

EQUITY, DIVERSITY & INCLUSION

2024-2025 Annual Report



THE UNIVERSITY OF BRITISH COLUMBIA
Department of Psychology

psych.ubc.ca/edi

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I. Introduction

Background

This 2024-2025 Equity, Diversity, and Inclusion (EDI) Annual Report was put together by the EDI Progress Monitoring Working Group. Sections of this report were modified from previous versions or taken verbatim (where changes to the text from prior versions were deemed unnecessary). Feedback was provided by members of 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. As the Task Force suggested, the Psychology Department must engage in evaluation at regular intervals to recognize whether the Task Force's recommendations are being implemented, and whether initiatives have had a valuable effect in enhancing equity and inclusion for individuals, promoting and celebrating diversity within the Department, and advancing other vital goals. The annual report is shared with the entire Department (typically in the Spring/Summer) and should be reviewed carefully by Psychology Department leadership and stakeholders. To view annual reports from prior years, click [here](#).

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

This report offers an overview of the progress made by the EDI Working Groups in relation to a wide range of EDI-related goals set in 2024-2025, along with the challenges faced and plans for the future. The report includes results from the third annual Department-wide **EDI Climate Survey**, which was conducted in the Spring of 2025 and then presented at the **EDI Strategic Plan Town Hall** on May 16th, 2025.

This report also includes results from a new Equity in Resources survey conducted in the Spring of 2025, containing a summary of the EDI Committee's continued engagement with the Indigenous Strategic Plan. The full list of items covered in this report can be found in the table of contents.



II. Executive Summary and Overview

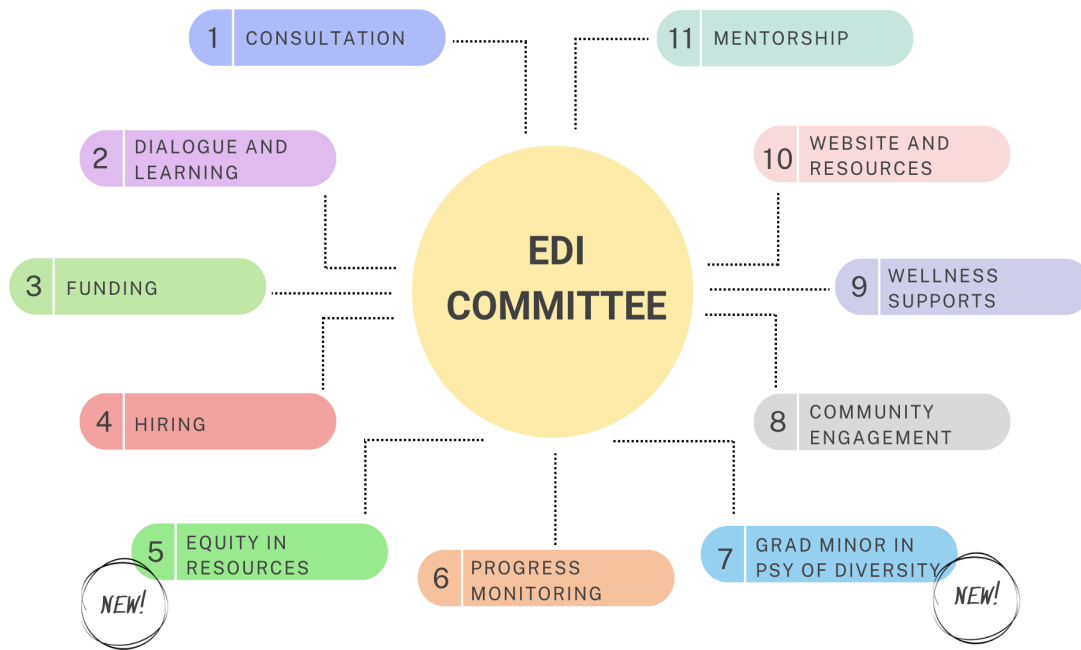
What does the Psychology Department's EDI Committee do?

The [EDI Committee](#)¹ consists of the Associate Head of EDI, Amori Mikami, as well as faculty leads of various **Working Groups** (composed of staff, students, postdocs, postbacc, and faculty). This year, the EDI Committee also included EDI program assistant Viplav Subramanian (2024-2025), and Graduate Student Council (GSC) Representatives Vasileia Karasavva and Omran Safi.

In the 2024-2025 academic year, the EDI Committee met monthly to discuss and implement EDI-related decisions and policies, with the occasional exception of Working Group leads, when they had prior obligations (e.g. teaching, travel). Likewise, the Working Groups themselves 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 EDI Task Force](#), including, for example: faculty hiring practices; dialogue and learning; and monitoring the Department's progress toward its EDI goals.

In the 2024-2025 academic year, there were [eleven](#) active EDI Working Groups within the Psychology Department (compared to 9 Working Groups in 2023-2024). Provided below are brief overviews 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.



1 CONSULTATION

The **Consultation Working Group** supports Department members in EDI-related goals. Through resource curation and personalized meetings, the group offers assistance in increasing EDI considerations in courses, department initiatives, lab procedures, and more.

2 DIALOGUE AND LEARNING

The **Dialogue and Learning Working Group** facilitates EDI-related learning and conversations among Department members through supporting Communities of Practice/Care, publishing a Psychology Department EDI newsletter, and hosting events, including lunch and learn workshops, book clubs, and other events featuring external speakers or internal facilitators.

3 FUNDING

The **Funding Working Group** has and will continue to secure financial support for diverse graduate and undergraduate students (e.g., the Psychology Inclusive Excellence (PIE) Fund). The group also makes recommendations for the adjudication of PIE Fund Awards.

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, using the best empirically-informed practices to modify language in job advertisements and interviews in order to boost applicant pool diversity and inclusion, and contributing to applicant evaluation procedures that consider EDI in the decision-making process.

5 EQUITY IN RESOURCES

The new **Equity in Resources Working Group's** current goals are to gather data on areas of perceived inequity in the distribution of resources within the department and to review existing practices for the allocation of resources such as space and area support funds. The goals of this working group for future years will take into account the departmental community discussion and data gathering that will begin in 2025.

6 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 how Department members feel about the inclusiveness of the Department's climate, in addition to writing the initial draft of the annual report.

7 GRAD MINOR IN PSY OF DIVERSITY

The new **Grad Minor in the Psychology of Diversity Working Group** explores the feasibility and possible designs for introducing a Graduate Minor in Diversity Science into the graduate programs at UBC. The group is exploring a variety of options for how this could be done, and is consulting faculty and students to identify the advantages and disadvantages of each option.

8 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.

9 WELLNESS SUPPORTS

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

10 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.

11 MENTORSHIP

The **Diversity Mentorship Program** provides mentorship and support to undergraduate and post-baccalaureate students from marginalized communities in preparation for graduate admissions in psychology.

III. Detailed Working Group Progress Report

At the beginning of the 2024-2025 academic year, the Progress Monitoring Working Group collected goals from each Working Group and published them on the Psychology Department website to ensure that the Psychology Department remains abreast of EDI progress (see [here](#)). At the end of the 2024-2025 academic year (around April/May) each Working Group was asked to report on their activities, progress, challenges and accomplishments during the year ("Reflection" form). Below are summary responses from each Working Group.

1 CONSULTATION

Members

Lily May (faculty, WG lead), Bitia Zareian (graduate student), Alannah Wallace (graduate student), Viplav Bhaskar (graduate student), Marisa Nelson (graduate student), Vasileia Karasavva (graduate student), Jen Burrell (graduate student), Dana Hunter (undergraduate student/alumni)

Goals

The Consultation Working Group had three primary goals for the 2024-2025 academic year:

- Recruit and build a larger team of graduate student EDI consultants
- Provide EDI-focused syllabus and course support to instructors and TAs in the department
- Provide EDI-related support to the department in line with arising needs and interests

Accomplishments

- Provided EDI-focused syllabus/course support to three instructors
- Helped to set up and coordinate TA training workshop on positionality
- Consulted with labs on RA hiring, analyzed data on lab practices around hiring RAs from diverse backgrounds
- Consulted with clinical area on reviewing history of psychology textbook options
- In Summer 2024, continued to coordinate/support a community of practice on Disability and Accessibility
- Continued work on creating a Canvas site with information, resources, etc. on indigenizing psych course curriculum

Plans for the Future

- Create a Canvas site with information, resources, etc. on indigenizing the psychology course curriculum, hopefully to have ready for start of fall term!
- Build resources for instructors on approaching CfA accommodations in classes

2

DIALOGUE AND LEARNING

Members

Lauren Emberson (faculty, WG lead), Jay Hosking (lecturer) David King (lecturer) Kiarah O’Kane (graduate student), Carmelle Bareket-Shavit (graduate student), Ayesha Andrews (undergraduate student), Annette Idiagbor (undergraduate student), Harleen Kaur (undergraduate student), Noelle Kim (undergraduate student)

Goals

The Dialogue and Learning Working Group had three primary goals for the 2024-2025 academic year:

- Support sustained learning/unlearning and connection learning with actionable changes
- Provide department with offerings of EDI-related learnings and opportunities to engage
- Support communication about EDI across working groups to our community (broadly defined)

Accomplishments

- Supported and grew the Community of Care for the 2SLGBTQIA+ community, PrideMind. This group has been reaching out to the 2SLGBTQIA+ community through events, an EDI newsletter, emails, etc.
- PrideMind (see above) obtained StEAR funding in 2024 and has been using that funding, and in consultation with the 2SLGBTQIA+ community, to build a website/digital hub for the community. They have connected with a student who is



leading web design and building content for the website. They plan to have it released in the summer of 2025.

