



Student Views on Equity, Diversity, and Inclusion

2025 Survey Conducted by the UBC Sauder
Equity, Diversity, and Inclusion Committee

Executive Summary

The UBC Sauder EDI Committee collected survey data on student experiences related to equity, diversity, and inclusion. The survey was available to all undergraduate and graduate students at UBC Sauder from December 9, 2024 to February 15, 2025. Students were entered into a draw for gift cards in thanks for their participation. In total, 397 students (327 undergraduate students and 70 graduate students) participated in the survey. This is a relatively small sample size, and as such, the results may not fully reflect the broader UBC Sauder student population. Findings should be interpreted with this limitation in mind.

Overall, responses were positive for average ratings of inclusion (Mean = 3.94), access to resources (M = 3.78), inclusive pedagogy (M = 4.03), and the role of UBC Sauder's Leadership in EDI (M = 3.97; all on 5-point scales).

Although these ratings are positive overall, there are some differences between groups. For example, for ratings of inclusion, there are observed differences in gender identity and sexual orientation, whereby students who are transgender, non-binary, and/or 2SLGBQ+ report somewhat lower levels of inclusion than other students. In another example, students who report having a disability indicate lower levels of inclusion than those who do not report having a disability.

Taken together, the results paint a positive picture of inclusion, access to resources, inclusive pedagogy, and leadership's role in EDI at UBC Sauder. At the same time, the findings highlight some differences between groups, pointing to meaningful opportunities to further support, include, and uplift students from marginalized communities.





Methodology

Included Four Question Blocks:

- General Sense of Inclusion
- Equitable Access to Resources
- Inclusive Pedagogy
- EDI in the Curriculum
- UBC Sauder Leadership

Data Collection Dates:

December 9, 2024 to February 15, 2025

Incentive:

Lottery for \$50 gift cards

Sample:

The survey was available to all Undergraduate and Graduate students at the UBC Sauder School of Business.

The total sample size was 397 (undergraduate = 327 and graduate = 70). We note that this is a relatively small sample size and that this might not be a representative sample of UBC Sauder Students. This needs to be kept in mind when interpreting the results.

Number of Respondents

		Number of Respondents
	ALL RESPONDENTS	397
Program	Undergraduate	327
	Graduate	70
Gender Identity ¹	Man	139
	Woman	246
	Transgender, and/or Non-Binary	7
Sexual Orientation	2SLGBQ+ ²	52
	Non-2SLGBQ+	304
	Questioning	19
Indigeneity	Indigenous ³	7
	Non-Indigenous	382
Ethnicity	Racialized ⁴	266
	Non-Racialized	109
Barriers to Accessibility	Persons experiencing significant and persistent or recurring mobility, sensory, learning, or other physical or mental health impairment	54
	No impairment listed above	321

¹ Persons identifying as 'man', 'woman', 'transgender' or 'nonbinary'. Persons who identified as transgender women, or as transgender men are counted twice.

² Persons identifying as Two-spirit, lesbian, gay, bisexual, queer, or an analogous term.

