

SUBJECT	STUDENT DIVERSITY INITIATIVE ANNUAL REPORT
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MEETING DATE	FEBRUARY 14, 2020
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Forwarded on the Recommendation of the President

APPROVED FOR SUBMISSION



 Santa J. Ono, President and Vice-Chancellor

FOR INFORMATION

Report Date	January 6, 2020
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Presented By Andrew Szeri, Provost and Vice-President Academic, UBC Vancouver
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EXECUTIVE SUMMARY

The Student Diversity Initiative (SDI) operationalizes the *Commitment to Diversity Fund* that prioritizes efforts to ‘recruit and support diverse students’. We support traditionally underrepresented and/or marginalized students by addressing university systems and processes to build a community that is welcoming and inclusive of all our students.

SDI works through partnerships with key areas at UBC that have the most significant opportunity to impact the student experience. Through embedded positions, we partner with the Faculty of Arts, the Faculty of Science, the Center for Learning, Teaching & Technology (CTLT), and Enrolment Services. Close collaborations are maintained with Human Resources and Student Development & Services. In 2020, we will be adding formalized partnerships with the Faculty of Applied Science, Human Resources and the UBCO Provost’s Office.

The work of the SDI spans a wide range from direct student engagement, capacity building, data analysis, and structural change; to working directly with senior leadership as they move towards Inclusive Excellence. During 2018-2019, the work of the initiative has focused on systems change, strategic planning, inclusive teaching, and supporting academic units. In addition, the EIO conducted an implementation evaluation of the embedded model employed in the Student Diversity Initiative and important feedback and recommendations will be operationalized throughout 2020 that will bring the initiative into alignment with the Inclusion Action Plan.

Finally, data is presented from the 2019 Undergraduate Experience Survey that focuses on the experience of students who have been historically, systemically and persistently marginalized. The experiences reported here guide future work of the Student Diversity Initiative.

Attachments

1. Student Diversity Initiative Annual Report 2018-2019

STRATEGIC CORE AREAS SUPPORTED

- People and Places**

 Research Excellence

 Transformative Learning

 Local / Global Engagement

DESCRIPTION & RATIONALE The Student Diversity Initiative operationalizes UBC’s commitment to inclusive excellence within the theme of Inclusion with the UBC Strategic Plan.

BENEFITS SDI works in a number of ways – directly with students from traditionally marginalized communities, through detailed data analysis that tells us more about our students and their experiences, through engaging directly with faculty and staff to create a more inclusive environment for our students, and by looking for opportunities to change the systems and structures of UBC to be more equitable and inclusive. These fulfill the commitment to supporting all of our students to succeed and creating global citizens with the skills and competencies to work in increasingly diverse environments.

UBC Equity & Inclusion Office
2019-12-21

Student Diversity Initiative

2018-2019

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Associate Vice-President Equity & Inclusion



THE UNIVERSITY OF BRITISH COLUMBIA

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Executive Summary

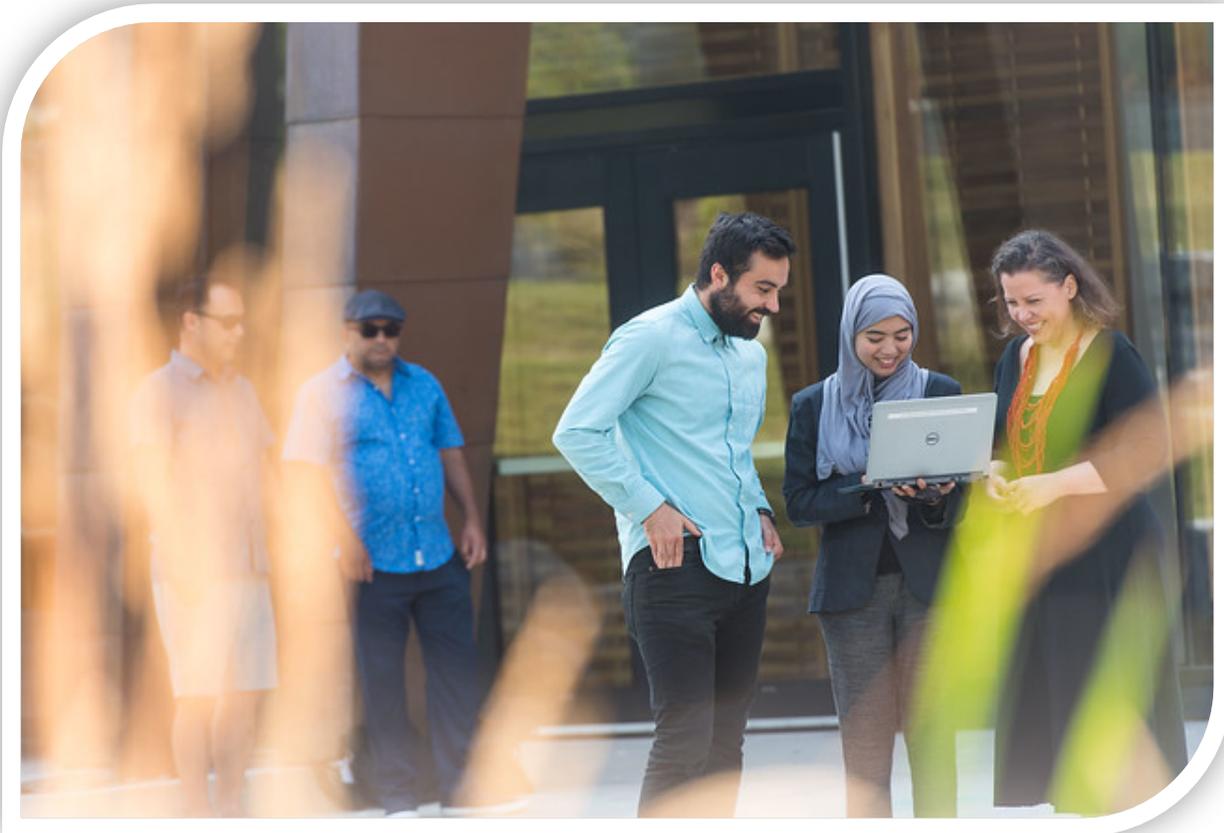
The Student Diversity Initiative (SDI) operationalizes the *Commitment to Diversity Fund* that prioritizes efforts to ‘recruit and support diverse students’. We support traditionally underrepresented and/or marginalized students by addressing university systems and processes to build a community that is welcoming and inclusive of all our students.

SDI works through partnerships with key areas at UBC that have the most significant opportunity to impact the student experience. Through embedded positions, we partner with the Faculty of Arts, the Faculty of Science, the Center for Learning, Teaching & Technology (CTLT), and Enrolment Services. Close collaborations are maintained with Human Resources and Student Development & Services. In 2020, we will be adding formalized partnerships with the Faculty of Applied Science, Human Resources and the UBCO Provost’s Office.

The work of the SDI spans a wide range from direct student engagement, capacity building, data analysis, and structural change; to working directly with senior leadership as they move towards Inclusive Excellence. During 2018/2019, the work of the initiative has focused on systems change, strategic planning, inclusive teaching, and supporting academic units. In addition, the EIO conducted an implementation evaluation of the embedded model employed in the Student Diversity Initiative and important feedback and recommendations will be operationalized throughout 2020 that will bring the initiative into alignment with the Inclusion Action Plan.

Finally, data is presented from the 2019 Undergraduate Experience Survey that focuses on the experience of students who have been historically, systemically and persistently marginalized. The experiences reported here guide future work of the Student Diversity Initiative.

Student Diversity Initiative Annual Report 2018/2019



Following a proposal from the Alma Mater Society and the International Students Association in response to an increase in international student fees, the Board of Governors approved the [UBC Commitment to Diversity Fund](#) in December 2015. The fund strategically engages, enhances, and embeds support for student diversity into our systems and operations in order to address challenges in attracting and supporting a range of diverse students, ensuring Inclusive Excellence throughout the institution.

