INTRODUCTION

In 2019, the Department of Psychology's Equity, Diversity, and Inclusion (EDI) Committee developed a survey to gain student perspectives regarding diversity issues. This report is intended to meet some of the aims of the Faculty of Social Sciences’ SOSC Indigenous plan and the University of Victoria’s Equity Plan. In particular, we have three specific aims in producing this report:

Aim 1

Administer the survey to students each year to track how the Department is doing in terms of recognizing, celebrating, and supporting diverse students, as well as incorporating Indigenous knowledge, history, realities and ways of knowing into our courses and the Department overall.

Aim 2

Consolidate students’ suggestions for creating an inclusive and welcoming environment within the Department that can be shared with faculty and students. Encourage faculty and sessional instructors to incorporate Indigenous knowledge, history, realities and ways of knowing into courses.

Aim 3

Creation and maintenance of an open-source repository to facilitate the administration of the survey across other departments at the University of Victoria and beyond. The EDI Committee will be available to provide guidance, answer inquiries, and support efforts to administer the survey to other students.
The continued development and administration of the survey will provide data to track how faculty and sessional instructors incorporate Indigenous knowledge, history, realities and ways of knowing into their courses.

We plan to administer the survey once a year and share the findings with the Department of Psychology. **The goal of this survey is to uphold the importance of ongoing learning and cultural humility in matters of diversity for all members of the Department (i.e., students, faculty, sessional instructors).**

Moreover, **we hope the survey will facilitate the Indigenization of curricula within the Department and encourage instructor commitment to incorporating Indigenous principles into their teaching pedagogy.** Ultimately, the survey will highlight recommendations and emphasize areas for improvement to increase diversity in the University context. In the long term, we hope that by sharing the survey other departments will strive for the Indigenization of their curricula.

Our Department acknowledges and respects the privilege and responsibility we have to live and learn together on the **traditional territories of the lək̓ʷəŋən Peoples including the Songhees, Esquimalt and WSÁNEĆ Peoples whose unwavering relationship with the land continue to this day.** In this regard, we commit to including the following local Coast Salish values and teachings, to help guide, shape and envision what we do and how we do it in the Department of Psychology:

**Heʔkw səl’elekw’tala s̓c̓elənən’s**

*Remember our ancestors/ birthright*

**Nəə māt gwens čey’i**

*Work together*

**New’ews sn ?ey? šweleqʷəns**

*Bring in your good feelings*

**ə’sacʔəy’xw meqʷ tə’sa tečel**

*Be prepared for all work to come*
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The current survey was administered online via LimeSurvey. Participants included 368 UVic undergraduates recruited via the departmental research participation program (SONA) and from psychology courses held at the time of data collection. SONA participants received course credit for their participation. After excluding 75 respondents who did not complete the survey, our final sample included 293 students. A copy of the survey, along with anonymized data files and R scripts used to generate the figures in this report are available on our Open Science Framework (OSF) project page.

As we conduct this survey annually, we asked students if they had participated in any previous versions of the survey.

The vast majority had not (94%), while a small proportion were unsure (6%). No students indicated they had participated before.
SAMPLE CHARACTERISTICS

The majority of students sampled were in the first year of their degree. A fifth of the sample were students in their second year, while the remaining fifth was distributed between third and fourth year students. One percent of students surveyed were in their fifth year of study or beyond.

Survey participants were evenly distributed between Psychology majors 55%, and other majors (45%). Fewer students who were psychology majors took the survey than last year (67%).

Four percent of participants had previously taken PSYC 205 (Psychology of Diversity). In PSYC 205, students apply theory and research toward understanding the diverse life trajectories of others while also reflecting on their own life experiences. Instruction methods are grounded in Indigenous learning principles and include regular small group exercises and larger group discussions.
Identification with Diverse Groups

Recognizing that diversity can mean different things to different people, we asked students to indicate whether they identify with one or more diverse group.

Approximately three-quarters of our sample identified with one or more diverse group.

Approximately one-quarter of students (26.6%) did not identify with any diversity groups, while a few students preferred not to share this information (<1%).

Do you identify with one or more diverse groups?

We examined how identification with diverse groups varied by year of study.

Results were largely consistent across the students in their first, second, third, and fourth years of study, with the majority of students identifying with at least one diverse group (68 - 83%).