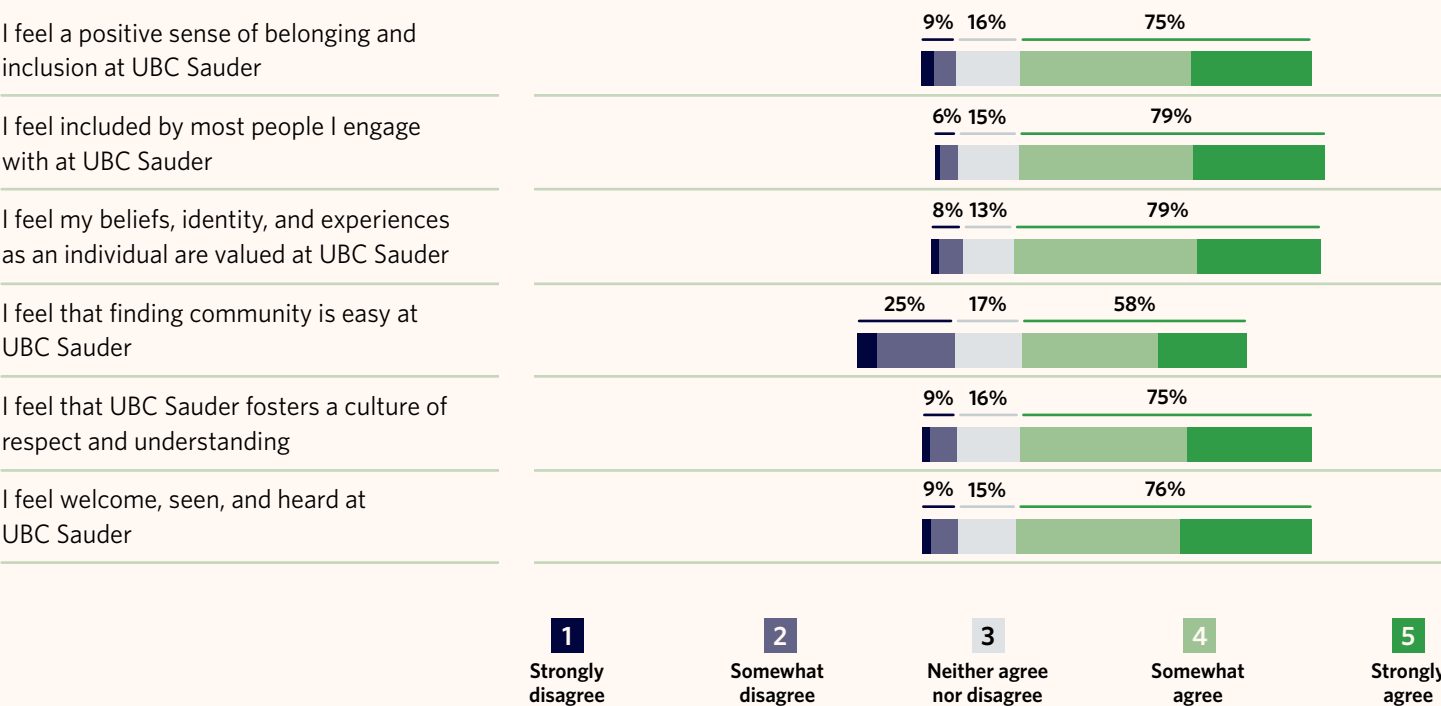
³ Persons identifying as Indigenous persons. For the purpose of this survey, Indigenous persons include treaty, status/non-status, registered/non-registered members of First Nations, Métis or Inuit.

⁴ Persons identifying as persons who are racialized, visible minority, non-white, persons of colour, or an analogous term. The term "racialized" is used as a more current term than "visible minority" from the Employment Equity Act (1995). For the purposes of this survey, members of racialized groups are persons who do not identify as Indigenous persons, and who do not identify as primarily European and/or White in race, ethnicity, origin, and/or colour, regardless of their birthplace or citizenship.

General Sense of Inclusion

Breakdown per Item

To what extent do you agree with the following statements about your general experience at the UBC Sauder School of Business?



General Sense of Inclusion Index across all items¹

		Inclusion Index (1-5 Scale)		
		Number of Respondents	Mean	Standard Error of Mean
	ALL RESPONDENTS	397	3.94	0.04
Program	Undergraduate	327	3.92	0.04
	Graduate	70	4.02	0.11
Gender Identity	Man	139	3.96	0.07
	Woman	246	3.95	0.05
	Transgender and/or nonbinary	7	3.41	0.34
Sexual Orientation	2SLGBQ+	52	3.59	0.12
	Non-2SLGBQ+	304	3.99	0.04
	Questioning	19	4.12	0.15
Indigeneity	Indigenous	7	3.82	0.29
	Non-Indigenous	382	3.93	0.04
Racialization	Racialized	266	3.89	0.05
	Non-Racialized	109	4.00	0.08
Barriers to Accessibility	Persons experiencing significant and persistent or recurring mobility, sensory, learning, or other physical or mental health impairment	54	3.47	0.12
	No impairment listed above	321	4.01	0.04

¹ Index based on the 6 items measuring general sense of inclusion (see page 5), answered on scales ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

