



SUBJECT	UNDERGRADUATE EXPERIENCE SURVEY DIVERSITY AND INCLUSION MODULE
MEETING DATE	FEBRUARY 7, 2019

Forwarded on the Recommendation of the President

APPROVED FOR SUBMISSION

Santa J. Ono, President and Vice-Chancellor

FOR INFORMATION

Report Date	January 16, 2019
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Presented By Andrew Szeri, Provost & Vice President Academic
Andrew Parr, Acting Vice President, Students
Sara-Jane Finlay, AVP Equity & Inclusion

EXECUTIVE SUMMARY

In 2018, the Equity & Inclusion Office included a new module on diversity, inclusion and equity in the Undergraduate Experience Survey. The purpose of the module was to gain insights into students' sense of inclusion and their experiences of exclusion.

Over 60% of students on both campuses responded that they felt students, faculty, and staff are committed to inclusion. Students indicated that they wanted to learn more about equity and inclusion and would like to see more opportunities for learning, particularly in their coursework. Results also indicate that, in general, students are not having negative experiences in the classroom or being treated unfairly based on their identities.

While the results are generally positive, consideration should be given to undertaking a more comprehensive survey of students related to their experiences of equity and inclusion.

Attachments

1. UES 2018 Fact Sheet
2. High-Level Findings of the Diversity Module

STRATEGIC CORE AREAS SUPPORTED

People and Places Research Excellence Transformative Learning Local / Global Engagement

DESCRIPTION & RATIONALE The findings from the survey help to understand the experiences of students at UBC.

BENEFITS The module helps to understand student experiences of equity and inclusion at UBC.

RISKS As with all additional modules of the UES, the response rate is low.

High Level Findings of the Diversity Module

Undergraduate Experiences Survey 2018

Overview

This report summarizes the findings of the 2018 Undergraduate Experience Survey (UES) Diversity & Inclusion Module. In completing the Diversity & Inclusion Module, UBC's undergraduate students answer questions about the degree to which they feel their experiences at UBC are characterized by equity, diversity, and inclusion.

The following results are presented based on the aggregate of the "TOP 2" positive responses - in other words, they report the responses of those who selected "Somewhat agree/somewhat satisfied" or "Agree/Satisfied". The overall response rate for the Diversity & Inclusion Module for the Vancouver campus was less than 10 per cent of undergraduate students. For the Okanagan campus, the overall response rate for the Diversity & Inclusion Module was just under 13 per cent.

The UES provides a number of different voluntary modules and participation in the modules is generally lower than in the overall survey. Specific efforts were made to increase the response rate for this module:

- it was advertised across multiple platforms, including email, Canvas, and through digital signage;
- it was heavily incentivized with a total prize draw of \$300;
- multiple email reminders were sent to encourage students to participate.

This report includes results from both the Vancouver campus and the Okanagan campus.

Perceptions of Commitment to Inclusion

As data below demonstrates, UBC students feel most strongly that faculty members are committed to understanding differences among cultural communities, followed by staff, and lastly their fellow students. Generally, there is a slightly higher per cent of students at UBC Okanagan who expressed such agreement.

Table 1. Per cent of students who agree with the statement that students, staff, or faculty members (left column) are committed to understanding differences among cultural communities.

	UBC Vancouver (N=3335)	UBC Okanagan (N=961)
Students	58%	60%
Staff	63%	69%
Faculty	66%	72%

Diversity Learning and Engagement Opportunities

Overall, a higher number of students agree with the statement that faculty members at UBC are committed to understanding differences among cultural communities, relative to similar statements for staff, and students.

