



STUDENT DEMOGRAPHIC DATA PROJECT

Enrolment Services
Equity and Inclusion Office
Planning and Institutional Research
Enterprise Data Governance

OCTOBER 20, 2022

BACKGROUND AND RATIONALE

The Student Demographic Data Project (SDDP) was chartered by the Vice-President, Students; Associate Vice-President, Equity and Inclusion; and the Associate Vice-President, Enrolment and Registrar, as a response to UBC's President's request to develop a demographic data collection strategy of UBC students.



The original focus was student data; this has since expanded to also take into consideration employee data.

Project Goals include:

- develop clear definitions and standards for collecting an individual's data for use with administrative records and institutional surveys;
- provide the university and its community with more inclusive, demographically representative data; and
- better inform UBC's planning, reporting, and policy making with considerations of the distinct contexts and lived experiences of all individuals create a more inclusive and robust campus experience for all members of the UBC community.

The SDDP is a partnership initiative of the Equity and Inclusion Office (EIO), Enrolment Services, Planning and Institutional Research (PAIR), and Enterprise Data Governance.

PROJECT OUTLINE



Question Development

Literature review and current practices
Focus groups with 289 participants across 37 sessions



Discovery

Mapped and determine current UBC data practices
172 survey responses



Technical

Requirements to collect demographic data centrally
Developed data standards and definitions

