The Collection and Use of Student Data on Race, Ethnicity, and Ancestry

A framework to guide the collection and use of student data on race, ethnicity, and ancestry to support equity, diversity, and inclusion in BC public post-secondary institutions

BRITISH COLUMBIA

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List of Acronyms

BCCAT	British Columbia Council on Admissions and Transfer
BCIRP	British Columbia Institutional Research and Planning
BCRA	British Columbia Registrar's Association
CIHI	Canadian Institute for Health Information
DPM	Díaz Pinsent Mercier Research Inc. (DPM Research)
EDI	Equity, diversity and inclusion
EPBC	EducationPlannerBC
FIPPA	Freedom of Information and Protection of Privacy Act
MAEST	Ministry of Advanced Education and Skills Training
FAQ	Frequently Asked Questions
PSE	Post-secondary education
PSI	Post-secondary institutions
REA	Race, ethnicity and/or ancestry
SIS	Student information system
UBC	University of British Columbia

1 Introduction

Equity, diversity, and inclusion (EDI) are areas of priority for Canadian post-secondary institutions (PSIs). Academic leaders across the country have committed to advancing EDI[1] on their campuses[2] and to fighting overt or institutional racism[3] and systemic practices that could discriminate against students,[4] staff or faculty.[5] In response, many Canadian PSIs are changing their admissions policies and practices to have greater participation in higher education of traditionally underrepresented populations.[6] However, there is currently a lack of appropriate disaggregated demographic data at many institutions and at the system level that can be used to inform how well public PSIs in British Columbia (BC) are achieving these goals.

This project seeks to fill this void in information, by conducting a review of data collection practices regarding race, ethnicity and ancestry (REA) in post-secondary institutions in Canada, as well as in other relevant sectors (e.g., health, K-12 education, government agencies) with a view to identify promising practices and develop recommendations to guide REA data collection initiatives both at the institutional and system level in BC. The project also responds to the call by the BC Human Rights Commission for the need to collect disaggregated demographic information while recognizing that data collection is no more than a tool, which must be grounded in a respectful relationship with the community and accompanied by a process that supports the achievement of clearly outlined objectives (purpose).[7]

> This project seeks to fill this void in information, by conducting a review of data collection practices regarding race, ethnicity and ancestry (REA) in post-secondary institutions in Canada, as well as in other relevant sectors with a view to identify promising practices and develop recommendations to guide REA data collection initiatives both at the institutional and system level in BC.

This project was funded by the BC Council on Admissions and Transfers (BCCAT) and EducationPlannerBC (EPBC), in partnership with the BC Registrars Association (BCRA). We employed a research-based approach, where information was collected using systematic literature and documentary reviews of existing practices on data collection regarding REA, interviews with representatives from PSIs and other organizations to understand how the data are collected and used as well as to identify possible solutions and promising practices. We also facilitated focus groups with students and community representatives to obtain their input.

Based on the information collected and our findings, we have developed a framework for the collection and use of student demographic data. Data are often collected without collaborating with the community to develop relevant and clear guidelines, or there is a lack of transparency regarding its intended use. The proposed EDI framework places emphasis on how students benefit

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[1] Definitions of key terms are presented in Appendix A.

[2] Universities Canada. (2017). *Universities Canada principles on equity, diversity, and inclusion.* https://www.univcan.ca/media-room/media-releases/universities-canada-principles-equity-diversity-inclusion/

[3] Hyslop, K. (2021). Canadian Universities have a racism problem. We went deep into one. *TheTyee.ca* https://thetyee.ca/News/2021/03/26/Canadian-Universities-Racism-Problem/

[4] Higher Education Quality Council of Ontario. (2017). *Access.* http://www.heqco.ca/en-ca/OurPriorities/Access/Pages/home.aspx

[5] See for example, https://antiracism.ubc.ca/

[6] McKeown, S., Vedan, A., Traplin, J., Sanford, L., & Bourne, C. (2020). Cross-cultural and Global Competencies and their Role in Admissions. In M. Olivieri & C. Wendler. (Eds.), *International Perspectives in Higher Education Admissions Policies and Practices* (pp. 99-118). Cambridge University Press. https://doi.org/10.1017/9781108559607.006.

[7] British Columbia's Office of the Human Rights Commissioner (2020). *Disaggregated demographic data collection in British Columbia: the grandmother perspective.* https://bchumanrights.ca/wp-content/uploads/BCOHRC_Sept2020_Disaggregated-Data-Report_FINAL.pdf

from the data collection, on mechanisms to develop a participative process conducive to empowering data sharing, and on the development of recommendations providing clear guidelines for data collection with a purpose.

The framework offers a comprehensive approach to address the collection and usage of student demographic data both at the institutional and system levels, considering the tools to be used, as well as appropriate processes to meet the objectives of the data collection. The framework identifies the main components of this process (i.e., design/implementation, governance, education/training, and evaluation) while ensuring that five guiding principles (proactive transparency, shared responsibility, intersectionality, goal/outcome oriented, and adaptability) are embedded throughout. The guiding principles reflect the lessons learned, promising practices as well as key priorities to the community. Priority actions to ensure that these principles are respected and put into practice are highlighted.

> The proposed EDI framework places emphasis on how students benefit from the data collection, on mechanisms to develop a participative process conducive to empowering data sharing, and on the development of recommendations providing clear guidelines for data collection with a purpose.

This report is organized as follows:

- In **section 2** we summarize the methodology used, including a description of the participatory approach we used to guide both data collection and analysis.

- In the **following section**, we introduce the concepts of race, ethnicity and ancestry, and key considerations when using these terms in the context of data collection in PSIs.

- In **section 4**, we provide an overview of the demographic data currently being collected by PSIs and other organizations. We emphasize promising practices that informed the development of the EDI framework.

- We then turn our attention to the uses of the data collected (**section 5**), focusing primarily on how these data can benefit students.

- In **section 6**, we discuss considerations on data governance for sensitive demographic data.

- Based on our findings, we present the EDI framework, including guiding principles and its main components in **section 7.**

- Following the concluding remarks, five appendices offer additional information relevant to readers of this. **Appendix A** offers a number of key terms and definitions. **Appendix B** provides examples of data collection questions used by other PSIs and other organizations. To complement the description of the methodology, we present the list of institutions and organizations that participated in the study and the data collection tools used in **appendices C and D** respectively. The **final appendix** provides a list of federal and provincial legislation and initiatives related to anti-racism.

2 Methodology

We organized this research project in three phases: (i) planning, (ii) data collection, and (iii) analysis and reporting. Given the nature of the project, different activities across these phases overlapped, particularly between data collection and the analysis that were tackled iteratively. Data collection included both a literature and document review. We also emphasized community consultation, with a focus on the validation of the principles that guided the framework development. Considering the importance placed on relationships in the Grandmother's Perspective report,[8] and coming from a place of caring rather than a top-down perspective, we followed Kirkness and Barnhardt's 4 Rs approach,[9] adapted for research, as a guide in the development of our methodology. The 4 Rs consist of:[10]

- **Respect** for the cultural knowledge, traditions, values, and activities that individuals bring with them.

- **Reciprocity** in the relationship between researchers and participants, which focuses on building meaning and understanding together rather than using a hierarchical "top-down" or "big-brother" approach.

- **Relevance** for the community requires that respect be embedded in the research approach, practices, and recommendations that we develop throughout this project.

- **Responsibility** is shared for any changes or recommendations that may result from the study, even if as researchers, we may not be personally disadvantaged by the barriers that affect the participants.

We describe the main activities for each of the project's phases below.

2.1 Planning

The project team met with the advisory committee in July 2021 to review the main assumptions of the project proposal and identify best mechanisms for ensuring community partners were informed of the project's progress and were given timely opportunities to provide feedback. The project's advisory committee acted as a liaison between the project team, BCRA and British Columbia Institutional Research and Planning (BCIRP) members to arrange opportunities to provide updates on the project and solicit feedback from members of these Associations. A detailed work plan was the result of the project's planning phase.

2.2 Data collection

The data collection consisted of five main activities (literature review, systematic review of relevant websites, key informant interview, focus groups, and workshops), organized in stages according to the type of organization and the type of information collected.

The project team completed a review of peer-reviewed and grey literature focusing on the following topics:

- Race/ancestry/ethnicity as a social construct (specific to the Canadian reality).
- Successful practices collecting/using data on race/ancestry/ethnicity in PSIs (e.g., timing of data collection —at time of application, admission or registration, question development).
- Challenges/issues collecting data on race/ancestry/ethnicity in PSIs.
- Uses of data on race/ancestry/ethnicity in PSIs (access, persistence/retention, completion/graduation, benefits to students, student access to information collected).

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[8] British Columbia's Office of the Human Rights Commissioner (2020).

[9] Kirkness, V., Barnhardt, R. (1991). First Nations and Higher Education: The Four R's – Respect, Relevance, Reciprocity, Responsibility. *The Journal of American Indian Education*, 30, (3), pp 1-15.

[10] Jo-ann Archibald also refers to four Rs as respect, responsibility, reverence, and reciprocity in the context of Indigenous storywork. The author refers to the principle of reverence toward spiritual knowledge and an individual's spiritual being. Source: Archibald, J. (2008). An Indigenous Storywork Methodology. In J. Knowles (Ed.), Handbook of the Arts in Qualitative Research: Perspectives, Methodologies, Examples, and Issues (pp. 371-386). SAGE Publications.

Although the focus of the literature review was on the PSIs landscape in Canada, we also reviewed relevant documents and articles from other jurisdictions (e.g., USA, UK, Australia, and New Zealand) and from other sectors, include the work from the K-12 education sector, human rights commissions, health sector organizations, as well as municipal, provincial, and federal governments.

The systematic review of public websites was conducted in two stages: the first stage focused on all **public** PSIs (PSIs hereafter) in British Columbia. The second stage focused on other organizations of interest due to their practices in data collection regarding race, ancestry, or ethnicity.

In addition to the secondary data described above, the project team also collected primary data in the form of interviews, focus groups, and workshops.[11] A summary of the primary data collection process is presented in **Table 1**. Key informant interviews during the first stage of primary data collection focused on the current definitions used by PSIs for collecting data on race, ethnicity, and ancestry (REA), what changes – if any – have happened over time with collecting this information, what processes were used to develop the definitions or standard approaches, and to identify any gaps. In terms of practices, we asked about methods of inventory and timing of data collection, storage of and access to these data. We also asked institutional representatives what some of the challenges are to collecting this information, how student needs are being considered, and what the best practices are. Finally, we asked how these data are being used, are students aware of these data uses, do they have access to their data, who else has access to these data, and what are the benefits to students for collecting this information.

Students from BC PSIs were invited to participate in a series of focus groups to obtain their perspective and opinions regarding the collection of REA data and its potential use. To validate the principles that underpin the proposed framework (Guiding principles) we invited representatives from community organizations, the BC provincial government as well as students to participate in two workshops to obtain their feedback. These served as a consultation process that provided final input to inform the current version of principles, framework, and overall findings. Emphasis was placed on the relevance of the principles and on the clarity of the ideas being proposed. Their comments and feedback were essential to ensure that the recommendations proposed may be adopted by different groups and that respondents are engaged in sharing their personal information as it reflects their perception of themselves and their identity.

Table 1: Summary of primary data collection processes

	Interviews - Phase 1	Interviews - Phase 2	Focus Groups	Workshops
Groups	Admissions, registrar's office, and institutional research representatives, as well as a few representatives from student affairs or equity offices	Government representatives; Leaders in sectors other than PSE; Other PSIs in Canada; Representatives of community organizations, Indigenous leaders	Students	Students Government representatives Indigenous leaders
Participation	27 interviews 52 participants	11 interviews 18 participants	5 sessions 22 participants	Two sessions Fourteen participants
Institutions	9 colleges Twelve universities		1 college Three universities	

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[11] We present the data collection instruments used in Appendix D.

2.3 Analysis and framework development

As mentioned above, the analysis followed an iterative approach, comparing and contrasting the data collected from the different sources and emergent findings. The project team periodically analyzed both primary and secondary data, with revisions informed by new data collected and feedback from the project authority, the BCRA and BCIRP members, and key community partners. A draft report was circulated in the fall 2022 for comments from the advisory committee. This final report reflects the comments and feedback provided by the committee.

2.4 Limitations

Some limitations result from the scope of this project that focused on information collected for admissions, registration, or academic purposes. We purposefully do not include EDI initiatives associated with research grants and applications.

3 Race, ethnicity, and ancestry: what's in a word?

Data collection requires choosing words and labels to categorize and classify. However, any word or label we choose will convey both explicit and implicit messages. Words represent socially constructed concepts that are often times value-laden. Moreover, someone's interpretation is shaped by their personal stories, backgrounds, and experiences. It is in this context that the choice of words or labels to collect data on EDI may seem daunting. Words which may seem unharmful to some, may be triggering for others. Words may be vehicles of oppression, result in micro-aggressions or reflect institutionalized or colonial attitudes and perspectives conducive to unequitable or unjust practices. Words can also be liberating and promote inclusive worldviews that break barriers. Given the importance that our understanding and interpretation of the concepts of race, ethnicity and ancestry has on the development of an approach to collecting and using these types of data, in this section, we briefly discuss the meaning of each term, highlighting its uses and limitations.[12]

Race is as a social construct used to judge and categorize people based on perceived phenotypical differences such as skin colour, facial features, hair type, among others.[13] Although some such differences may be observed, there is no scientifically supported biological basis for the marked differentiation between discrete racial groups.[14] In race-conscious societies, and as a reflection of racist preconceptions, race is often used as a social classification of people, even though it is only a rough proxy for socioeconomic status or culture.[15] That is, race is used in ways that create and maintain power differentials within social hierarchies. Racialization, i.e., the differentiation and categorization between different races guided mainly by perceived differences in physical appearance, gives way to unequal and differential treatment in aspects of economic, political, and social life. This leads to potentially significant consequences on the lives of individuals who have been racialized.[16] Colour-blindness, or the belief that race is unimportant and that it does not impact a person's achievements, ignores the lived experiences that people have based on how others perceive and act with them in conscious, subconscious, and systemic manners. One important step in redressing racism is to acknowledge how race affects a person's experiences in the world.[17]

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[12] As a reference, we include examples of definitions for each term drawn from the literature in Appendix A.

[13] Canadian Institute for Health Information (CIHI). (2022). *Guidance on the Use of Standards for Race-Based and Indigenous Identity Data Collection and Health Reporting in Canada.* https://www.cihi.ca/sites/default/files/document/guidance-and-standards-for-race-based-and-indigenous-identity-data-en.pdf

[14] Ibid.

[15] VanEenwyk, J. (2010). *Guidelines for Using Racial and Ethnic Groupings in Data Analyses.* https://www.doh.wa.gov/Portals/1/Documents/1500/RaceEthnGuidelines.pdf

[16] Simon Fraser University. (2020). *Diversity Meter Survey: Executive Summary and Insights Presentation Report.* https://www.sfu.ca/content/dam/sfu/edi/reports/Diversity%20Meter%20-%20Final%20Report.pdf

[17] Jackson, A., O'Brien, M., & Fields, R. (2018). *Anti-racism and race literacy: A primer and toolkit for medical educators.* https://www.facs.org/-/

Race and ethnicity are often used together (e.g., race/ethnicity), which highlights that the terms are close, albeit different. While race generally uses perceived phenotypical differences as a basis for differentiation, **ethnicity** refers to shared cultural affiliations. It is a multi-dimensional concept that encompasses socio-demographic characteristics including language, religion, geographic origin, nationality, ancestry, and migration history.[18] Nationality, although often connected to ethnicity, is different: some people can have the same nationality but be of different ethnic groups while others may share an ethnic identity and hold a different nationality.[19] Given that ethnicity is highly subjective, contingent to the context, shifting, and tied to multiple factors, some authors argue that having one discrete data item to articulate a person's ethnic identity is insufficient and that the only true meaningful way to articulate this is through self-definition.[20] This is particularly important when the way we identify or "see" ourselves often "does not match the way others see us".[21] Other authors argue that the contemporary use of the term ethnicity draws on a history of racialization, is often the result of conflict, and tends to emphasize notions of 'Otherness', i.e., an identifier of something or someone that deviates from the norm (e.g., ethnic food, ethnic festivals). Governments or other institutions assign ethnic identities to individuals, often without their consent;[22] in this way, it is always the subordinated and marginalized 'Other' who is designated as ethnic, perpetuating the existence of a racialized difference, and having implications on power relations differentials.[23]

> While race generally uses perceived phenotypical differences as a basis for differentiation, **ethnicity refers to shared cultural affiliations. It is a multi-dimensional concept that encompasses socio-demographic characteristics including language, religion, geographic origin, nationality, ancestry, and migration history.**

Despite originating in power differentials and being contingent, fluid, and permeable concepts, individuals use race/ethnicity concepts as part of their identity. Asserting a race, an ethnicity (as well as a language, a culture, or a religion) allows an individual to define themselves and to access a community and a feeling of belonging. Self-segregation may be a response to the marginalization from majority groups, often observed in large urban settings; and although ethnic identities may be changing, those "who affiliate with a particular ethnicity may be convinced of its intransience."[24]

Ancestry is a term that has a direct connection to the land and to a person's self-assessment of their ethnic and cultural heritage. The diversity of origins encompassed in the term is reflected in Statistics Canada description: "Ancestors may have Indigenous origins, or origins that refer to different countries, or other origins that may not refer to different countries."[25] Although it may provide information about someone's cultural identity, some authors argue that it should be complemented with other variables, such as country of birth and language; more importantly, ancestry data are not considered a reliable measure for service needs.[26]

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[18] CIHI (2022); Balestra, C. & Fleischer, L. (2018). Diversity statistics in the OECD: How do OECD countries collect data on ethnic, racial and indigenous identity. *OECD Statistics Working Papers, No. 2018/09.* OECD Publishing, Paris. https://doi.org/10.1787/89bae654-en. https://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=SDD/DOC(2018)9&docLanguage=En

[19] PolicyWise. (2021). Demographic Datapedia Entry: *ETHNICITY.* https://policywise.com/buildbetterdata/datapedia-ethnicity/

[20] Morrison, Z., Fernando, B., Kalra, D., Cresswell, K., Robertson, A., & Sheikh, A. (2014). The collection and utilisation of patient ethnicity data in general practices and hospitals in the United Kingdom: a qualitative case study. *Informatics in Primary Care 21*(3):118–131. https://doi.org/10.14236/jhi.v21i3.63

[21] Coulmas, F. (2019). *Identity. A Very Short Introduction.* Oxford University Press, p.27.