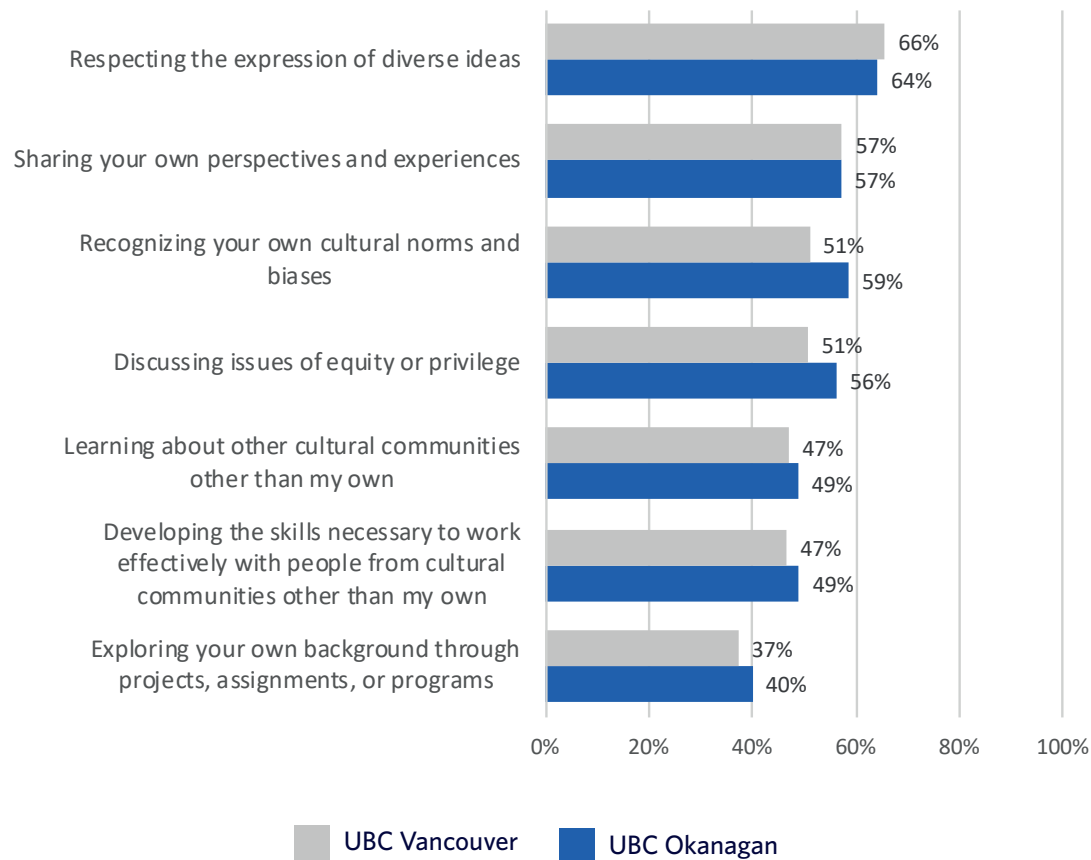
Table 2. Per cent of students who find that the opportunities specified in the left column to be important to them and that they are satisfied with them.

	UBC Vancouver (N=3326)		UBC Okanagan (N=957)	
	Importance	Satisfaction	Importance	Satisfaction
Opportunities at UBC to learn about cultural communities other than my own	59%	50%	56%	44%
Opportunities at UBC to learn about important issues for cultural communities other than my own	64%	48%	61%	42%
Opportunities at UBC to learn about the experiences of people from cultural communities other than my own	65%	48%	60%	42%
Opportunities at UBC to engage with people from cultural communities other than my own	70%	57%	62%	48%

Emphasis of Diversity Issues in Coursework

With respect to coursework, student respondents indicated that they see most emphasis on “respecting the expression of diverse ideas”. At UBC Vancouver 66 per cent and at UBC Okanagan 64 per cent of student respondents agree that this condition is emphasized “very much” or “much”. This response was followed by an emphasis on “sharing your own perspectives and experiences”.

Figure 1. Per cent of students who feel that the following coursework areas were emphasized “very much” or “much”. Students responded to the following question: “In general, during your time at UBC how much has your coursework emphasized the following?”



Personal Experiences

With respect to students' personal experiences, a small percentage of students indicated that they felt singled out, judged, or stereotyped within their classrooms or by their instructors.

When asked if they have been singled out in class because of their identity (e.g. race/ethnicity, gender, sexual identity, dis/ability status, etc.) only a small portion of student respondents (eight per cent for both UBC Vancouver and UBC Okanagan) agreed or strongly agreed.

At UBC Vancouver slightly more students (14 per cent) feel that they have to work harder than other students to achieve the same recognition, whereas for UBC Okanagan, the highest score relates to expressions of stereotypes based on social identities (13 per cent).

Table 3. Expressed level of agreement with each of the statements, including a relative difference in level of agreement between international and domestic students.