General Sense of Inclusion

Index across all items

- Undergraduate Students¹

		Inclusion Index (1-5 Scale)		
		Number of Respondents	Mean	Standard error of mean
	ALL UNDERGRADUATE STUDENTS	327	3.92	0.04
Year Level	1st Year Undergraduate	78	4.02	0.08
	2nd Year Undergraduate	82	3.95	0.08
	3rd Year Undergraduate	69	3.84	0.09
	4th Year Undergraduate	81	3.93	0.08
	5th Year Undergraduate	15	3.60	0.27
Domestic or International	Domestic Undergraduate	238	3.90	0.05
	International Undergraduate	84	4.00	0.08

¹ Index based on the 7 items measuring general sense of inclusion (see page 5), answered on scales ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

Equitable Access to Resources (Part I)

Breakdown per Item

Do you feel that you, personally, have **equitable access** to the following services or activities at UBC Sauder?

Note: By equitable access, we mean that you feel that you can easily, safely, and comfortably participate without fearing discrimination.

Getting advice on academic or curricular activities

6% 9% 85%

Requesting academic accommodations

10% 17% 73%

Participating in classroom activities (e.g. discussions, group projects)

5% 9% 86%

Studying abroad or participating in other international learning opportunities

7% 15% 78%

Applying to be a research assistant, teaching assistant, or WorkLearn position at UBC Sauder

12% 17% 71%

Accessing support in my career development

7% 13% 80%

Finding an internship/co-op position via UBC Sauder resources

17% 22% 61%

1

Strongly disagree

2

Somewhat disagree

3

Neither agree nor disagree

4

Somewhat agree

5

Strongly agree

Equitable Access to Resources (Part II)

Breakdown per Item

Do you feel that you, personally, have equitable access to the following services or activities at UBC Sauder?

Note: By equitable access, we mean that you feel that you can easily, safely, and comfortably participate without fearing discrimination.

Participating in student-sponsored events (e.g. Commerce Undergraduate Society, MBA/MBAN/MM/BMM/PMBA Student Society, etc.)

6% 15% 79%

Participating in UBC Sauder sponsored events

5% 15% 80%

Joining a student club at UBC Sauder

14% 17% 69%

Accessing different parts of the building at UBC Sauder (mobility issues)

4% 11% 85%

Accessing washrooms that correspond to your gender identity (in the UBC Sauder buildings)

3% 8% 89%

Finding affordable housing

53% 17% 29%

Accessing healthcare services

26% 21% 53%

Finding affordable food options

44% 19% 37%

Accessing affordable textbooks and course materials

47% 18% 35%

1
Strongly disagree

2
Somewhat disagree

3
Neither agree nor disagree

4
Somewhat agree

5
Strongly agree

Equitable Access to Resources

Index across all items¹

		Equitable Access Index (1-5 Scale)		
		Number of Respondents	Mean	Standard Error
	ALL RESPONDENTS	396	3.84	0.03
Program	Undergraduate	326	3.84	0.04
	Graduate	70	3.86	0.10
Gender Identity	Man	138	3.87	0.06
	Woman	246	3.85	0.04
	Transgender and/or nonbinary	6	3.31	0.25
Sexual Orientation	2SLGBQ+	52	3.52	0.10
	Non-2SLGBQ+	304	3.88	0.04
	Questioning	18	3.93	0.17
Indigeneity	Indigenous	6	3.33	0.09
	Non-Indigenous	382	3.85	0.03
Racialization	Racialized	266	3.81	0.04
	Non-Racialized	108	3.89	0.07
Barriers to Accessibility	Persons experiencing significant and persistent or recurring mobility, sensory, learning, or other physical or mental health impairment	54	3.40	0.10
	No impairment listed above	321	3.92	0.03

¹ Index based on the 16 items measuring perceived equitable access to and participation in resources (see pages 8-9), answered on scales ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

Equitable Access to Resources

Index across all items

- Undergraduate Students¹

		Equitable Access Index (1-5 Scale)		
		Number of Respondents	Mean	Standard error of mean
	ALL UNDERGRADUATE STUDENTS	326	3.84	0.04
Year Level	1st Year Undergraduate	78	3.89	0.06
	2nd Year Undergraduate	82	3.88	0.07
	3rd Year Undergraduate	69	3.65	0.08
	4th Year Undergraduate	81	3.91	0.07
	5th Year Undergraduate	15	3.85	0.22
Domestic or International	Domestic Undergraduate	238	3.85	0.04
	International Undergraduate	84	3.80	0.07