- The community of practice related to the affordability crisis (SES and the Student Body) met this academic year and continues to search in how to engage with the student body beyond the Community Pantry (created from this Community of Practice last academic year).
- Continued the Psychology Department EDI newsletter. Two impactful editions were published: one on Orange Shirt Day or Truth and Reconciliation Day and the Orange Shirt Intergenerational March hosted on campus and the second as an update from PrideMind on their survey of the 2SLGBTQIA+ community in Psychology.
- David King, a member of this Working Group and representative of PrideMind, presented at a faculty meeting on the findings from their survey of the 2SLGBTQIA+ community in Psychology. Both what this Working Group is doing well to support this marginalized community and what more can be done. This information was also shared in a Psych EDI newsletter (see above).
- Continued to connect with the undergraduate student body. VP Equity from the PSA joined this Working Group for this year and has helped them to liaise with the undergraduate body and the PSA.
- Carmelle Bareket-Shavit (graduate student member) has worked with Bonnie to put together slides on the Musqueam Protocol office information with regards to Land Acknowledgments. This follows a faculty meeting presentation by Lauren on this important document to more broadly share information with regards to Musqueam's requests to the UBC community with regards to Land Acknowledgments. These should be appearing soon on the screens around Kenny.

Plans for the Future

- The group will have a new lead next year (David King) and with new leadership brings new perspectives, goals, approaches and directions.
- This Working Group generally wants to follow a similar path of building and growing Communities of Care/Practice and using that sustained work connecting with relevant communities to guide offerings including events such as workshops and the Psych EDI Newsletter. There has been interest in expanding to Communities of Care to include a focus on Black students in Psychology.

3 FUNDING

Members

Kiley Hamlin (faculty, WG lead), Andrew Baron (faculty, WG lead), Noah Silverberg (faculty), Samantha Dawson (faculty), Daniela Carbonell (former UBC undergraduate student), Hin Fu (graduate student), Francis Yuen (graduate student), Kimia Nouhi (former UBC undergraduate student), Zaina Alkurdi (undergraduate student)



Goals

The Funding Working Group had three primary goals for the 2024-2025 academic year:

- Fundraising for PIE Fund
- Adjudicate/Deliver PIE Awards
- Events/communication for boosting visibility

Accomplishments

- Giving Day 2025 Raised just under \$39K; \$11K more than in 2024; other donations throughout year.
- 6 Grad Entrance Enhancement Awards, 4 Undergrad Early Research Awards; 11 PSYC240 Tuition Awards in 2024-2025.
- Presence at Homecoming, Giving Day, Graduation.

Plans for the Future

- Continue pursuing all of the above; formalize vision statement/policies.

4

HIRING

Members

Fritz Götz (faculty, WG lead), David Manuel (graduate student), Grace Truong (lecturer), Joan Ongchoco (assistant professor), Shayden Schofield-Lewis (graduate student), Tanoulu Li (graduate student), Vyomesh Daga (undergraduate student)

Goals

The Hiring Working Group had three primary goals for the 2024-2025 academic year:

- Resource Collection – EDI Dimensions & Measurement: Compile a resource library with relevant information on EDI dimensions and measurement.
- Literature Search – EDI practices at Peer Institutions: Carry out an extensive literature search across peer institutions to understand current EDI assessment and evaluation practices.
- Informed Practice – Removing Barriers: Removing barriers regarding hidden curricula in EDI for job candidates, boosting community engagement in the search process; streamlining job ads to eliminate biases and barriers.

Accomplishments

- Resource Library: Established an extensive resource library on Google Drive. This is envisioned as a living and evolving database and tool to support current and future search committees.
- Cheat Sheet for Job Candidates: Developed a cheat sheet for job candidates, making explicit expectations for job talks and campus visits, in an effort to remove hidden curricula and level the playing field for all job candidates. This was shared with the larger search committee and the area reps for both the BNS and Health Search.



- Empirically-Driven Tweaks to Job Ads: Based on recent research (<https://www.pnas.org/doi/abs/10.1073/pnas.2409854122>; + unpublished field studies) by Drs. He & Kang, proposed empirically-informed tweaks to current UBC Psych Job Ads that are likely to diversify our applicant pool (by pivoting from “welcoming” language to “belonging” language)
- Overview of Preferential Search Practices in Canada: Put together a comprehensive list of all EDI-based preferential hires conducted in Canada in the last five years and identified the legal requirements to get such a search approved in British Columbia.
- Further Integration of EDI in Search Process: Fritz Götz and Amori Mikami (Associate Head of EDI) served as ex-officio committee members on the search committee for assistant professors in Behavioral Neuroscience (2 positions) and Health (1 position) to help with the implementation of EDI considerations during the search process (including EDI-focused one-on-one meetings with 50% of all job candidates).
- Community Involvement Boost during Job Talks: Deliberately reached out to the graduate student community in the department to engage them and proactively encourage them to play an active role in hiring, meet with candidates, and attend the job talks. This has likely coincided with a noticeable increase in graduate student presence at job talks.
- Service Statement Debate: In light of a rapidly changing EDI-landscape across North America and beyond and different positions on the merits of having dedicated EDI statements, versus broader service statements that explicitly reference EDI, this Working Group had an extensive discussion about the pros and cons of both options and presented the resulting insights to the broader EDI committee.

Plans for the Future

- There are a number of continuous tasks (i.e., keeping a pulse on how EDI is implemented around the world, building out the resource library, using bottom-up grassroots efforts to boost community involvement during search).
- There a number of potential new goals (e.g., post-search engagement with community members and job candidates to understand how EDI efforts are perceived; developing a clear timeline for future search committees on what needs to happen at what time before, during and after the search process (with regards to EDI). This being said, given the nature of this Working Group, their goals, needs, and opportunities are contingent upon the actual hiring that UBC Psychology can engage in in the coming year.

5 EQUITY IN RESOURCES

Members

Kalina Christoff Hadjiilieva (faculty, WG lead), Jason Rights (faculty), Kassandra Darbel (staff), Tara Martin (staff)

Goals

The Equity in Resources Working Group had three primary goals for the 2024-2025 academic year:

- Gather data on areas of perceived inequity in resources
- Examine space allocation practices
- Compile procedures for area support funds allocation

Accomplishments

- Implemented a department wide survey to gather data from members of the UBC Psychology Department community on areas of perceived inequity in resources in our department and presented the survey results to the departmental community for reflection and discussion.
- Collected data on office and lab space allocation for different groups within the department over the last 10 years.

Plans for the Future

- Report back to the department community on historical record of space allocation (office and lab space).
- Create an action plan to address 1-2 priority areas of perceived inequity in resources in our department based on survey feedback and community discussion.
- Review differences in how different departmental areas have spent their area support funds in the last 10 years.

6 PROGRESS MONITORING

Members

Daniela Palombo (faculty, WG lead), Chantelle Cocquyt (graduate student), Nada Alaifan (graduate student), Oliver Bontkes (post-baccalaureate student), Isabel Wilson (post-baccalaureate student), Wynter Hasti Nikfarjam (undergraduate student)

Goals

The Progress Monitoring Working Group had three primary goals for the 2024-2025 academic year:



- Help other working groups document and plan goals for the year in alignment with the EDI task force recommendations, help with information flow.
- Survey planning, improving, dissemination, analysis.
- Town hall co-planning, annual report.

Accomplishments

- In addition to achieving all of their goals outlined above, this Working Group streamlined processes to make things more efficient.

Plans for the Future

- Continue to support other Working Groups, including considering how to translate survey responses into actionable items.

7

GRAD MINOR IN
PSY OF DIVERSITY

Members

Darko Odic (faculty, WG lead), Kristin Laurin (faculty)

Goals

The Graduate Minor in the Psychology of Diversity Working Group had three primary goals for the 2024-2025 academic year:

- Research and identify similar programs at peer institutions
- Consult faculty and students about the possibility of creating a program
- Create an outline of necessary steps

Accomplishments

- Conducted extensive research, identifying four close-fits to the kind of program considered appropriate, and another five-six schools that are similar.
- Consulted the Faculty of Arts about the Certificate Program as another approach.
- Consulted a subset of faculty (Social Area) and graduate students who would be most likely to teach and enroll in the Minor.
- Currently aiming to finish the outline of the steps needed by May 10th, 2025, and consult the broader EDI Committee about next steps.

Plans for the Future

- After proposing any future steps to the faculty, the group could work to organize the actual Minor/Certificate by helping create courses, do the paperwork for Certificate creation, etc. But all of that is dependent on whether the Department would like to implement this idea or not.



8

COMMUNITY
ENGAGEMENT

Members

Mark Lam (faculty, WG lead), Sunaina Assanand (faculty), Steven Barnes (faculty), Andrés Montiel (graduate student), Anuki Amarakoon (graduate student), Gina Simmons-Eide (undergraduate student), Viplav Subramanian (staff)

Goals

The Community Engagement Working Group had three primary goals for the 2024-2025 academic year:

- Identify sources of funding to sustain community-engaged initiatives within the department.
- Examine community engagement models and incentives in comparator departments, faculties, and universities.
- Conduct literature review of community-engaged learning outcomes for students.