In the spring of 2016, the Provost, Vice President, Students, and the Associate Vice President, Equity & Inclusion (AVPEI) established the [Student Diversity Initiative](#) (SDI) to develop a framework for the *Commitment to Student Diversity Fund*. Working with an Advisory Committee, the SDI Project Team engaged in an assessment and priority setting process that identified systemic and strategic priorities for the fund to impact the experience of diverse students at UBC.

SDI staff are embedded in critical, student-oriented portfolios including the Faculty of Arts, the Faculty of Science, the Center for Teaching, Learning, & Technology, and Enrolment Services and they work to the build capacity of those units to deliver inclusive services and programs. In 2020, we will be furthering our existing partnerships with the Faculty of Applied Science, Human Resources, and the Provost's Office at UBCO through dedicated SDI staff. Ongoing

relationships with Student Development & Services ensures a seamless integration of our commitment to Inclusive Excellence.

SDI works in a number of ways – directly with students from traditionally marginalized communities, through detailed data analysis that tells us more about our students and their experiences, through engaging directly with faculty and staff to create a more inclusive environment for our students, and by looking for opportunities to change the systems and structures of UBC to be more equitable.

Piloted this year is a unit-level Inclusion Self-Assessment Tool, developed to support SDI partners to better understand how they work to advance diversity, equity and inclusion at UBC. The tool gives SDI partners an opportunity to assess how their current practices, processes and policies support Inclusive Excellence. The Self-Assessment Tool has been well received and will assist in the development of unit-level Inclusion Action Plans. Eventually this tool will be available for broad use across the university.

Planning & Evaluation Strategists work with units to develop opportunities for assessment and benchmarking in the areas of equity, diversity, and inclusion. This has included an audit of existing Faculty of Arts data and an analysis of Undergraduate Experience Survey (UES) 2018 data. The SDI also piloted a new module in the 2018 UES to gather better diversity and demographics data and some of these new questions were included in the 2019 UES. Key findings from the 2019 UES analysis are provided in the Appendix.

[Student Diversity Initiative Case Studies 2018/2019](#)

While the work of the SDI occurs broadly across UBC, case studies best illustrate the range of work. Below, case studies capture some of the work in the areas of systems change, inclusive teaching, supporting the academic units, and strategic planning.



Improving the experience for trans and non-binary students, faculty and staff requires numerous, in-depth partnerships. Work with the following units this year has focused on improving options for the use of chosen names and pronouns as follows:

- **Branding & Marketing** to create fields for pronouns on the UBC signature generator and on UBC business cards.
- **Human Resources** to develop campus-wide [Guidelines on the Use of Chosen or Preferred Names for Staff and Faculty](#). In addition to helping shift UBC's culture about names, these guidelines have made it possible for staff and faculty to use their preferred name on their employee UBC card.
- **Enrollment Services** to improve the use of preferred names in the Student Information System, on the Student Service Centre.
- **Enrollment Services** to improve the display of faculty preferred names in course listings and course evaluations.

Despite all the work conducted by the Equity & Inclusion Office and the SDI, we continue to hear from trans and non-binary students who are having negative experiences. Staff recount a conversation that they had with trans or non-binary students in their first year at UBC. Within four weeks of starting their degree at UBC, the students could already provide numerous

instances where they were misnamed in their classes, residences and co-curricular activities. 'We still have a long way to go if we want to provide a consistently positive experience for trans and non-binary students at UBC.' (SDI Educational Strategist)

In particular, nationally and provincially, there is growing recognition of non-binary gender markers on formal identification documents (e.g. birth certificates and passports). This is an area where current UBC systems lag. Our objective over the next year will be to raise the profile of this issue and advocate for both temporary workarounds and long-term solutions.

Supporting Inclusive Teaching

Creating a more inclusive environment for our students means working directly with faculty and staff. One such initiative of the SDI, in partnership with the Centre for Teaching, Learning & Technology, is the Equity & Inclusion Scholars program. Faculty (across all streams and ranks) applied for funds for projects that focused on innovations in inclusive teaching and learning. Five projects, totaling \$100,000, were awarded to faculty from Arts, Science, Dentistry, Education, and Medicine.

The Scholars come together on a quarterly basis through a Faculty Learning Community, to share best practices, engage with each other's research, and build capacity on key topics and issues that are at the heart of inclusive teaching. In 2020, the Scholars will present at Celebrate Learning Week to share how the program has enabled them to move toward a deeper engagement with inclusive teaching.



The partnership with CTLT has provided a number of opportunities to promote the importance of inclusive teaching practices to creating a welcoming environment for all students. In early 2019, the [Inclusive Teaching](#) website was launched to create visibility for EDI topics in teaching and learning, and features professional development resources created and curated by SDI

Educational Strategists, to support instructors and Teaching Assistants such as resources on classroom guidelines and creating inclusive syllabi.

Inclusive Teaching was the theme for Celebrate Learning Week. CTLT and the EIO hosted the keynote speaker, Kevin Lamoureux from the University of Winnipeg, as well as coordinated and moderated two panels on inclusive teaching. The first, featuring students, focused on their experiences in the classroom and their suggestions on how to create a more inclusive environment, while the second, featuring faculty members, focused on their experience in including equity, diversity and inclusion within their teaching practice and curriculum.

‘Teaching and learning is so central to the work of the University – and its identity as an institution – so it feels like incredibly important work to integrate EDI into the University’s understanding of outstanding teaching and learning. Overall it is heartening to see the interest that we have generated with this conversation as more and more people express interest in building up their EDI lens.’ (SDI Educational Strategist)

Supporting Inclusion in the Academic Units



Strategist in the Faculties of Arts and Science support these academic units with building inclusion. In the Faculty of Arts SDI work focused on conducting research and analysis to support the creation of an evidence-informed plan to address EDI within the Faculty's policies, practices, and operations. This included a deep dive into the 2018 Undergraduate Experience Survey (UES) data for the Faculty, looking specifically at issues of equity, diversity and inclusion. Funding from the wellbeing stream of the UBC Sustainability Scholars program allowed for an [exploratory study of curricular opportunities](#) for students to engage with concepts of equity, diversity, and inclusion.

This year with the support of SDI, the Faculty of Science established a SDI@Science Steering Committee in anticipation for the hiring of an embedded SDI Strategist. The SDI Strategist works with the SDI@Science Steering Committee to develop, implement, and evaluate strategies that build EDI at UBC Science as well as to enhance EDI sustainable capacity through training, consulting, communication, and collaboration. For example, the SDI Strategist has been working closely with the Skylight team to synthesize into two reports data produced as part of an EDI needs assessment that included interviews, focus groups, workshop feedback and stakeholder consultations.

Capacity building to support student diversity within the academic units begins with work done in Enrolment Services (ES). Within Enrolment Services SDI has focused on fulfilling UBC's goals of attracting historically underrepresented and marginalized communities. SDI work, in partnership with ES, has included creating in-depth inclusion and bias training for application readers and adjudicators within Admissions; providing inclusion training and advice for inclusive language and visuals in prospective student recruitment material, and working with the staff within ES to create their first, highly engaged Equity Committee with representation across all units in ES.



SDI Strategists created a unit Inclusion Self-Assessment tool as a framework to assess progress, consider gaps, and determine the focus of their EDI work going forward. By implementing the tool, units create a space for reflection and dialogue about day-to-day practices and policies, allowing established ways of working to be looked at in new ways, inspiring new ideas, and opening up possibilities for change. The tool was piloted in a number of units this year with support from SDI Strategists. For example, a pilot in Arts Co-op enabled the unit to gain clarity on short- and long-term actions that they could take to build on their existing inclusive practices and advance equity and inclusion.

SDI Strategists piloted the tool at CTLT between January and June 2019. They created multiple opportunities for CTLT staff members to participate, including at each of the meetings of the six teams, three lunchtime sessions open to all staff, as well as through an anonymous online survey. They created a report for the unit based on the findings, and then worked with the CTLT's Senior Management Team to identify Priority Short-Term Action Items that were based on the report and staff feedback.