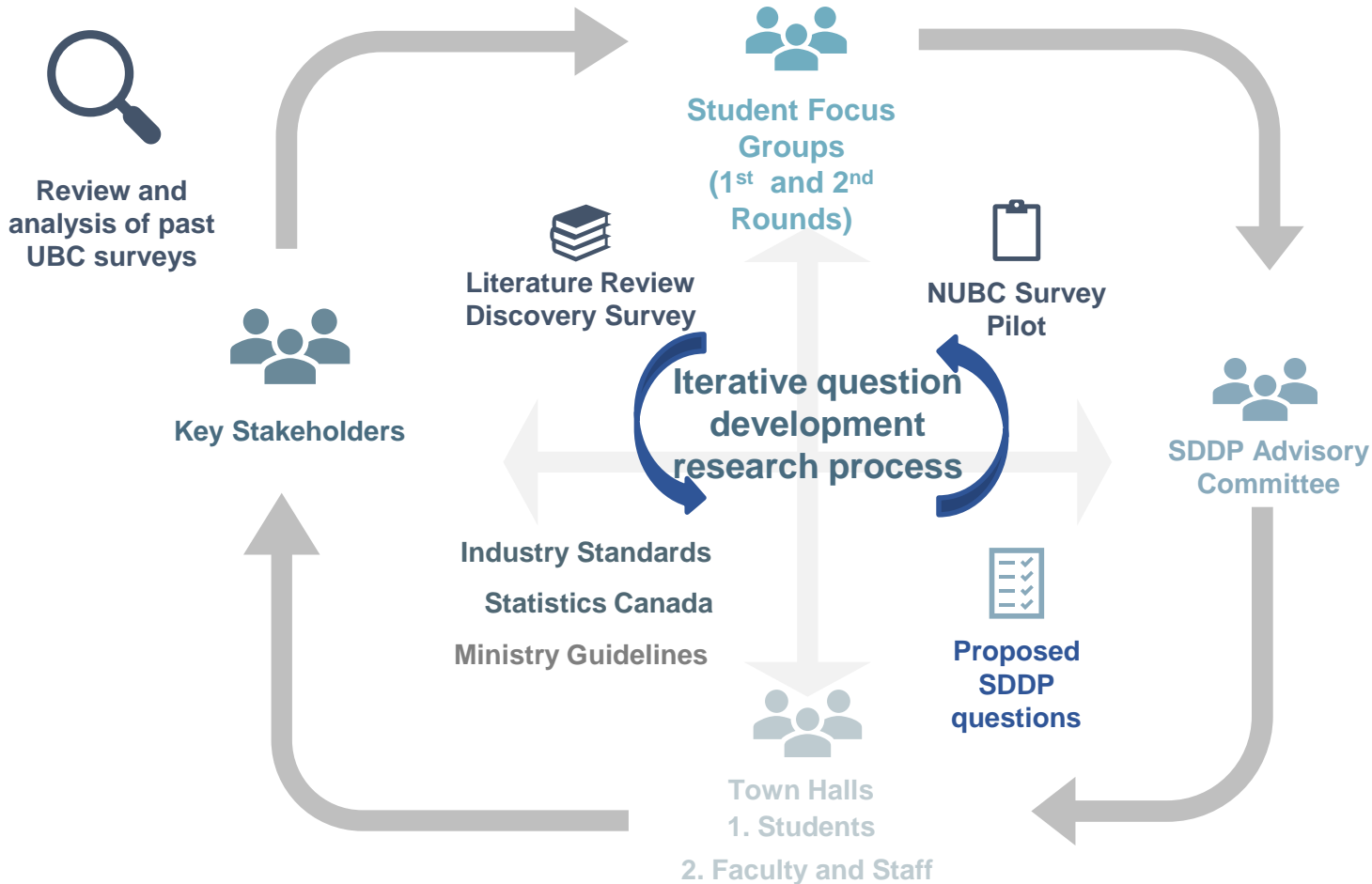


Communication

Webpage on EIO website
UBC community town halls

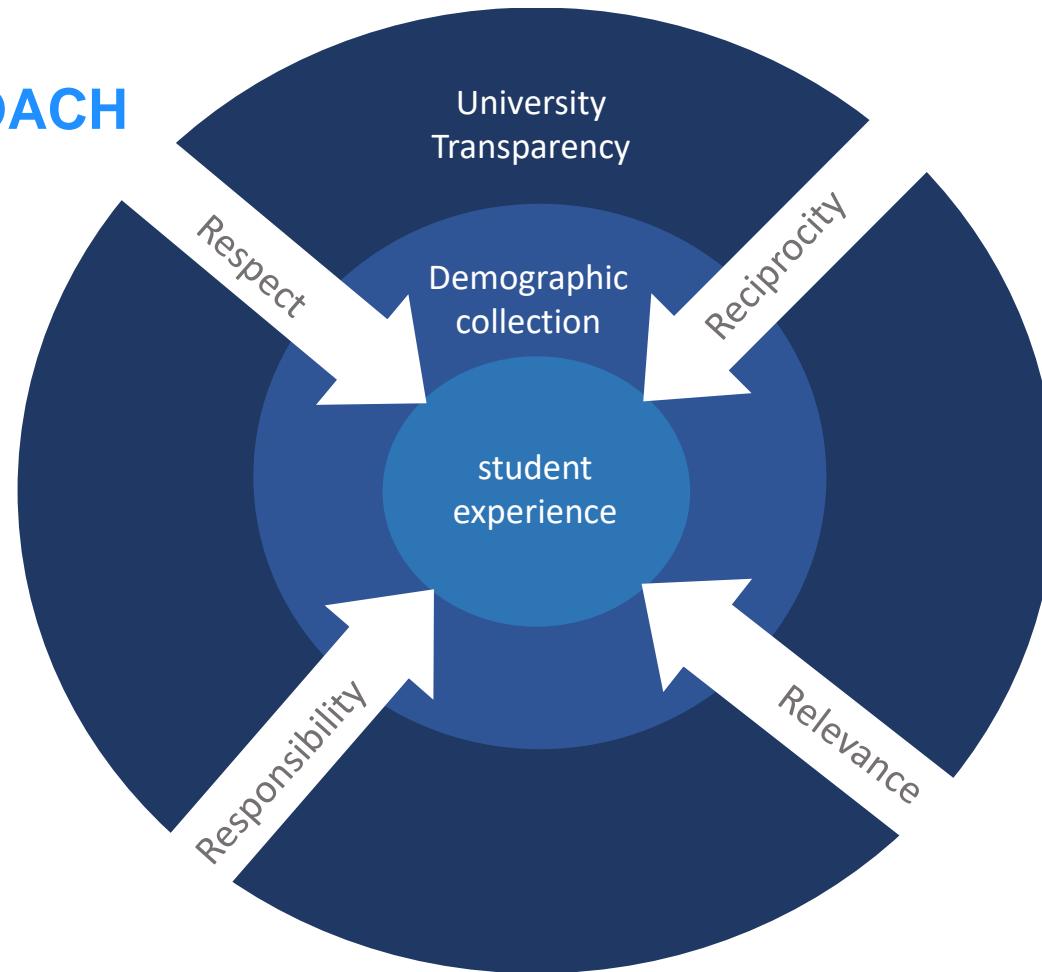


GENERAL CONSULTATION AND FEEDBACK PROCESS



- Some processes implemented in parallel
- **Every process informed the question development**
- Back and forth analysis between data collected and questions developed

FOUR Rs APPROACH



CONSIDERATIONS

- There is a lot of momentum and desire to collect these data now.
- We have to be extremely cautious that we are compliant with the responsibilities and/or obligations owed to persons under the BC Human Rights Code and the requirements of relevant legislation such as the Freedom of Information and Protection of Privacy Act (FIPPA) and BC's Anti-Racism Data Act.
- The focus should be on the **purpose** and **process** for collecting these data that comes from a caring place to do no harm.
- Equitable policies and practices should target educational institutions and systems, not the students those institutions and systems have not served well.