Accomplishments

- This Working Group has identified and emailed over 280 department administrators, community engagement programs, and faculty involved with community engaged learning and/or research across approximately 100 Canadian institutions.
- They have invited these individuals to respond to the survey which hopes to better understand community engagement models and incentives in comparator departments, faculties, and universities. The survey closed May 16th, with analysis of responses to follow.

Plans for the Future

- In the coming year, this Working Group will continue working towards their original goals to analyze our survey data, conduct interviews if necessary, and present their findings to the department.
- Graduate student team will also conduct a literature review on the benefits of community engaged learning, with findings included in our departmental presentation.

9

WELLNESS
SUPPORTS

Members

Todd Handy (faculty, WG Lead), Cameron Hall (graduate student), Sanjana Subramaniam (undergraduate student)



Goals

The Wellness Supports Working Group had two primary goals for the 2024-2025 academic year:

- Compiling available campus wellness support resources.
- Updating our department's on-line list of wellness supports.

Accomplishments

- Diligently compiled UBC supports.
- This Working Group is now in discussions with Bonnie to revise/update department's wellness listings.

Plans for the Future

- Continuing current trajectory, and more specifically, working with Bonnie to implement revisions/additions to the department's wellness supports page.

10

WEBSITE AND RESOURCES

Members

Catherine Rawn (faculty, WG co-lead), and Bonnie Vockeroth (staff, WG co-lead), Ayesha Andrews (undergraduate student), Benjamin Cheung (faculty), Emma Furland (undergraduate student), Ava Morris (undergraduate student)

Goals

The Website and Resources Working Group had three primary goals for the 2024-2025 academic year:

- Develop a comprehensive communication plan to effectively share the department's compilation of EDI resources with psychology students and community members.
- Review EDI Taskforce Report's recommendations and the existing EDI resources on our website to ensure they align and meet the needs of our community.
- Create a dedicated section for Indigenous initiatives on the psychology department's website, with a focus on amplifying Indigenous voices and prioritizing the perspectives and needs of our Indigenous students and community.

Accomplishments

To ensure that the EDI resources on the psychology website remain relevant and continue to meet the needs of our community, this Working Group:

- Conducted a review of UBC Psychology's current EDI resources and compared them with the resources available through UBC's Equity and Inclusion Office.
- Completed a broader environmental scan of the EDI sections of other UBC departments, faculties, and Canadian psychology departments.



- Reviewed all existing EDI resources to verify that links are active and information is up-to-date.
- Consulted with the department's EDI Committee to gather feedback on the current approach to our resources.
- Began reframing the EDI resources to make the purpose of each resource clearer, while organizing them under specific subheadings to improve navigation and accessibility.
- Began updating and simplifying the EDI resources.
- To gain insights on the Unlearn and Learn resources page, included two questions in the 2025 EDI Climate survey
 - *I am aware of the "Unlearn and Learn" anti-racism resource page on the psychology website.*
 - *I think it is a good idea to feature only psychology-specific "Unlearn and Learn" resources on this page.*
- Followed accessibility standards to meet WCAG (Web Content Accessibility Guidelines) standards for resources.
- Drafted a communication plan to effectively share the department's EDI resources with the psychology community, aiming to raise awareness of the available supports and highlight the department's ongoing commitment to equity, diversity, and inclusion.

Plans for the Future

- Over the summer of 2025, this Working Group will continue to make sure the EDI resources meet the needs of our community.
- They will be conducting focus groups and gathering feedback to help guide this process. At the same time, they will be finalizing their communication plan, with the goal of rolling it out before the start of the Winter term, when our community is most active and engaged.

11 MENTORSHIP

Members

Joelle LeMoult (faculty, WG lead), Victoria Wardell (graduate student, DMP coordinator), Ben Cheung (faculty), Connor Kerns (faculty), Todd Handy (faculty), Caroline Miller (graduate student), Seonwoo Hong (graduate student), Shuyuan Shi (graduate student), Natalia Modzelik (post-baccalaureate student)

Goals

The Diversity Mentorship Working Group had three primary goals for the 2024-2025 academic year:

- Provide mentorship for students from under-recognized backgrounds who are interested in research-based graduate studies in psychology.
- Train and support graduate students to mentor students from under-recognized backgrounds.



- Connect with other mentorship programs and initiatives to promote sustainability of the DMP program.

Accomplishments

- Provided mentorship to 227 undergraduate and post-baccalaureate students from under-recognized backgrounds.
- Hosted 4 professional development workshops on applying to research-based graduate programs in psychology.
- Provided training on evidence-based best practices for mentoring mentees from under-recognized groups to 25 graduate students mentors.
- Collaborated with colleagues throughout Canada and the US to promote broader diversity mentorship initiatives, including submitting a SSHRC Partnership Grant.
- Secured funding from the department and university to promote mentoring initiatives geared toward under-represented individuals who might have fewer opportunities to receive research training.

Plans for the Future

- Continue the diversity mentorship program with a focus on increasing participation in the program during the winter term and increase initiatives for graduate student mentors to connect with each other.

IV. EDI Committee Mission Statement

The EDI Committee worked together over the past year to clarify, for themselves and for the rest of the department, what they see as their core mission. Per the newly developed Mission Statement, the EDI Committee considers its role to carry out the [2021 EDI Task Force Recommendations](#), which were adopted as the committee's five-year strategic plan. These recommendations are relatively specific to our department. The EDI Committee believes this is something that we are most responsible for and also have the greatest ability to control. The Mission Statement can be found [here](#).

V. EDI Climate Survey Results

Once again, 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 2025.

a) Survey History and Development Process

In 2023, the Progress Monitoring Working Group disseminated the first annual EDI Climate Survey and it has been administered annually ever since, with 2025 being its third cycle. The purpose of this survey is to gauge Department community members' sense of equity,

belonging, and inclusivity during the year. Note, that each year The Progress Monitoring Working Group edits some questions to increase clarity and sensitivity (to reflect evolving norms). Some new questions are added to better capture current departmental concerns. Each year, the Progress Monitoring Working Group seeks consultation and feedback from members of the EDI Committee for its development and refinement. The survey was released in April 2025. It was disseminated via mailing lists to faculty, staff, graduate students, and postdocs. To reach undergraduates working in laboratories, PIs were encouraged to share the survey link with their own laboratories, though the Progress Monitoring Working Group acknowledges that this approach is not ideal. Data were collected anonymously.

b) Respondents

In total, 81 people completed or mostly completed the climate survey, a number that is notably lower than prior years. The number of respondents broken down by demographic categories is shown below. Certain roles were aggregated (e.g., graduate students and postdoctoral fellows), as were other groupings (e.g., racial and ethnic identification was aggregated because many categories had too few respondents to preserve anonymity). Some respondents preferred not to disclose. Subgroup analyses below use aggregated groupings. The survey analyses were conducted by graduate student Chantelle Cocquyt, with independent checking by graduate student Oulu Li.

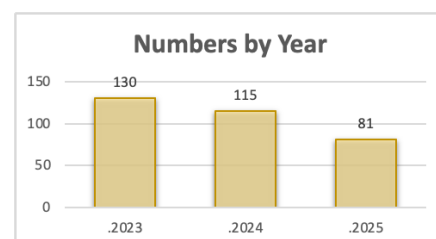


Table 1. Sample Sizes for Subgroups with More than Five Respondents

Subgroup	<i>n</i>
Racial or Ethnic Minority	39
White	30
Grad student or postdoc	13
Sessional or Lecturer	5
Staff	8
Tenure-stream faculty	21
Undergraduate student	25
Man	16
Non-Binary	5
Woman	50
LGBTQ+	22
Straight or heterosexual	44
Continuing-generation	53
First-generation	23
Invisible or Visible Disability	5
No Disability	69

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. Many responses overlapped with those of last year, but there were some new ones as well. Responses included:

- Religious affiliation
- Parent/caregiver
- Immigrant
- Mental health concerns
- Age/Ageism
- Lecturer status/contract faculty
- English as a second language
- Being first generation
- Disclosing sexual orientation
- Intergenerational trauma
- Being a commuter
- Bicultural identity
- Having student loans

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 subgroups. Due to the small number of respondents by subgroup, only composite data (i.e., grouped by themes) are presented.