[22] Ibid.

[23] Cormack D. (2010). The practice and politics of counting: ethnicity data in official statistics in Aotearoa/New Zealand. Wellington: Te Rōpū Rangahau Hauora a Eru Pōmare.

[24] Coulmas (2019), p.39.

[25] Office of Multicultural Interests, Government of Western Australia. (2014). *Guide to cultural and linguistic data collection for the public sector.*

[26] Government of Western Australia. (2014). Guide to cultural and linguistic data collection for the public sector. 1-10.

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Another difficulty with this term lies in its timeframe ambiguity. Although ancestry attempts to identify someone's ethnic background, it is not clear what historical reference point is to be used. That is, how far back in time should someone go to determine their ancestral identity? Furthermore, certain ethnic groups might have emerged more recently than others, as a result, ancestry might be difficult to clearly identify for some.[27]

Ancestry is also connected with **Indigenous identity.** Indigenous and racialized groups are often considered distinct communities. The separation is justified by the different experiences and inequalities that individuals have faced, for instance, Indigenous communities have faced distinct health inequalities associated with longstanding colonialism.[28] As a result, questions about Indigeneity are often asked separately from questions about race. Nonetheless, Indigenous identity may sometimes be included within the categories of race to capture and understand systemic racial inequities and systemic racism impacting Indigenous, Black, and other racialized groups.[29] In that regard, some PSIs currently use questions that combine race/ethnicity and Indigenous identity (see **section B.2** for examples).

This overview of the main characteristics of the concepts of race, ethnicity, and ancestry is summarized in **Table 2**. The side-by-side comparison shows how race, ethnicity and ancestry are complex, evolving, and overlapping concepts. These concepts are also context-specific, and their use should be open to criticism and questioning. Revising the terminology used on a regular basis is required to ensure that it is in alignment with the needs that emerge from race-conscious societies.

Table 2: Summary of key characteristics for race, ethnicity, and ancestry

Race	Ethnicity	Ancestry
• Social construct, dynamic and evolving • However, phenotypical traits are often used • Race-conscious societies • Significant consequences on the individual • Exclude Indigenous communities	• Self-identification / shared cultural affiliation • Emphasis on "otherness" and power relations with what is considered "normal" • Often connected to nationality, although it is multifaceted	• Cultural heritage or "origin" • Self-assessment • Unreliable when used as single variable • Ambiguous concept – what is the reference point?

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[27] Statistics Canada. (2017). *Previous standard – Ethnicity.* Retrieved from Previous standard - Ethnicity (statcan.gc.ca)

[28] Thompson, E., Edjoc, R., Atchessi, N., Striha, M., Gabrani-Juma, I., & Dawson, T. (2021). COVID-19 : Un argument en faveur de la collecte de données sur les populations racialisées au Canada et à l'étranger. *Relevé des maladies transmissibles au Canada, 47*(7-8), 330-335. https://doi.org/10.14745/ccdr.v47i78a02f

[29] Government of Ontario Anti-Racism Directorate. (2021). *Data Standards for the Identification and Monitoring of Systemic Racism.* https://files.ontario.ca/solgen_data-standards-en.pdf

4 What data are currently being collected? What can we learn from this?

We analyzed the demographic data currently being collected by post-secondary institutions (PSI) in British Columbia and across Canada to understand how these are collected, stored, and used. The analysis provides insights and considerations for the development of the framework for REA data, including potential opportunities and challenges in its implementation.

4.1 PSIs in British Columbia

In British Columbia, PSIs collect demographic data on gender,[30] age and Indigeneity[31] to report to the Ministry of Advanced Education and Skills Training (MAEST). These data are usually collected at the point of application and are generally stored in each institutions' student information systems (SIS). Many institutions also collect information from students regarding citizenship status, country of citizenship, country of origin, languages spoken at home, ability/disability status, as well as information about their regional and/or geographic backgrounds. **Currently, none of the PSIs consulted include questions about REA at the time of application or registration.** A few institutions use other data collection tools (e.g., annual student engagement/satisfaction surveys, one-time survey of new students) to ask more detailed questions about demographics, including some on race or ethnicity.

In addition to reporting requirements to MAEST, data collection activities may be shaped by admission policies, by evaluations of data quality and by senior leadership requests. A few institutions consulted are currently working on EDI initiatives, which may comprise reviewing data collection processes to look for ways to collect new data points. The development of survey questionnaires often involves consultations with leaders and the campus community to ensure that questions are up to date and framed correctly. Although evaluation activities are recognized as important, most PSIs do not have formal evaluation processes to review their data collection practices and/or processes on a regular basis.

Institutions may have data governance policies, generally focusing on data storage, data protection, and levels of access to the information, including how to respond to data requests and how to ensure alignment with institutional privacy policies. Some policies regarding student data were developed before the recent awareness with regards to EDI considerations. As a result, some existing policies or approaches may be deemed outdated, and warrant being revisited.

Data collection activities may also be centralized or decentralized. Centralized data collection takes place primarily via the admissions/registration processes or using campus-wide surveys and may be led by institutional research or registrar's offices. Decentralized data collection takes place when individual faculties, departments or services engage in their own data collection to determine the representativeness of their programs, or the student population served. The lack of clear guidelines for collecting REA data results in disparate approaches in the choice of questions and categories to use. Several institutions consulted would find the provision of clear guidelines useful to standardize approaches across their institution and to ensure the use of best practices.

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[30] The categories used by MAEST for gender were revised in 2021 and include the following "female gender", "male gender", "non-binary", and "prefer not to answer". BC PSIs can also use categories "woman," "man", "non-binary", and "choose not to disclose" following the recommendations made by the BCRA based on the findings of the 2017 *Being Seen, Being Counted* report and map these over to the MAEST questions.

[31] Two types of information are collected. Students are asked about Indigeneity and the following response options are "First Nations," "Inuit", "Métis" and "Prefer not to say". These are the same categories used by Statistics Canada in the census questionnaire. Students are also asked whether they are status or non-status. Some institutions require written proof of Indigenous ancestry (e.g., provided by an Indigenous organization or their band council) or presenting a status card to provide access to scholarships and financial support. Although the majority of institutions consulted disagree with these authentication practices, in their absence, there is the possibility of controversial or unjust practices, for instance, if students may unjustly benefit from services or financial support meant for a group they do not belong to.

The experience to date in collecting demographic information from students highlights the following lessons learned:

"You get one shot at building trust": transparency, data usage and trust. Students sometimes hesitate to self-declare, often times due to a lack of knowledge regarding how the information collected will be used or to lack of trust on existing policies as they may have experienced institutional racism. To build trust and ensure buy-in from students, transparency regarding how the information will be used is imperative. Students will be more likely to share information about themselves if they understand how the information will be used and how it will benefit them (e.g., the information may provide access to services or allow for eligibility for an award).

"More is better than less": participation, diversity, and representation. In the development of approaches to collect information about students, the greater participation and representation from the campus community and target groups, including representatives from the student body, will result in policies that more appropriately reflect the community's diversity, and that are more meaningful and impactful. Conversations about data collection, REA and EDI at the institutional level also need involvement from offices and individuals who deal with privacy matters, legal rights, EDI, as well as IT and operational processes (e.g., registrations or admissions). In addition, using external reviewers to review data collection practices can bring in new perspectives.

4.2 Other Canadian PSIs

The type of demographic information collected across Canada varies across PSIs. The impetus to collect information about REA is palpable, as several institutions consulted have put forward related initiatives that range from taking the first steps to assess how such type of information could be collected to well established processes that seem to have been integrated into the institutions' operations. This analysis does not provide an inventory of practices; rather, based on a few selected institutions that were consulted, the analysis provides examples of approaches and their rationale.

Our consultation with PSIs in British Columbia focused on data collection regarding the student population. In the consultation with other PSIs across Canada, data collection experiences with faculty and staff were often mentioned, as the experience with these groups predates recent efforts to incorporate EDI practices to their campus. Institutions that qualify as federal contractors[32] are mandated to collect data regarding the four designated groups defined in the *Employment Equity Act*: women, Indigenous peoples, persons with disabilities, and members of visible minorities.[33] In alignment with those requirements, institutions collect data on race, ethnicity, gender identity, sexual orientation, disability, and Indigeneity. In addition, some institutions also collect socio-economic information including household income and educational attainment of guardians (i.e., first generation). This information may be collected from faculty/staff as well as from students.

Several institutions consulted described EDI related data collection efforts that initiated in 2020 or 2021. As an example, one institution ran their first EDI survey and perception of inclusion at the institution recently, less than a year ago. Another institution added to one of their student surveys questions about religion, discrimination, racism, and sexual violence.

Given the diversity of approaches documented, best practices that apply across institutions were not identified. Rather, some institutions provide a clear rational for some key decisions made regarding how they approach REA data collection, including:

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[32] Institutions that have 100 or more employees and that received an initial federal government goods or services contract valued at $1 million or more belong to the *Federal Contractors Program* and follow the federal mandate to collect and report on employment equity data. Source: Employment and Social Development Canada (2022). Federal Contractors Program. https://www.canada.ca/en/employment-social-development/corporate/portfolio/labour/programs/employment-equity/federal-contractors.html

[33] The term "visible minority" is used in the Employment Equity Act and has been replaced in some institutions by the term "racialized group." We present an overview of the terminology often used to describe different population groups in Canada in Appendix A.

Store information in the SIS. An advantage of storing demographic information (including race/ethnicity, gender identity, and sexual orientation among others) in the SIS is that students may not need to be asked this information more than once. The collection of this information should not be mandatory, that is, an option such as "choose not to disclose" should be provided. In addition, given that identity evolves, students should be given access to modify their self-identification whenever they want; however, this practice is not followed by many of the institutions consulted. Privacy and access to these data should be clearly outlined. In general, data stored in the SIS is accessible only to a few individuals within the institution (often Institutional Research or the equivalent, or offices responsible for EDI) for operational or internal purposes (e.g., producing reports, strategic planning). The protection and safeguarding of these data are usually aligned with laws and acts such as the Freedom of Information and Protection of Privacy Act (FIPPA).

Consider evolving language. Given the social construct character of the information being collected, assessing the language being used, aiming for reducing confusion was highlighted by one institution. For instance, race and ethnicity can be combined in one question, without trying to tease out these two different concepts. Another institution consulted with community groups on campus on the types of questions to ask. Finally, one institution highlighted the use of the terms "people of color", or "racialized groups" as opposed to "visible minorities".

Build on the experience collecting data on faculty/staff. Given that employee information has been collected for more than 20 years in some institutions, creating a committee to assess how to replicate/adapt the process for student demographic data collection was the preferred approach highlighted by one institution. Another institution focused on faculty/staff first to identify lessons learned and promising practices before moving to the much larger student population.

Incorporate intended use in the way the data is collected. One institution's objective is to assess the representativeness of their student population compared to the community, and this justified using the Statistics Canada question on race and ethnicity that has been criticized as being outdated. Another institution consulted highlighted the possibility of being able to roll-up disaggregated data to Statistics Canada categories.

4.3 Examples from health and K-12 education

Numerous institutions in health (e.g., hospitals) and education (e.g., K-12 institutions) have experience collecting demographic information from the populations they serve. Most of the organizations consulted use questions/data collection approaches aligned with Statistics Canada. As mentioned before, this allows for comparing the diversity of a particular group with the diversity observed within a reference population (defined geographically or using other data such as industry, occupation, language, or citizenship status). One particular useful resource is the guideline on the use of data standards for race-based and Indigenous data collection that the Canadian Institute for Health Information[34] (CIHI) put forward in 2022. The CIHI consolidates some of the categories that Statistics Canada has as separate categories: East Asian (which includes Stats Canada's separate categories of Chinese, Japanese, and Korean), Middle Eastern (which includes the categories of Arab and West Asian), and Filipino is incorporated into the category of Southeast Asian.

Some promising practices include:

Involve relevant communities in the full process. Echoing what we heard among PSIs, institutions consulted generally stressed the need for comprehensive and recurring consultations with the relevant communities throughout the entire decision-making process. Engagement contributes to buy-in and helps justify decisions, for instance, when amendments to specific questions or categories are requested. This is an intensive process that may take several years to complete. In addition, it is recommended that community involvement starts from the design phase, moving away from a consultation mode to a co-development approach. Relevant communities should be active participants of the whole journey.

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[34] CIHI (2022).

Use accessible language. Another important recommendation is the need to use accessible language that anyone can interpret and understand so people can self-identify. This prevents having data quality issues because the question was hard to understand, or that lead to different interpretations and thus different answers. In addition, the language used can be adapted to the specific context. That is, questions on different dimensions such as sexual orientation or REA can be asked differently depending on the context and location.

Consider training in the implementation plan. Offer training to staff that manage and report on these demographic data, since not all participants would be familiar with the terms used and their definitions. Training should prepare staff to ask questions and to explain why these are being asked. For instance, what is the difference between sex and gender and why it matters to ask both? Creating safe spaces for staff to express their concerns and have resources to build the capacity and set them up for success with resources to navigate will have a direct impact the quality of the data.[35]

5 How are the data being used?

The importance of considering the intended use of the data in the development of a data collection approach is a common theme raised by the different organizations consulted for this project that concurs with findings from the academic and grey literature. The intended purpose should inform the way these data are collected (e.g., when should the data be collected? What tools should be used? What are the best questions to ask? Are the data collected and/or stored in such a way that individuals are identifiable?) as well as data storage and data sharing policies.

We present a brief overview of how demographic data in general, and REA data when available, are used by PSIs in British Columbia and among a sample of PSIs across Canada. It is noted, however, that tangible evidence of how the REA information collected benefits students is often lacking.

5.1 PSIs in British Columbia

Existing reporting requirements to MAEST are the main driver of current demographic data collection practices in BC (such as age, gender, and Indigeneity). Consistent with this finding, PSIs consulted in British Columbia suggest that a formal request from the government is the simplest way to justify to their PSI community the need to collect REA data.

In addition to reporting to the government, PSIs consulted highlighted the following uses of the demographic data collected:

Reporting. Many PSIs use these data to report on key performance indicators related to their strategic plans or their operational goals.

Assessment. Demographic information is used to evaluate operations and help identify areas for improvement. A common example cited is assessing the representativeness of the student population as well as noting any biases in admission processes. To do so, institutions may analyze to what extent the demographic characteristics of their student population align with those of their catchment area. Findings would guide improvements to outreach and recruitment activities, as well as related institutional policies. For instance, to ensure the appropriate representation of a specific student group in a given program of studies, a PSI may choose to reserve a certain number of places and target members of that community in their recruitment.

Planning. New programs and services may be developed to service the needs of particular student populations. One institution consulted shared an instance where the use of broadened categories regarding gender provided the information required to tailor services to students who identify outside of the gender binary. Awards targeting specific student groups may also be developed.[36]

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[35] Ibid.

[36] In the focus groups, students often expressed discomfort with targeted communications according to their race/ethnicity identity. This violates privacy. On the other hand, they tended to disagree with establishing grants targeting groups from certain communities, it was construed as "not a fair competition."

Communications. Data about specific student populations allow institutions to undertake outreach activities directed at the target group to ensure that eligible students are informed about the services available and how to access these.

Support EDI strategies or policies. About one third of PSIs in British Columbia consulted for this project are currently reviewing or developing new EDI strategies and policies. Institutions expressed interest in identifying structural or systemic discriminatory policies or practices that hinder equitable access and opportunities to all students. Participants in the study explained that understanding student diversity may contribute to creating an inviting and safe environment for students from different cultural, ethnic, or racial backgrounds. In that regard, providing students with the opportunity to express their identity if they so desire may be a first step in creating welcoming and inclusive learning environments. Regarding instances of racism or discrimination, one institution consulted uses a survey to ask students about the extent to which they feel they are treated fairly in view of demographic considerations (such as racial/ethnic background, age, ability, or others). Institutions also anticipate that data on student diversity would help understand achievement gaps among student groups (e.g., retention and graduation rates) and inform the development of strategies aimed at closing any such differences.

Some of the intended uses could be addressed using aggregate information about the student population (e.g., representativeness and its impact on admission policies, diversity and the need for tailored programs or services) while others may potentially require identifying individuals (e.g., communication blasts or other outreach activities about targeted services or awards). Potential benefits to students would need to be balanced against privacy and legal concerns.

5.2 Other Canadian PSIs

As it was noted in the case of PSIs in British Columbia, other institutions across Canada appear to collect demographic data primarily to meet reporting requirements, either driven by institutional strategies or policies, as well as by commitments to both provincial and federal governments.