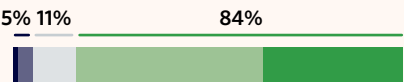
¹ Index based on the 16 items measuring perceived equitable access to and participation in resources (see pages 9-9), answered on scales ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

Inclusive Pedagogy (Part I)

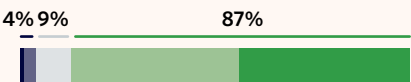
Breakdown per Item

To what extent do you agree with the following statements about **your coursework and other learning opportunities** at the UBC Sauder School of Business?

I feel that my professors build rapport and a sense of inclusion through different ways of participation and engagement (e.g., icebreakers, small group activities, collaborative thinking, and a variety of participation methods).



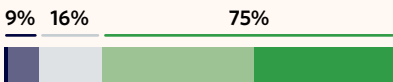
My professors cultivate an inclusive classroom climate by setting expectations around respectfulness in the classroom (e.g., establishing ground rules, setting up group contracts, etc.).



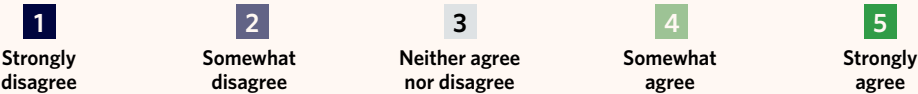
My professors take actions to facilitate a gender-inclusive classroom climate (e.g. using gender-neutral language, sharing of personal pronouns, addressing instances of gender-based bias).



My professors take actions to facilitate a culturally inclusive classroom climate (e.g. providing multiple options for class participation, learning pronunciations of names, addressing instances of cultural bias, including land acknowledgments).



My professors take actions to ensure the learning environment accommodates disability and differently-abled students in terms of vision, hearing, learning ability/styles, mobility, etc. (e.g., presentation of materials in different modalities, different types of deliverables, optional seating arrangements).



Inclusive Pedagogy (Part II)

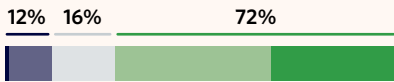
Breakdown per Item

To what extent do you agree with the following statements about **your coursework and other learning opportunities** at the UBC Sauder School of Business?

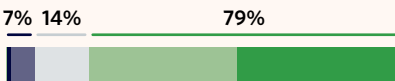
I feel that my professors choose course material, activities, and assessments in ways that do not impose undue burdens (e.g., financial, technological, primary work, or family care).



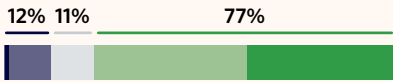
My professors select course material and use examples that reflect a diverse range of identities (e.g., IBPOC [Indigenous, Black, People of Colour] individuals, women, gender diverse individuals, etc.).



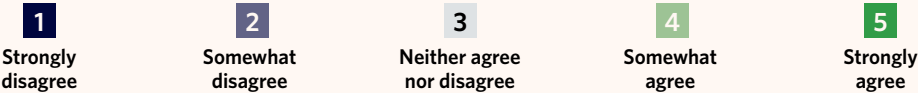
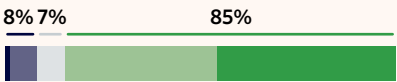
For classes that include guest speakers, my professors include guest speakers from a range of backgrounds in ways that include diverse perspectives, identities, and experiences.



My professors acknowledge how their own perspective (e.g., personal identity, lived experience, and academic history) shapes their understanding and sharing of course material.



My professors encourage us to contribute our own views, discover different perspectives, and respect differing opinions within the course.