Table 2. Respondents' 2024-2025 Experiences in the Department
(1=strongly disagree, 4=neither agree nor disagree, 7=strongly agree; N = 115)

	Full Sample	
	Mean	SD
I feel like the efforts of the EDI committee and Psychology Department reflect my own EDI goals.	4.81	1.55
<u>Inclusion Composite</u>		
In general, while conducting my work, I feel included and respected.	5.91	1.13

I am comfortable talking about my background, cultural experiences, gender, age, and/or sexual orientation with my peers and others in the department.	5.49	1.42
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.	5.25	1.57
I feel a good sense of collegiality with people in the department.	5.40	1.29
I have role models in the department who have similar identities to me.	4.80	1.77
In my work or school environment within our department, I feel like I need to hide a part of myself to be successful (reversed)	4.49	1.75
I often worry that I do not have things in common with others in the department (reversed)	4.56	1.82

Feeling Unsafe Composite

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.	2.30	1.68
Within the past year, I have had experiences in the department in which I felt unsafe or excluded as a result of my identity.	2.14	1.60
Within the past year, I have witnessed discrimination or harassment within the context of the department.	2.46	1.88
Within the past year, I have experienced discrimination or harassment within the context of the department.	1.74	1.25
I would feel comfortable reporting incidents of discrimination or harassment within our department, and I believe the department would handle reports effectively (reversed)	3.30	1.81

Respect and Fairness Composite

In our department, it is my experience that those from underrepresented groups are treated fairly.	5.54	1.48
In our department, it is my experience that I am being treated fairly.	5.86	1.14
In general, while conducting my work, people of all cultures, genders, ages, and backgrounds are respected and valued.	5.72	1.53

In general, while conducting my work, I feel my culture, gender, age, and background are respected and valued.	5.77	1.29
Jokes based on race, ethnicity, sexual identity, age, or gender are not tolerated in our department.	5.96	1.21
I feel well supported within our department when I need accommodations (for example, family obligations, mental health, disability, etc.).	5.36	1.38

Communication Composite

I feel that when I communicate EDI concerns and feedback within our department, it is taken seriously and addressed.	4.83	1.52
I feel comfortable with current department channels for communicating EDI concerns and providing feedback.	4.77	1.72
I want to be informed about the goals and progress of the UBC Psychology EDI Committee.	5.33	1.31
I know how to get information on the goals and progress of the UBC Psychology EDI Committee.	5.04	1.80
I am aware of the Unlearn and Learn anti-racism resource page on the psychology website.	3.80	2.09

Speaking Openly Composite

Within our department, my work, school, or volunteer environment supports an open expression of ideas, opinions and beliefs.	5.40	1.41
Within our department, I can voice a contrary opinion without fear of negative consequences.	4.04	1.76

Subgroup Comparisons

The graphs below 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 81 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.

Individual Item

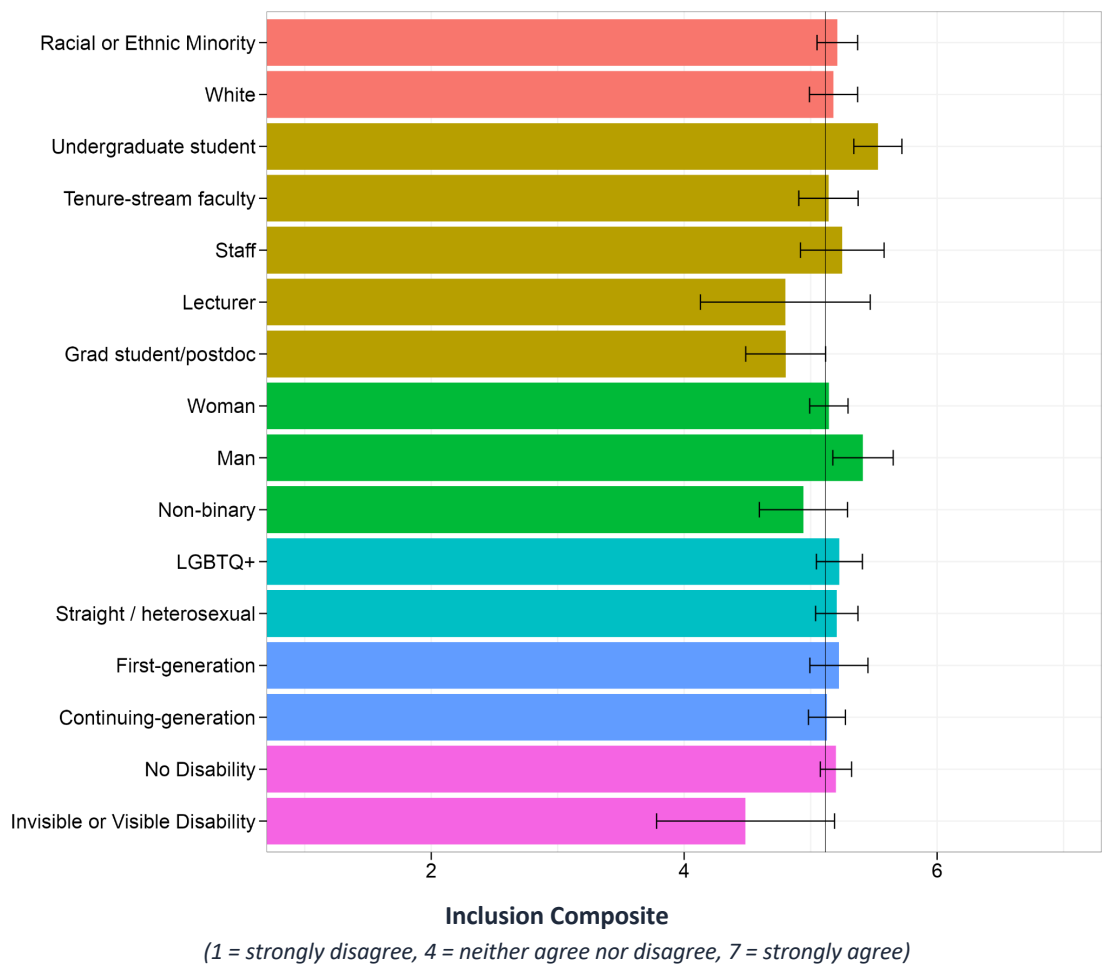
Once again this year, we see that members of our department, as a whole, do not feel a strong alignment between the efforts of the EDI committee / Psychology Department and their own EDI goals. Endorsement of this item (see Table 2 for exact wording of item) was 4.81/7, with particularly low rating among graduate students and postdocs: 3.77/7 (for comparison, the faculty rating was 5/7).

Composite Items

Inclusion

This composite, composed of seven 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.

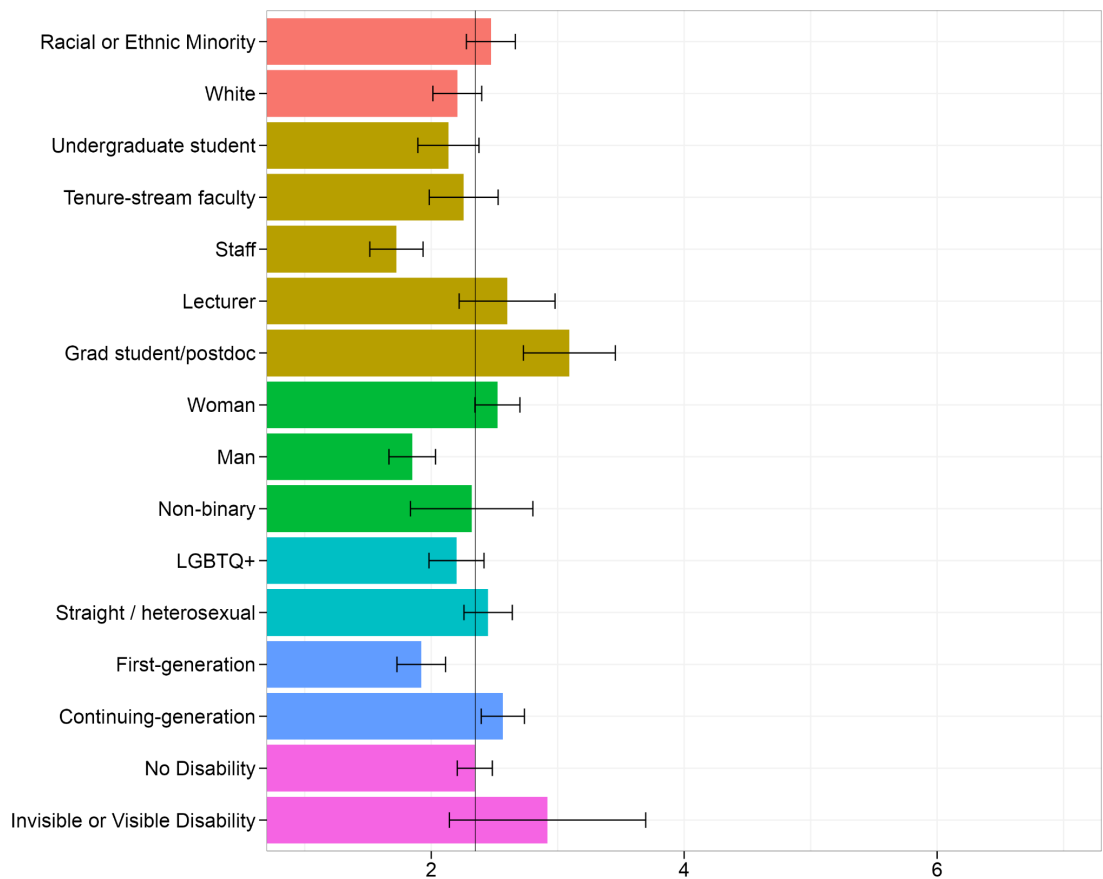
Scores are lower among lecturers, grad students and postdocs, and individuals with disabilities.



Feeling Unsafe

This composite, which was composed of five 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. Yet, graduate students and postdocs as well as those with disabilities were more likely than the Department average to agree with items in this composite.

