free in this regard.

Overall, ratings tend to be slightly lower among ethnic and racial minorities relative to white individuals, though there are some places where the gap is smaller, including in relation to feelings of respect and fairness. Comparing last year's data to this year's data, we note some closing gaps. Although sessionals/lecturers still endorse lower ratings relative to other groups, they have improved to some extent, at least in some domains. The Progress Monitoring Working Group believes that this is in part, due to responsiveness of the EDI Committee to feedback provided by this subgroup in last year's survey (a special mention to Lily May for her work on this).

f) Suggestions for Improvement of the EDI Climate Survey

Given that the survey was focused on dynamics in workplaces and research settings, some questions did not seem well adapted for distribution to undergraduate students solely taking courses. As such, there is a need to develop a survey geared toward capturing feedback from undergraduates.

In addition, accessing a list of emails for students who have declared a Psychology major in a manner compliant with University privacy requirements continues to be a challenge. Qualtrics, the survey tool used by the Department, requires an email address to ensure a unique response, so our inability to access this email list severely limits the number of undergraduates a modified survey could reach. This also has made it difficult to communicate the time and logistics of joining the Town Hall to undergraduates.

At the Town Hall, some members of the Department discussed misalignment between their EDI goals and those of the EDI Committee. Based on this discussion, we believe it would be prudent to include more follow-up open-ended questions to better understand the nature of this misalignment.

VI. Common Themes for Future Goal Planning

Some Working Groups are still refining their processes and procedures to maximize their efficiency and impact. Thus, many Working Groups are engaging in a process of listening and learning as they reflect on their work over the last year or two, as well as incorporate feedback provided by others. It was acknowledged that outreach to people with disabilities and graduate students/postdocs should be a priority given the survey results from this year. Fundraising was noted by more than one committee and this will continue to be an important area of focus.

VII. Special Focus: Indigenous Strategic Plan (ISP)

Why does the ISP matter to the EDI Committee?

The Office of Indigenous Strategic Initiatives at UBC created the Indigenous Strategic Plan (2020) as thoughtful guidance and a framework for reconciliation in a post-secondary context. The ISP is meant to provide direction to all units across UBC. The creation and implementation of the ISP is a crucial first step in acknowledging the material realities of exclusion of Indigenous peoples from participation and leadership across diverse fields, including higher education. The ISP aims to uphold the Truth and Reconciliation Commission's Calls to Action (2015), specifically those that pertain to post-secondary education.

UBC conceptualizes the ISP as related to their larger equity and anti-racism framework (StEAR), in that both advance EDI with an eye toward community members with historically, persistently, or systemically marginalized identities. However, in recognition of the unique issues faced by Indigenous peoples in Canada, the ISP also has its own designation. Similarly, in our Department, we conceptualize the EDI Committee as working in collaboration with the Psychology Department Indigenous Initiatives Coordinator (Dr. Ben Cheung).

What are the EDI Committee's primary goals through engagement with the ISP?

The ISP seeks to improve education attainment levels and success rates of Indigenous students, develop culturally appropriate curricula, and educate teaching faculty on how to integrate Indigenous epistemology and pedagogy into classrooms while carefully navigating their own positionality and relationality with Indigeneity.

VII. Special Focus: Indigenous Strategic Plan (ISP) continued

How has the EDI Committee supported the ISP in our Department?

In December 2023, the EDI Committee (10 faculty and 2 graduate students) completed the [ISP Self-Assessment Tool](#). The Office of Indigenous Strategic Initiatives at UBC created this tool and has asked all units to complete it. The ISP Self-Assessment provided an opportunity for our committee to reflect on our Department's current level of engagement with the ISP's goals and actions (what are we currently doing and what can we be doing more of). Each member of the EDI Committee completed the ISP independently and then the entire group met to discuss the results (discussion led by June Brown, the EDI Program Assistant in the 2023-2024 academic year). June Brown also presented the results at the EDI Strategic Plan Town Hall on April 24, 2024.

The [ISP Self-Assessment Tool](#) covers five themes: Understanding, People, Culture and Systems, Relationships and Partners, and Teaching, Learning and Research. Preliminary results suggest that our EDI Committee perceives our Department to be making the most progress in Understanding (items in this theme were most consistently rated as "Working on This" in the Self-Assessment). However, overall our Department is not yet strongly engaged with the other themes (items in the other themes were most consistently rated as between "Not Started" and "Working on This").

Looking forward, how can our EDI Committee continue to advance the ISP in our Department?

The EDI Committee has put out a call for members across all areas of the Department to participate in the [ISP Self-Assessment Tool](#) by Fall 2024. The EDI Program Assistant and the Committee will help to consolidate the reports and present the results to the Department by the end of the 2024-2025 academic year. This process will help our Department to identify the ISP goals and actions that are most relevant to us, and to inform concrete steps that we can take to better implement the ISP.