- On May 2, 2022 BC's government introduced the Anti-Racism Data Act <https://engage.gov.bc.ca/antiracism/data-act/>, which became law in June 2022
- The act focuses on four key areas:
 - Continued collaboration with Indigenous Peoples in a way that recognizes the unique identity of First Nations and Métis communities in B.C.
 - Working with racialized communities in implementing the legislation. This will include the creation of a provincial anti-racism data committee to collaborate with government on how data are collected and used.
 - Increasing transparency and accountability while preventing and reducing harms to Indigenous Peoples and racialized communities.
 - Requiring government to release data on an annual basis, and to periodically review the act.



Practitioners should avoid falling into the pitfall of applying a deficit mindset to our work. We should take care to avoid explanations of inequities that:



- are grounded in what groups of students may lack
- are focused on groups of students who may not exhibit the qualities of “successful” college students
- focuses on perceived shortcomings of groups of students based off attending poorly resourced schools
- focuses on groups of students who come from low-income communities, being raised by single-parents, etc.
- embed stated shortcomings as a “natural” outcome of these students’ backgrounds
- attempt to enforce compensatory programs that “fixes” them or teaches them how to assimilate into the dominant college culture.

Source: Center for Urban Education. (2020). Laying the Groundwork: Concepts and activities for racial equity work .
Rossier School of Education, University of Southern California.

DATA GOVERNANCE - WHAT IS A DATA STANDARD?

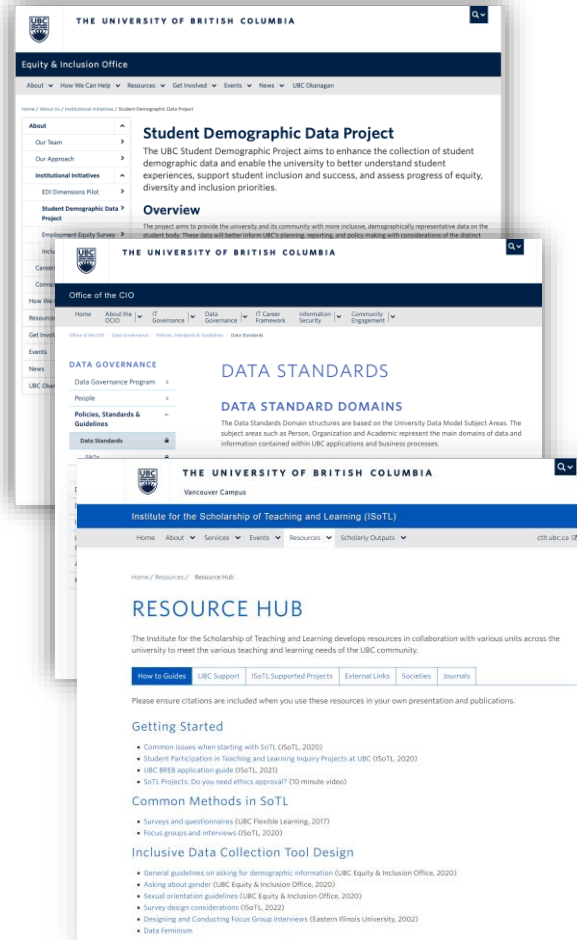
Data Standards are formalized documentation that consists of mandatory actions and rules that conform to data policies.

Rules by which data should be collected to ensure consistency across the University. These apply to business applications or surveys.



Benefits of Having Data Standards

- Guide the collection of data
- Provide data that are accurate and consistent
- Avoid ambiguity and minimize redundant data
- Share, exchange, and understand data in a meaningful manner
- Provide a blueprint for data quality



Contact: student.demographic@ubc.ca

More information:

<https://equity.ubc.ca/about/institutional-initiatives/student-demographic-data-project/>

Data standards:

<https://cio.ubc.ca/data-governance/policies-standards-guidelines>

Demographic question guides:

<https://isotl.ctlt.ubc.ca/resources/resource-hub/>



TOWN HALL TODAY

[Home](#) | [Academic Community](#) | [News + Announcements](#) | [Virtual Town Hall: Student Demographic Data Project](#)

ACADEMIC COMMUNITY

[Academic Community](#) →

[News + Announcements](#) →

[Appointments](#) →

[Multi-disciplinary
Opportunities](#) →

[External Reviews](#) →

[Committees](#) →

[UBC Guidelines + Policies](#) →

Virtual Town Hall: Student Demographic Data Project



October 06, 2022

The Student Demographic Data Project (SDDP) explores how we collect and use demographic data to guide reporting and policy-making that is inclusive and representative of all students.

October 20, 2022

3:30 to 5 pm

Online

Faculty and staff are invited to join this virtual town hall for a panel discussion and Q+A session.

[Learn more and register here](#)

<https://academic.ubc.ca/academic-community/news-announcements/news/virtual-town-hall-student-demographic-data-project>