Beyond such reporting requirements, demographic information helps institutions understand the composition of their student body and its implications regarding diversity, representativeness, and particular needs. For instance, this information can help assess the extent to which the student population and the faculty complement represent the community, in turn allowing for the assessment of marginalization and underrepresentation in faculty/staff hiring practices or in student recruitment. Institutions consulted also mentioned the interest in evaluating whether significant differences between demographic groups regarding academic achievement (e.g., retention or graduation rates) are present or regarding access to services and programs. Understanding the student's experience regarding life at the university and in their program or whether some demographic groups are disproportionately affected by different issues were also mentioned by participants. Institutions use demographic data to develop targeted programs or interventions benefiting specific demographic or marginalized groups. Changes and trends in student demographics also help determine whether new programs and services are needed, as well as the development of new or revised practices or policies appropriate to the student's needs.

Some institutions have developed or are planning to develop dashboards to report back to their communities. Displaying data publicly contributes to telling their story and keeping them accountable when active measures towards increased diversity are initiated. PSIs are often leaders in their community, and the impact of their initiatives may be wide-reaching, both from a social and an economic perspective. Other institutions have developed equity strategies to guide hiring practices and negotiations with unions. Faculty members may also need to understand the diversity composition of a research team when applying for funding grants. Access to demographic data for research purposes varies across institutions. In some cases, data in aggregate form are accessible to faculty for research projects. In other cases, the use of the demographic data collected for research purposes is explicitly prohibited.

Finally, an important critique to how race/ethnicity data has been used in the past refers to how the onus is placed on marginalized groups to adapt to the dominant ways of being. This critique argues that while assimilation theories focus on how a racialized group's chances for educational and economic success increase as they become more assimilated to the dominant society, the opposite has also been shown to happen. This phenomenon, known as *segmented assimilation theory*, happens when racialized populations have less chances of educational success due to an increased assimilation to the dominant society. These analyses and discussions happen within what is known as the deficit perspective or model: racialized communities are seen as having a deficit that materializes in race-based educational inequalities. Racialized students are expected to give up or suppress their cultural background and assimilate into White ways of knowing, learning, and speaking. A response to this deficit model has emerged through culturally relevant pedagogy, where the onus is on instructors to offer curricular materials that work well for the cultural backgrounds of their students.[37]

5.3 Benefits to students

Although many of the uses mentioned above are intended to benefit students by providing better and more targeted services and programs or by removing barriers to access, institutions consulted often struggled when asked to elaborate on the specifics of how demographic data collection efforts would translate into concrete benefits to students. Better targeting of student services to ensure access was often highlighted as a clear contribution to student's wellbeing. Providing the opportunity to students to express their identities was also mentioned. Embedding the principle of employment equity in hiring practices increases representativeness across faculty members and translates into diversity on campus. Institutions stress how data underscores this process. Finally, some institutions across Canada highlighted that commitments made in 2020 to addressing institutional racism have translated into collecting data regarding the experiences of students (using surveys, for instance), which in one particular case resulted in the creation of new services for students from specific groups.

Demographic-based data collection is about better identifying where gaps and barriers exist in institutional structures and systems for underrepresented or marginalized communities, so we can provide better services and/or programs for students and ensure that services and programs are delivered equitably. The Grandmother's perspective is centered on the importance of relationship and coming from a place of caring rather than taking a top-down approach. In the words of Gwen Phillips, "We need to know because we care." And we have to be very mindful to do no harm and consider the possible unintended consequences of using these data that could be detrimental.

> Demographic-based data collection is about better identifying where gaps and barriers exist in institutional structures and systems for underrepresented or marginalized communities, so we can provide better services and/or programs for students and ensure that services and programs are delivered equitably.

6 Personal data: How are they governed?

Personal information includes data collected about an identifiable individual. To the extent that data on race, ancestry and ethnicity are either connected to an identifiable individual record, or if through a combination of data an individual can be identified, these REA data are considered personal. For example, an individual's name, postal code, disability, or a combination of these can be used to identify a person. The collection of identifiable data needs to be governed within the institution, meaning that the collection, use, storage, access to, disclosure of and disposition must comply with applicable legislation. Every province and territory in Canada has a commissioner or ombudsman responsible for overseeing provincial and territorial privacy legislation.[38]

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[37] Cabrera, N.L. (2019) *Critical Race Theory v. Deficit Models, Equity and Excellence in Education*, 52 (1), 47-5
[38] Office of the Privacy Commissioner of Canada. (2020). *Provincial and territorial privacy laws and oversight.* https://www.priv.gc.ca/en/about-the-opc/what-we-do/provincial-and-territorial-collaboration/provincial-and-territorial-privacy-laws-and-oversight/

While many Provinces have been working on developing an action plan to address anti-racism within their provincial systems over the past couple of years, some Provinces have implemented new legislation to authorize the collection of disaggregated demographic data to monitor and evaluate the effectiveness of these initiatives (see **Appendix E**). An overview of existing legislation or initiatives both at the federal and provincial governments that would have an impact on how these data are collected and used, is presented below.

The Government of Canada's *Building a Foundation for Change: Canada's Anti-Racism Strategy 2019-2022*, has committed to support provinces and territories to "increase reliable, usable and comparable data and evidence regarding racism and discrimination."[39] This will include more meaningful interpretations of disaggregated data to measure the effectiveness of community programs and government initiatives.

> The collection of identifiable data needs to be governed within the institution, meaning that the collection, use, storage, access to, disclosure of and disposition must comply with applicable legislation.

The 2017 Ontario *Anti-Racism Act* supports the provincial government's commitment to eliminating systemic racism and advancing racial equity and acknowledges that "systemic racism is often caused by policies, practices and procedures that appear neutral but have the effect of disadvantaging racialized groups. It can be perpetuated by a failure to identify and monitor racial disparities and inequities and to take remedial action."[40] Various Acts in Ontario were subsequently amended with respect to racial equity, including the *Ministry of Training, Colleges and Universities Act*, adding Section 17.1 that requires all public PSIs receiving funds from the government for the purposes of post-secondary education to address anti-racism and racial equity. Under the Act, Ontario PSIs are authorized to collect personal information such as Indigenous identity, race, religion, and ethnic origin. Many Ontario PSIs have been collecting these demographic data since 2018.

In March 2022, Nova Scotia introduced the *Dismantling Racism and Hate Act*, which outlines the provincial government's approach to "addressing systemic racism, hate and inequity and commits to developing a provincial strategy and a health equity framework by July 2023."[41] The Act does extend to PSIs in Nova Scotia to develop anti-racism and anti-hate strategies. Working with marginalized and racialized communities, the Province aims to develop data standards to monitor and address systemic hate, inequity and racism.

On June 2, 2022, the Province of British Columbia put into law the *Anti-Racism Data Act*,[42] which was co-developed with the First Nation Leadership Council and Métis Nation BC, and broader consultations with the community. The Act is intended to support the collection, use and disclosure of demographic information within BC for the purposes of identifying and dismantling systemic racism and advancing racial equity, particularly in policing, health care and education. Identifiable demographic data collection within the BC Provincial Government will be governed under the new anti-data legislation without contravening privacy requirements. The Act currently applies to "public bodies" but does not extend to "local public bodies,"[43] thus excluding public PSIs. However, it is likely that within the next several years the Act will also cover public BC PSIs.

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[39] Canadian Heritage. (2019). *Building a foundation for change: Canada's anti-racism strategy* 2019-2022.

[40] Anti-Racism Act, S.O. c. 15

[41] Office of Equity and Anti-Racism Initiatives. (2022, March 24). *Legislation will address systemic racism, hate and inequity.* https://novascotia.ca/news/release/?id=20220324002

[42] Bill 24, Anti-Racism Data Act, 3rd Session, 42nd Parliament, British Columbia, 2022

[43] The legislation covers all "public bodies" but does not extend to "a local public body" within the meaning of that Act. Thus, all "local public bodies" (local government bodies, health care bodies, social services bodies, educational bodies, and governing bodies) are excluded from the scope of the Anti-Racism Data Act unless they are "prescribed" by government regulation.

BC PSIs can still collect these data but must ensure compliance with the Freedom of Information and Protection of Privacy Act (FIPPA) and the Human Rights Act. In BC, Section 27 of FIPPA regulates how provincial public bodies, including public PSIs, collect, use, disclose and retain personal information.[44] The legal requirements associated with the collection of personal data in BC, include: ensuring there is legal authority for the collection of personal data (e.g., people are aware their data are being collected), providing a notice of collection rationale or statement and they are not collected needlessly, and appointing someone who will respond to questions about the data collection.

The methods of collecting personal information must be considered to ensure the protection of an individual's privacy. With recent advancements in technology, data are more easily identifiable, and many governments, agencies and PSIs follow the Five Safes Model, originally developed by the UK's Office of National Statistics:

1. safe people (only authorized individuals can access the data);
2. safe projects (data projects must be in the public interest);
3. safe data (only de-identified data are used);
4. safe settings (using the right terminology to integrate data safely), and
5. safe outputs (additional protection of privacy in research outputs).[45]

By employing all five safes, the risk to disclosing an individual's personal information and violating their privacy becomes quite low, including disaggregated identifiable data. This model may be of interest when designing governance models for student REA data.

7 An EDI Framework for the collection and use of student demographic data

Building on our findings, we have developed an EDI framework for the collection of student demographic data. The framework offers a comprehensive approach to address the collection and usage of student demographic data, by identifying and defining the main components of this process (i.e., design/implementation, governance, education/training, and evaluation) while ensuring that five guiding principles (proactive transparency, shared responsibility, intersectionality, goal/outcome oriented, and adaptability) are embedded throughout. In the centre of the diagram, are the priority actions highlighted to ensure that these principles are respected and put into practice.

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[44] *Freedom of Information and Protection of Privacy Act,* RSBC 1996, c 165.

[45] Government of British Columbia (2022). *Privacy, Security and the Five Safes model* https://www2.gov.bc.ca/gov/content/data/about-data-management/data-innovation-program/privacy-security

Figure 1: An EDI Framework for the collection and use of student demographic data
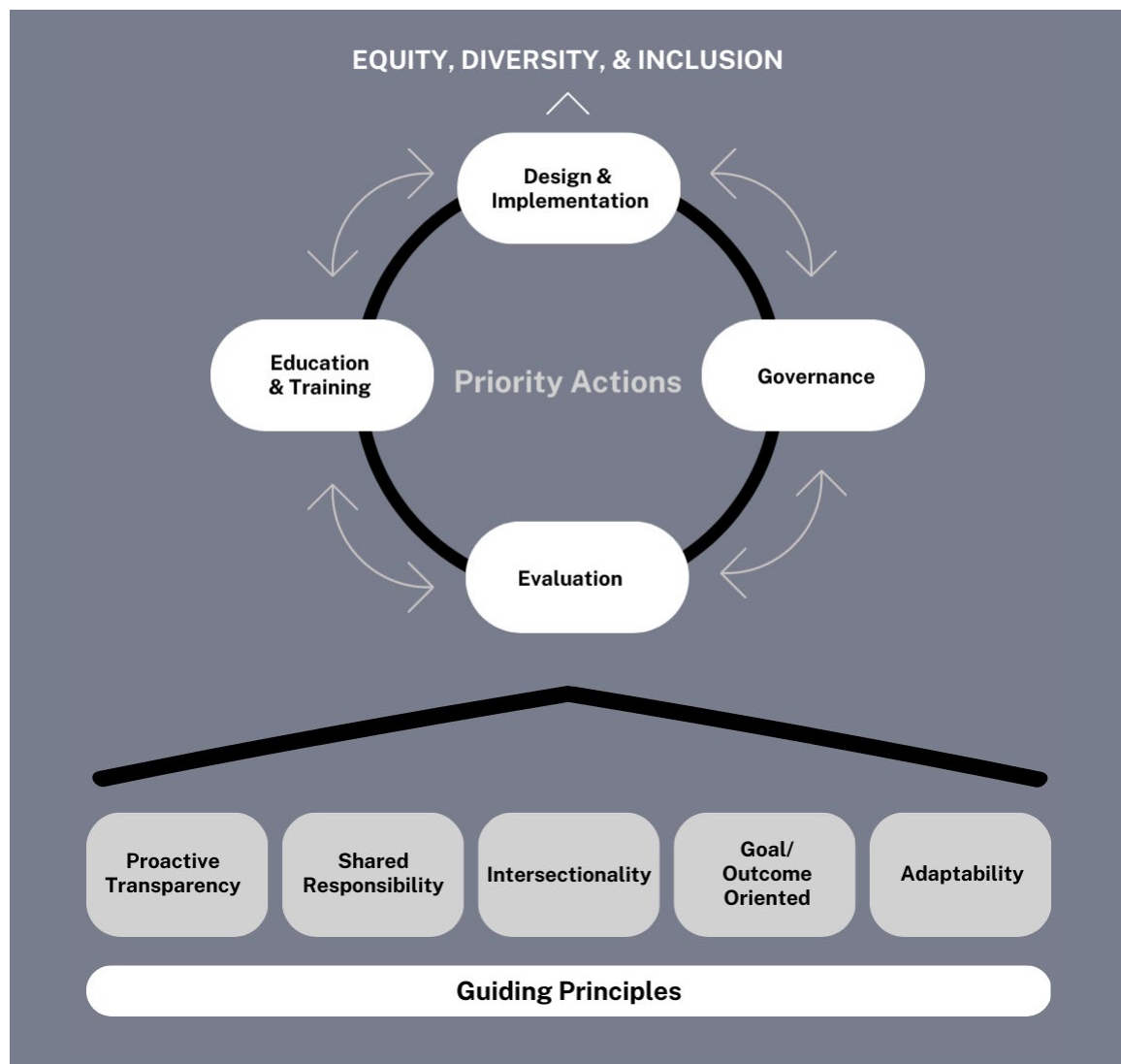
The framework does not prescribe specific language for questions or categories as we recognize that institutional contexts and needs differ across British Columbia, and that EDI is an evolving area of work. We also acknowledge the ongoing work by the British Columbia government and relevant communities in the province under the anti-racism data legislation and their development of data standards. In this context, the framework provides guidance for institutions to develop a process to collect REA data in a manner that is conducive to the ultimate objective, that is, of dismantling existing institutional or structural racism/discrimination and to co-develop processes and tools that ensure an equitable, inclusive and just environment for all communities and individuals. This framework will require us to act and think differently, particularly for those individuals who have been working with student data for a long time. In the following sections, we describe each of the elements of this framework starting from the foundation of guiding principles.

7.1 Guiding principles

As the Canadian society becomes more aware of the importance and urgency in addressing EDI concerns, greater investments to increase our knowledge of this field will be made, and this knowledge will grow and evolve. A framework that responds to the needs of such a changing environment cannot be static and we anticipate that changes will be required in the future. The following five guiding principles provide the basic pillars on which to build an approach to data collection that can be put into action today and accommodate future changes.

7.1.1 Proactive Transparency

Transparency is fundamental in the building of relationships between institutions and students. Populations that have been subject to discrimination and racism often mistrust individuals and institutions in positions of power. Being transparent about the processes for collecting data and their intended use will contribute to creating a relationship based on trust. Lack of transparency, and the resulting lack of trust, would inhibit the collection of representative information about relevant communities in PSIs.

7.1.2 Shared Responsibility

A relationship-based approach, guided by the grand-mother perspective, calls for shared responsibility. Shared responsibility is reflected in a participative and reflexive approach, from the collaborative design of specific questions to the identification of data ownership, access, and usage policies, to the co-development of solutions that are vetted by community members. There is no presumption on the part of institutions of what is needed or how it should be done. Issues are identified together, solutions are developed jointly, and decisions are made collaboratively. In addition, PSIs acknowledge that the collection of demographic data and the actions and outcomes that may be informed from these activities, are a shared responsibility with community impacts that may transcend the post-secondary experience.

7.1.3 Intersectionality

Issues regarding equity, diversity and inclusion are multidimensional in nature. Ignoring the linkages and interactions between the different dimensions of identity may result in incomplete analyses and unequitable solutions. Reducing individuals to a racial group will disregard the many other drivers (e.g., language skills, first generation students, financial background) of participation in the post-secondary sector, and of social and academic outcomes. Recognizing and upholding the complexity of EDI would result in analyses that integrate an intersectional approach (where the different dimensions of identity interact) and search for comprehensive solutions.

7.1.4 Goal/outcome oriented

A "commitment to action"[46] will ensure that the data are not collected for data's sake. Data collection efforts should explicitly outline the goals or objectives for which the data will be used, how it will inform outcomes, and how those outcomes will be assessed. This is both an ethical consideration and a legal obligation that PSIs must respect. The intended use will also have an impact on the approach selected for data collection, in terms of its timing and the questions used. For instance, the data collected may be different if the goal is to assess the representativeness of the student complement compared to the population basin, or if the goal is to identify student diversity to inform the offer of student services.

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[46] D'ignazio, C., & Klein, L. F. (2020*). Data feminism*. MIT press.

7.1.5 Adaptability

As mentioned before, EDI is an area of knowledge that is growing and evolving. As we can only expect this area of knowledge will continue to evolve, the approach selected for data collection should allow for adaptability and flexibility to incorporate future changes. The latter should be informed by current research and guided by the needs of the community, particularly regarding communities of historically underrepresented and marginalized people. Our data collection tools, and administrative systems should also be adaptable and flexible to accommodate changes.

7.2 Design and Implementation

The approach chosen for collecting REA data will be informed by the project's scope (e.g., are the data being collected at the institutional or at system level?) as well as by the purposes and planned uses for the information collected (e.g., does the need justify collecting the data for all students or would a sample be sufficient? Will their personal information be identifiable, or can they be de-identified? Do the data need to be stored in the student record, or can it be kept apart?). For instance, a system-level project will likely require greater standardization in the choice of questions and categories. The expected uses of the information collected will also dictate the types of questions to be asked. As mentioned before, the data collected may be different if the goal is to assess the representativeness of the student body compared to the population of the catchment area, or if the goal is to understand student diversity to inform the offer of tailored and targeted programs and services.