Half of students in their fifth year or beyond identified with at least one diverse group.
Identification with Diverse Groups

Social identities have complex boundaries, and people may be reluctant to identify with specific terms, or may not feel that these terms fully represent them. Thus, we asked students to indicate whether they identified with a diversity group rather than a specific label (e.g., "sexual orientation" rather than lesbian, gay, bisexual, queer).

On average, participants identified with 3.54 diverse groups (Range = 0-14, SD = 2.97). When we exclude those who did not identify with any diverse groups, the average number of diverse groups students identified with

<table>
<thead>
<tr>
<th>Diversity Group</th>
<th>N (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>112 (38.4)</td>
</tr>
<tr>
<td>Body Functioning and Structure</td>
<td>33 (11.3)</td>
</tr>
<tr>
<td>Body Size</td>
<td>77 (26.3)</td>
</tr>
<tr>
<td>Gender Identity</td>
<td>81 (27.6)</td>
</tr>
<tr>
<td>Sexual Orientation</td>
<td>105 (35.8)</td>
</tr>
<tr>
<td>Language</td>
<td>70 (23.9)</td>
</tr>
<tr>
<td>Immigrant Background</td>
<td>64 (21.8)</td>
</tr>
<tr>
<td>Race or Ethnicity</td>
<td>103 (35.2)</td>
</tr>
<tr>
<td>Religion</td>
<td>77 (26.3)</td>
</tr>
<tr>
<td>Indigeneity</td>
<td>22 (7.5)</td>
</tr>
<tr>
<td>Relationships to Lands</td>
<td>21 (7.2)</td>
</tr>
<tr>
<td>Neurodiversity</td>
<td>49 (16.7)</td>
</tr>
<tr>
<td>Mental Health</td>
<td>141 (48.1)</td>
</tr>
<tr>
<td>Social Class</td>
<td>79 (27.0)</td>
</tr>
</tbody>
</table>
Intersectionality

Intersectionality recognizes that people’s multiple identities can intersect and interact in complex ways, leading to experiences of privilege or disadvantage that may not be easily understood by looking at any one identity alone.

We assessed the co-occurrence of participants identification with diverse groups. The circle size associated with each diversity group corresponds with the number of participants who identified with the group. The darkness of connecting lines corresponds with the probability of those identity groups co-occurring in our sample.

Mental health status was the most endorsed diversity group, and had the highest co-occurrences with other groups, namely age, sexual orientation, race and ethnicity, gender identity, social class, religion, and body size.
Sample Characteristics

The Importance of Diversity Issues

Students were asked to rate the extent that diversity issues are important to them.

The large majority of participants (77%) reported diversity issues are important or very important, whereas 20% rated these issues as somewhat important. Very few students (3%) expressed that diversity issues were not important or not at all important.

While these data may suggest that most undergraduate students in the Department care about diversity issues, it is important to consider that self-selection bias may be a factor. Students who care more about diversity issues may be more likely to complete our survey than students who view diversity issues as less important.
Sample Representativeness

To assess the representativeness of our sample, we examined the demographic information students provided when registering for the SONA research participation system. We then compared the SONA-provided demographics of our sample to the entire pool of SONA participants.

Biological Sex

The biological sex reported by participants in our sample was equivalent to the larger SONA population. Most students in both samples identified as female.

Age

Altogether, our survey sample was younger than the SONA participant pool as a whole.

The average age of student participants was 21, while the average age of the overall SONA sample was 23.
Sample Characteristics

Ethnicity

Students shared their self-reported ethnicity. We compared our sample to the ethnicity demographics from the SONA participant pool. Overall, our sample was very similar to the SONA participant pool.

Our sample had slightly higher proportions of First Nations, European/Caucasian and Middle Eastern students, and a slightly lower proportion of Asian students.

<table>
<thead>
<tr>
<th>Self-Reported Ethnicity</th>
<th>Survey Sample</th>
<th>SONA Pool</th>
</tr>
</thead>
<tbody>
<tr>
<td>African</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Asian</td>
<td>9%</td>
<td>13%</td>
</tr>
<tr>
<td>European/Caucasian</td>
<td>75%</td>
<td>72%</td>
</tr>
<tr>
<td>First Nations</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Indian</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>Middle Eastern</td>
<td>4%</td>
<td>2%</td>
</tr>
<tr>
<td>Other</td>
<td>4%</td>
<td>4%</td>
</tr>
</tbody>
</table>
DIVERSITY CLIMATE

We asked participants a series of questions to get a sense of whether and how the Department of Psychology promotes respect for diversity.