	UBC Vancouver (N=3271)		UBC Okanagan (N=937)	
	Overall	Per cent increase in international students' agreement relative to domestic students.	Overall	Per cent increase in international students' agreement relative to domestic students.
I have been singled out in class because of my identity (such as race/ethnicity, gender, sexual identity, etc.)	8%	+5%	8%	+9%
I have to work harder than other students to achieve the same recognition	14%	+6%	10%	+13%
In class, I have heard faculty (professors, instructors) express stereotypes based on my social identity	12%	+2%	13%	+4%
I think the faculty (professors, instructors) pre-judge my abilities based on my perceived identity/background.	10%	+2%	9%	+11%

High-Level Findings of the Diversity Module

UES 2018

Overview

This report summarizes the findings of the **2018 Undergraduate Experience Survey (UES) Diversity & Inclusion Module**. In completing the *Diversity & Inclusion Module*, UBC's undergraduate students answer questions¹ about the degree to which they feel their experiences at UBC are characterized by **equity, diversity, and inclusion**.

The following results are presented based on the aggregate of the '**TOP 2**' positive responses – in other words, they report the responses of those who selected “Somewhat agree/somewhat satisfied” or “Agree/Satisfied”. The overall response rate for the *Diversity & Inclusion Module* for the Vancouver campus was less than 10 per cent of undergraduate students. For the Okanagan campus, the overall response rate for the *Diversity & Inclusion Module* was just under 13 per cent.

This report includes results from both the Vancouver campus and the Okanagan campus.

¹ Please refer to appendix 1 for the full survey questions.



Perceptions of Commitment to Inclusion

Overall, a higher number of students agree with the statement that faculty members at UBC are committed to understanding differences among cultural communities, relative to similar statements for staff, and students.

<i>STUDENTS</i> at UBC are committed to understanding differences among cultural communities		The <i>STAFF</i> at UBC Are committed to understanding differences among cultural communities		The <i>FACULTY MEMBERS</i> at UBC are committed to understanding differences among cultural communities	
UBCO 60% N = 961	UBCV 58% N = 3335	UBCO 69% N = 961	UBCV 63% N = 3335	UBCO 72% N = 961	UBCV 66% N = 3334

Diversity Learning and Engagement Opportunities

A section of the new module focused on students’ perspectives around diversity learning and engagement opportunities, including perceived “level of importance” and “level of satisfaction”.

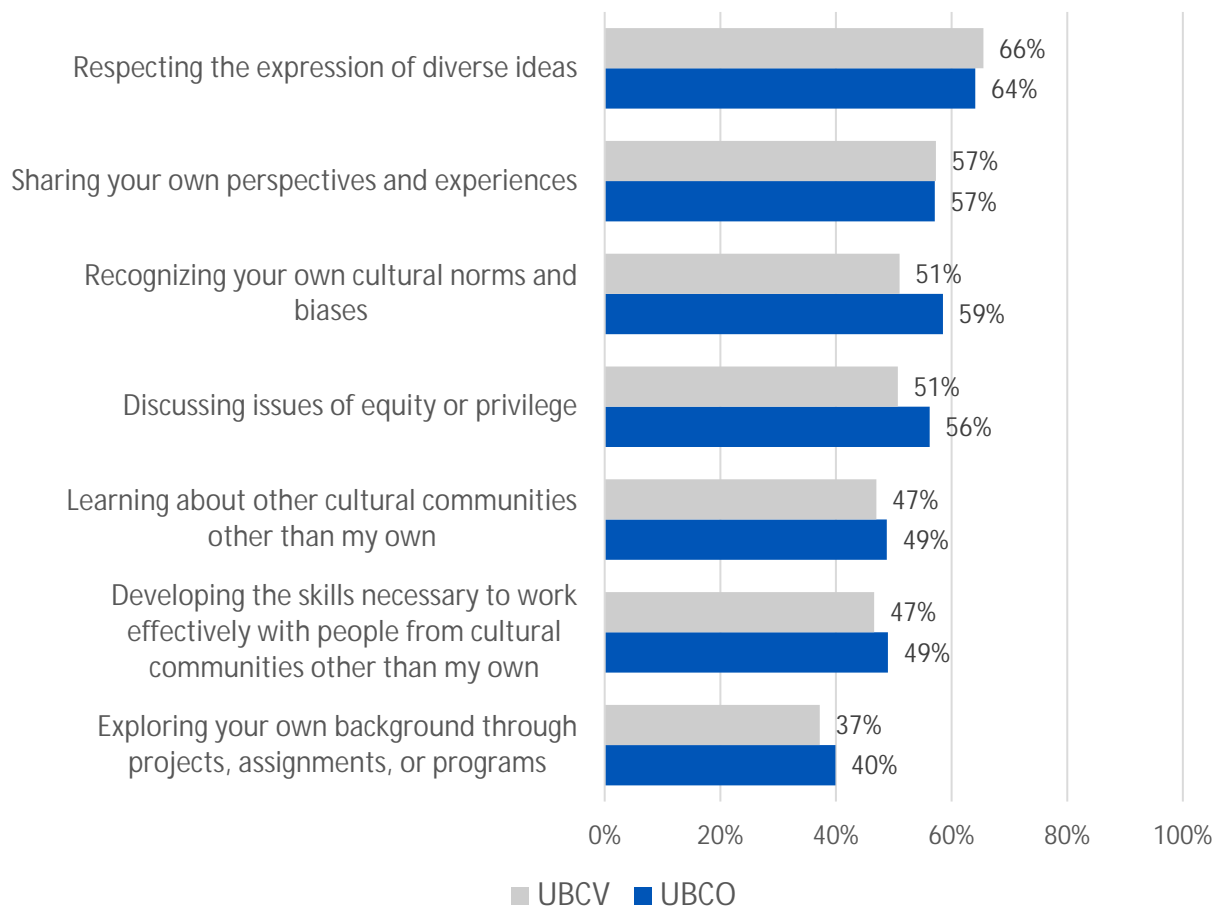
On both campuses, students responded that opportunities to engage with people from other cultural communities was the most important aspect and the one aspect where they were most satisfied.