We have organized the design and implementation discussion according to a number of choices that must be made, including, when to ask the question, how to ask the question and how to use the data collected. We present options, including limitations and challenges, for each of these options. The section concludes with the identification of a number of priority actions regarding design and implementation that reflect the framework's guiding principles.

7.2.1 When to ask the question?

REA data about the student population can be collected at various times and using diverse tools. In this section, we outline three scenarios regarding when to collect the data for consideration by BC PSIs: 1) at the point of application, 2) during or after registration, and 3) using a survey of students. These scenarios are not exclusive of each other as the data collected in each can produce supplementary information. However, students have expressed their preference that this type of information be, to the extent possible, requested only once. This goal may not be feasible; however, it should be kept in mind to help minimize the number of times that students are asked the same information.

7.2.1.1 Collecting REA data at the point of application

The first option analyzed is collecting REA data from all applicants to the institution at the time of application. In PSE systems where applications are managed by a central organization, this may require the adoption of system-wide standardized set of questions and definitions.[47] Collecting this information at the time of application would allow for assessing the diversity of the student applicant pool compared to the population of the catchment area, to provide different pathways for student access to PSE or used as a first step to assess whether the presence of discriminatory practices or policies during the application and admissions processes. However, applicants may be concerned that the information will impact their acceptance to an institution. Information regarding how the data will be used and assurance that the data will not influence the selection process need to be clearly stated during the collection of these data. In the event that the data would inform admissions decisions, this should be clearly stated while asking students for permission to use their personal information in such a way.

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[47] A distinction can be made between asking a question once vs asking a question centrally. In a centralized system, it would be possible to ask questions tailored to the requirements of different institutions using admission codes. In the event that standardized questions and answer options are not adopted, it is recommended to develop a way to map the information collected to a common categorization.

The Collection and Use of Student Data on Race, Ethnicity, and Ancestry

Table 3: Collecting REA data at the point of application

Target population	• Information would be requested from all applicants.
Possible uses	• The information would allow for evaluating the representativeness of the student population vis-à-vis the diversity in the community. A provincial analysis could be done if the applicant data are stored in Education Planner BC. • It may also be possible to determine whether the offer or acceptance rates vary depending on the applicant's race/ethnicity, as a first step at identifying the presence of systemic discriminatory practices.
Storage	• Information would be stored in the application system. If EducationPlannerBC is being used to centrally collect applications, questions about REA would be included in the application form and data would be stored centrally. With permission of the applicant, their personal data would be transferred to the institution in which they eventually enroll. • The extent to which the information would be transferred to each institution would be a function of the institution's own SIS. It may offer a solution for institutions unable to capture this information in their own systems and reduce the burden of having to find a technical solution at the institutional level.
Challenges	• Applicants may be concerned that the information will impact their acceptance into a given institution. • There may be disagreement across institutions regarding what standardized question(s) will be asked. • The extent to which data collected centrally could be transferred to each institution will depend on technical requirements and the capacity of individual SIS.
Considerations	• The intended use of the data collected should be clearly established and communicated to all applicants. • Students should be reassured that this information would not influence the selection process, except in those cases where specific equity groups are targeted. • Collecting data at the point of application may involve developing and adopting system-wide standardized questions regarding REA.[48] • Even though all applicants will be asked question regarding REA, they should be given the option to decline providing the information (e.g., Prefer not to answer). • Applicants should be asked for permission to eventually transmit this information to the institutions where they applied.

7.2.1.2 Collecting REA data at the point of registration

The collection of data at the time of registration would allow to potentially collect this information from all students. In that regard, participants in student focus groups mentioned that collecting the information during registration would be "the easiest". Participation may be mandatory while providing student's the option to decline providing details about their race/ethnicity. Given that information would be associated with a student's identifying information, questions about protecting their privacy may be raised. Some institutions may consider storing this information in a system other than the SIS, stripping identifiable data, and limiting access to a selected number of services.

Storing these data in the SIS would potentially allow for students to update their information as they see fit and to reflect the fluidity of identities. When identifying the possible uses of the data, institutions should avoid "deficit" narratives, where the assumption is that certain groups will underperform others. Rather the onus should be placed on institutional structures and systems that need to be modified or improved to better support all students.

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[48] See previous footnote for additional details.

Table 4: Collecting REA data at the time of registration

Target population	• All students would be asked these questions at the time of registration.

Possible uses	• The data collected could allow for evaluating the representativeness of the student population vis-à-vis the community.
	• In-depth analyses could be used to assess:
	  ▫ Participation in cultural or recreational activities.
	  ▫ Use of services (academic services, residence, cafeteria).
	  ▫ Differences in academic results.

Storage	• Information could be stored in the SIS, which may raise questions regarding the protection of privacy. • Storage in other systems while stripping identifiable information may be considered, although this will limit the ability of students to have access and be able to update their information.
Challenges	• A choice between de-identifying the information and providing the information to update it is necessary.
Considerations	• Data should not be collected if its intent is not to directly benefit students. • Institutions will be able to use their own question/definitions. • An option to not provide the information should be given to students. • Access to the data within the institution should be governed by clear and transparent policies that are proactively communicated to students. • Avoid using the data for analysis within a 'deficit narrative.' • Information could be reviewed/validated every session. • Consider sharing information without any identifiable data.

7.2.1.3 Collecting REA data using a survey

An alternative to collecting information at the time of application or registration, is to use surveys to obtain data from all or a sample of the student population. Since the information would not be associated with the student record in the SIS, concerns regarding privacy and confidentiality may be relieved. Furthermore, this tool allows for collecting open-ended text and more qualitative information about the student's experiences, which would provide more details about any discriminatory/racist policies or that are perceived as such. Survey data would also allow for identifying different cultural and ethnic groups on campus and ensure that relevant programs and/or services are available.

Table 5: Collecting REA data using a survey

Target population	• A survey could be designed as a student census or target a sample of the student population.
Possible uses	• Estimate the diversity of the student population. • Identification and provision of targeted/tailored services to specific student groups. • Identification of discriminatory, exclusionary practices
Storage	• This data would not be linked to the SIS. • Different storage options could be considered depending on the service leading the data collection.
Challenges	• Information would not be available at the individual student level, which limits the reporting/analysis that can be done of the student population. • Students may not be motivated to participate in the survey, which may result in biased results. • The analysis of qualitative data collected via surveys (or other means) is resource-intensive.
Considerations	• A survey would allow collecting information beyond an individual's identify and learn also about their experience regarding a sense of belonging to the institution, instances of discrimination, among others.

Collecting qualitative data from students would be valuable to understand their experience and to build solutions from the ground-up, removing pre-conceived ideas about what are the challenges that students face. In addition, validating the information collected using town halls or focus groups will allow for student engagement in the collection of information as well as in the development of solutions. Some of the topics that could be explored include:

- The extent to which students seem themselves represented in the faculty/staff of their program/faculty or department/institution.

- The extent to which students have experienced racism, discrimination, micro-aggressions, or other barriers at their institution.

- Needs for support and to ensure engagement. For instance, services that could be provided to help remove barriers and improve access.

- Ideas regarding what data of importance to students is not currently being collected.

- The extent to which cultural and recreational activities are diverse and reflect different backgrounds.

As mentioned before, these three approaches to data collection can be complementary, as these will allow institutions to capture different information at different times of the student's academic career.

7.2.2 How to ask the question?

As we choose what questions to ask, and how to ask them, we must be aware that "the process of converting experience into data always necessarily entails a reduction of that experience".[49] That is, some students may not see themselves reflected in the categories being offered. On the other hand, broad categories may mask differences, but too many categories can be difficult to report on. Open-ended questions are useful but not all systems will allow for open text fields to be collected or the subsequent analysis of those open text comments.

To address this issue upfront, including representatives from the campus community and the student body in the design process will result in language that better reflects the community's diversity, that is context-specific and that is more meaningful and impactful. However, there may not be a solution that satisfies all requirements. When choosing a compromise, the best approach is to be transparent about one's intentions, goals, and understanding of the terms being used. Acknowledging the existence of different interpretations and offering room for feedback and discussion is recommended. Examples of language used by different organizations to collect REA data are presented in **Appendix B**. The analysis of these questions and the input collected during this research project point to some practical considerations when asking these types of questions:

- As mentioned above, a best practice is to involve the population targeted in the development of the question and the items that will be used. As a result, the chosen language may differ from that used by provincial or national organizations (e.g., Statistics Canada). The capability to map the information collected with guidelines from external organizations allows for flexibility while ensuring that the ability to report to external organizations is integrated to the choice made.

- It is a frequent practice to use both the terms race/ethnicity in one single question, given that the various aspects of identity reflected by these terms are often intertwined. Several PSIs use both terms to reduce confusion among students.

- In the choice of answer options, it would not be possible to describe everyone's unique backgrounds. When asking students about REA, it is important to allow for self-identification (open ended questions) as well as the ability to select multiple answer options

- Providing definitions of the terms used upfront as well as the reasons justifying the choices made help to proactively address any concerns raised by students.

- Allowing for individuals to provide information voluntarily, to choose not to disclose information, or to skip a question, as well as to offering the capability to easily modify any information they have previously provided is recommended.

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[49] D'ignazio & Klein (2020), p.10.

7.2.3 How to use the data collected?

The guiding principles of this framework call for the identification of intended uses of the data from the very start of an initiative to collect demographic data. This was one of the key premises of the BC Human Rights Commissioner's report "a grandmother's perspective."[50] Data on race/ethnicity may be collected with the intention to assess diversity in PSIs; however, data collection should be conducive to the development of policies and practices that lead to greater equity and inclusiveness. The protocols for analyzing the data (i.e., questions that are being addressed) as well as any initiatives resulting from the results obtained from the analysis of the data should always be developed in partnership with individuals and community members from the impacted communities.

This collaborative approach, central to the overall design and implementation process, should be informed by "inclusivity, respectfulness, participation, iteration, and a shared focus on outcomes"[51] Inclusivity refers to the need to include critical community partners in the process, i.e., incorporating input from people with lived experiences and from experts in a given field. Respectfulness talks to the need to approach the process as a roundtable, where everyone is seen as an expert and their input is valued and considered equally. Participation aims to have a process that is open, approachable, and empathetic. Iteration refers to the fine-tuning of ideas, outcomes, solutions, and analyses by testing and evaluating them with the critical community partners. And finally, a shared focus on outcomes talks to the need to have a process and use of data that will inform the creation, redesign, and evaluation of systems, services, and/or products that will have an impact for the critical community partners.[52]

The complexity of identity should also be considered in the design and analysis of research questions using this data. Intersectionality calls for using different variables simultaneously to better understand patterns. Intersectionality calls to acknowledge and address systemic inequalities linked to the intersection of systems of discrimination and disadvantage, such as racism and sexism. As such, data that speaks to social categorizations such as ethnicity, race, gender, socioeconomic position, etc. should be analyzed and used with an intersectional lens in order to uncover and address the effects of intersectional identities in resulting inequities; inequities that are not result of single, distinct factors but of intersections of various social locations, power relations and experiences.[53]

Research, particularly from the United States, points to some benefits of having and using data on REA in the context of admission policies. Although there is debate regarding the impact of these practices as well as the extent to which these may be discriminatory towards other racial groups (e.g., Black vs Asian students), some benefits to students that have been documented can be highlighted: the promotion of social mobility by offering the opportunity to pursue higher education that may not have been accessible without those admission policies; the review of traditional admission criteria that may tend to benefit individuals from dominant and majority groups including other non-traditional factors that may make a student successful; the enhancement of the educational experience of all students by reducing racial biases, increasing creativity, and better preparing them to work in a diverse and global economy; and, more directly, increased accessibility to higher education from traditionally underrepresented groups. Evidence suggests that students report less discrimination in institutions committed to diversity. In turn, students who experience discrimination are more likely to abandon their studies. Among the social and civic benefits of diverse student populations in secondary education settings there is research that points to reduced racial biases and stereotypes, enhanced leadership skills, and how diverse teams are more productive, effective and creative.

Support services to students are associated with better academic outcomes, including retention and graduation. Targeted programs including individualized mentoring and coaching, as well as bridging programs, have improved academic achievement. The challenge here is not to equate racial/ethnic diversity with needs for supports. Intersectional analysis can help in devising strategies that target students with needs for specific supports.

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[50] British Columbia's Office of the Human Rights Commissioner. (2020).

[51] Zabolotney, B. & Neat, C. (2022). *Co-designing with Anti-oppressive Action Frameworks for Curriculum and Pedagogy.* https://bccampus.ca/wp-content/uploads/2022/07/BC_Campus_-Anti-OppressiveActionFrameworks_finalJUNE2022.pdf

[52] NSW Council of Social Service. (2017). *Principles of Co-design.* https://www.ncoss.org.au/wp-content/uploads/2017/06/Codesign-principles.pdf

[53] British Columbia's Office of the Human Rights Commissioner (n.d.). *Glossary.* https://bchumanrights.ca/glossary/

7.2.4 Priority actions

The following priority actions for design and implementation bring together the guiding principles and key activities that can be undertaken to move forward in this area.

Figure 2: Priority actions for design and implementation

Identify the intended uses of the data
- Identify the objectives and expected outcomes from collecting the data upfront, so that these can inform the tools and processes used to collect the data.
- Report on how the data are being used to make changes.
- Analysis and reporting follow an intersectional approach, acknowledging the multiple components that an individual's identity is comprised.

Ensure a participative approach in design and implementation
- Collaborate with relevant community partners, including community organizations and student groups during the design, the implementation and the use of data collection.
- Community partners should be involved from the planning stages (how and why to collect data) to the subsequent analysis, contributing to the interpretation of findings, assessing their pertinence, and developing solutions.

Design and implement a communication strategy
- Develop a proactive communication strategy encompassing the data collection process as well as activities before (e.g., decision-making process, community partners involved) and after (e.g., analysis and reporting).
- Elaborate FAQs explaining the data collection efforts and make these accessible to all community partners
- Clearly communicate intended goals and outcomes to impacted groups.

7.3 Governance

Many PSIs have implemented or are in the process of implementing data governance policies and practices. These data governance frameworks are designed to formalize and guide behaviour to ensure the effective and efficient use of quality information in enabling institutions to achieve their strategic goals and priorities. A data governance strategy will provide the institution with a common vocabulary and a shared understanding of the rules governing data. Yet data systems and historic approaches to governance of REA data can also reinforce legacies of discriminatory policies and support inequitable resource allocation, access to services and outcomes. This leads to a lack of trust or understanding of how these data will be appropriately used and a reluctance to disclose this information if it is not mandatory. A centralized (at the institutional level) data collection approach for REA data is recommended so that it is coordinated, consistent, and the data can be adequately protected under the data governance rules of the institution. We have identified the following considerations for the design and implementation of data governance practices and policies that can help to minimize these challenges, reduce barriers, and improve the extent to which the data collected reflects the composition and needs of the student community.

7.3.1 Engagement

The negative and inaccurate narratives that are often produced of equity-deserving and marginalized communities often lead to further inequities. Consultation with these communities should be done prior to the release of all reports to ensure that reporting does not further stigmatize equity-deserving groups. Specifically, impacted communities have identified critical issues relating to accessibility of the results, including barriers relating to languages used to disseminate findings and release of reports in formats that produce limited utility for communities. Strategies should be incorporated into governance structures and rules that enable community engagement to accurately capture the nuances and difference in communities that may exist and that can be adaptable to accommodate changing understanding and new terminology. Engagement must be continuously conducted in an accessible manner that allows broad input from key community partners. This can be attained by building the individual and systematic capacity for continued respectful engagement in data collection, analysis, and utilization.
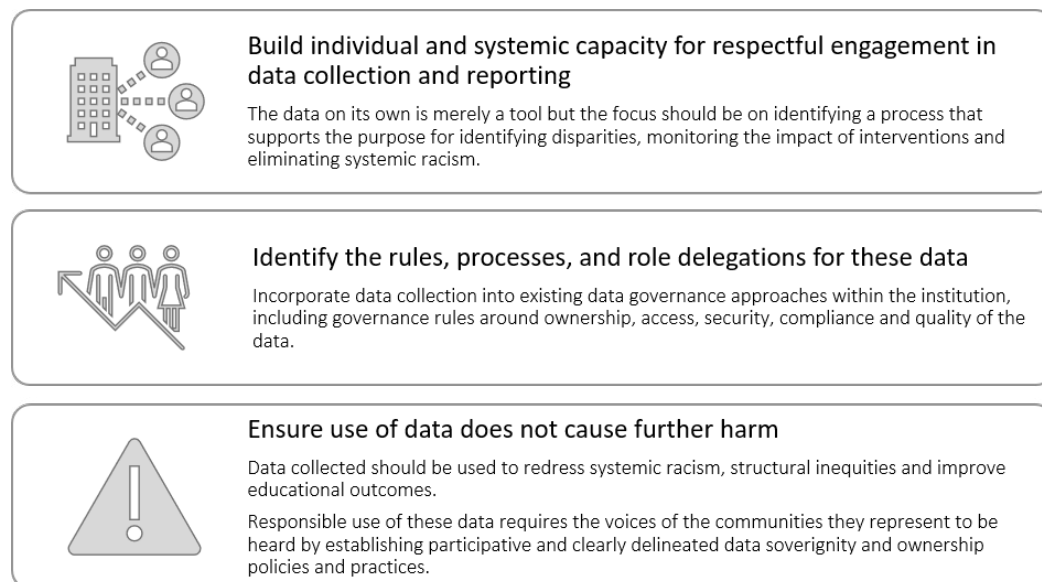
7.3.2 Policies and Procedures

Disaggregated demographic data should be considered a highly valued asset to PSIs. Therefore, trust is critical to ensuring that individuals and communities feel their data are being appropriately collected and used. Incorporating clear governance rules around ownership, access, security, compliance, and quality of the data into existing or new data governance approaches within the institution will contribute to building trusting relationships with these communities. The data stewards for these data are responsible for its guardianship and should be held accountable to the communities of which the data belong. Identifying the rules, processes, and role delegations for these data in policies and procedures will facilitate the stewardship role and help individuals to uphold their responsibilities. The process should be documented, publicly and transparently reported.