Welcoming Atmosphere

The majority of students rated the Department as welcoming, supportive, and inclusive. Very few students reported that the Department as not welcoming.
Recognition and Celebration of Diversity

Nearly half of the students (47%) reported that diversity is recognized and celebrated among department members.

More than a third of students (38%) saw diversity as being somewhat recognized and celebrated, while few (9%) thought it was very well recognized.

A small number of students reported that diversity was not recognized among department members.
We asked students to rate their comfort in sharing views about diversity in daily life in order to compare with their comfort in sharing views within the Department.

Over half of participants (52%) indicated that they are comfortable or very comfortable expressing their views on diversity in daily life.

A large proportion of students (40%) indicated that they are somewhat comfortable sharing their views.

Only 8% of students indicated they are not comfortable with sharing their views related to diversity in daily life.
In the Department

We asked participants the extent to which they felt comfortable, relative to their daily life, sharing views about diversity in class, with faculty, and with staff.

When compared to their comfort expressing diversity views in daily life, about a third of students reported feeling as comfortable with expressing their views on diversity in class, with faculty, and with staff.

The majority of students felt somewhat comfortable, whereas nearly a quarter of students reported feeling not as comfortable or not at all comfortable expressing their views in class, with faculty, or with staff.
Treatment of Diverse Students

Negative Treatment

We asked participants to indicate whether they had been treated negatively by various members of the UVic community due to their diverse identities.

The large majority of students reported that they had never been treated negatively because of an aspect of their diverse identities.

A small but meaningful number of students reported they had sometimes been mistreated by faculty (7%), graduate students (5%), staff (4%), supervisors (2%), and teaching assistants (5%). A few students (ranging from 1-3%) reported that they were often treated negatively by faculty, graduate students, staff, supervisors, and TAs.

Students reported that negative treatment due to their diverse identities were most often enacted by other undergraduate students (18% sometimes, 4% often), which may be explained by more frequent contact among students.
Positive Treatment

Students reported whether they had been treated positively by a faculty member, a supervisor, graduate student, teaching assistant, staff member or another undergraduate student because of an aspect of their diverse identities.

Nearly a third of students reported they have often or always been treated positively because of some aspect of their diverse identities.

However, the majority of students reported that they had never or rarely been treated positively due to their diverse identity.

Our team is currently revising our survey to nuance this question by asking whether diverse students feel supported by the various groups in the Department regarding their needs for accommodation. Examples of diversity related accommodations are religious observances or mental health needs.
Awareness of Supports and Resources

Students were asked to rate their awareness of the campus resources and supports available to students who belong to diverse groups.

Similar to last year’s findings, the largest proportion of respondents (38%) were somewhat aware of the resources available.

Encouragingly, over a third of students were aware (30%) or very aware (6%) of campus supports.

About a quarter of participants were not aware (24%) or not at all aware (3%) of available resources and campus supports.

The entire Department, and especially the EDI Committee, can strive to ensure resources are shared with students, so they are aware of the various support networks available to them.
TRAINING AND INSTRUCTION ON DIVERSITY TOPICS

We asked participants a series of questions to better understand student perceptions of training and instruction on matters of diversity in the Department of Psychology.

Diversity Coverage in Courses

We first asked participants about the extent to which diversity issues have been integrated into the material covered in their classes.

Results indicated a divide among students regarding the level of diversity integration in their classes, with 47% considering it adequate and 51% perceiving it as lacking.

While the majority of students still feel that diversity topics are not well-represented in their courses, the proportion of students who expressed this view decreased from last year (51% compared to 61%).

A few students reported too much integration of diversity topics in courses.
Recent Incorporation of Diversity Topics

We assessed students’ perceptions of changes in the degree to which diversity topics are integrated into Psychology courses. Specifically, we asked students to rate the coverage of diversity topics in the present academic year when compared to previous years.

![Bar graph showing percentage of students' perceptions of change in diversity topic coverage]

While one fifth of participants thought there had been no change in coverage of diversity issues, over half of the sample felt there had been some degree of change.

A quarter of students shared there had been quite a bit of change.

The remainder of students (4%) reported extreme levels of change compared to previous years.
A Change for The Better?