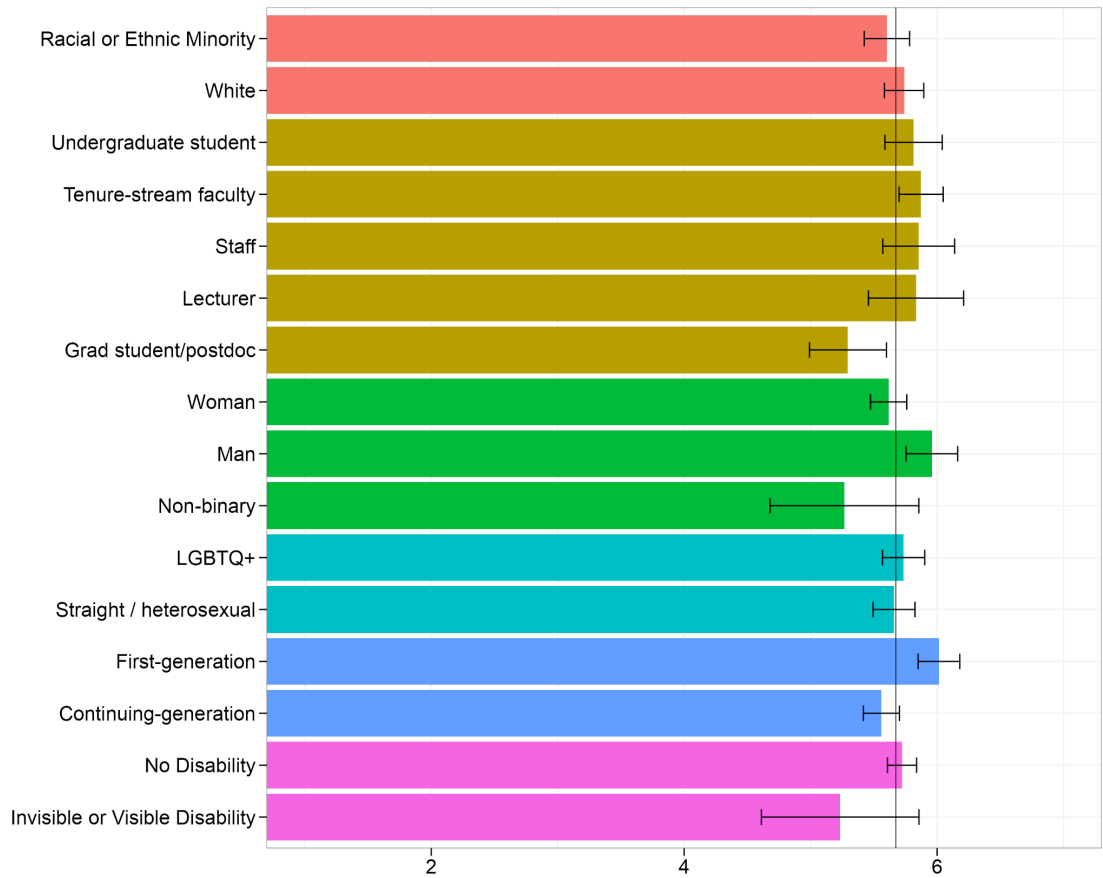


Feeling Unsafe Composite
(1 = strongly disagree, 4 = neither agree nor disagree, 7 = strongly agree)

Respect and Fairness

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

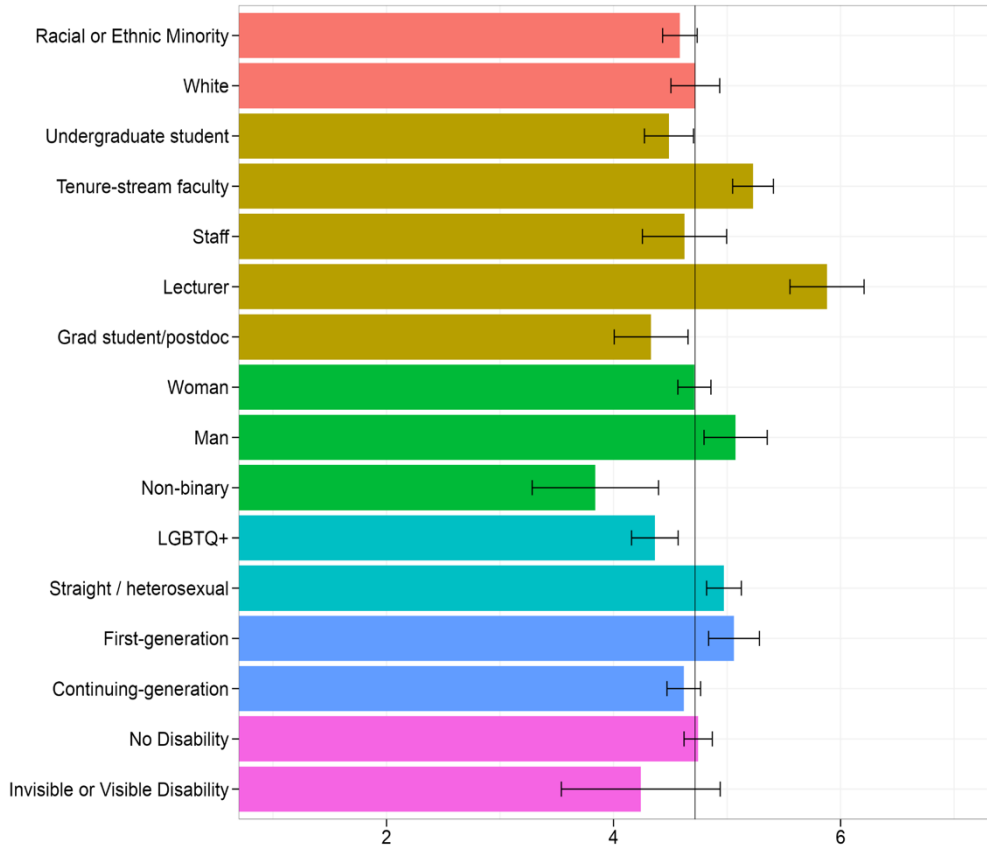
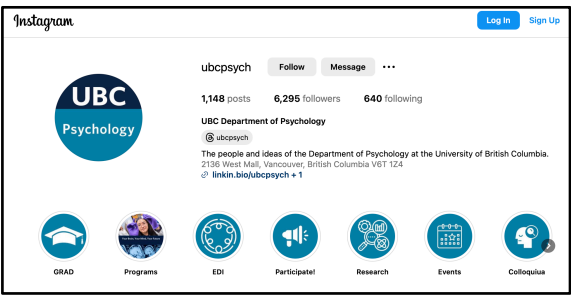
Graduate students and postdocs had scores below average, as did non-binary individuals. Department members with disabilities also reported lower scores than average.



Respect and Fairness Composite
(1 = strongly disagree, 4 = neither agree nor disagree, 7 = strongly agree)

Communication

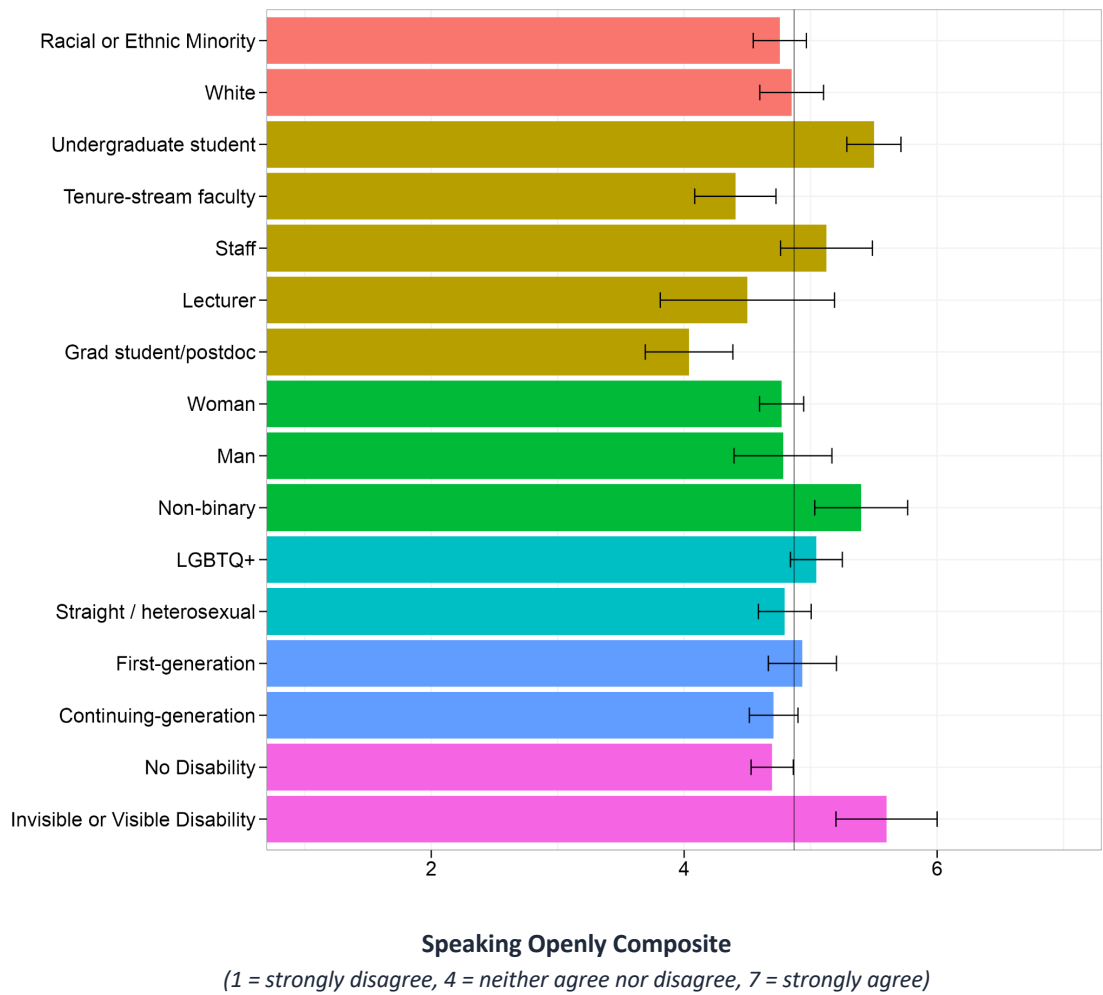
This year the Progress Monitoring Working group continued to probe **communication effectiveness**. This composite deals with different facets of communication, including comfort reporting issues, a desire to have more information, and knowing how to find information about EDI efforts made by the EDI Committee. The latter was a concern raised last year. In response, we added two Grad Student Council representatives to our committee for the 2024-25 academic year. Responses to these questions this year suggest that people generally feel like communication is effective in our department, but that there is room for improvement. Scores were lower among undergraduates, graduate students and postdocs, individuals with disabilities, and non-binary individuals. Though the scores were a bit lower than last year, the composition of questions also changed. Indeed, a newly added question, “*I am aware of the Unlearn and Learn anti-racism resource page on the psychology website*” yielded low responses, dragging down the composite mean. When examining the single question: “*I know how to get information on the goals and progress of the UBC Psychology EDI Committee*,” scores were up from last year. Qualitative data also suggest that people can access EDI information easily in our department. Bonnie Vockeroth, our departmental Communications Specialist has been doing a great job getting the word out.