7.3.3 Accessibility and ownership

The data belong to the individuals and communities who provided them, and those individuals and communities need to be involved in how these data are collected, stored, shared, and retained. Marginalized communities continue to raise concerns about historic and current processes, wherein data and knowledge are extracted from them, while that data are neither owned by, nor accessible to them. This has resulted, for instance, in the historical misuse of data, in the surveillance of communities without their consent, and on privacy violations. Data collected should be used to redress systemic racism, structural inequities and improve educational outcomes. Responsible use of these data, such that it does not cause further harm to individuals and/or communities, requires the voices of the communities they represent to be heard. This can be formalized by clearly outlining participative data sovereignty and ownership policies and practices.

7.3.4 Priority actions

Figure 3: Priority actions for governance

Build individual and systemic capacity for respectful engagement in data collection and reporting

The data on its own is merely a tool but the focus should be on identifying a process that supports the purpose for identifying disparities, monitoring the impact of interventions and eliminating systemic racism.

Identify the rules, processes, and role delegations for these data

Incorporate data collection into existing data governance approaches within the institution, including governance rules around ownership, access, security, compliance and quality of the data.

Ensure use of data does not cause further harm

Data collected should be used to redress systemic racism, structural inequities and improve educational outcomes.

Responsible use of these data requires the voices of the communities they represent to be heard by establishing participative and clearly delineated data soverignty and ownership policies and practices.

7.4 Education/Training

The analysis of REA data requires users to have considerable awareness, knowledge, and skills. Individuals with expertise or lived experience may be less likely to misinterpret data or produce stigmatizing findings. As previously mentioned, interpreting REA data should not come from a place of deficit of the individual or community but of the systemic issues that exist within the institutional structures and processes. Access to these data should be limited to individuals with knowledge of how to appropriately use and report on them. Enrolment services/Registrar's Office, offices responsible for equity and inclusion within institutions, and institutional research and planning offices should work together and in partnership with relevant community partners to offer the education and training to their communities and to their personnel. Education and training will reduce attitudinal barriers and increase the appropriateness and relevance of the use of the data.

7.4.1 Everyone should receive education, training and be involved in dialogue

Given the history of embedded discriminatory and racist practices in our institutions, the Truth and Reconciliation Commission called for the provision of education to public servants to educate them about the past and current realities that have negatively impacted marginalized Indigenous individuals and communities, to raise awareness, discard stereotypes, and improve understanding across cultures.[54] The Canadian Race Relations Foundation, created in 1996 by the Canadian Government, provides education and training that can be used in BC PSIs. The organization is dedicated to the elimination of racism and all forms of racial discrimination in Canadian Society.[55] PSIs should also educate and train, particularly those groups and individuals who will be collecting and using REA data about the appropriate uses of the data and how to avoid misinterpretation and stigmatization.

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[54] Truth and Reconciliation Commission, Call to Action 57. (2021) *Professional development and training for public servants.* https://www.rcaanc-cirnac.gc.ca/eng/1524504124015/1557514077713

[55] Canadian Race Relations Foundation. *About Us.* https://www.crrf-fcrr.ca/en/

7.4.2 Develop training curriculum adapted to the institution's circumstances

The Truth and Reconciliation Commission also offers guidance with regards to the skills-based training required, which in addition to addressing the approaches to use and collect data, should include topics such as intercultural competency, conflict resolution, human rights and anti-racism. Increasing awareness of the realities faced by students experiencing institutional racism contributes to changing institutional culture to counteract micro aggressions more proactively, unconscious biases, or what has been dubbed unintended discrimination.[56] "For universities, there seems to be an urgent need to ensure that all students are aware that racism exists, from explicit to implicit to subtle forms of prejudice or discrimination, with examples, scenarios or even visual demonstrations for clarity. Universities should also acknowledge the existence and prevalence of interethnic racism in ways that avoid overgeneralising students' experiences, as racism manifests differently within and across minority ethnic groups."[57]

 Compulsory workshops with clear expectations as well as information and training as to how to recognize racism, respond to it, and report to incidents will result in increased clarity of the roles and responsibilities of community members.[58] PSIs may have their own teams who are developing training and education workshops. These learning opportunities should include a module about the purpose and process for collecting disaggregated demographic student data as well as how to report on these data appropriately and relevantly.

The Canada School of Public Service could be another source for updating training tools and resources, given their role in developing these elements in the context of the Truth and Reconciliation Commission's Call to Action 57 as well as through their EDI conference in October to November 2022.[59] As an ongoing process grounded in reconciliation, the school is collaborating with Indigenous partners and organizations to develop adult educational products related to Indigenous realities.[60] PSIs could use content from this initiative to inform their own educational and training materials. From the Call to Action 57, the school has released foundational online courses, regional and national learning events, videos, podcasts, job aids, an online repository of learning and training activities, and other online (and offline) learning content material. PSIs could also mirror this approach in how to implement and communicate training and educational material. Experiences Canada is another resource providing educational material and training opportunities for young Canadians to learn more about issues facing Canada.[61] They also offer anti-racism teaching resources, guides for reconciliation discussions, and resources to discuss diversity and inclusion.

7.4.3 Ensure that training is reviewed and available on a recurring basis

Training content should be updated regularly in accordance with both the most recent research available and in recognition of Canada's growing racial and ethnic diversity.[62] This periodic reviewing and updating of the training content will ensure that what is being offered is not obsolete but dynamically informed and revised under the most up-to-date work on the topics of equity, diversity, and inclusion. Additionally, this revisions and updates could consider what other PSIs and other Canadian provinces are doing. This benchmarking could be beneficial in leveraging research and expertise from multiple institutions and groups.

In addition to ongoing reviewing and updating of content, training should be available and implemented on a recurring basis. This is particularly important for the people that will be working directly with EDI data, but it could also be offered to the broader PSI community, particularly for those groups that are interested in building their capacity on EDI-related topics. Offer training on a recurring basis that can meet a range of proficiency levels, from basic knowledge of EDI concepts to leaders of change developing

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[56] Wong, B.; Elmorally, R.; Copsey-Blake, M.; Highwood, E.; Singarayer, J. (2021). Is race still relevant? Student perceptions and experiences of racism in higher education. Cambridge Journal of Education, 51(3): 359-375

[57] Ibid.

[58] Ibid.; U.S. Department of Education. (2016). *Advancing Diversity and Inclusion in Higher Education.* https://www2.ed.gov/rschstat/research/pubs/advancing-diversity-inclusion.pdf

[59] Government of Canada (2022). *Canada School of Public Service.* https://www.csps-efpc.gc.ca/index-eng.aspx

[60] Truth and Reconciliation Commission, Call to Action 57. (2021)
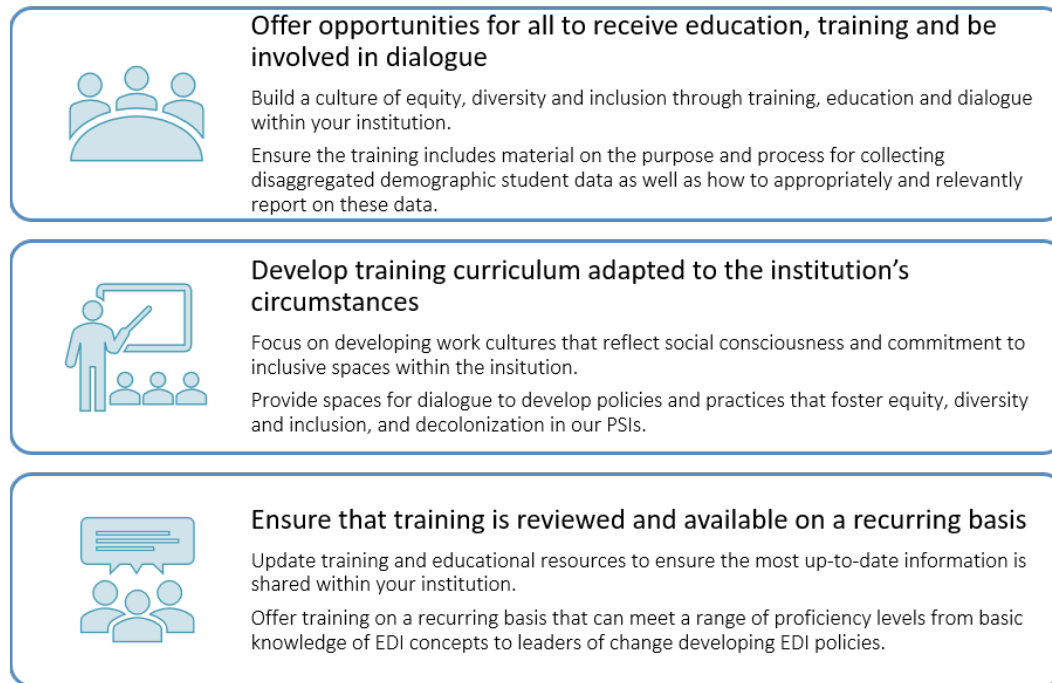
[61] Experiences Canada (n.d.). *About Us.* https://experiencescanada.ca/about-us/

[62] CIHI (2022).

EDI policies. Once individuals have learned the basic concepts, they should be able to take additional training to be able to influence their work and their teams, and then be able to make an impact on the organization by developing new policies and practices that foster equity, diversity and decolonization.

Figure 4: Priority Actions for Education and Training

Offer opportunities for all to receive education, training and be involved in dialogue

Build a culture of equity, diversity and inclusion through training, education and dialogue within your institution.

Ensure the training includes material on the purpose and process for collecting disaggregated demographic student data as well as how to appropriately and relevantly report on these data.

Develop training curriculum adapted to the institution's circumstances

Focus on developing work cultures that reflect social consciousness and commitment to inclusive spaces within the insitution.

Provide spaces for dialogue to develop policies and practices that foster equity, diversity and inclusion, and decolonization in our PSIs.

Ensure that training is reviewed and available on a recurring basis

Update training and educational resources to ensure the most up-to-date information is shared within your institution.

Offer training on a recurring basis that can meet a range of proficiency levels from basic knowledge of EDI concepts to leaders of change developing EDI policies.

7.5 Evaluation

We recommend including an evaluation component into any project addressing the collection and use of REA data. An evaluation component will contribute to ensuring transparency and to keeping institutions accountable towards students and the extended community, as it will provide the opportunity to assess the extent to which the objectives of collecting and using information are being met. In turn, assessing whether the expected benefits to students are realized will contribute to building trust, opening communication channels as well as engaging students and the extended community. In addition, embedding evaluation in the project will ensure that the process of co-development with different communities on campus is sustained post-implementation. Finally, given the changing context in which EDI needs, principles and language evolve, an evaluative mindset will allow for the adaptability and flexibility that are required to assess whether and when changes are needed and to ensure their timely implementation.

7.5.1 A utilization-focused formative evaluation

Evaluation theory is rich in approaches and paradigms that can guide this process. We are proposing a formative evaluation approach to ensure that feedback is collected and analyzed on a regular basis with a view to improving processes, tools and solutions. We also recommend that the evaluation be focused on utilization: the evaluation design will be guided by the information needed by project community partners (including decision-makers) to make any required changes conducive to improvement. Finally, the evaluation should strive for the realization of its transformative power, as the ultimate purpose of these efforts is to identify and dismantle any systemic or institutional instances of racism and/or discrimination. The evaluative approach that has been briefly outlined is illustrated in the diagram below.

Figure 5: Building an evaluation component within the framework

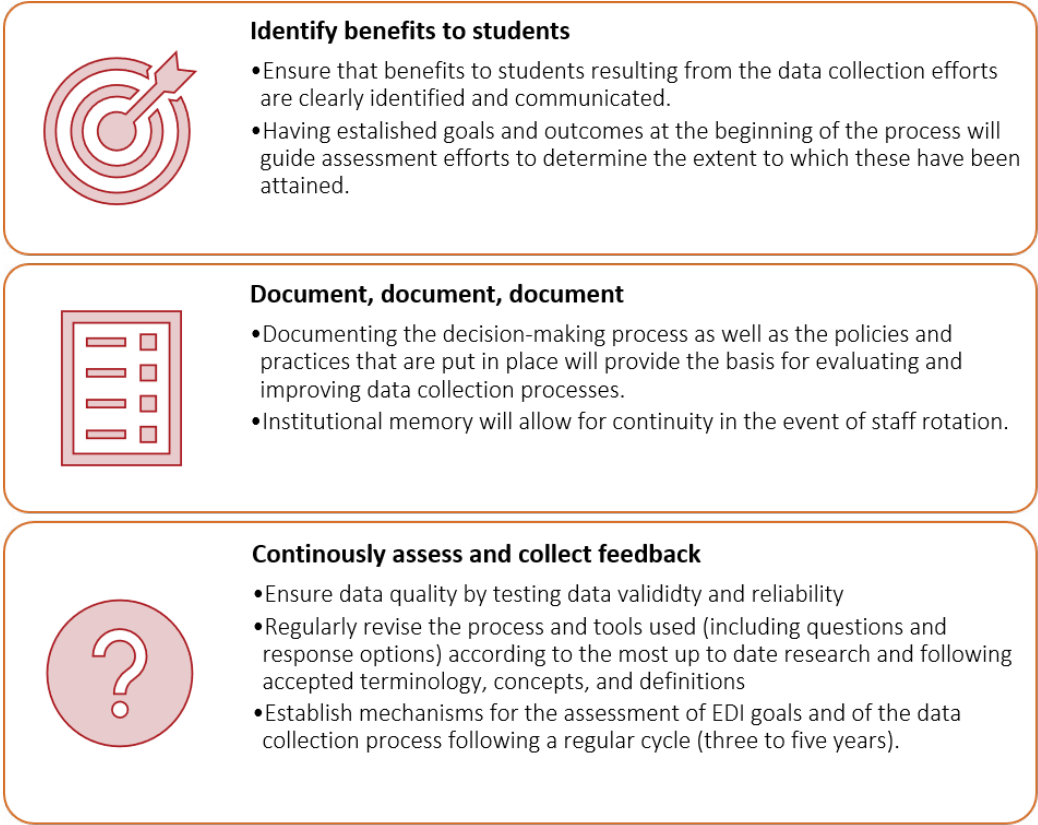|	
TIMELINE	**Formative evaluation** *Ongoing throughout implementation to allow for timely feedback and changes.*
FOCUS	**Utilization-focused evaluation** *Obtain feedback about the value and use of the data being collected*
PARADIGM	**Transformative evaluation** *Dismantle systemic or institutional racism/discrimination* *and co-develop solutions conducive to an accessible, just, inclusive,* *and equitable learning environment*

7.5.2   Priority actions

The development of an evaluation framework at the beginning of the process, outlining the intended outcomes of the initiative, identifying the information required to assess whether outcomes have been attained, as well as timelines for all evaluation activities, would allow for a comprehensive evaluation. The following are three priority actions that will support the design and implementation of an evaluation component:

- **Identify benefits to students.** The data collected should benefit the student population in concrete ways. Clearly documenting and communicating intended benefits will support implementation.

- **Allocate resources to documentation tasks.** Collecting documents and other information relevant to the assessment of the data collection process as well as outcome attainment will facilitate conducting an evaluation. In addition, adequate documentation will contribute to project continuity by formalizing institutional memory.

- **Build continuous assessment into the project**. Ensure that opportunities for feedback, assessment and review are built into the project timelines. The assessment can range from testing the validity and the reliability of the data collected with a view to contribute to its quality (for instance, analyzing how students are interpreting the questions or whether there are significant differences in responses across student groups), to assessing the process as a whole following a regular cycle.

These proposed priority actions are summarized in Figure 6 below.

Figure 6: Priority actions towards building an evaluation component

Identify benefits to students

- Ensure that benefits to students resulting from the data collection efforts are clearly identified and communicated.
- Having estalished goals and outcomes at the beginning of the process will guide assessment efforts to determine the extent to which these have been attained.

Document, document, document

- Documenting the decision-making process as well as the policies and practices that are put in place will provide the basis for evaluating and improving data collection processes.
- Institutional memory will allow for continuity in the event of staff rotation.

Continously assess and collect feedback

- Ensure data quality by testing data valididty and reliability
- Regularly revise the process and tools used (including questions and response options) according to the most up to date research and following accepted terminology, concepts, and definitions
- Establish mechanisms for the assessment of EDI goals and of the data collection process following a regular cycle (three to five years).

7.6 Putting it all together:
Priority actions and upholding guiding principles

The priority actions that we have identified are based on the guiding principles that were outlined for this framework. The table below illustrates how the principles guide the choices of actions and how, in turn, the priority actions contribute to respecting and upholding the principles outlined.

Table 6: Contribution of priority actions to upholding the framework's guiding principles.