Students rated whether they thought changes in the integration of diversity topics were for the better or for the worse.

The majority of students reported that changes in the integration of diversity topics were for the better (55%) or much better (8%).

A third of students perceived class content on diversity was neither for the better or the worse. Very few participants believed changes had been worse.

Students' positive feedback regarding recent changes in the integration of diversity topics in Psychology courses reflects their belief that incorporating diverse perspectives in the classroom enhances course content.
The Role of Instructors

Students were asked to rate how well their instructors have helped them meaningfully engage with issues of diversity.

Nearly a quarter of students felt their instructors had not helped them engage with diversity issues in a meaningful way.

About half of participants felt instructors had helped somewhat, while the remaining students thought instructors had been helpful (30%).

The results suggest that students would benefit from greater support from their instructors to meaningfully engage with issues of diversity. To this end, providing instructors with the necessary tools and resources to facilitate such engagement could be one strategy for promoting inclusive learning environments.

Compared to the previous year’s survey results, a smaller proportion of students reported negative ratings of how well their instructors helped them engage with diversity content (23% vs. 31%). Conversely, a larger proportion of students indicated that their instructors had been helpful in this regard (30% vs. 24%).
Diversity of Instructors

Students were asked to rate the degree to which they perceive instructors in the Department of Psychology as representing diverse backgrounds and identities.

Regarding student perspectives on the representation of diverse groups among instructors in the department, 42% of students believed instructors represented diverse groups.

A large proportion of students (38%) expressed a neutral stance, while 20% perceived a lack of representation.
We asked students’ perceptions of how well their educational experiences in the Department of Psychology had prepared them to effectively work in a diverse environment in the future.

Nearly half of participants reported feeling prepared (37%) or very prepared (11%), while a large proportion (38%) reported feeling somewhat prepared by their experiences. The remainder of students felt either not prepared (11%) or not at all prepared for future work in diverse environments.

Compared to last year’s survey results, proportionally more students reported feeling sufficiently prepared for future work in a diverse environment (48% compared to 39%).
Who Should Be Providing Diversity Training in the Department?

We asked students to share who they believed should be providing diversity training in the Department.

Nearly a third of students thought faculty could provide diversity training, while more than half would prefer outside experts to conduct diversity training.

The remaining students thought staff (11%), students (5%), or other sources (2%) would be best suited to facilitate diversity training.

It is worth highlighting that the majority of students recommended that the Department invite outside experts to conduct diversity training. To make this happen, dedicated funding is needed to develop ongoing partnerships and collaborations with external experts who specialize in diversity related topics, such as gender and trans inclusion, Indigenous ways of knowing and healing, as well as anti-racism and equity training.

There are ample local experts that specialize in a variety of diversity related topics, such as gender and trans inclusion, Indigenous ways of knowing and healing, as well as anti-racism and equity training, which the Department could approach for training.
Student Mental Health

STUDENT MENTAL HEALTH

The mental health of students can greatly influence their academic success and overall well-being. Students with diverse identities may face additional barriers in accessing adequate mental health supports and resources. Therefore, taking a proactive approach to supporting student mental health is essential for promoting student success and ensuring their long-term well-being.

Negative Emotions

Participants reported the extent to which they experienced negative emotions including loneliness, nervousness or anxiety, and sadness or depression in the month before taking the survey.
Negative Emotions Continued

Results discussed on this page are visually represented in the figure on the previous page (23).

Most students reported they had felt lonely (59% agree or strongly agree), nervous or anxious (83% agree or strongly agree), and sad or depressed (67% agree or strongly agree).

These findings suggest that students are experiencing high levels of negative emotions, which should be a concern for both the Department and the University as a whole.

However, there has been a proportional improvement in students' mental health compared to the previous year's survey results.

Specifically, fewer students reported feeling lonely (59% vs. 73%), nervous or anxious (83% vs. 88%), or sad or depressed (67% vs. 77%).
We then examined students’ ranking of their negative emotions in the month prior to the survey based on respondents’ identification with diverse groups. Students who identified with diverse groups reported more negative emotions than students who did not identify with diverse groups. In particular, students reporting diverse identities (73%) were more likely to strongly agree that they had experienced various negative emotions compared to students who did not identify with diverse groups (27%). However, similar combined rates (agree and strongly agree) were present regardless of diversity identification. These findings are not entirely unexpected given that the largest diversity group students endorsed was mental health.