The SDI strategists are currently working with Equity & Inclusion Office's Planning & Evaluation team, to revise the tool based on SDI's learning and experiences from piloting in 2019. A revised version of the tool will be available in early 2020. "The eagerness of staff who want to personally learn more and seek out opportunities is impressive as is the high level of interest on campus for units and departments to use the Inclusion Self-Assessment Tool themselves. We have a long list of units to work with in 2020!" (SDI Strategist)

Undergraduate Student Experience Survey Findings

The Undergraduate Experience Survey (UES) is administered to UBC undergraduate students on both the Vancouver and Okanagan Campuses. It is run every year, except when UBC participates in the National Survey of Student Engagement (NSSE). In 2019, the UES had a 17% response rate (n=6118) on the Vancouver campus, and a 21% response rate (n=1756) on the Okanagan campus. UES data is used by administrative departments, offices, units, and initiatives to plan and evaluate programming. The Equity & Inclusion Office, with the support of Student Experience Evaluation and Research (SEER), analyzed UES data for several different equity seeking groups in order to better understand the experiences of students with these identities. The equity seeking groups included in this analysis do not represent all equity seeking groups at UBC, or all students who experience marginalization. They were selected based on size, current focus of the work of the EIO, and availability of reliable data. Reports for the Vancouver and Okanagan campuses are included in the Appendix. High-level findings are as follows:-

- UBC students are diverse. Based on demographic composition of survey respondents:
 - **UBCV:** 68% of respondents are racialized, 2% are trans or non-binary, 24% have a disability or ongoing medical condition, and 18% identify as LGBTQ* (Figure 1)
 - **UBCO:** 33% of respondents are racialized, 1% are trans or non-binary, 29% have a disability or ongoing medical condition, and 13% identify as LGBTQ* (Figure 4)
- At UBCV, the proportion of students who agree or strongly agree with statements relating to UBC being an inclusive place has increased over time (Figure 2). However, at UBCO these proportions have decreased or stayed the same (Figure 5).
- Generally, students from equity seeking groups were disproportionately less likely to agree or strongly agree that they feel they belong and are valued at UBC. These gaps are particularly stark for students with marginalized gender identities and those with disabilities or ongoing medical conditions (Tables 1 & 8).
- Despite an analysis of cumulative average grades revealing no gaps in performance between equity seeking groups and their comparator groups, students from equity seeking groups were disproportionately less likely to agree or strongly agree with the statement “I am confident that I have the ability to succeed in all my courses” (Tables 2 & 9).
- When asked about specific aspects of their identities, students from equity seeking groups were almost always less likely to report feeling that students of their identity are respected on campus (Tables 3-7 & 10-14)
- In general, students report having or developing proficiency in working across diversity. However, they were least likely to report proficiency with understanding Aboriginal perspectives, with a third (33%) at UBCV and a quarter (24%) at UBCO, rating themselves as less than ‘good’ in terms of this competency. (Figures 3 & 6).

The work of the SDI is evidence-based and a detailed consideration of the findings will guide the work of the Initiative over the next year.

SDI Evaluation and Next Steps for 2020

When the SDI was initially formed, we committed to undertaking an evaluation of its progress and model in its third year of operation. The evaluation focused on the effectiveness of the SDI model in existing partner units and considered the design and delivery of the embedded model and the outcomes that have resulted. Recommendations from the evaluation will inform next steps in 2020 for the SDI to ensure that we continue to meet our institution-wide commitments.

Key recommendations from the evaluation included:

Vision, Goal and Outcomes

- Clarify the SDI connection to the Inclusion Action Plan and other institutional EDI priorities.
- Shift the embedded model to one that considers institution-wide commitments and the mandate of EIO.
- Establish shared vision, goals, desired outcomes, and an evaluation framework, that aligns with institution-wide commitments.
- Clarify the role of the strategists as primarily focused on structural and systems change approaches.
- Consider renaming the initiative or find other ways to clarify the vision and systems change focus of the SDI.

EIO and Partner Unit Collaboration

- Continue the use of formalized partnerships as a structure that supports systemic change towards EDI.
- Co-create, between partner units and the SDI, succession plans for the shift to an alternate model.
- Create an initial structured process or set of guiding documents for EIO partnerships that support program planning and communicate accountabilities, recognizing the need for flexibility as context evolves.
- Consider the location of SDI strategists in larger, decentralized units, and explore alternative partnership models to be responsive to each unique context.

Capacity-Building

- Include initial relational interventions, such as dialogue and workshops, as an effective way to build trust towards future systemic work.
- Establish a curriculum or set of resources (series of workshops and trainings, online or in-person) available to partners.

Governance

- Clarify the governance structures of the SDI to ensure expertise is properly leveraged, and determine whether all structures are needed.

In addition to the 2019 evaluation of the SDI, the EIO underwent an external review and the Inclusion Action Plan was released. In light of these, and based on the findings and recommendations of the evaluation, the EIO intends to re-design the SDI through several key shifts including:

- A move from the existing embedded model to a “dedicated consultant model” that would pair SDI/EIO expertise with local need and that may involve more than one EIO staff person for a period of time. The former “embedded Strategist” would remain dedicated to the partner unit; however, the Strategist would also be involved in other projects across the EIO and institution.
- Provide partner units with an outcomes and evaluation framework and the EIO theory of change model, as well as tools under the IAP, to support alignment with institution-wide commitments.
- Rebranding the SDI to better reflect the systems level work through faculty and staff.
- Change SDI governance structures to better support cross-sharing of promising practices and continuous improvement.

Appendix: Undergraduate Experience Survey 2019 – High Level Findings

Summary Overview

- UBC is a diverse place. Based on demographic composition of survey respondents:
 - **UBCV:** 68% of respondents are racialized, 2% are trans or non-binary, 24% have a disability or ongoing medical condition, and 18% identify as LGBTQ* (Figure 1)
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- Despite an analysis of cumulative average grades revealing no gaps in performance between equity seeking groups and their comparator groups, students from equity seeking groups were disproportionately less likely to agree or strongly agree with the statement “I am confident that I have the ability to succeed in all my courses” (Tables 2 & 9).
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- In general, students report having or developing proficiency in working across diversity. However, they were least likely to report proficiency with understanding Aboriginal perspectives, with a third (33%) at UBCV and a quarter (24%) at UBCO, rating themselves as less than ‘good’ in terms of this competency. (Figures 3 & 6).

Note on the Omission of Indigenous Student Data:

Data pertaining to Indigenous students is not included in this report. Due to the unique experience and historical context of Indigenous students at UBC, a consultative approach to analyzing their data is called for – a process which was not feasible in the scope of the current report. The EIO will work with Indigenous leadership on campus and with the First Nations House of Learning in early 2020 to conduct an analysis of data reflecting Indigenous students’ experiences. Findings from this analysis will be made available to EIO staff, partners and interested parties and subsequently shared more broadly in the context of the key findings included in this report.

Overview of the Data Source

The Undergraduate Experience Survey (UES) is an institutional survey that is administered to UBC undergraduate students on both the Vancouver and Okanagan Campuses. It is run every year, except when UBC participates in the National Survey of Student Engagement (NSSE) every three years. In 2019, the UES had a 17% response rate (n=6118) on the Vancouver campus, and a 21% response rate (n=1756) on the Okanagan campus. UES data is used by administrative departments, offices, units, and initiatives to plan and evaluate programming. The Equity and Inclusion Office (EIO), with the support of Student Experience Evaluation and Research (SEER), analyzed UES data for several different equity seeking groups in order to better understand the experiences of students with these identities. The equity seeking groups included in this analysis do not represent all equity seeking groups at UBC, or all students who experience marginalization. They were selected based on size, current focus of the work of the EIO, and availability of reliable data.