Priority actions related to...	Proactive Transparency	Shared Responsibility	Intersectionality	Goal/Outcome Oriented	Adaptability
Design and Implementation					
Identify the intended uses of the data collected	√			√	
Ensure a participative approach in design and implementation	√	√	√		√
Design and implement a communication strategy	√				
Governance					
Build individual and systemic capacity for respectful engagement in data collection and reporting	√	√	√		√
Identify the rules, processes, and role delegations for these data	√	√			√
Ensure use of data does not cause harm to individuals and/or communities	√	√		√	√
Education					
Offer opportunities for all to receive education, training, and be involved in dialogue	√	√			
Develop training curriculum adapted to the institution's circumstances	√	√		√	
Ensure that training is reviewed and available on a recurring basis	√	√	√	√	√
Evaluation					
Identify benefits to students	√			√	
Allocate resources to documentation tasks	√		√		√
Continuously assess and collect feedback		√		√	√

7.7 Risks and mitigation strategies

We have identified certain risks in the implementation of a demographic data collection initiative and suggested mitigation strategies to address these risks.

Table 7: Implementation risks and proposed mitigation strategies

Possible Risks	Proposed Mitigation Strategies
Push back from the community *Individuals representing different communities, services, programs or having different academic or personal backgrounds are likely to have strong views and personal preferences regarding the approaches to be used and the language chosen to collect REA data or the conflation of categories when presenting answer options. There may be push back or reticence to adopt recommendations.*	• Reaching out and consulting with student groups and representatives from key services and programs (e.g., IT, EDI office, Student Affairs) to ensure that their input and feedback is gather throughout all stages of the decision-making process, from design to implementation, will contribute to engagement and buy-in. • A participative approach is key to the success of a REA data collection initiative. • Choices will be made, and some views may not be fully reflected, or the compromise may appear unacceptable to some participants. Transparency and communications will reduce push back and allow for active participation from the community as well as a thorough understanding of any choices made and the reasons supporting them.
Extended timelines and delays *While it is important to have a diverse group of community partners participate providing feedback and input, working with large and diverse groups can extend timelines and result in delays, given the difficulty of reaching consensus.*	• The urgency in addressing systemic or institutional issues is recognized. However, it is also important to build in the time so that the proposed approaches to address the issues identified consider the needs and the preferences of the populations more directly impacted. • Developing a project plan that allocates sufficient time to ensure that a collaborative and participative development process is put in place, will contribute to establish clear expectations in terms of delivery times from the beginning of the project. • Having a certain degree of flexibility in the planned timelines, including contingency plans, will prove useful when unexpected delays may arise.
Collecting incomplete data *Not all individuals will provide identity data. Institutions may be concerned that the information collected may be incomplete and thus not representative of their student population.*	• The process may start with incomplete data, but this should not be a reason to delay data collection if necessity has been demonstrated. The option "Prefer not to answer" should always be offered to participants. • Obtaining data about individuals is a process that takes time. To build trust, it is important to communicate to participants how the data will be used and to demonstrate the benefits of the ways the data has been used. In addition, participants need to be reassured that they need not to fear unintended consequences.[63]
Respecting privacy *Individuals may be reluctant to share their information if their privacy is not protected.*	• Data governance policies can be built in such a way that privacy is respected. For instance, the Five Safe Models described above offers guidance in that regard. • Transparency regarding the intended uses of the data, who will have access to it, and ensuring that students grant permission for data use will contribute to mitigating privacy concerns.

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[63] D'ignazio & Klein (2020).

8 Concluding remarks

As of 2022, none of the BC PSIs consulted for this project ask their students questions about REA at the time of application or registration and a very small number collects this type of information using surveys. The framework outlined in this report for the collection and use of student demographic data to support and inform both EDI and anti-racism initiatives should offer the required guidance to move forward with this type of data collection in a respectful, and purposeful manner. These final remarks offer a few additional considerations that will contribute to setting the right environment to implement this framework.

Traditionally, PSIs conceptualize information about their students as data that belong to the institution. Data are often collected without collaborating with the community to develop relevant and clear guidelines, or there is a lack of transparency regarding its intended use. **However, a key step in the collection and use of data to reduce systemic racism and contribute to equity, is to shift this understanding to one that places students at the center, and that revises our existing views on data governance and data ownership.** Data about a community belongs to that community. Data collected about a community should clearly benefit their members. Data should not be collected for data's sake: data should only be collected on a need-to-know basis, respecting and demonstrating the principle of necessity as well as legal authority for its collection. PSIs must ensure compliance with FIPPA and the Human Rights Act. The methods of collecting personal information must be considered to ensure the protection of an individual's privacy.

We may also need to shift our comfort zone regarding static, and firm categorizations. Race, ethnicity, and ancestry are complex, evolving, and overlapping concepts. These concepts are also context-specific, and their use should be open to criticism and questioning. Revising the terminology used on a regular basis is required to ensure that it is in alignment with the needs that emerge from race-conscious societies. **The process and the tools that are used may need to change to remain relevant, and PSIs should provide the flexibility and demonstrate adaptability to continue to evolve.**

There is a major gap in demonstrating how the collection of REA data will result in benefits to students. There is a general sense that this is a first step in understanding the current reality and identifying opportunities to modify or improve existing policies and practices, however, there is a lack of specificity as to what can actually be accomplished. **There is both a need and an opportunity to delve into this topic and identify, document, and evaluate how the collection of this type of data will effectively translate into benefits to students.**

Furthermore, to combat racism, promote equity and improve inclusiveness in post-secondary education institutions, the collection of data alone will not bring about solutions. **Isolated data collection on race will have a limited impact on anti-racism practices.** Other actions are required including promoting awareness throughout campus, promoting diversity among faculty and administrative staff, collecting data from students, faculty and staff regarding racism and discriminatory practices (by means of surveys, focus groups, or any other adequate data collection method) and adjusting institutional policies and practices to remove barriers and obstacles. Education, training and dialog are instrumental in bringing everyone together, and to build a shared understanding of the context in which both institutions and students are immersed, as well as the need and the objectives for collecting these data.

We anticipate that the development and future adoption of anti-racism legislation in British Columbia will provide additional guidance to institutions. At this time, the proposed EDI framework builds on promising practices and places emphasis on how students will benefit from the data collection, on mechanisms to develop a participative process conducive to empowering data sharing, and on offering clear guidelines for data collection with a purpose.

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Appendix A. Definitions

We have selected a few key terms that are often used in this field and selected a definition from published sources. Under considerations, we present possible issues that may arise from the use of these terms, criticisms that have been put forward, as well as other additional information that may help in their interpretation.

Concept	Definition	Considerations
Equity	The BC Human Rights Commission defines equity as "the condition that would be achieved if one's identity no longer predicted, in a statistical sense, how one fares. Equity work includes work to address root causes of inequities, not just their manifestation. This includes elimination of policies, practices, attitudes and cultural messages that reinforce differential outcomes or fail to eliminate them."[64] Equity can also be defined as "treating everyone fairly by acknowledging their unique situation and addressing systemic barriers. The aim of equity is to ensure that everyone has access to equal results and benefits."[65]	• Systemic barriers are: "obstacles that exclude groups or communities of people from full participation and benefits in social, economic and political life. They may be hidden or unintentional but built into the way society works. Our assumptions and stereotypes, along with policies, practices and procedures, reinforce them."[66] • Some depictions of "equity" have been criticized as they may suggest the problem may be inherent to individuals, may be interpreted as barriers being similar and consistent and may not remove the systemic barrier. The visuals created by the We All Count initiative are of interest.[67]
Diversity	"A wide range of qualities and attributes within a person, group or community. When we celebrate diversity, communities and workplaces become richer as they draw upon the variety of experiences, perspectives and skills that people can contribute."[68]	• Diversity refers to representativeness[69]
Inclusion	"Acknowledging and valuing people's differences so as to enrich social planning, decision making and quality of life for everyone. In an inclusive [setting], we all have a sense of belonging, acceptance and recognition as valued and contributing members of society."[70]	• Inclusion refers to involvement • Inclusion challenges the status quo, is imperfect and ongoing.[71] • "Exclusion is not inherently harmful but should at least be an intentional choice and not an accidental harm"[72]
JEDI	JEDI stands for Justice, Equity, Diversity, and Inclusion (JEDI). The addition of the term Justice to the EDI acronym is intended to highlight accountability, to prompt people to think about systemic barriers to access, engagement, and success and ensuring that the values of equity, diversity and inclusion are espoused in such a way that concrete goals are met. The term took prominence during the racial justice uprisings in the US during the 2020 global pandemic.[73]	• The addition of the term Justice brings to the forefront the importance of accountability and action for the realization of EDI values. • The term has been adopted by several PSIs. • However, the link to the Star Wars universe has been deemed problematic given its linkages with corporate capital, some inadequate cultural legacies of the Star Wars franchise (e.g., racism, sexism) and that Jedis are not necessarily an example for the implementation of social justice.[74]
Data justice	Data collection involves a commitment to action. In a context of data justice, we must ask how we are reinforcing existing practices and how can data science be used to inform, challenge and change?[75]	
Ancestry	According to the BC Human Right's Commission, ancestry is one of the multiple components that may be combined to define a person or group's ethnic identity. As such, ancestry is often closely connected to race, colour, and place of origin. Ancestry includes where a person's family is from. For example: Indigenous, Cree, Bosnian, Filipino, or Persian ancestry.[76]	• This is an ambiguous concept that is contingent on the context. Ancestry may change depending on the reference point (e.g., for an immigrant person when considering their ancestry in their country of origin vs their country of residency.

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[64] British Columbia's Office of the Human Rights Commissioner. (n.d.). Glossary. https://bchumanrights.ca/glossary/

[65] City of Ottawa and City for All Women Initiative (CAWI). (2018). *Equity and Inclusion Lens. Handbook. 3rd edition. A City for Everyone.* https://www.cawi-ivtf.org/sites/default/files/publications/ei-lens-handbook-en-web-2018.pdf, p.10

[66] Ibid, p.11.

[67] Krause, H. (2019). *Stop visualizing data with hidden bias.* https://www.linkedin.com/pulse/stop-visualizing-data-hidden-bias-heather-krause/

[68] City of Ottawa (2018), p.12.

[69] Juday, D. (2017). *Inclusion isn't "being asked to dance."* https://www.linkedin.com/pulse/inclusion-isnt-being-asked-dance-daniel-juday/

[70] Ibid, p.12

[71] Holmes, K. (2020). *Mismatch. How inclusion shapes design.* MIT Press.

[72] Ibid, p.14

[73] Martinez, K., & Troung, K. (2021, April 9). *From DEI to JEDI. Diverse Issues in Higher Education.* https://www.diverseeducation.com/opinion/article/15109001/from-dei-to-jedi

[74] Hammond, J.W., Brownell, S.E., Kedharnath, N.A., Cheng, S.J., & Byrd, W.C. (2021). Why the term 'jedi' is problematic for describing programs that promote justice, equity, diversity and inclusion. *Scientific American.* https://www.scientificamerican.com/article/why-the-term-jedi-is-problematic-for-describing-programs-that-promote-justice-equity-diversity-and-inclusion/

[75] D'ignazio & Klein (2020).

[76] British Columbia's Office of the Human Rights Commissioner (n.d). What parts of my identity are protected from discrimination? *Human Rights in B.C.*

Concept	Definition	Considerations
Ethnicity	A multi-dimensional concept referring to community belonging and a shared cultural group membership. It is related to socio-demographic characteristics, including language, religion, geographic origin, nationality, cultural traditions, ancestry, and migration history, among others.[77]	• Usually refers to a shared cultural affiliation. Often connected to nationality, although it is multifaceted • Places an emphasis on "otherness" and power relations with what is considered "normal" • Note that asserting a race, an ethnicity (as well as a language, a culture, or a religion) allows an individual to define themselves and to access a community and a feeling of belonging. Although ethnic identities may be changing, those "who affiliate with a particular ethnicity may be convinced of its intransience."[78]
Race	Groups that humans often divide themselves into based on physical traits regarded as common among people of common ancestry. However, race is a social construct rather than a biological one. This means that society forms ideas od race based on geographic, historical, political, economic, social, and cultural factors, as well as physical traits.[79]	• Social construct, dynamic and evolving present in race-conscious societies • Has significant consequences on the individual • Excludes Indigenous communities • In the health sector, an argument is made for analyzing health inequities by race and ethnicity separately[80]
Visible Minorities	Visible minority refers to whether a person is a visible minority or not, as defined by the Employment Equity Act. The Employment Equity Act defines visible minorities as "persons, other than Aboriginal peoples, who are non-Caucasian in race or non-white in colour". The visible minority population consists mainly of the following groups: South Asian, Chinese, Black, Filipino, Arab, Latin American, Southeast Asian, West Asian, Korean, and Japanese.[81] The PSE sector and other groups have begun to move away from using this term.	• Legal concept still used by Statistics Canada • It has been challenged, among other reasons, as some underrepresented groups may be a majority in some settings.
BIPOC/ IBPOC	An acronym that stands for Black, Indigenous and People of Colour. While People of Colour or POC is often used as well, this more recent term was developed to counter anti-Black racism, colonialism, and the marginalization of Indigenous Peoples.[82]	• The use of the acronym IBPOC emphasizes that Indigeneity is different and separate from the concept *People of Colour* • It emphasizes "White" as the norm
LatinX	"A gender-neutral term for people of Latin American descent. The Spanish language, like many languages, is gendered, using the feminine and masculine binary (Latina/ Latino), and relying on the masculine as the default. Latinx is more inclusive of those who identify as trans, queer or nonbinary".[83]	• The use of the term LatinX was intended to be inclusive encompassing those who don't identify as male or female or who don't want to be identified by their gender. • It can also be seen as a term English speaking people are imposing on the Hispanic and Latino population.
Marginalized populations	Marginalized populations are groups and communities that experience discrimination and exclusion (social, political, and economic) because of unequal power relationships in economic, political, social, and cultural dimensions.[84]	
Minoritized groups	A "racially minoritized group" is used to refer to the process of a person's minoritization. This reflects on the concept of "minority" as socially constructed in specific societal contexts. The use of "minoritized" vs "minority" puts the emphasis on the process/action rather than on the noun.[85]	
Racialized groups	A social construct describing groups that have racial meanings associated with them that affect their economic, political, and social life. This term is sometimes preferred over "race" because it acknowledges the process of racialization.[86]	• The concept has been criticized as well when used to refer to non-White people, as it raises the question of who are non-racialized Canadians: ""racialized" people are not — and cannot be — exclusively non-white people because they experience racial discrimination; whiteness and the privileges afforded to it are also racialized."[87]

https://bchumanrights.ca/human-rights/human-rights-in-bc-2/

[77] CIHI (2022).

[78] Coulmas (2019), p.39

[79] CIHI (2022); British Columbia's Office of the Human Rights Commissioner. (n.d.).

[80] CIHI (2022).

[81] Statistics Canada (2021). Visible minority of person. https://www23.statcan.gc.ca/imdb/p3Var.pl?Function=DEC&Id=45152

[82] University of British Columbia. (2022). *54 Steps on the pathway to an anti-racist and inclusively excellent UBC.* https://antiracism.ubc.ca/task-force-report/

[83] Boston Medical Center (n.d.). Latinx. https://www.bmc.org/glossary-culture-transformation/latinx

[84] British Columbia's Office of the Human Rights Commissioner (2020), p. 87.

[85] Stewart, D. (2013). Racially minoritized students at U.S. four-year institutions. *The Journal of Negro Education*, 82(2), 184-197.

[86] CIHI (2022).

[87] Tewelde, Y. (2020, October 20). Canadians are using the term 'racialized incorrectly. *The Rabble.* https://rabble.ca/anti-racism/canadians-are-using-term-racialized-incorrectly/

Concept	Definition	Considerations
Racialization	The process by which societies construct races as real, different, and unequal in ways that affect economic, political, and social life.[88]	
Equity-deserving groups / Equity-seeking groups	Equity-deserving groups are communities that experience significant collective barriers in participating in society. This could include attitudinal, historic, social, and environmental barriers based on age, ethnicity, disability, economic status, gender, nationality, race, sexual orientation, and transgender status, etc. Equity-seeking groups are those that identify barriers to equal access, opportunities, and resources due to disadvantage and discrimination and actively seek social justice and reparation.[89]	
Intersectionality	"Intersectionality is a concept first developed by lawyer, activist, and scholar Kimberlé Crenshaw in relationship to Black women and the law in the United States. Crenshaw noticed that the legal system failed Black women because it did not acknowledge, or address, systemic inequalities linked to the intersections of racism and sexism. Since that time, the concept has been adopted in health care, education, and other areas. Olena Hankivsky, a professor at Simon Fraser University's School of Public Policy, notes, "according to an intersectionality perspective, inequities are never the result of single, distinct factors. Rather, they are the outcome of intersections of different social locations, power relations and experiences."[90]	
Discrimination	The unjust or prejudicial treatment of different categories of people or things, especially on grounds of race, age, or sex.[91]	
Colonialism	Colonization is not only a process of taking political control over Indigenous lands, but also a system designed to maintain power and influence (e.g., imposition of colonial institutions of education, health care and law).[92]	
Oppression	Refers to discrimination that occurs and is supported through the power of public systems or services, such as health care systems, educational systems, legal systems and/or other public systems or services; it is discrimination backed up by systemic power. Denying people access to culturally safe care is a form of oppression.[93]	
Privilege	Unequal distribution of power, with some groups being provided advantage in detriment of others.[94]	
Systemic racism	The BC Human Rights commission defines systemic racism as "Patterns of behaviour, policies, or practices that create and maintain power of certain racial groups over others or reinforce the disadvantage of certain racial groups."[95]	
Decolonization	The ongoing process of recognizing and removing colonial powers.[96]	
Co-liberation	Actions to advocate for justice and equity will benefit all groups, as there will be improvement for society as a whole.[97]	• Moves away from benefiting a particular group to emphasize that EDI benefits the community as a whole

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[88] British Columbia's Office of the Human Rights Commissioner (2020), p.88.