Student with diverse identities reported lower rates of negative emotions compared to last year’s results, with a decrease in strongly agreeing with feeling lonely (20% vs. 31%), nervous/ anxious (46% vs. 50%), and sad or depressed (27% vs. 50%).

These results suggest a positive trend in the reduction in the experience of negative emotions among diverse students. Nevertheless, there is still a crucial need for ongoing support for student mental health.
SUMMARY

The results of our survey highlight the diverse identities of undergraduate students in the Department of Psychology. Mental health status was the most endorsed diverse identity group of the fourteen identity groups students endorsed. Nearly half of the students endorsed mental health status as a personal diversity group.

Students who identified with a diverse mental health status were more likely to identify with other diversity groups, such as age, sexual orientation, race and ethnicity, gender identity, social class, religion, and body size. On average, students who identified as diverse endorsed membership in four diverse identity groups. These findings highlight the vital importance in approaching diversity work from an intersectional perspective.

Our findings also suggest that the overwhelming majority of students in our sample are struggling with their mental health by experiencing high levels of negative emotions. The majority of students endorsed negative feelings, namely loneliness, feeling anxious or on edge, and sad or depressed in the past month. Compared to last year’s results, students appear to be rating proportionally lower levels of negative emotions, however these numbers are still high.

Overall, students reported that the Department of Psychology has a climate that is welcoming, and respects and promotes diversity. Students indicated that incorporating diverse topics into courses enriches the learning experience and improves course content. Students expressed a desire for more diversity training opportunities from outside experts and faculty, and greater integration of diversity issues in course content. Students acknowledged progress in recent years towards integrating diverse perspectives within the Department and thought instructors well represented diversity groups. However, students felt that instructors could better support their learning by actively engaging with diverse content in class.

The results from this year’s survey demonstrate positive strides in implementing diverse perspectives in the Department of Psychology while highlighting areas that can be continually improved.
**RECOMMENDATIONS**

We have identified six key recommendations in light of the 2022 Undergraduate Diversity Survey findings. Each recommendation includes a defined target area, an action plan, and a sustainability plan. The target area specifies the survey result that the recommendation is intended to address, while the action plan outlines the steps required to implement the recommendation. Finally, sustainability highlights strategies to ensure the long-term feasibility of the recommendation.

<table>
<thead>
<tr>
<th>Target Area</th>
<th>Action Plan</th>
<th>Sustainability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with diverse identities reported other students were the most common source of negative identity-based treatment.</td>
<td>Foster opportunities for empathy and perspective taking among students in class material and activities.</td>
<td>Maintain a culture of respect and inclusion on campus and in the Department through ongoing education and support.</td>
</tr>
<tr>
<td>A quarter of students in the survey were not aware of the available supports and resources for diverse students.</td>
<td>Increase students’ awareness of campus and community supports through ongoing communication.</td>
<td>Continually add to and update the list of resources. Remind students of the available resources throughout the semester.</td>
</tr>
<tr>
<td>Students want more coverage of diversity topics in their courses and believe incorporating diversity enhances course content.</td>
<td>Help instructors identify ways to dedicate more class time and topics related to diversity in their courses.</td>
<td>Continue to seek feedback from students to ensure instructors are meeting the needs and expectations of all learners.</td>
</tr>
<tr>
<td>Only a quarter of students found instructors helpful regarding their learning and engagement with diversity issues.</td>
<td>Provide instructors support, resources, and training so they can facilitate meaningful engagement with diversity issues.</td>
<td>Offer frequent trainings for instructors to develop their competency and confidence in understanding and teaching diversity.</td>
</tr>
<tr>
<td>Students think outside experts should be the primary source of diversity training in the Department.</td>
<td>Establish new relationships and leverage existing relationships with outside experts for diversity training purposes.</td>
<td>Regular funding could be allocated for the purpose of maintaining relationships with outside experts.</td>
</tr>
</tbody>
</table>
Thank you to the UVic Psychology Department’s EDI Committee who volunteer their time and efforts to advocate for the celebration and incorporation of diverse perspectives.

Faculty Team Leads on 2022 EDI Report:
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Report Writing and Design by Emilie Longtin

Funding provided by Faculty of Social Sciences Indigenous Resurgence Fund

Want to learn more about our work or implement an EDI Survey in your Department?

Get in Touch!