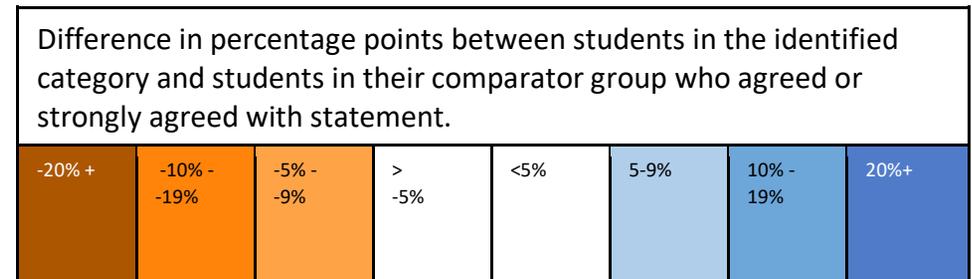
Notes for Reading Data

For the purpose of consistency, all sample sizes listed represent the minimum sample size for the specified category, rather than the number of survey respondents who answered any particular question. Response rates for individual questions vary slightly, but unless otherwise noted, there were no significant drops in the number of respondents for any particular questions.

Unless otherwise specified, comparator groups are as follows:

Equity Seeking Group	Comparator Group
Cis Women	Cis Men
Non-Binary and Trans Students	All Cis Students
Domestic Racialized Students	Domestic White Students
International Racialized Students	International White Students
Students with Disabilities and Ongoing Medical Conditions (including students with mental health conditions)	Students with No Disabilities or Ongoing Medical Conditions
LGBQ* Students*	Heterosexual/Straight Students

Gaps between equity seeking groups and comparator groups are highlighted as follows:



Note: LGBQ (Lesbian, Gay, Bisexual, Queer, *and all other non-heterosexual orientations) is used in this report to represent students with marginalized sexual orientations. This label excludes the T (Trans*) of the commonly-used LGBTQ* label deliberately, since trans students are captured within the category of Non-Binary and Trans students.

Reporting Model: The UES uses a 6-point scale for most of the satisfaction, agreement, and evaluation questions. Numbers reported in this analysis represent the percentage of students who respond with the top 2 most favorable response categories. SEER recommends focusing on top two categories (very satisfied/satisfied, strongly agree/agree, excellent/very good) for two reasons:

1. The 'somewhat agree/somewhat satisfied' category is a weak positive, and in many analyses acts more like a neutral than a positive.
2. If our aim is an excellent student learning experience, 'somewhat' does not seem like an appropriate benchmark.

Figure 1. Summary of UBCV Survey Respondent Demographics

Gender

63%

Cis Women

2%

Non-binary and
Trans Students

35%

Cis Men

Sexual Orientation

18%

of Respondents
identify as LGBTQ*

Race/Ethnicity

68%

of Respondents
are Racialized

64%

of Domestic
Respondents Are
Racialized

84%

of International
Respondents Are
Racialized

Disability

24%*

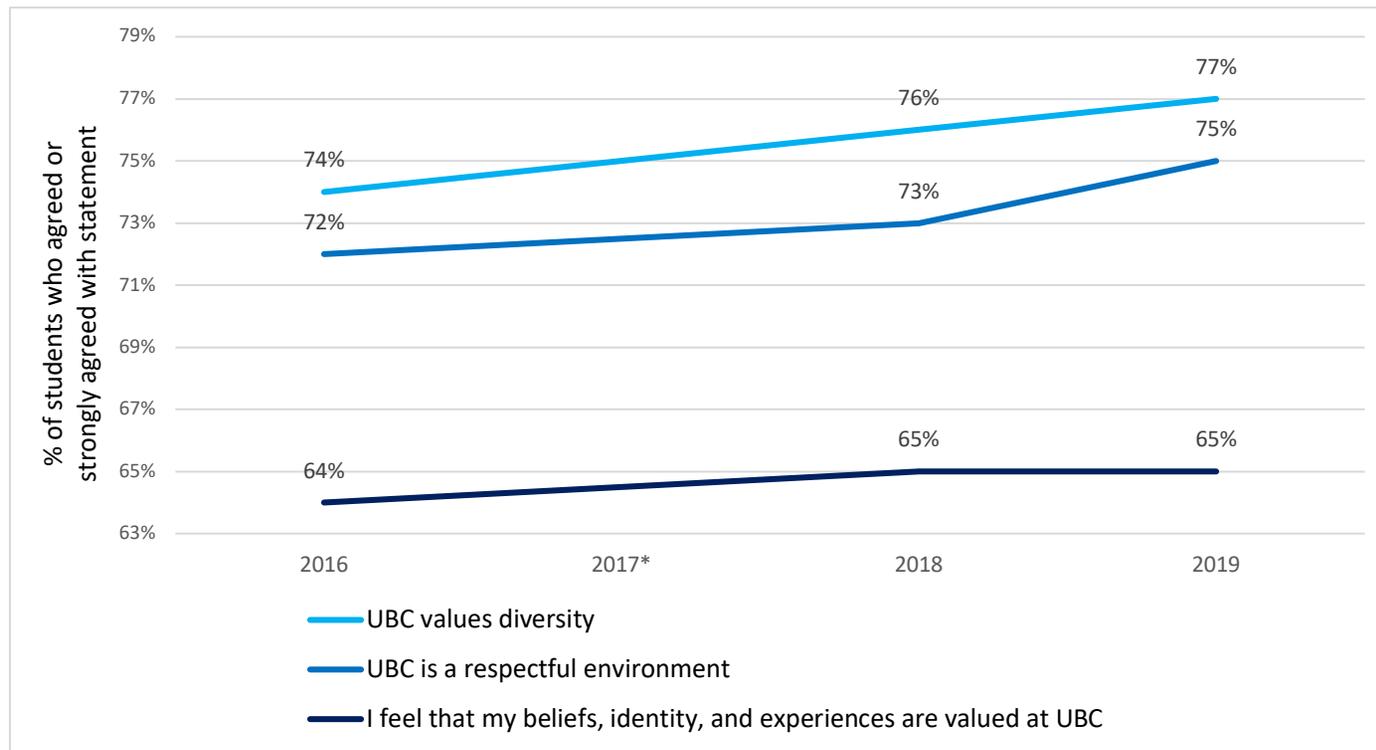
of Respondents
reported having a
disability or ongoing
medical condition

*Note: The proportion of respondents who reported having a disability or ongoing medical conditions is higher than expected, when compared to the 7% of undergraduate students at UBCV registered with the Centre for Accessibility. The proportion of respondents who report mental health conditions is also higher than what is seen at the Centre for Accessibility. Data should be interpreted with this in mind. Additionally, this number differs slightly from the proportion of students with disabilities reported by SEER, as students who responded via the "if none of the above, please specify" category are excluded from this analysis.

Trends in Perceptions of Inclusion (UBCV)

The proportion of students who agree or strongly agree with statements that UBC is an inclusive place has increased over the past three Surveys (2016, 2018, and 2019). In 2019, just over three quarters of survey respondents agreed or strongly agreed that UBC values diversity (78%) and that UBC has a respectful environment (76%). Two thirds of survey respondents (66%) agreed or strongly agreed that their beliefs, identity, and experiences are valued at UBC.

Figure 2. Proportion of UBC Vancouver respondents who agreed or strongly agreed with statements related to UBC being an inclusive place in the UES2016, UES2018, and UES2019.



*The Undergraduate Experience Survey was not run in 2017, so there is no data for that year.

Sense of Inclusion (UBCV)

While just over half (57%) of all students reported feeling that they belong at UBC, students from equity seeking groups were less likely to agree or strongly agree with statements that they feel they belong and are valued at UBC. These gaps are particularly noted for trans and non-binary students and those with disabilities or ongoing medical conditions, but are also present for cis-women, domestic racialized students, and LGBTQ* students.

Table 1. Percentage of students of each equity seeking group who agreed or strongly agreed (top 2 responses) with each of the following statements. In brackets, percentage point difference between the proportion of students from the equity seeking group who selected top 2 responses and the proportion of students from their comparator group who selected top 2 responses.