Opportunities at UBC to learn about cultural communities other than my own		Opportunities at UBC to learn about important <i>issues</i> for cultural communities other than my own		Opportunities at UBC to learn about the <i>experiences</i> of people from cultural communities other than my own		Opportunities at UBC to <i>engage</i> with people from cultural communities other than my own	
IMPORTANCE RATING							
UBCO 56% N = 958	UBCV 59% N = 3328	UBCO 61% N = 957	UBCV 64% N = 3326	UBCO 60% N = 957	UBCV 65% N = 3326	UBCO 62% N = 957	UBCV 70% N = 3326
SATISFACTION RATING							
UBCO 44% N = 957	UBCV 50% N = 3324	UBCO 42% N = 956	UBCV 48% N = 3324	UBCO 42% N = 956	UBCV 48% N = 3324	UBCO 48% N = 956	UBCV 57% N = 3324

Emphasis of Diversity Issues in Coursework

With respect to coursework, student respondents indicated that they see most emphasis on “respecting the expression of diverse ideas”. At UBC Vancouver 66 per cent and at UBC Okanagan 64 per cent of student respondents agree that this condition is emphasized “very much” or “much”. This response was followed by an emphasis on “sharing your own perspectives and experiences”.

In general, during your time at UBC how much has your coursework emphasized the following?



Personal Experiences

With respect to students’ personal experiences, a small percentage of students indicated that they felt singled out, judged, or stereotyped within their classrooms or by their instructors.

When asked if they have been **singled out in class** because of their identity (e.g. race/ethnicity, gender, sexual identity, dis/ability status, etc.) only a small portion of student respondents (8 per cent for both UBC Vancouver and UBC Okanagan) agreed or strongly agreed. At UBC Vancouver slightly more students (14 per cent) feel that they have to work harder than other students to achieve the same recognition, whereas for UBC Okanagan, the highest score relates to expressions of stereotypes based on social identities (13 per cent).

I have been singled out in class because of my identity (such as race/ethnicity, gender, sexual identity, etc.)		I have to work harder than other students to achieve the same recognition		In class, I have heard FACULTY (PROFESSORS, INSTRUCTORS) express stereotypes based on my social identity		I think the FACULTY (PROFESSORS, INSTRUCTORS) pre-judge my abilities based on my perceived	
UBCO	UBCV	UBCO	UBCV	UBCO	UBCV	UBCO	UBCV
8%	8%	10%	14%	13%	12%	9%	10%
N = 937	N = 3271	N = 937	N = 3271	N = 937	N = 3271	N = 937	N = 3271



Experiences of International versus Domestic Students

With respect to personal experiences, the following data indicated a relative difference in experiences between international and domestic students.