Speaking Openly

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, there is still room for improvement. Graduate students and postdoctoral fellows, as well as faculty, are less likely to feel they can openly express their ideas and opinions without fear of negative consequences. Like last year, undergraduate students were most likely to feel they can openly express ideas. Looking at individual items, (i.e., the single items in Table 2 for this composite), it is notable that the two items yielded different scores.



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 means similar to last year and hovering close to the midpoint of 4 (“the right amount”). Table 3 shows the overall sample means and standard deviations (SD) for this year. Though there is not much variability across questions, the lowest ratings were observed for **lab meetings**, whereas the highest rating was observed in **committee/faculty/staff meetings**.

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?	4.13	1.26
EDI issues discussed & considered:		
Research	3.65	0.99
Courses	3.68	1.25
Dept colloquia, social events, other events	3.94	1.10
Lab meetings	3.61	0.99
Graduate admissions	4.13	1.48
Committee / faculty / staff meetings	4.18	1.18
Faculty & staff hiring	3.96	1.35

Role Models

Once again, 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 in 2023/2024, Racial or Ethnic Minorities showed less agreement with this statement than White respondents (51% versus 77% agreement, respectively). Staff showed only 50% agreement with this statement, down significantly from last year (71%), whereas all other roles showed increased ratings from last year (tenure- stream faculty: 76%, undergraduates: 84%, graduate students and postdocs: 73%, lecturers: 60%). Similar agreement was shown among individuals who are part of the LGBTQ+ community (70%) versus those who identify as Straight or Heterosexual (55%).

Qualitative Data

As in prior years, the survey also included open-ended response options, in which respondents were invited to share additional thoughts. The comments were grouped into themes, which were discussed at the 2025 EDI Strategic Town Hall:

Connection

- more opportunity to connect with Indigenous researchers
- more community-building events where all department members can interact and voice concerns

Scope

- broaden the scope of EDI; it is not just about demographic categories, but extends to e.g., experiential diversity, medical and health-related diversity
- more focus on EDI for all department members, including staff

Sharing

- more room for open expression (some people fear being criticized for expressing their views); more space for folks with diverse views (e.g., religious, political, otherwise)

Other

- more EDI training, especially for those in leadership roles; more oversight on mentor-mentee relations
- more progress with hiring, current approaches are not translating into hiring more diverse faculty

Misalignment Themes

- more opportunity for diverse views to be represented –both on and off the committees
- discomfort sharing true thoughts on EDI nuances and ideas; need a safer space for people to make mistakes and correct
- more follow-through or accountability of EDI committee on actions, goals, or requests for change

Positive Themes

- feeling included due to more discussion of EDI in labs, EDI statements on lab webpages are appreciated, conversations about EDI in lectures are welcome
- thoughtful engagement and responsiveness of EDI committee; members are genuine
- progress in hiring approaches (but see above)

e) Summary of Survey Results

Once again, the survey conducted this year is somewhat limited as there was a low response rate relative to the population of the department (i.e., less than half of the department

completed the survey and the numbers have declined over the last two years) and it is unclear how representative the sample is. Comparing the data to last year, the large drop in graduate student responses in particular is concerning.

In general, and similar to prior years, 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, as discussed above. Data are difficult to compare from year to year due to the slight change in composition of survey respondents and slight changes in phrasing and amount of questions.

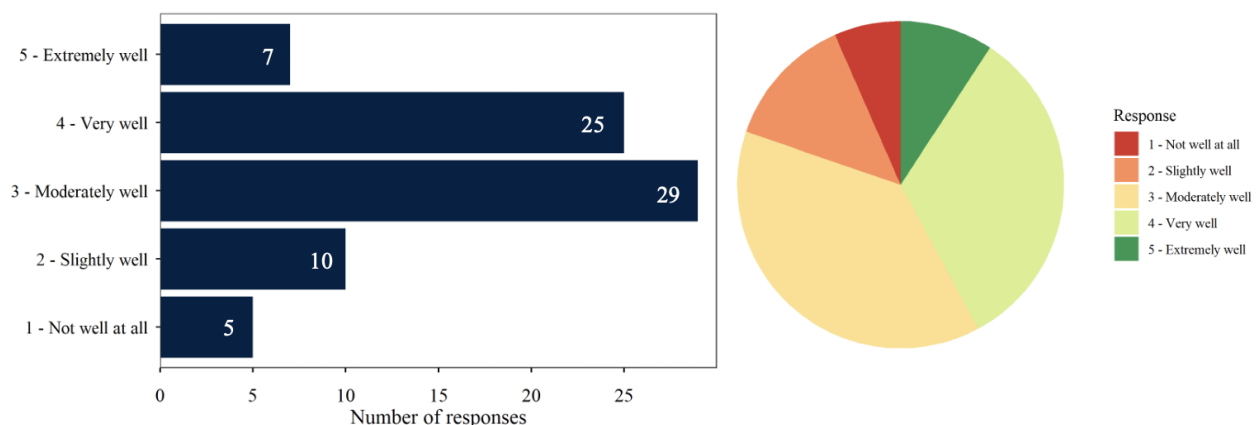
f) Suggestions for Improvement of the EDI Climate Survey

At the 2025 town hall, a concern was raised about how the survey gets disseminated to undergraduates. Currently, faculty are asked to share the survey with their labs, which could introduce bias. Accessing a list of emails for students who have declared a Psychology major in a manner compliant with University privacy requirements continue 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 doing research in our department for survey reach. The declining numbers from year to year suggest that more efforts are needed to get the survey filled out, perhaps avoiding times of year where other surveys are going out, or even combining surveys.

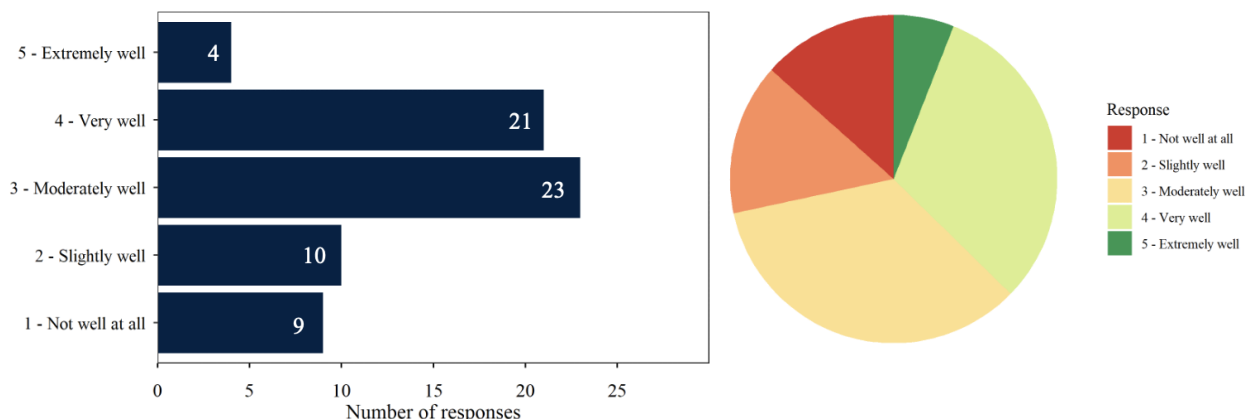
VI. Equity in Resources Survey

This year, for the first time, the department administered an Equity in Resources Survey (Spring term), which was completed by 76 members.