	Cis Women	Non-Binary and Trans Students	Domestic Racialized Students	International Racialized Students	Students with Disabilities or Ongoing Medical Conditions	LGBTQ* Students
Sample Size	3732+	120+	2833+	1003+	1299+	1022+
I feel I belong at UBC	57% (-0%)	48% (-9%)	54% (-5%)	62% (0%)	47% (-13%)	52% (-6%)
I feel that I belong on campus	61% (-1%)	49% (-12%)	58% (-3%)	67% (0%)	51% (-14%)	55% (-7%)
I have a group, community, or social circle at UBC where I feel I belong (feel at home, known, connected to, supported in my identity)	54% (-5%)	51% (-5%)	52% (-4%)	63% (-5%)	47% (-12%)	50% (-7%)
I feel that my beliefs, identity, and experiences are valued at UBC.	68% (+6%)	53% (-12%)	62% (-5%)	71% (-5%)	60% (-7%)	65% (-1%)

Confidence in Ability to Succeed (UBCV)

Students from all equity seeking groups were less likely to agree or strongly agree with the statement “I am confident that I have the ability to succeed in all my courses.” This is not the product of these students experiencing less success in the classroom – analysis of the average Cumulative Average Grade for students from equity seeking groups revealed no notable differences in success (as measured by grades) between these students and their comparator groups.

Table 2. For the first question, percentage of students of each equity seeking groups who agreed or strongly agreed (top 2 responses) with the statement. In brackets, the difference between the proportion of students from the equity seeking group who selected top 2 responses and the proportion of students from their comparator group who selected top 2 responses. For the second question, average of the cumulative average grades of all the students in each equity seeking group. In brackets, the difference between the average cumulative average of students in that equity seeking group, and that of their comparator group.

Question	Cis Women	Gender Minorities	Domestic Racialized Students	International Racialized Students	Students with Disabilities or Ongoing Medical Conditions	LGBQ* Students
Sample Size	3732+	120+	2833+	1003+	1299+	1022+
I am confident that I have the ability to succeed in all my courses	64% (-9%)	59% (-8%)	63% (-10%)	66% (-12%)	57% (-13%)	62% (-6%)
Cumulative Average Grade - Mean	76% (0%)	75% (-1%)	76% (-1%)	75% (-1%)	74% (-3%)	77% (+1%)

Impact of Identity on Perceptions of Respect (UBCV)

The UES includes a series of questions about the respect on campus for different equity seeking groups that revealed that students from equity seeking groups were less likely to report feeling that students of their identity are respected on campus. Where possible, these questions were disaggregated into the more detailed response options students selected in the demographics section, in order to understand the diversity of experiences within equity seeking groups.

Non-binary and transgender students were 28% less likely to agree or strongly agree that students of their gender are respected on this campus. This gap was not seen among cis-gendered students.

Table 3. Students of my **gender** are respected on this campus

	Cis Men	Cis Women
Sample Size	2136	3785
% Agree or Strongly Agree	85%	83%
Difference from Overall	n/a	(-2%)

	Cis Students	Non-Binary & Transgender Students
Sample Size	5921	122
% Agree or Strongly Agree	84%	56%
Difference from Overall	n/a	(-28%)

In aggregate, racialized students were 16% less likely to agree/strongly agree that students of their race/ethnicity are respected on this campus. When disaggregated by race/ethnicity categories, the experience of feeling less respected on campus, despite some variation, is consistent across all racialized groups. Notably, Black students were least likely to report feeling respected on campus.

Table 4. Students of my **race/ethnicity** are respected on this campus

Aggregated Data			Disaggregated Data									
	Students who selected only white	Racialized Students	Arab*	Black*	Chinese*	Filipino*	Japanese*	Korean*	Latin, Central or South American*	South Asian*	South-east Asian*	West Asian*
Sample Size	1813	3914	81**	121	2051	186	159	286	246	592	310	180
% Agree or Strongly Agree	90%	74%	70%	59%	72	81%	75%	71%	80%	77%	73%	71%
Difference from White Students	n/a	(-16%)	(-20%)	(-31%)	(-18%)	(-9%)	(-15%)	(-19%)	(-10%)	(-13%)	(-17%)	(-19%)

*Note: these categories are not mutually exclusive. They include anyone who selected this identity, regardless of any other identity they selected.

**Note: small sample size, interpret data cautiously.

Although not consistent across all traditions, religious students were less likely than non-religious students to report feeling that students of their religion are respected on campus. Jewish students were the least likely to feel respected, with only 44% agreeing or strongly agreeing that students of their religion are respected on campus.

Table 5. Students of my **religion** are respected on this campus

Aggregated Data			Disaggregated Data							
	Students with No Religious Tradition	Students with Any Religious Tradition	Buddhist	Christian	Hindu	Jewish	Muslim	Sikh	Traditional (Aboriginal) Spirituality	Other Religious Traditions
Sample Size	3855	1813	113	1106	82*	78*	168	116	16*	62*
% Agree or Strongly Agree	86%	68%	78%	66%	85%	42%	64%	84%	50%	74%
Difference from Students with No Religious Tradition	n/a	(-18%)	(-8%)	(-20%)	(-1%)	(-44%)	(-22%)	(-2%)	(-36%)	(-12%)

*Note: small sample size, interpret data cautiously.

In aggregate, LGBQ* students were 15% less likely to agree/strongly agree that students of their sexual orientation are respected on this campus. When disaggregated by different orientations, asexual students were the least likely to report feeling respected.

Table 6. Students of my **sexual orientation** are respected on this campus

Aggregated Data			Disaggregated Data				
	Heterosexual/ Straight	All LGBQ* Students	Gay/Lesbian	Bisexual/ Pansexual	Asexual	Queer	Questioning/ Unsure
Sample Size	4847	1037	177	534	66*	71*	173
% Agree or Strongly Agree	92%	77%	71%	77%	61%	75%	90%
Difference from Heterosexual /Straight Students	n/a	(-15%)	(-21%)	(-15%)	(-26%)	(-17%)	(-2%)

*Note: small sample size, interpret data cautiously.

Only 60% of students with disabilities or ongoing medical conditions agreed or strongly agreed that students on this campus are respected regardless of their disabilities and/or ongoing medical conditions.

Table 7. Students are respected on this campus regardless of their **disabilities and/or ongoing medical conditions**.

Aggregated Data			Disaggregated Data					
	Students with No Disabilities or Ongoing Medical Conditions	Students with Any Disability or Ongoing Medical Condition	Students with Physical Disabilities*	Blind/Visually Impaired Students*	Deaf/Hard of Hearing Students*	Students with Mental Health Conditions*	Students with Neurological Disabilities/ Conditions*	Students Chronic Health Conditions*
Sample Size	4290	1317	89**	63**	48**	969	281	137
% Agree or Strongly Agree	79%	60%	57%	67%	62%	57%	57%	56%
Difference from Students with No Disabilities	n/a	(-19%)	(-22%)	(-12%)	(-17%)	(-22%)	(-22%)	(-23%)