[89] British Columbia's Office of the Human Rights Commissioner (n.d.-b).

[90] British Columbia's Office of the Human Rights Commissioner (2020), p.87.

[91] British Columbia's Office of the Human Rights Commissioner (n.d.-b).

[92] CIHI (2022).

[93] Government of British Columbia. (n.d.). Working Glossary. https://engage.gov.bc.ca/addressingracism/glossary/

[94] D'ignazio & Klein (2020).

[95] British Columbia's Office of the Human Rights Commissioner (n.d.-a).

[96] British Columbia's Office of the Human Rights Commissioner (2020), p.86.

[97] D'ignazio & Klein (2020).

Appendix B. REA Data collection tools used in Canada

B.1 Indigeneity

Questions regarding Indigeneity are often asked in two steps. First, individuals are asked if they identified as an Indigenous person. If the answer is yes, individuals are asked to provide a more specific answer. Some summary observations.

- Most examples follow the general categories identified by Statistics Canada (i.e., First Nations, Inuit or Métis) and clarify that the question is specific to Indigenous people from North America/Turtle Island/Canada.

- Most examples include the option "Prefer not to answer"

- Proof of identify is generally not required. Some examples do not ask details regarding whether the individual is status/non-status

- Many institutions offer an option to self-identify using open ended text boxes

Table 8: Examples of questions used to collect information about Indigeneity

Institution	Step 1	Step 2 (if applicable)

University of Toronto[98]	Do you identify as an Indigenous person from Turtle Island/North America? For example, First Nations (status or non-status), Inuk (Inuit), Métis, Alaska Native, Native American, Native Hawaiian or Native Mexican?
	
	   o Yes
	   o No
	   o Prefer not to answer
		If you answered "yes," please check those that apply to you.
		
		Check as many as apply. For select options, you may specify further below after selecting.
		
		   o Alaska Native
		   o First Nations (non-status, non-treaty, and non-registered)
		   o First Nations (status, treaty, or registered)
		   o Inuit
		   o Métis
		   o Native American
		   o Native Hawaiian
		   o Native Mexican
		   o An identity not listed (please specify) [open text box]
		   o Prefer not to answer

McMaster University[99]	Do you identify as Indigenous? (Proof of Indigenous identity is not required for the purposes of this survey)
	
	   o No
	   o Yes
	   o Prefer not to answer
	   o Prefer to self-identify: [open text box]
		What Indigenous group you self-identify with:
		
		   o First Nations (status/non-status)
		   o Métis
		   o Inuit
		   o Other (please specify)

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[98] University of Toronto. (2022). *Resource Document: U of T Student Equity Census.* https://www.viceprovoststudents.utoronto.ca/wp-content/uploads/U-of-T-Student-Equity-Census_Questions-Format-Resource-2022-2023.pdf
[99] McMaster University. (2022). *McMaster Student Census and Experience Survey.*

Institution	Step 1	Step 2 (if applicable)
McGill University[100]	Indigenous people in North America are defined as First Nations (status or non-status), Inuit, and Métis in Canada, as well as Native Americans, Native Hawaiians and Alaskan Natives in the USA. Do you identify as an Indigenous person in North America? o Yes o No	If yes, please check those that apply to you: o First Nations in Canada who are status, treaty, or registered o First Nations in Canada who are non-status, non-treaty, and non-registered o Inuit o Métis o Native Americans, Native Hawaiians, and Alaskan Natives from the USA, including enrolled/registered, as well as non-enrolled/non-registered
Queen's University[101]	For the purposes of employment equity under the FCP, an Indigenous person is someone who identifies as First Nations, Métis or Inuit. An Indigenous person may be a treaty, status or non-status, registered or non-registered. Do you self-identify as an Indigenous Person? o No o Yes o Prefer not to answer	If you are an Indigenous person, please check all that apply: o Métis o Inuit o First Nations (Status/Non-Status)
Canadian Institute for Health Information[102]	Do you identify as First Nations, Inuk/Inuit and/or Métis? Response categories (select all that apply) o Yes, First Nations o Yes, Inuk/Inuit o Yes, Métis o No o Do not know o Prefer not to answer	
City of Toronto[103]	Indigenous people from Canada identify as First Nations (status, non-status, treaty or non-treaty), Inuit, Métis, Aboriginal, Native or Indian. Do you identify as Indigenous to Canada? Please select one only. o Yes o No o Prefer not to answer	If yes, please select all that apply. o First Nations (examples: Ojibway, Cree, Mohawk, Mi'kmaq) o Inuit o Métis

[100] McGill University. (2021). *Memorandum. Student Demographic Data Survey Preliminary Results.* https://www.mcgill.ca/senate/files/senate/09_d20-59_student_demographic_survey.pdf

[101] Queen's University. (2017). *I COUNT – Equity Census.* https://www.queensu.ca/equity/sites/eqwww/files/uploaded_files/2021-11-01_I%20COUNT%20census%20Questionnaire.pdf

[102] CIHI (2022).

[103] City of Toronto. (2020). *Data for Equity Guidelines.* https://www.toronto.ca/legdocs/mmis/2020/ex/bgrd/backgroundfile-158052.pdf

Institution	Step 1	Step 2 (if applicable)

Statistics Canada Census 2021[104]	Is this person First Nations, Métis or Inuk (Inuit)?[105]
	
	Note: First Nations (North American Indian) includes Status and Non-Status Indians.
	
	If "Yes", mark "x" the circle(s) that best describe(s) this person now.
	
	   o No, not First Nations, Métis or Inuk (Inuit) - Continue with the next question[106]
	   o Yes, First Nations (North American Indian) - Go to question 26.
	   o Yes, Métis - Go to question 26.
	   o Yes, Inuk (Inuit) - Go to question 27.
	
	This question collects information in accordance with the Employment Equity Act and its Regulations and Guidelines to support programs that promote equal opportunity for everyone to share in the social, cultural, and economic life of Canada.
		(Question 26). Is this person a Status Indian (Registered or Treaty Indian as defined by the Indian Act of Canada)?
		
		   o No
		   o Yes, Status Indian (Registered or Treaty)
		
		(Question 27). Is this person a member of a First Nation or Indian band? If "Yes", which First Nation or Indian band? For example, Soowahlie Indian Band, Sturgeon Lake First Nation, Atikamekw of Manawan.
		
		   o No
		   o Yes, member of a First Nation or Indian band
		   o Specify name of First Nation or Indian band:
		
		(Question 28). Is this person a registered member of a Métis organization or Settlement? If "Yes", which Métis organization or Settlement? Note: *Mark "x" one of the listed signatories of the Canada-Métis Nation Accord or specify a Métis organization or Metis Settlement (for example, Kikino Metis Settlement).*
		
		   o No
		   o Yes, registered member of a Métis organization or Settlement
		   o Name of Métis organization or Settlement
		   o Métis Nation of Ontario
		   o Manitoba Metis Federation
		   o Métis Nation — Saskatchewan
		   o Métis Nation of Alberta
		   o Métis Nation British Columbia
		   o Specify organization or Settlement:
		
		(Question 29). Is this person enrolled under, or a beneficiary of, an Inuit land claims agreement?
		
		   o No
		   o Yes
		   o Which Inuit land claims agreement?
		   o Inuvialuit Final Agreement
		   o Nunavut Agreement (Nunavut Land Claims Agreement)
		   o James Bay and Northern Quebec Agreement (Nunavik)
		   o Labrador Inuit Land Claims Agreement (Nunatsiavut)
		   o Specify agreement:

Canadian Human Rights Commission[107]	Indigenous identity (identify all that apply)
	
	Are you:
	
	   o First Nations _____
	   o Métis _____
	   o Inuk (Inuit) _____
	   o None of the above _____	

---

[104] Statistics Canada (2020a).

[105] Ibid.

[106] This refers to Question 25, providing options related to race/ethnicity. See details in the section B.2 Race/ethnicity.

[107] Canadian Human Rights Commission. (2020). *Complainant survey: Information on demographic and self-identification, legal status, and socio-economic situation.*

B.2 Race/ethnicity

We observe significant diversity in the questions used with regards to race/ethnicity, ranging from questions that follow the categories traditionally used by Statistics Canada in the census to questions providing specific options for respondents to choose. Some key observations follow:

- A definition of the terminology used is often readily available at the beginning of the question. In addition, alternative terms (e.g., person of colour) are included to aid individuals in their interpretation of the question.

- Many of the examples include an open-ended option so that participants can self-identify if they do not see a good option among the answer items.

- Individuals can choose many terms, categories or descriptions that apply to them.

- Institutions that use the Statistics Canada categories often provide additional information, including a definition of terms, additional examples for the categories used or a justification explaining why these categories are being used.

Table 9: Examples of questions used to collect information about race/ethnicity

Institution/Question
Statistics Canada[108,109]

(Question 25). Is this person: *Mark "x" more than one circle or specify, if applicable.*
 	
   o   White
   o   South Asian (e.g., East Indian, Pakistani, Sri Lankan)
   o   Chinese
   o   Black
   o   Filipino
   o   Arab
   o   Latin American
   o   Southeast Asian (e.g., Vietnamese, Cambodian, Laotian, Thai)
   o   West Asian (e.g., Iranian, Afghan)
   o   Korean
   o   Japanese
   o   Other group — specify:

CIHI[110]

Note that the categories are similar to those used by Statistics Canada. Differences with the Statistics Canada question are italicized, including the following:
 	
   •   Some alternatives provided separately in the Statistics Canada question (i.e., Chinese, Japanese, Korean) are grouped under the East Asian label.
   •   The term "Arab" is replaced with "Middle Eastern"
   •   The option "Filipino" is grouped under Southeast Asian
 	
In our society, people are often described by their race or racial background. These are not based in science, but our race may influence the way we are treated by individuals and institutions, and this may affect our health. Which category(ies) best describes you? Check all that apply:
 	
   o   Black *(e.g., African, African Canadian, Afro-Caribbean descent)*
   o   *East Asian (e.g., Chinese, Japanese, Korean, Taiwanese descent)*
   o   *Indigenous (e.g., First Nations, Inuk/Inuit, Métis descent)*
   o   Latin American *(e.g., Hispanic or Latin American descent)*
   o   *Middle Eastern (e.g., Arab, Persian, West Asian descent, including Afghan, Egyptian, Iranian, Kurdish, Lebanese, Turkish)*
   o   South Asian *(e.g., South Asian descent including Bangladeshi, Indian, Indo-Caribbean, Pakistani, Sri Lankan)*
   o   Southeast Asian *(e.g., Cambodian, Filipino, Indonesian, Thai, Vietnamese, or other Southeast Asian descent)*
   o   White *(e.g., European descent)*
   o   *Another race category (values not described above). Please specify: [open text]*
   o   *Do not know*
   o   *Prefer not to answer*

---

[108] Statistics Canada (2020a).

[109] The Canadian Human Rights Commission also uses the Statistics Canada classification with the following annotations. The Commission explains that the data is collected in accordance with the *Employment Equity Act* and its regulations. The Commission also explains that the use of the 'White' race category is intended "to better reflect the current descriptive terminologies in line with races including Black, Indigenous and People of Color." Finally, examples under the Black category (e.g., African, Afro-Caribbean, African-Canadian) are included to better reflect the diversity of identities among these individuals, using information from the *Data Standards for the Identification and Monitoring of Systemic Racism* (Source: https://www.ontario.ca/document/data-standards-identification-and-monitoring-systemic-racism).

[110] CIHI (2022).

Institution/Question

McGill University[111]

This institution's uses the Statistics Canada approach with the following differences:

- An introduction explaining the terms and why these were chosen is added to the question.
  Please indicate which of the following terms best describe your racial and/or ethnic identity. Check as many terms as apply. We have chosen the listed terms because they reflect terms used in the Canadian census. Using terminology consistent with the census will help the University to understand our student body in relation to Canadian demographics.
- Additional examples are added to the answer option "Black"
  Black (e.g., *African, American, Canadian, Caribbean, etc.*)
- Answer options are presented in alphabetical order ("White" is the last answer option)
  Another racial and/or ethnic identity

City of Toronto[112]

Note that the categories are similar to those used by Statistics Canada. Differences with the Statistics Canada question are italicized, including:

- The following options, Chinese, Japanese and Korean, are grouped under the East Asian label.
- The term "Arab" is clarified adding the following alternatives: "Middle Eastern" or "West Asian"
- The option "Filipino" is grouped under Southeast Asian
- The term "South Asian" is expanded to include Indo-Caribbean.

People often describe themselves by their race or racial background. For example, some people consider themselves "Black", "White" or "East Asian". Which race category best describes you? Please select one only.

- o   Arab, *Middle Eastern or West Asian (examples: Afghan, Armenian, Iranian, Lebanese, Persian, Turkish)*
- o   Black *(examples: African, African Canadian, Afro-Caribbean)*
- o   *East Asian (examples: Chinese, Japanese, Korean)*
- o   *First Nations (status, non-status, treaty or non-treaty), Inuit or Métis*
- o   Latin American *(examples: Brazilian, Colombian, Cuban, Mexican, Peruvian)*
- o   South Asian or *Indo-Caribbean* (examples: Indian, *Indo-Guyanese, Indo-Trinidadian,* Pakistani, Sri Lankan)
- o   Southeast Asian (examples: *Filipino,* Malaysian, Singaporean, Thai, Vietnamese)
- o   White *(examples: English, Greek, Italian, Portuguese, Russian, Slovakian)*
- o   *More than one race category or mixed race, please select all that apply:*[113]
- o   Not listed, please describe: _____
- o   *Prefer not to answer*

McMaster University[114]

The question is asked in two steps. Also, some categories are the same as those used by Statistics Canada. However, many additional examples are provided. In the second question used by McMaster University, differences with the Statistics Canada question are italicized.

1. Do you identify as a member of a racialized group? (The term racialized is more appropriate than and preferred as a replacement to the term "visible minority", which is defined by the government of Canada in the Employment Equity Act as persons, other than Indigenous peoples, who do not identify as Caucasian, European, and/or White in race, ethnicity, origin, and/or color, regardless of birthplace or citizenship.)

- o   No
- o   Yes
- o   Prefer not to answer

---

[111] McGill University (2021).

[112] City of Toronto (2020).

[113] The answer options provided in the main question are repeated under this answer option. We exclude the repetitions in the interest of clarity.

[114] McMaster University (2022).

Institution/Question

2. How do you identify racially and/or ethnically? (Check all that apply)

- o   Arab
- o   Black *(including African, African Canadian, African American, Afro-Caribbean/West Indian, Afro-Latinx)*
- o   Chinese *(including Mainland China, Hong Kong, Macau, and Taiwan)*
- o   Filipino/*a*
- o   *Indigenous outside of Canada (e.g., Nahualt, Maya, Quechua, Aymara, Mapuche, etc.)*
- o   *Indo-Caribbean, Indo-African, Indo-Fijian*
- o   Japanese
- o   Korean
- o   *Latinx (e.g., Brazilian, Chilean, Colombian, Mexican)*
- o   *North African (Egyptian, Libyan)*
- o   *Pacific Islanders or Polynesian/Melanesian/Micronesian (e.g., Cook Island Māori, Hawaiian Mā'oli, Fijians, Marquesan, Marshallese, Niuean, Samoans, Tahitian Mā'ohi, Tongan, New Zealand Māori)*
- o   South Asian (e.g., *Bangladeshi,* Pakistani, *Indian,* Sri Lankan, *Punjabi*)
- o   Southeast Asian (e.g., Cambodian, Malaysian, Thai, Vietnamese)
- o   West Asian *(e.g., Afghani, Armenian,* Iranian, *Iraqi, Israeli, Jordanian, Lebanese, Palestinian, Syrian, Yemeni)*
- o   White *(including European, White-Canadian/American/Australian/South African)*
- o   *Multiracial/ethnic (with at least one parent in a non-White group above)*
- o   *Prefer not to answer*
- o   *Prefer to self-identify:*

National Survey of Student Engagement (NSSE)[115]

Which of the following categories best describes your ethnic or cultural background? (You may choose more than one category)

- o   Indigenous
- o   First Nations
- o   Métis
- o   Inuit/Inuk
- o   Other Native American
- o   Caucasian or White
- o   Chinese
- o   South Asian (East Indian, Pakistani, Sri Lankan, etc.)
- o   Black
- o   Filipino
- o   Latin American
- o   Southeast Asian (Cambodian, Indonesian, Laotian, Vietnamese, etc.)
- o   Arab (Saudi, Egyptian, etc.)
- o   West Asian (Afghan, Iranian, etc.)
- o   Japanese
- o   Korean
- o   Other

University of Toronto[116]

Do you identify as a racialized person/person of colour? The Ontario Human Rights Commission defines racialization as a process by which societies construct races as real, different, and unequal in ways that matter and affect economic, political, and social life.

- o   Yes
- o   No
- o   Not sure
- o   Prefer not to answer

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[115] Indiana University Center for Post-secondary Research. (2020). *National Survey of Student Engagement (Canadian Version).* https://survey.indiana.edu/nsse/survey/2020/test/main/1/edit.cfm?sectionList=main,demo_can,closing&packaged=true

[116] University of Toronto (2022).

Institution/Question

Please indicate which of the following terms best describe your racial and/or ethnocultural identity. Check as many terms as apply.