Inclusive Pedagogy Index across all items¹

		Curriculum index (1-5 Scale)		
		Number of Respondents	Mean	Standard Error
	ALL RESPONDENTS	395	4.03	0.04
Program	Undergraduate	325	4.02	0.04
	Graduate	70	4.07	0.10
Gender Identity	Man	139	4.05	0.06
	Woman	245	4.06	0.05
	Transgender and/or nonbinary	7	3.06	0.39
Sexual Orientation	2SLGBQ+	52	3.64	0.13
	Non-2SLGBQ+	304	4.09	0.04
	Questioning	18	4.34	0.13
Indigeneity	Indigenous	7	3.82	0.22
	Non-Indigenous	381	4.03	0.04
Racialization	Racialized	265	3.98	0.04
	Non-Racialized	109	4.11	0.07
Barriers to Accessibility	Persons experiencing significant and persistent or recurring mobility, sensory, learning, or other physical or mental health impairment	53	3.60	0.11
	No impairment listed above	321	4.09	0.04

¹ Index based on the 10 items evaluating curriculum at UBC Sauder (see pages 12-13), answered on scales ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

Inclusive Pedagogy

Index across all items

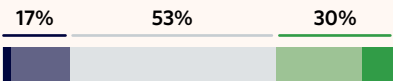
- Undergraduate Students¹

		Curriculum index (1-5 Scale)		
		Number of Respondents	Mean	Standard error of mean
	ALL UNDERGRADUATE STUDENTS	325	4.02	0.04
Year Level	1st Year Undergraduate	78	4.10	0.08
	2nd Year Undergraduate	82	4.18	0.07
	3rd Year Undergraduate	69	3.97	0.08
	4th Year Undergraduate	81	3.88	0.08
	5th Year Undergraduate	15	3.73	0.22
Domestic or International	Domestic Undergraduate	238	4.00	0.04
	International Undergraduate	84	4.09	0.08

¹ Index based on the 10 items evaluating curriculum at UBC Sauder (see pages 12-13), answered on scales ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

EDI in the Curriculum

How would you evaluate UBC Sauder’s inclusion of content related to Equity, Diversity, and Inclusion in the coursework you have completed?



- 1

Far too little
- 2

Somewhat too little
- 3

Just the right amount
- 4

Somewhat too much
- 5

Far too much

EDI in the Curriculum¹

		EDI content in Curriculum (1-5 Scale)		
		Number of Respondents	Mean	Standard Error
	ALL RESPONDENTS	379	3.18	0.04
Program	Undergraduate	312	3.21	0.05
	Graduate	67	3.03	0.13
Gender Identity	Man	134	3.35	0.08
	Woman	234	3.09	0.05
	Transgender and/or nonbinary	6	2.50	0.56
Sexual Orientation	2SLGBQ+	52	2.90	0.13
	Non-2SLGBQ+	291	3.23	0.05
	Questioning	17	2.82	0.18
Indigeneity	Indigenous	6	3.33	0.33
	Non-Indigenous	366	3.17	0.05
Racialization	Racialized	253	3.13	0.05
	Non-Racialized	106	3.26	0.09
Barriers to Accessibility	Significant and persistent or recurring mobility, sensory, learning, or other physical or mental health impairment	53	2.87	0.15
	No impairment listed above	307	3.21	0.05

¹ Question "How would you evaluate UBC Sauder's inclusion of content related to Equity, Diversity, and Inclusion in the coursework you have completed?", (see page 16), answered on a scale ranging from 1 (Far too little) to 5 (Far too much).

EDI in the Curriculum

Undergraduate Students¹

		EDI content in Curriculum (1-5 Scale)		
		Number of Respondents	Mean	Standard error of mean
	ALL UNDERGRADUATE STUDENTS	312	3.21	0.05
Year Level	1st Year Undergraduate	78	3.12	0.08
	2nd Year Undergraduate	82	3.23	0.09
	3rd Year Undergraduate	69	3.29	0.11
	4th Year Undergraduate	81	3.21	0.11
	5th Year Undergraduate	15	3.13	0.22
Domestic or International	Domestic Undergraduate	238	3.19	0.06
	International Undergraduate	84	3.24	0.08