When asked, “How well have your resource needs been supported by the department?” there was a range of responses, with the largest number falling into “moderately well.”



When asked, “How well is our department at distributing resources equitably?” the pattern of responses was similar but notice a slight shift in the distribution, wherein departmental members recognize that the needs of others may be less well distributed versus their own.



Finally, when asked, “How well is our department doing when it comes to transparency in our procedures for resource distribution?” there was a range of responses, with the largest number falling into “moderately well.”

Overall, the department community responded positively about the resource support they are receiving from the department and how equitably resources are being distributed across the department. Many people noted, however, that it was difficult to answer these questions given the lack of information about how resources are distributed. This indicates that an important next step when it comes to advancing equity in resources is to increase transparency around departmental procedures for resource distribution, including, for example, more clarity on how decisions are made regarding awards such as Canada Research Chairs, multi-year planning of graduate student funding lines, and funding rules and who to contact when issues around resource distribution arise.

VII. Common Themes and Challenges for Future Goal Planning

Some Working Groups are still trying to find their footing in defining clear purpose and goals for their Working Group. This is understandable as some Working Groups are quite new. Reflections from Working Groups suggest that many face challenges with lower bandwidth and lower participation among members. At least one Working Group faced challenges with historical information access within the department due to inconsistent record keeping.

VIII. Special Focus: Indigenous Strategic Plan (ISP)

Why does the ISP matter to the EDI Committee?

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) that informed [UBC's Indigenous Strategic Plan \(2020\)](#).

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

The UBC ISP focuses on the Calls to Action that are relevant to higher education. Specifically, it 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.

Continued Engagement with the ISP Self-Assessment Tool

The purpose of the ISP Self-Assessment Tool is for units to reflect on and evaluate their progress toward implementing the ISP, and to use this information to set goals for the future. As discussed in last year's annual report, in December 2023, the EDI Committee (10 faculty and 2 graduate students) completed the ISP Self-Assessment Tool. In the current academic year, all 9 areas of the department completed the ISP Self-Assessment. In each case, faculty in the area participated, and some in areas participation included graduate students and/or postdocs.

ISP Self-Assessment Tool Rating Scale

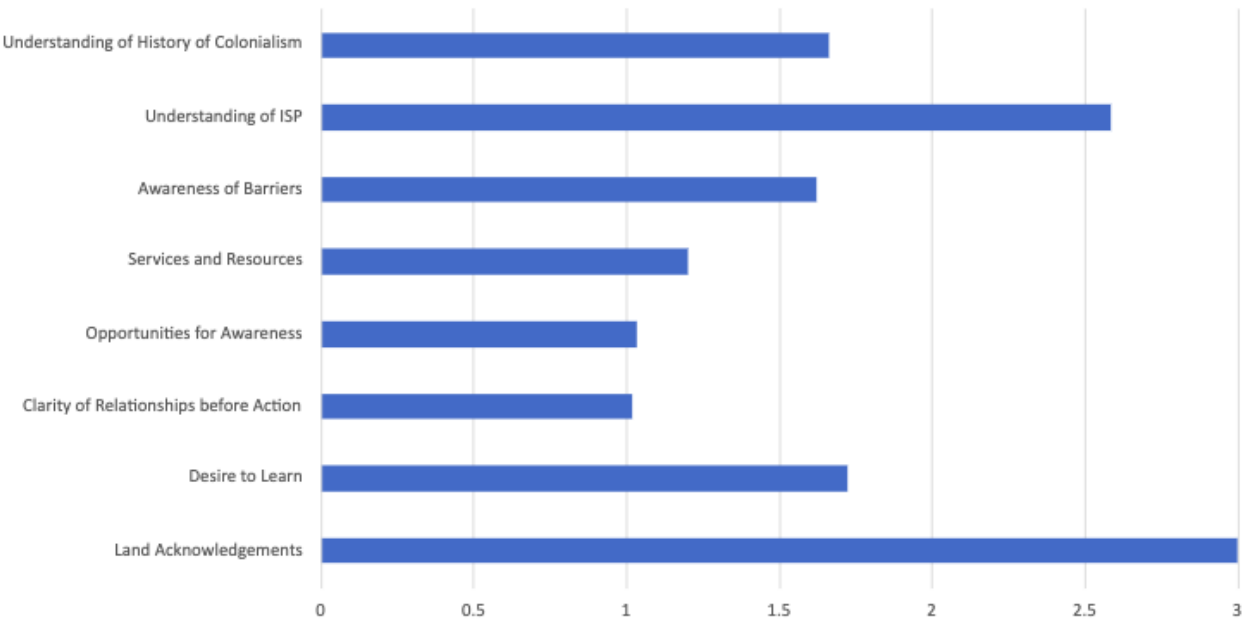
The [ISP Self-Assessment Tool](#) covers five themes: Understanding, People, Culture and Systems, Relationships and Partners, and Teaching, Learning and Research. Areas were asked to respond to questions in each theme using a quantitative rating scale, and there was a space for qualitative reflections.

RATING	DESCRIPTION
(N) No not at all / Don't know	The unit has not yet engaged with this area of work or we do not know and need to seek guidance to find out the answer.
(W) Working on this	The area of work has been raised as an issue for consideration or there are pockets of isolated activity within our unit.
(I) Integrated into our plans or priorities	The unit as a whole has made a strategic-level commitment.
(Y) Yes, we are there	The unit as a whole has acted on this strategic-level commitment and we are in a position to help others develop their own policies and practices.
(N/A) Not applicable	We are not clear about how this is related to our unit.

Department areas separately rated their progress for individual items under their respective theme. Ratings were converted into numerical scores (**N = 0; W = 1; I = 2; Y = 3**). Individual item scores were averaged across department areas to obtain a department-level estimate for each item. Not Applicable (N/A) ratings were excluded from the calculations. A brief summary of the department-level quantitative data from these themes is presented below.

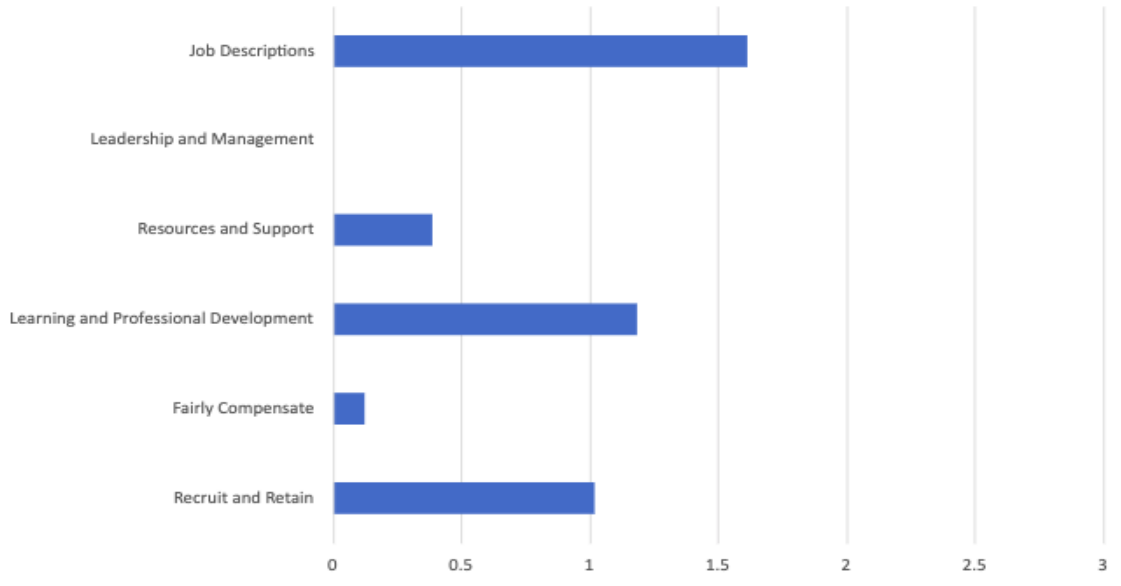
Understanding

“This section relates to [the department’s] understanding of the importance of acknowledging Indigenous peoples and place, the systemic challenges for Indigenous peoples with respect to education, and how [the department], in its role at UBC, can break down these barriers.”