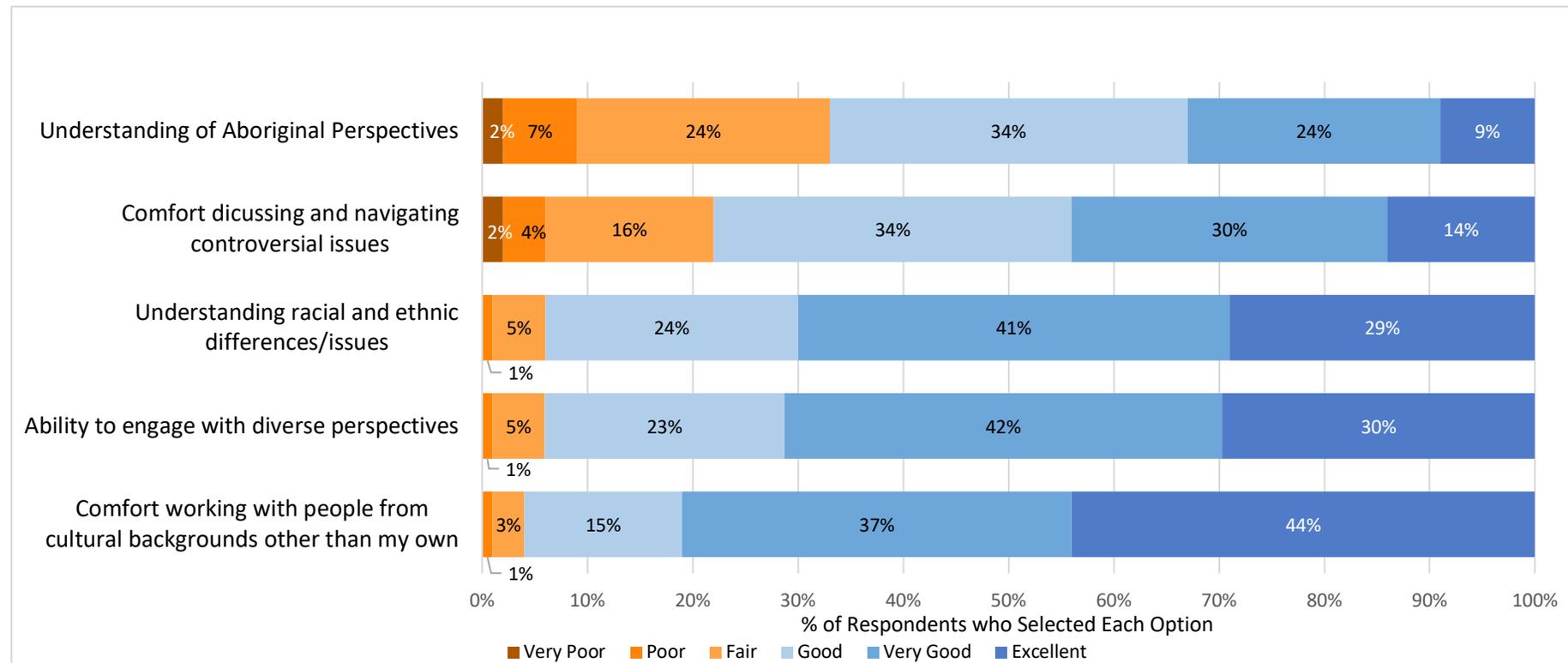
*Note: these categories are not mutually exclusive. They include anyone who selected this identity, regardless of any other identity they selected.

**Note: small sample size, interpret data cautiously.

Development of Diversity Competencies (UBCV)

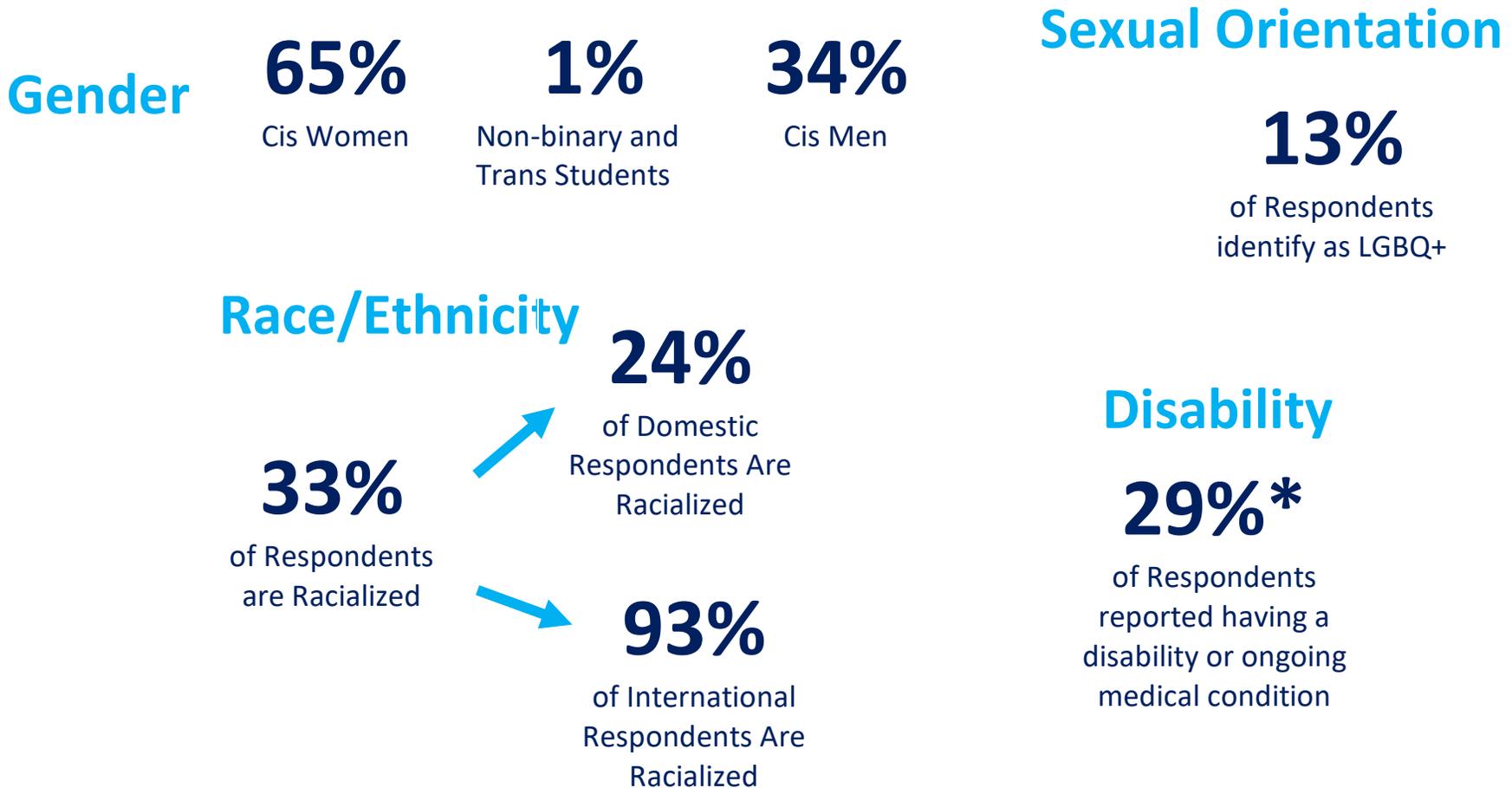
The Undergraduate Experience Survey included a series of questions about whether students are developing the competency to work across diversity. Between the different competencies, students were most likely to rate themselves as proficient in being comfortable working with people from different cultural backgrounds. Students were least likely to report proficiency with understanding Aboriginal perspectives, with a third (33%) rating themselves as only fair, poor, or very poor (i.e. the three least positive options in a 6-point scale). This series of questions asked students to report their proficiency with these skills now, as well as what they remember it being when they started at UBC. While this data is not sufficient for measuring students' actual competency development, comparison of the two scores showed that, depending on the competency, between a third and a half of students felt they had improved since starting at UBC.

Figure 3. Self-reported proficiency with diversity competencies



*Note: Data reported here includes all respondents regardless of year of study.