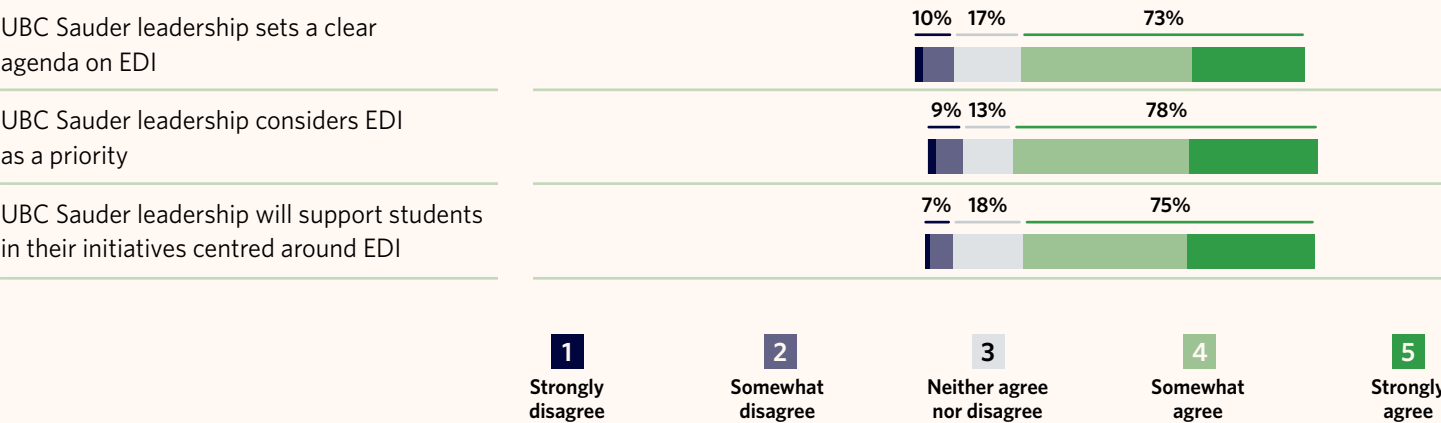
¹ Question “How would you evaluate UBC Sauder’s inclusion of content related to Equity, Diversity, and Inclusion in the coursework you have completed?”, (see page 16), answered on a scale ranging from 1 (Far too little) to 5 (Far too much).

UBC Sauder Leadership on EDI

Breakdown per Item

To what extent do you agree with the following statements about how the leadership at UBC Sauder manages EDI?

Note: By leadership, we mean the people in charge of making the strategic decisions about the values and directions at UBC Sauder.



UBC Sauder Leadership on EDI Index across all items¹

		Leadership Index (1-5 Scale)		
		Number of Respondents	Mean	Standard Error
	ALL RESPONDENTS	351	3.97	0.05
Program	Undergraduate	284	3.96	0.05
	Graduate	67	3.98	0.13
Gender Identity	Man	124	4.03	0.07
	Woman	216	3.99	0.06
	Transgender and/or nonbinary	6	2.81	0.45
Sexual Orientation	2SLGBQ+	43	3.65	0.17
	Non-2SLGBQ+	277	4.01	0.05
	Questioning	14	3.96	0.25
Indigeneity	Indigenous	6	3.94	0.32
	Non-Indigenous	338	3.97	0.05
Racialization	Racialized	231	3.91	0.06
	Non-Racialized	102	4.06	0.09
Barriers to Accessibility	Significant and persistent or recurring mobility, sensory, learning, or other physical or mental health impairment	50	3.57	0.13
	No impairment listed above	282	4.03	0.05

¹ Index based on the 3 items measuring perceived commitment to EDI of UBC Sauder Leadership (see page 19), answered on scales ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

UBC Sauder Leadership on EDI Index across all items – Undergraduate Students¹

		Leadership Index (1-5 Scale)		
		Number of Respondents	Mean	Standard error of mean
	ALL UNDERGRADUATE STUDENTS	284	3.96	0.05
Year Level	1st Year Undergraduate	78	3.94	0.09
	2nd Year Undergraduate	82	4.09	0.10
	3rd Year Undergraduate	69	3.96	0.10
	4th Year Undergraduate	81	3.84	0.10
	5th Year Undergraduate	15	4.10	0.25
Domestic or International	Domestic Undergraduate	238	3.98	0.06
	International Undergraduate	84	3.94	0.09

¹ Index based on the 3 items measuring perceived commitment to EDI of UBC Sauder Leadership (see page 19), answered on scales ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

Student Views on Equity, Diversity, and Inclusion