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RESOURCES FOR UVIC STUDENTS

Campus Supports for Students Belonging to Diverse Groups

- The Centre for Accessible Learning (CAL): https://www.uvic.ca/accessible-learning/
- UVSS - BIPOC Support Hub: https://uvss.ca/bipoc-support-hub/
- UVic Native Students Union: https://www.uvicnsu.ca
- UVic Pride: https://sites.google.com/prideuvic.com/uvic-pride/
- Mental Health Resource Hub: https://www.uvic.ca/student-wellness/wellness-resources/mental-health/
- Elders in Residence: https://www.uvic.ca/services/indigenous/students/elders/
- Men’s Circle (UVic Anti-Violence Project): https://www.antiviolenceproject.org/mens-circle/
- A variety of clubs for students of diverse cultural backgrounds can be found on the UVSS website: https://uvss.ca/clubs-course-unions/ (see list of active clubs)
- UVic Office of Equity and Human Rights: https://www.uvic.ca/equity/
- UVic Office of Indigenous Academic and Community Engagement: https://www.uvic.ca/services/indigenous/students/
Community Supports for Students Belonging to Diverse Groups

- Victoria Sexual Assault Centre: http://vsac.ca/
- Victoria Disability Resource Centre: https://drcvictoria.com
- Victoria Native Friendship Centre: https://www.vnfc.ca
- Vancouver Island Queer Resource Collective: https://viqueercollective.com
- Here2Talk: https://here2talk.ca/
- Men’s Therapy Centre: http://www.menstrauma.com
- MosaicBC — Supports for International Students: https://www.mosaicbc.org/services/settlement/students/
Anti-Oppression Training and Workshops for Students

- Bringing in the Bystander, UVic’s Bystander Intervention Training: https://www.uvic.ca/services/studentlife/initiatives/bystander-intervention/
- Tools for Change, Preventing Sexualized Violence at UVic: https://www.uvic.ca/sexualizedviolence/events/tools/
- Understanding Consent Culture (Workshop): https://www.antiviolenceproject.org/consent-training/
- Supporting a Survivor (Workshop): https://www.antiviolenceproject.org/support-training/
- UVic Anti-Racism Education Program: https://www.uvic.ca/equity/education/anti-racism/training/
- UVSS ReThink Mental Health (offers various workshops): https://uvss.ca/advocacy/campaigns/rethink/

Educational Resources for Students

- UVic Libraries’ Anti-Racism and Anti-Oppression repository: https://libguides.uvic.ca/antiracism
- UVic Libraries’ Every Child Matters Repository: https://libguides.uvic.ca/missingchildren
- UVic EQHR hub for trans inclusion, “Be an Ally”: https://www.uvic.ca/equity/education/transinclusion/ally/
- UVic 5 Days of Action (annual campus-wide programming): https://www.uvic.ca/equity/education/5-days-action/
- Indigenous Canada, Open Online Course at the University of Alberta: https://www.ualberta.ca/admissions-programs/online-courses/indigenous-canada/
- Mental Health 101, Canadian Association for Mental Health: https://www.camh.ca/en/health-info/mental-health-101
- Challenging Racist BC: https://www.challengeracistbc.ca
RESOURCES FOR UVIC INSTRUCTORS

Anti-Oppression Training and Workshops

- Preventing and Responding to Sexualized Violence at UVic, Training for Staff and Faculty: https://www.uvic.ca/sexualizedviolence/events/
- UVic Indigenous Cultural Acumen Training: https://www.uvic.ca/services/indigenous/facultystaff/icat/
- UVic Anti-Racism Education Program: https://www.uvic.ca/equity/education/anti-racism/training/
- UVic Mental Health Literacy Training: https://www.uvic.ca/services/studentlife/training/mental-health/

Educational Resources for Instructors and Faculty

- BC Black History Awareness Society — Learning Centre: https://bcblackhistory.ca/learning-centre/
- Challenging Racist BC — Teacher’s Corner: https://www.challengeracistbc.ca/teachers-corner.html
- Ok2BeMe Resources for Schools and Classrooms (LGBTQ+ topics): https://ok2bme.ca/resources/parents-educators/resources-for-schools-and-classrooms/
Here are some additional resources that Departmental EDI Committees may find useful for their activities and initiatives:

- List and dates of religious observances: https://www.uvic.ca/equity/education/religious/