Figure 4. Summary of UBCO Survey Respondent Demographics

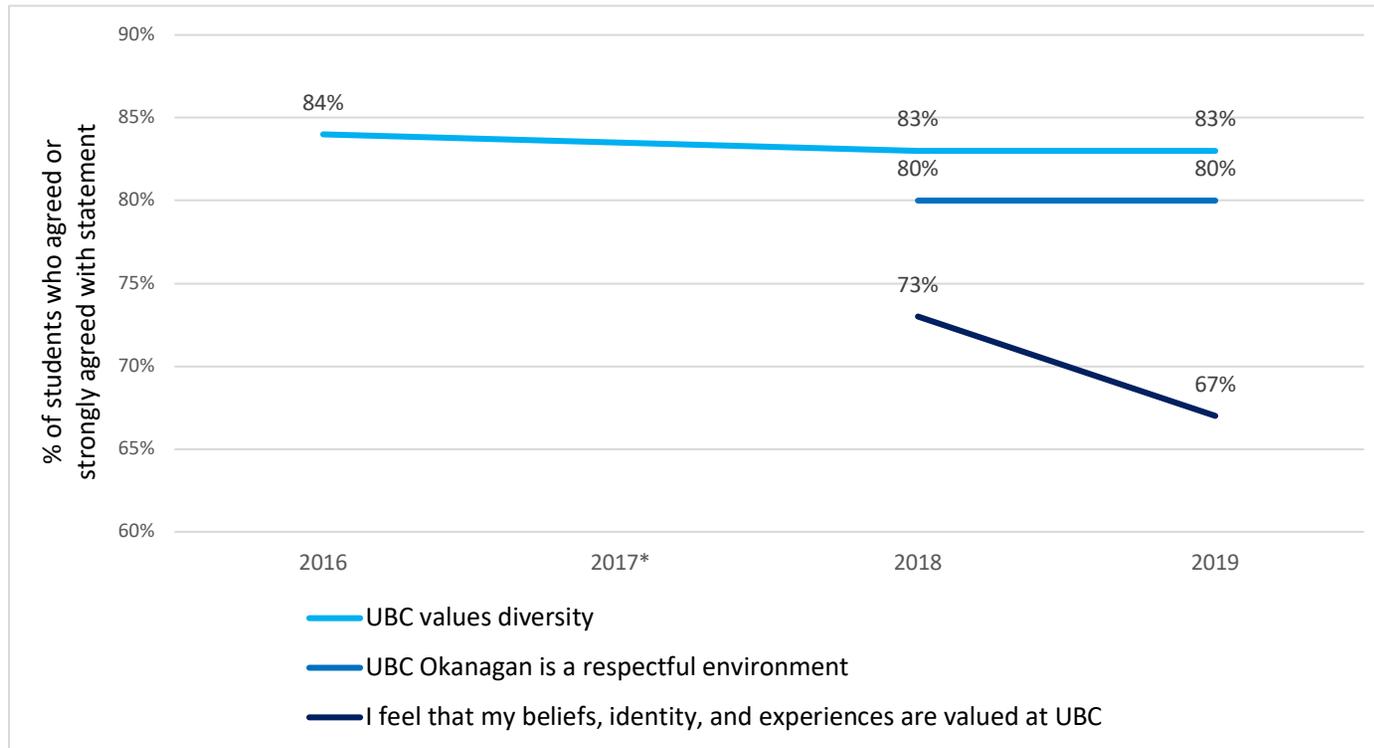


*Note: The proportion of respondents who reported having a disability or ongoing medical condition is higher than expected, when compared to the 7% of undergraduate students at UBCV who are registered with the Centre for Accessibility. The proportion of these students who report mental health conditions is higher than what is seen at the Centre for Accessibility. Data should be interpreted with this in mind. Additionally, this number differs slightly from the proportion of students with disabilities reported by SEER, as students who responded via the "if none of the above, please specify:" category are excluded from this analysis.

Perceptions of inclusion (UBCO)

While perceptions of UBC being a respectful place where diversity is valued were slightly higher on the Okanagan campus than on the Vancouver campus, the proportion of students who feel this way has declined or stayed the same over the past three Undergraduate Experience Surveys (2016, 2018, and 2019). Between UES2018 and UES2019, the proportion of Okanagan respondents who agreed/strongly agreed that they feel their beliefs, identity, and experiences are valued at UBC dropped by 6%.

Figure 5. Proportion of UBC Okanagan respondents who agreed or strongly agreed with statements related to UBC Okanagan being an inclusive place in the UES2016, UES2018, and UES2019.



*Note: "UBC Okanagan is a respectful environment" and "I feel that my beliefs, identity, and experiences are valued at UBC" were not asked in the UBC Okanagan UES2016, so no data is available for these time points.

Sense of Inclusion (UBCO)

Almost two-thirds (64%) of all students reported feeling that they belong at UBC’s Okanagan campus, which was slightly higher than on the Vancouver campus. Gaps in belonging were not consistent across equity seeking groups, however, as with the Vancouver campus, there was a trend of trans and non-binary students and those with disabilities or ongoing medical conditions having the largest gaps in terms of belonging and feeling valued.

Table 8. Percentage of students of each equity seeking group who agreed or strongly agreed (top 2 responses) with each of the following statements. In brackets, percentage point difference between the proportion of students from the equity seeking group who selected top 2 responses and the proportion of students from their comparator group who selected top 2 responses.

Question	Cis Women	Non-Binary and Trans Students	Domestic Racialized Students	International Racialized Students	Students with Disabilities or Ongoing Medical Conditions	LGBQ* Students
Sample Size	1127+	24*	336+	181+	464+	227+
I feel I belong at UBC’s Okanagan campus	66% (+5%)	50% (-14%)	60% (-6%)	62% (-7%)	58% (-9%)	60% (-4%)
I have a group, community, or social circle at UBC where I feel I belong (feel at home, known, connected to, supported in my identity)	54% (-6%)	38% (-19%)	54% (-3%)	56% (-13%)	49% (-11%)	55% (-2%)
I feel that my beliefs, identity, and experiences are valued at UBC.	69% (+6%)	67% (-1%)	63% (-5%)	71% (+2%)	61% (-10%)	65% (-2%)

*Note: small sample size, interpret data cautiously.

**Note: Question “I feel I belong on campus” was included in data for Vancouver, but not for the Okanagan, because this question was not asked in the UBCO version of the UES2019.

Confidence in Ability to Succeed (UBCO)

Students from equity seeking groups were less likely to agree or strongly agree with the statement “I am confident that I have the ability to succeed in all my courses.” This is not the product of these students experiencing less success in the classroom – analysis of the average cumulative average grade for students from equity seeking groups revealed no notable differences in success (as measured by grades) between these students and their comparator groups.

Table 9. For the first question, percentage of students of each equity seeking groups who agreed or strongly agreed (top 2 responses) with the statement. In brackets, the difference between the proportion of students from the equity seeking group who selected top 2 responses and the proportion of students from their comparator group who selected top 2 responses. For the second question, average of the cumulative average grades of all the students in each equity seeking group. In brackets, the difference between the average cumulative average of students in that equity seeking group, and that of their comparator group.

Question	Cis Women	Non-Binary and Trans Students	Domestic Racialized Students	International Racialized Students	Students with Disabilities or Ongoing Medical Conditions	LGBQ* Students
Sample Size	1127+	24*	336+	181+	464+	227+
I am confident that I have the ability to succeed in all my courses	73% (-6%)	54% (-21%)	68% (-10%)	75% (-2%)	71% (-5%)	68% (-8%)
Cumulative Average Grade - Mean	77% (+1)	75% (-1%)	74% (-3%)	76% (-1%)	74% (-3%)	76% (+0%)

*Note: small sample size, interpret data cautiously.

Impact of Identity on Perceptions of Respect (UBCO)

The Undergraduate Experience Survey includes a series of questions about whether various aspects of identity are respected on campus, which, when broken out by equity seeking group, revealed that students from equity seeking groups were almost always less likely to report feeling that students of their identity are respected on campus. Where possible, these questions were disaggregated into the more detailed response options students selected in the demographics section, in order to understand the diversity of experiences within equity seeking groups.

Non-binary and transgender students were 38% less likely to agree or strongly agree that students of their gender are respected on this campus. This gap in perception of being respected was not seen among cis-gendered students.

Table 10. Students of my **gender** are respected on this campus

	Cis Men	Cis Women
Sample Size	591	1142
% Agree or Strongly Agree	88%	87%
Difference from Overall	n/a	(-2%)

	Cis Students	Non-Binary & Transgender Students
Sample Size	1733	24*
% Agree or Strongly Agree	88%	50%
Difference from Overall	n/a	(-38%)

	Cis Men	Cis Women
Sample Size	2136	3785
% Agree or Strongly Agree	85%	83%
Difference from Overall	n/a	(-2%)

*Note: small sample size, interpret data cautiously.

In aggregate, racialized students were 17% less likely to agree/strongly agree that students of their race/ethnicity are respected on this campus. When disaggregated by race/ethnicity categories, most groups were less likely than white students to report feeling respected on campus. However, this data should be interpreted cautiously as sample sizes for the Okanagan campus are very small.