Across all measures, domestic students are less likely to feel singled out, stereotyped or pre-judged than international students, with the biggest differences occurring at UBC Okanagan. For example, at UBC Okanagan, 7 per cent of domestic versus 16 per cent of international students strongly agree/agree that they have been singled out in class because of their identity (in other words, 9 per cent more international students have had instances of being singled out).

I have been singled out in class because of my identity (such as race/ethnicity, gender, sexual identity, etc.)		I have to work harder than other students to achieve the same recognition		In class, I have heard FACULTY (PROFESSORS, INSTRUCTORS) express stereotypes based on my social identity		I think the FACULTY (PROFESSORS, INSTRUCTORS) pre-judge my abilities based on my perceived	
UBCO	UBCV	UBCO	UBCV	UBCO	UBCV	UBCO	UBCV
-9%	-5%	-13%	-6%	-4%	-2%	-11%	-2%
							<small>N = 3271</small>



Appendix 1: Survey Questions

The term “cultural community” can refer to a racial or ethnic community, a religious community, a community based on sexual orientation or gender identity, the neighborhood where you grew up, etc.

Please indicate how strongly you agree or disagree with the following statements (C1):

In general, based on your experiences with students, staff, and faculty.....

1. STUDENTS at UBC respect me regardless of my personal characteristics, identity or background (e.g. gender, ethnicity, international status, disability, etc.)
2. STAFF at UBC respect me regardless of my personal characteristics, identity or background (e.g. gender, ethnicity, international status, disability, etc.)
3. FACULTY MEMBERS (PROFESSORS, INSTRUCTORS) at UBC respect me regardless of my personal characteristics, identity or background (e.g. gender, ethnicity, international status, disability, etc.)
4. STUDENTS at UBC are committed to understanding differences among cultural communities
5. STAFF at UBC are committed to understanding differences among cultural communities
6. FACULTY (PROFESSORS, INSTRUCTORS) at UBC are committed to the understanding differences among cultural communities

UBC is committed to creating a more inclusive and supportive campus for all community members. Your responses in this section will help inform initiatives related to furthering a more inclusive campus.

This module will take 10 minutes to complete. We will enter you into a prize draw to win one of 4 Visa gift cards to thank you for your participation.

Satisfaction and Importance of Opportunities Questions:

The term “cultural community” can refer to a racial or ethnic community, a religious community, a community based on sexual orientation or gender identity, the neighborhood where you grew up, etc.

Opportunities can include those inside the classroom, and those outside the classroom including events, student clubs, workshops etc.

(From 2017 NSSE)

Please rate the level of importance you place on the following:

	Extremely important (5)	4	3	2	1	Not at all important (0)
Opportunities at UBC to learn about other cultural communities						
Opportunities at UBC to learn about						



important issues for other cultural communities						
Opportunities at UBC to learn about the experiences of people outside of my own cultural communities						
Opportunities at UBC to engage with people outside of my own cultural communities						

Please rate your level of satisfaction with the following:

	Very satisfied (5)	4	3	2	1	Very dissatisfied (0)
Opportunities at UBC to learn about other cultural communities						
Opportunities at UBC to learn about important issues for other cultural communities						
Opportunities at UBC to learn about the experiences of people outside of my own cultural communities						
Opportunities at UBC to engage with people outside of my own cultural communities						

Classroom Climate Questions:



In general, during your time at UBC how much has your coursework emphasized the following?
(From 2017 NSSE)

	Very much (5)	4	3	2	Very little (1)
Developing the skills necessary to work effectively with people from cultural communities different from my own					
Recognizing your own cultural norms and biases					
Sharing your own perspectives and experiences					
Exploring your own background through projects, assignments, or programs					
Learning about other cultural communities					
Discussing issues of equity or privilege					
Respecting the expression of diverse ideas					

In general, based on your experience, please rate your level of agreement with the following Statements. (C7)

	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
I have been singled out in class because of my identity (such as race/ethnicity, gender, sexual identity, disability status, religious Affiliation, etc.)						
I have to work harder than other students						



to achieve the same recognition						
In class, I have heard FACULTY (PROFESSORS, INSTRUCTORS) express stereotypes based on social identity (such as race/ethnicity, gender, sexual identity, disability status, religious affiliation, Etc.)						
I think the FACULTY (PROFESSORS, INSTRUCTORS) pre-judge my abilities based on perceived identity/background						