VII. Special Focus: Indigenous Strategic Plan (ISP) continued

In addition, our EDI Committee intends to continue efforts to:

- Support and work in partnership with Dr. Ben Cheung as Psychology Department Indigenous Initiatives Coordinator (ongoing)
- Provide monetary support (from the EDI budget) for Indigenous initiatives organized by Dr. Cheung, including for students working on the Psychology Department Indigenous Task Force and for events put on by the Indigenous Psychology Student Association (IPSA) (ongoing)
- Host EDI Dialogue and Learning workshops on topics related to Indigenizing curriculum, such as our workshop on personalizing land acknowledgements, or the Dialogue and Learning book club events featuring books or movies by Indigenous authors concerning the experience of Indigenous peoples in Canada (ongoing)
- Organize and carry out a learning community for faculty around UBC's [Weaving Relations](#) course, in which faculty enrolled in the course meet approximately monthly to discuss their reflections and learning (occurred Summer/Fall 2023)
- Similar to as what was done for the Weaving Relations course, organize and carry out a learning community for faculty around UBC's [Grounding Anti-Oppression](#) course (occurring Summer 2024)
- Offer individualized support for instructors seeking to Indigenize their courses, through the EDI Consultation Working Group (ongoing)
- Generate paid undergraduate and graduate RAships for Indigenous students from the Psychology Inclusive Excellence Fund, which is run by the EDI Funding Working Group (ongoing)

VIII. Conclusion of the 2023-2024 EDI Annual Report

Building on some of the successes of last year, this year's nine Working Groups made many significant strides in tackling the EDI initiatives first set out by the Task Force in 2021. Though the EDI work in the Department has been substantive to date, limitations in communication, funding, and personnel continue to impede progress amongst some groups, and these will be areas of targeted focus in the coming years. In spite of challenges faced, the Working Groups are steadfast in their plans to broaden their impact further by reflecting and refining their workflow and implementing additional EDI resources into the Department. For even greater reach, new Working Groups can tackle additional EDI Task Force initiatives, but will require greater engagement of additional departmental members, particularly faculty who can serve as Working Group leads.

Initial engagement with the Indigenous Strategic Plan (ISP), particularly the [ISP Self-Assessment Tool](#), allowed the EDI Committee to consider more concrete ways to foster stronger, more robust, and more meaningful relationality with Indigeneity in our classrooms, laboratories, and department at large. It will be important to continue to strongly support the advancement of the ISP at a Departmental level.

EDI Climate Survey results suggest that there are important and pressing gaps within EDI to address in our Department, primarily around communication between the EDI Committee and members of the Department. Lower ratings across many EDI metrics amongst graduate students/postdocs, and individuals with disabilities this year suggest a need for better understanding of EDI concerns amongst these subgroups.

As some first steps towards such understanding: for the first time this year, members of the GSC joined the EDI Committee (though this occurred in the middle of the academic year). We hope that in the future, having GSC representation on the EDI Committee will hopefully facilitate more robust cross-talk between the EDI Committee and graduate students/postdocs. The EDI Committee is meeting with the 2024-2025 academic year GSC Co-Presidents in June of 2024 to discuss how grad students can be better integrated into the Committee, and to plan this in a more thoughtful way going forward.

VIII. Conclusion of the 2023-2024 EDI Annual Report continued

Moreover, the EDI Consultation Working Group has been working on analyses of a survey on accessibility and disability for students within the Psychology Department. It is anticipated that these results will inform future efforts to foster inclusion in these areas. Finally, our EDI Committee is working on elucidating our mission statement and defining our scope of practice, including linking these things to the EDI Task Force recommendations. Our goal is to release these documents in the Fall of 2024. We hope that by being more explicit about our mission statement and scope of practice, it will improve our communication with Department members and our transparency about how we make decisions, as well as provide a springboard to discuss ways in which the priorities of our Committee may versus may not match the priorities of Department members.

EDI progress in our Department would not be possible without the support of a number of individuals, including faculty, graduate students, undergraduates, postdocs, and staff. A big thank you to members of the EDI Task Force, particularly to Amori Mikami and Toni Schmader who co-chaired the 2021 Task Force, and Geoff Hall who has provided continued support for EDI initiatives in his role as Department Head.

We welcome Toni Schmader as new Department Head (as of July 2024) and look forward to her continued support of EDI initiatives as well. Special thanks to Bonnie Vockeroth, Khushi Mehta, and Charlotte Juras for their assistance with the EDI Strategic Plan Town Hall on April 24, 2024. Additional thanks to Viplav Subramanian and Isabel Wilson who helped with the Annual Report. Finally, we thank Ben Cheung for his role as Psychology Department Indigenous Initiatives Coordinator.



PHOTO: Psychology Students in the
Kenny Building. Credit: Paul Joseph /
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