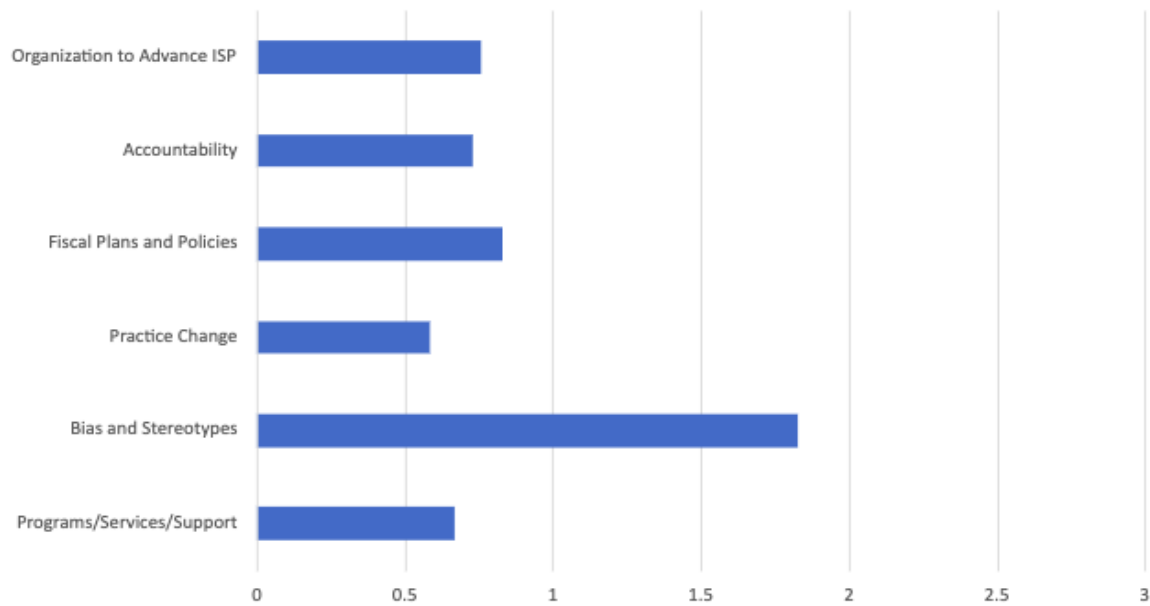
People

“This section deals with hiring and recruiting practices as well as the way your unit supports Indigenous students, faculty, and staff with specific practices and policies.”



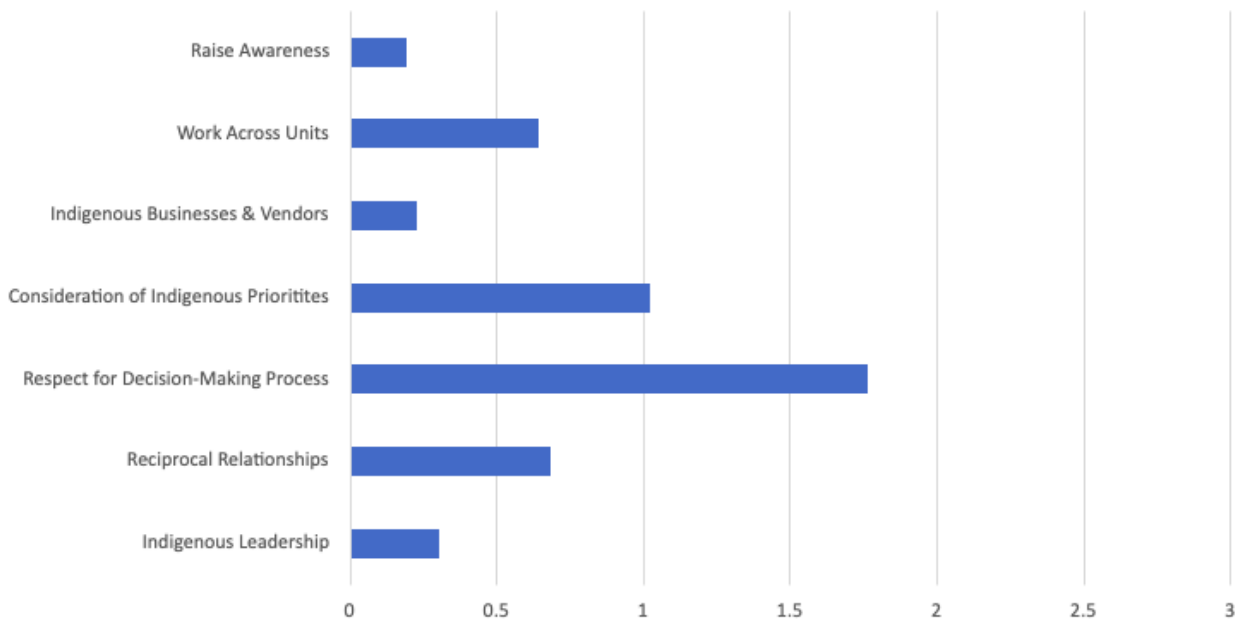
Culture and Systems

“This section relates to structures, processes, cultural features, and group norms that create an environment for meaningful change and progress around Indigenous engagement at the university and with its partners.”



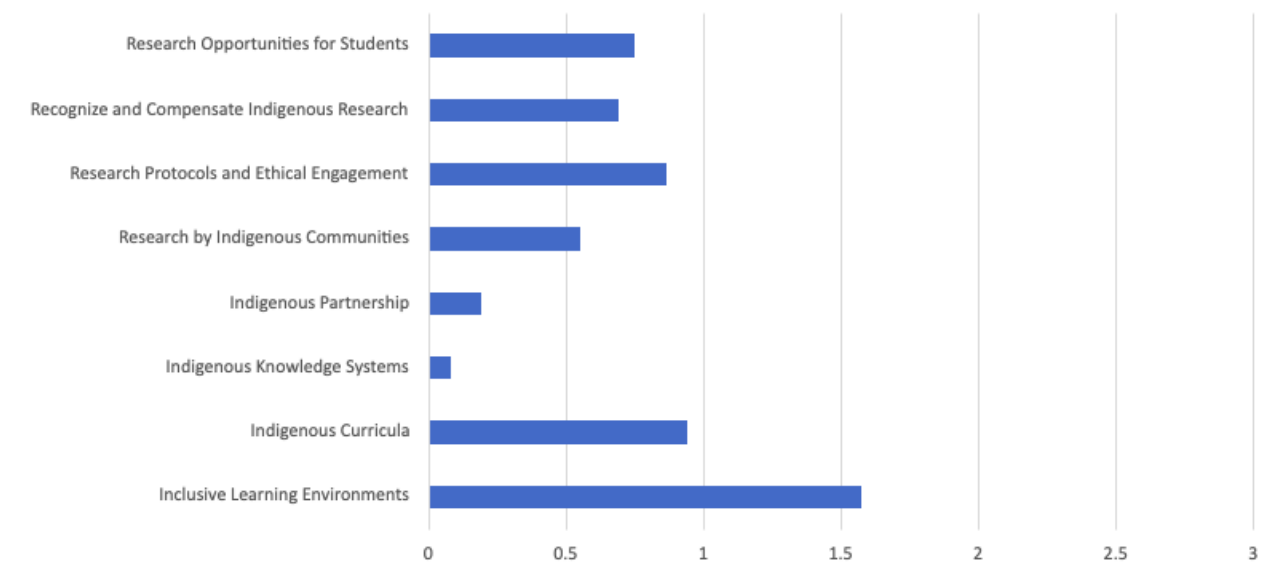
Relationships & Partners

“This section relates to respectful communication skills with students, faculty, staff, and community partners through meaningful engagement and informed action. It also relates to your unit’s network of partners which help to implement Indigenous human rights as well as any procurement policies you may have.”



Teaching, Learning & Research

“This section is for academic units, it covers areas such as ethical research practice, Indigenous curriculum development, and recognition of Indigenous excellence in academia.”



What are the next steps for the ISP in our department?

As part of stronger implementation of the ISP, in the upcoming academic year the EDI Committee intends to:

- Produce a report which details the results from the ISP Self Assessment Tool, including the quantitative and qualitative findings;
- Post the report publicly and present the findings to the department;
- Reflect on our department's next steps for implementing the ISP with Ben Cheung (Psychology Department Indigenous Initiative Coordinator) and Toni Schmader (Department Head);
- Continue to work with Dr. Ben Cheung and a newly-created Indigenous Initiatives Committee to support initiatives such as the Indigenous Psychology Student Association (IPSA);
- Offer EDI dialogue and learning workshops and EDI Consultation on issues related to Indigenizing curriculum;
- Continue to support Indigenous students in our department through the PIE fund research awards;
- Participate in the Seed2Stem program, which offers an intensive STEM research experience for Indigenous high school students. In summer 2025, four students are being hosted by the labs of faculty in our department (Alan Kingstone, Daniela Palombo, Kiley Hamlin, Kiran Soma). This is the first year our department is participating in the Seed2Stem program and we hope that this will continue in the future.



IX. Conclusion of the 2025 EDI Annual Report

This year's eleven 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 member bandwidth and personnel impeded progress amongst some groups, and these will be concerns to keep an eye on in coming years. In spite of challenges faced, the Working Groups remain highly committed to advancing progress in EDI in our department and their accomplishments this year were impressive.

Continued engagement with the Indigenous Strategic Plan (ISP), and completion of the [ISP Self-Assessment Tool](#), allows the EDI Committee and the entire department to consider more concrete ways to foster stronger, more robust, and more meaningful relationality with Indigeneity in our classrooms, laboratories, and department at large.

EDI Climate Survey results suggest that the EDI “climate” in our department resembles that of last year, with our department coming out strong in some areas but weaker in others. Some members of the department note appreciating increasing discussions and inclusion of EDI material in different spheres of the department, from the classroom to the lab. Relatively lower ratings across many EDI metrics amongst graduate students and postdocs and individuals with disabilities again this year suggest a need for better understanding of EDI concerns amongst these subgroups. Other subgroups (e.g., non-binary individuals) showed lower responses on some composite items as well, and we will want to better understand their concerns moving forward.

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 Toni Schmader, Department Head, who has provided strong support for EDI initiatives. Special thanks to Bonnie Vockeroth, Eduardo Ayala, and Rebecca Yip for their assistance with the EDI Strategic Plan Town Hall.