Table 11. Students of my **race/ethnicity** are respected on this campus

	Cis Men	Cis Women
Sample Size	2136	3785
% Agree or Strongly Agree	85%	83%
Difference from Overall	n/a	(-2%)

Aggregated Data

Disaggregated Data

	Students who selected only white	Racialized Students	Arab*	Black*	Chinese*	Filipino*	Japanese*	Korean*	Latin, Central or South American*	South Asian*	South-east Asian*	West Asian*
Sample Size	1082	525	23**	42**	138	29**	21**	13**	74**	152	46**	18**
% Agree or Strongly Agree	94%	77%	83%	74%	74%	93%	81%	62%	84%	75%	70%	94%
Difference from White Students	n/a	(-17%)	(-11%)	(-20%)	(-20%)	(-1%)	(-13%)	(-32)	(-10%)	(-19%)	(-24%)	(-0%)

*Note: these categories are not mutually exclusive. They include anyone who selected this identity, regardless of any other identity they selected.

**Note: small sample size, interpret data cautiously.

Although not consistent across all traditions, religious students were less likely than non-religious students to report feeling that students of their religion are respected on campus. As with the Vancouver campus Jewish students were the least likely to report feeling respected, although the sample size for this category, and several others in this breakout, are extremely small and should be interpreted cautiously.

Table 12. Students of my **religion** are respected on this campus

Aggregated Data			Disaggregated Data							
	Students with No Religious Tradition	Students with Any Religious Tradition	Buddhist	Christian	Hindu	Jewish	Muslim	Sikh	Traditional (Aboriginal) Spirituality	Other Religious Traditions
Sample Size	1116	556	18*	379	25*	8*	41*	28*	8*	27*
% Agree or Strongly Agree	89%	72%	67%	73%	96%	25%	54%	82%	62%	59%
Difference from Students with No Religious Tradition	n/a	(-17%)	(-22%)	(-16%)	(+7%)	(-64%)	(-35%)	(-7%)	(-27%)	(-30%)

*Note: small sample size, interpret data cautiously.

In aggregate, LGBTQ* students were 14% less likely to agree/strongly agree that students of their sexual orientation are respected on this campus. When disaggregated by different orientations, students who identified as queer were the least likely to feel respected. Again, the small sample sizes for this disaggregation should be taken into account when considering the data.

Table 13. Students of my **sexual orientation** are respected on this campus

Aggregated Data	Disaggregated Data
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	Heterosexual/ Straight	All LGBTQ*	Gay/Lesbian	Bisexual/ Pansexual	Asexual	Queer	Questioning/ Unsure
Sample Size	1480	228	29*	126	16*	10*	44*
% Agree or Strongly Agree	95%	81%	59%	83%	81%	50%	96%
Difference from Heterosexual /Straight Students	n/a	(-14%)	(-36%)	(-12%)	(-14%)	(-45%)	(+1%)

*Note: small sample size, interpret data cautiously.

The proportion of students with disabilities or ongoing medical conditions at the Okanagan campus who agreed or strongly agreed that “students are respected on this campus regardless of their disabilities and/or ongoing medical conditions” was much higher than at the Vancouver campus (74% vs 60% respectively). However, students with disabilities and ongoing medical conditions were still less likely to agree with this statement than students without disabilities.

Table 14. Students are respected on this campus regardless of their **disabilities and/or ongoing medical conditions**.

Aggregated Data			Disaggregated Data					
	Students with No Disabilities or Ongoing Medical Conditions	Students with Any Disabilities or Ongoing Medical Conditions	Students with Physical Disabilities*	Blind/Visually Impaired Students*	Deaf/Hard of Hearing Students*	Students with Mental Health Conditions*	Students with Neurological Disabilities/Conditions*	Students with Chronic Health Conditions*
Sample Size	1176	475	33**	23**	10**	339	138	56**
% Agree or Strongly Agree	88%	74%	67%	74%	80%	75%	67%	70%
Difference from Students with No Disabilities	n/a	(-14%)	(-21%)	(-14%)	(-8%)	(-13%)	(-21%)	(-18%)

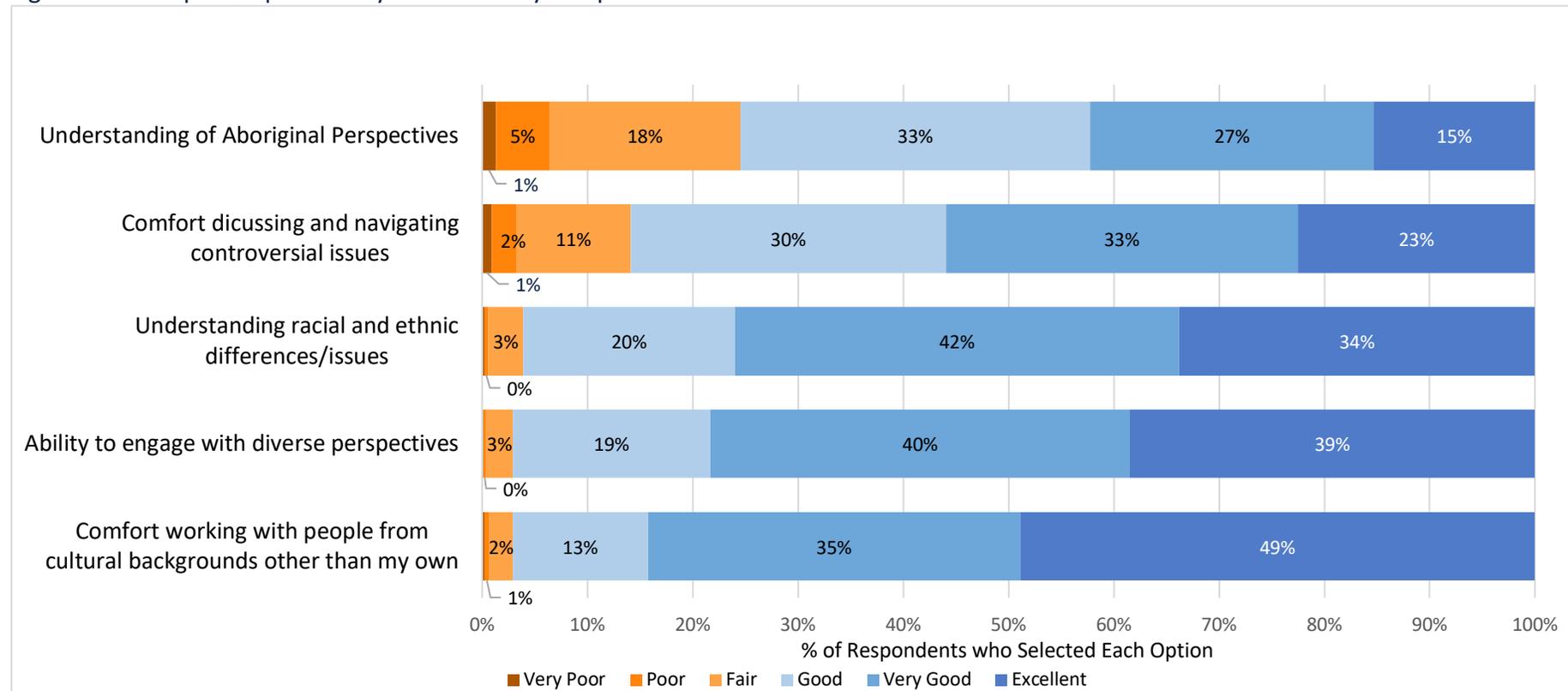
*Note: these categories are not mutually exclusive. They include anyone who selected this identity, regardless of any other identity they selected.

**Note: small sample size, interpret data cautiously.

Development of Diversity Competencies (UBCO)

The Undergraduate Experience Survey included a series of questions about whether students are developing the competency to work across diversity. Between the different competencies, students were most likely to rate themselves as proficient in being comfortable working with people from different cultural backgrounds. Students were least likely to report proficiency with understanding Aboriginal perspectives, with almost a quarter (24%) rating themselves as only fair, poor, or very poor (i.e. the three least positive options in a 6-point scale). This question series asked students to report their proficiency with these skills now, as well as what they remember it being when they started at UBC. While this while this data is not sufficient for measuring students' actual competency development, comparison of the two scores showed that, depending on the competency, between a third and a half of students felt they had improved since starting at UBC.

Figure 6. Self-reported proficiency with diversity competencies



*Note: Data reported here includes all respondents regardless of year of study.