- o Asian
    - Caribbean (e.g., Guyanese, Trinidadian, Jamaican)
    - Central Asian (e.g., Kazakhstani, Uzbekistani)
    - East Asian (e.g., Chinese, Japanese, Korean)
    - European (e.g., British, French, Portuguese, Spanish)
    - North American (e.g., American, Canadian)
    - South Asian (e.g., Indian, Pakistani, Sri Lankan, Bangladeshi)
    - Southeast Asian (e.g., Filipino, Malaysian, Vietnamese)
    - Prefer to self-identify (please specify) [open text box]
- o Black
    - African (e.g., Ghanaian, Kenyan, Somali)
    - Caribbean (e.g., Bajan, Grenadian, Jamaican)
    - European (e.g., British, French, Portuguese, Spanish)
    - North American (e.g., American, Canadian)
    - South and Central American (e.g., Brazilian, Panamanian)
    - Prefer to self-identify (please specify) [open text box]
- o Indigenous person of Turtle Island (North America)
    - Alaska Native
    - First Nations
    - Inuk (Inuit)
    - Metis
    - Native American
    - Native Hawaiian
    - Native Mexican
    - Prefer to self-identify with other descriptors (e.g., Nation, Tribe, Clan, Band, Family, etc.) with a comment box (please specify) [open text box]
- o Indigenous person from outside Turtle Island (North America) (e.g., Aboriginal Person of Australia, Pacific Islander)
    - Prefer to self-identify (please specify) [open text box]
- o Latino/a/x
    - Caribbean (e.g., Cuban, Haitian)
    - Central American (e.g., Honduran, Nicaraguan)
    - European (e.g., British, French, Portuguese, Spanish)
    - North American (e.g., American, Canadian, Mexican)
    - South American (e.g., Argentinian, Brazilian)
    - Prefer to self-identify (please specify) [open text box]
- o Middle Eastern, North African, and Southwest Asian
    - European (e.g., British, French, Portuguese, Spanish)
    - Middle Eastern (e.g., Israeli, Lebanese, Palestinian, Syrian)
    - North African (e.g., Egyptian, Libyan, Moroccan)
    - North American (e.g., American, Canadian)
    - Southwest Asian (e.g., Afghan, Iranian)
    - Prefer to self-identify (please specify) [open text box]
- o Multiracial (People who may not identify with a singular racial or ethnocultural identity)
- o White
    - African (e.g., South African)
    - Caribbean (e.g., Cuban, Puerto Rican, Trinidadian)
    - European (e.g., British, French, Polish, Russian)
    - North American (e.g., American, Canadian)
    - South American (e.g., Argentinian, Chilean)
    - Prefer to self-identify (please specify) [open text box]
- o Another race and/or ethnicity not listed here (please specify) [open text box]
- o Prefer not to answer

Institution/Question
Queen's University[117]

The question is asked in two steps.

1. For the purposes of employment equity under the FCP, a member of a racialized/visible minority group in Canada is someone (other than an Indigenous Person as defined above) who self- identifies as non-white in colour or non-Caucasian in racial origin, regardless of birthplace or citizenship. Members of ethnic or national groups

   (such as Portuguese, Italian, Greek, etc.) are not considered to be racially visible unless they also meet the criteria above.

   Do you self-identify as a member of a racialized/visible minority group in Canada?

   o No
   o Yes
   o Prefer not to answer

2. If you are a member of a racialized/visible minority group in Canada, please check all that apply:

   o Black (e.g., African, American, Canadian, Caribbean)
   o Chinese
   o Filipino
   o Japanese
   o Korean
   o Indigenous person from outside North America
   o South Asian/East Indian (e.g., Bangladeshi, Pakistani, Indian from India, Indo-Caribbean, Indo-African)
   o Southeast Asian (e.g., Burmese, Cambodian/Kampuchean, Laotian, Malaysian, Thai, Vietnamese, Indonesian)
   o Non-White West Asian (e.g., Iranian, Lebanese, Afghan)
   o Non-White North African (e.g., Egyptian, Libyan)
   o Arab
   o Non-White Latin American (including Indigenous persons from Central and South America)
   o Person of Mixed Origin (with at least one parent in one of the racialized (visible minority) groups listed above)

   Another (please specify): __

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[117] Queen's University (2017).

Appendix C. Participating institutions and organizations

British Columbia

PSIs

- British Columbia Institute of Technology
- Capilano University
- Coast Mountain College
- College of the Rockies
- Douglas College
- Emily Carr University of Art and Design
- Justice Institute of British Columbia
- Kwantlen Polytechnic University
- North Island College
- Northern Lights College
- Okanagan College
- Royal Roads University
- Selkirk College
- Simon Fraser University
- Thompson Rivers University
- University of Northern British Columbia
- University of the Fraser Valley
- University of Victoria
- Vancouver Community College
- Vancouver Island University
- Race and Antiracism Network, University of the Fraser Valley
- Health and the Pan-Canadian Health Data Strategy, University of British Columbia

Student Leaders

- British Columbia Federation of Students
- Camosun College Student Union, LGBTQ Pride Association and Women's Student Association
- Capilano Students' Union
- North Island Students' Union
- Simon Fraser Student Society
- Alma Mater Society of the University of British Columbia (Vancouver)

Indigenous Leaders

- British Columbia First Nations' Data Governance Initiative
- Indigenous Research Support Initiative, University of British Columbia
- Office of Indigenous Strategic Initiatives (UBC)

Other

- BC Community Alliance
- Multicultural Advisory Council BC
- Resilience BC Anti-Racism Network
- British Columbia's Office of the Human Rights Commissioner
- BC Ministry of Education
- BC Ministry of Advanced Education and Skills Training

Pan Canadian organizations

- Canadian Human Rights Commission
- First Nations Information Governance Centre
- Statistics Canada, Social Analysis and Modelling Unit
- Canadian Centre for Education Statistics, Statistics Canada
- Universities Canada
- Canadian Centre for Diversity and Inclusion

Organizations in Other Provinces

PSIs

- University of Toronto, Office of the Vice-Provost, Students
- Toronto Metropolitan University, University Planning Office
- York University, School of Health Policy and Management, Faculty of Health
- McMaster University, Equity and Inclusion Office
- Queen's University, Equity Services, Human Rights and Equity Office
- Humber College
- University of Lethbridge, Equity, Diversity, and Inclusion Office
- Yukon University
- Office of Equity, Diversity, and Inclusion, McGill University

Other

- Diversity and Inclusion Council, Alberta Health Services
- Edmonton Social Planning Council
- Anti-Racism Directorate, Government of Ontario
- City of Toronto
- Measuring Health Equity (Sinai Health System)
- Public Health Ontario
- Service de la diversité et de l'inclusion sociale, Ville de Montréal
- Ville de Montréal
- Yukon Human Rights Commission

Appendix D. Data Collection Tools

Phase 1: Key informant interview guide

Definitions of race/ethnicity/ancestry

1. Does your institution/organization use and apply specific definitions of race/ancestry/ethnicity in its work, including for data collection activities?
    a) Can you specify for which of these concepts you currently have definitions?
    b) Have these definitions changed over time and if so, how so?
    c) Have you ever experienced any difficulties or challenges around how clear and understandable stakeholders perceive your definitions of race/ancestry/ethnicity?
    d) Can you offer any lessons learned around the definitions of race/ancestry/ethnicity that can be applied to BC PSE context?

2. What processes do you use to define the concepts of race/ancestry/ethnicity?
    a) Has your institution/organization experienced any challenges from a process standpoint when defining the concepts?
    b) Can you offer any lessons learned or best practices related to the processes used when defining the concepts?

3. To the best of your knowledge, is there an interest in the BC PSE system to standardize the definitions of race/ancestry/ethnicity? Why or why not?

Data collection practices

4. What are the main methods used by your institution/organization to collect data on race/ancestry/ethnicity?
    a) Do your data collection methods consider students' (or other groups') needs/context (e.g., timing of data collection, number of data collection points, etc.)? If so, please provide some examples of how this is the case.
    b) Does your institution/organization implement processes for authentication in cases where students self-identify their ancestry?
    c) Do you evaluate/review your data collection practices? If so, how frequently? What does this evaluation entail?
    d) How is the data collected by your institution/organization stored?

5. Have you experienced any difficulties or challenges around your institution/organization's data collection activities? Please explain.
    a) (If yes to Q4b) Have there been challenges or opportunities around the practice of authentication?
    b) (If not answered in Q1c) Have there been challenges related to the definitions used in data collection activities?

Use of collected data

6. What is the purpose driving your institution's collection of data on race/ancestry/ethnicity?

7. How does your institution/organization use the data collected on race/ancestry/ethnicity?
    a) What guides the objectives related to data collection and use at your institution/organization?

8. Does your institution/organization use collected data to inform any of the services offered by your institution/organization? Please explain.

    a) How are students informed about those services?

9. Are students (or other groups) informed about why and how collected data are used?

    a) Do students (or other groups) benefit from the information that is collected? Please explain

    b) Are students (or other groups) able to access the information collected about them individually? How about access to information about the institution as a whole?

    c) Are students able to modify their information if needed?

Conclusion

10. We will be conducting student focus groups on student perspectives on how they self-identify, as well as their thoughts on the possible application and usefulness of the data collected. Are you able to assist us with the identification of students or provide guidance on outreach to students?

11. Would you like to add anything else?

<div align="center">

Thank you for your participation!

</div>

Phase 1: Communications

KI Invitation:

Good morning,

The British Columbia Council on Admissions & Transfer (BCCAT) and EducationPlannerBC have recently undertaken the **Exploring Data Collection to Support Equity, Diversity and Inclusion in BC Public Post-secondary Institutions** project. The project's objective is to conduct a review of existing data collection processes regarding race, ethnicity and ancestry both in the British Columbia post-secondary education (PSE) sector, as well as in other jurisdictions and sectors. The goal is to develop a data collection framework to guide data collection processes at the BC institutional and system-levels.

BCCAT and EducationPlannerBC have retained the services of the Planning and Institutional Research Office at the University of British Columbia and DPM Research to manage the research project. This project will follow the recommendations made by BC's Office of the Human Rights Commissioner to collect data in service of systemic equity, with meaningful involvement of marginalized communities. There are two data collection phases to this project. First, interviews with key stakeholders will be conducted to further understand issues such as institutional data collection activities; how race, ethnicity and ancestry are defined; and how related data are collected and used by institutions. Second, we will be conducting a series of focus groups with students to gather their perspectives on how they self-identify, as well as their thoughts on the possible application and usefulness of the data collected.

We are inviting you both to participate in a joint interview. Interviews will take approximately 45-60 minutes and will be conducted via videoconference. If you are able to participate, please indicate your availability according to the time slots suggested below. We will follow-up with an invitation for a Microsoft Teams meeting (or telephone meeting, if requested). Please note that since we are organizing several interviews at this time, some of the proposed time slots may no longer be available. Others will be added as needed. If none of the times/days work for you, please share some timeslots that are best for you. If a one-on-one interview better suits your convenience, please let us know and we will arrange one.

Thank you for your consideration and we look forward to your participation.

If only one KI:

We are inviting you to participate in an interview. Interviews will take approximately 45-60 minutes and will be conducted via videoconference. If you are able to participate, please indicate your availability according to the time slots suggested below. We will follow-up with an invitation for a Microsoft Teams meeting (or telephone meeting, if requested). Please note that since we are organizing several interviews at this time, some of the proposed time slots may no longer be available. Others will be added as needed. If none of the times/days work for you, please share some timeslots that are best for you.

Follow-up is no answer (second email)

Hello,

I am writing in follow-up to the e-mail you received below regarding the Exploring Data Collection to Support Equity, Diversity and Inclusion in BC Public Post-secondary Institutions project. As mentioned in the e-mail, we are currently conducting interviews with key stakeholders. We would like to confirm if you are available to participate in an interview. If so, please confirm your availability according to the time slots suggested below. If none of the times/days work for you, please let us know some days and times that suit your convenience.

Thank you in advance for your consideration and we look forward to hearing from you soon.

Scheduling email

Hello,

Thank you for your participation. You should have received an invitation for an interview on Microsoft Teams, on (day and time) PST. I have attached a consent form to this email. Please take a moment to review it and send it back to us (electronic signature or scanned document).

We look forward to speaking with you soon.

When only first KI has replied

Thank you for your participation, it is greatly appreciated. I am awaiting confirmation from your colleague on their availability; however, I will get back to you within 24 hours to confirm the time because we know that schedules can be quite busy. If I have not confirmed the availability of your colleague at that point, I will schedule a one-on-one interview, unless you indicate that you would prefer to hold off so that you can do the interview together.

Phase 2: Key informant interview guide

Use and Purpose

1. What type of demographic data does your organization currently collect (and/or conduct research on)? Data specific to race/ethnicity/ancestry?

2. What is the purpose driving your organization's collection of data (and/or research) on race/ancestry/ethnicity (or disaggregated data?)

    a) What tools are used to collect this information? (E.g., surveys, etc.)

3. How do you use the collected data (and/or research)? Probe: Does it inform policies, practices, research

4. Overall, how do target groups benefit from the collection of this data?

Definitions of race/ethnicity/ancestry

5. What definitions of race/ancestry/ethnicity does your organization use and apply in its work? Specifically for data collection activities (where applicable)?

    a) Have you ever experienced any difficulties or challenges around how clear and understandable stakeholders perceive your definitions of race/ancestry/ethnicity? *Probe: Relatability factor/seeing oneself in the definitions; disagreement with definitions*

6. What processes do you use to define the concepts of race/ancestry/ethnicity? *Probe: Specific methods, who participates in the definitional piece, what is an inclusive process and how does one know a process is inclusive?*

    a) Has your institution/organization experienced any challenges from a process standpoint when defining the concepts?

7. Can you offer some best practices and/or lessons learned around the processes and approaches used to define race/ethnicity/ancestry? *Probe: Major considerations, outdated modes of thinking/approaches, new theories or approaches to be familiar with.*

Data collection practices

8. Do you evaluate/review your data collection practices? If so, how frequently? What does this evaluation entail? *Probe: Outcomes of those evaluations? Lead to changes?*

9. What are some key considerations for the storage of disaggregated data? Key considerations around maintaining privacy and confidentiality more generally?

    a) Are target groups informed about why the information is being collected and how it will be used? Probe: Relevant legislation

    b) FOR PSIs ONLY: Are students able to access the information collected about them individually?

10. How do you report on the collected data? *Probe: What format, to whom is it distributed and available, at what level is it reported?*

Conclusion

11. Would you like to add anything else?

Thank you for your participation!

Phase 2: Communications

KI invitation:

Exploring Data Collection to Support Equity, Diversity and Inclusion in BC Public Post-secondary Institutions

Good morning,

 The British Columbia Council on Admissions & Transfer (BCCAT) and EducationPlannerBC have recently undertaken the **Exploring Data Collection to Support Equity, Diversity and Inclusion in BC Public Post-secondary Institutions** project. The project's objective is to conduct a review of existing data collection processes regarding race, ethnicity and ancestry both in the British Columbia post-secondary education (PSE) sector, as well as in other jurisdictions and sectors. The goal is to develop a data collection framework to guide data collection processes at the BC institutional and system-levels.

BCCAT and EducationPlannerBC have retained the services of the Planning and Institutional Research Office at the University of British Columbia and DPM Research to manage the research project. Interviews with key stakeholders will be conducted to further understand issues such as institutional data collection activities; how race, ethnicity and ancestry are defined; and how related data are collected and used by institutions. We are contacting you because of the work that you have undertaken related to the collection of disaggregated data and/or to discuss some of the considerations and best practices that should be taken into account when approaching the subject of disaggregated data collection.

We are inviting you to participate in an interview. Interviews will take approximately 45-60 minutes and will be conducted via videoconference. If you are able to participate, please provide 2-3 days and times that you are available in the coming two weeks. We will follow up with an invitation for a meeting. If telephone is preferred, please let us know. If there is anyone else, we should include in the interview, we would greatly appreciate if you could connect us to them.

Thank you for your consideration and we look forward to your participation.

If two KIs:

We are inviting you to participate in a joint interview. Interviews will take approximately 45 minutes and will be conducted via videoconference. If you are able to participate, please provide 2-3 days and times that you are available in the coming two weeks. We will follow up with an invitation for a meeting. If telephone is preferred, please let us know. If there is anyone else, we should include in the interview, we would greatly appreciate if you could connect us to them.

If name of KI unknown

Good morning,

The British Columbia Council on Admissions & Transfer (BCCAT) and EducationPlannerBC have recently undertaken the **Exploring Data Collection to Support Equity, Diversity and Inclusion in BC Public Post-secondary Institutions** project. The project's objective is to conduct a review of existing data collection processes regarding race, ethnicity and ancestry both in the British Columbia post-secondary education (PSE) sector, as well as in other jurisdictions and sectors. The goal is to develop a data collection framework to guide data collection processes at the BC institutional and system-levels.

We would like to be connected to an appropriate person to provide them with more information on the project and to invite them to participate in an interview. If it is possible to receive some assistance with this, it would be greatly appreciated.

Thank you for your time,

_____

If possible, we would like to be linked with a member of your organization who has worked on X. If you could assist us with this, it would be greatly appreciated.

If name of KI known but not email

The British Columbia Council on Admissions & Transfer (BCCAT) and EducationPlannerBC have recently undertaken the **Exploring Data Collection to Support Equity, Diversity and Inclusion in BC Public Post-secondary Institutions** project. The project's objective is to conduct a review of existing data collection processes regarding race, ethnicity and ancestry both in the British Columbia post-secondary education (PSE) sector, as well as in other jurisdictions and sectors. The goal is to develop a data collection framework to guide data collection processes at the BC institutional and system-levels.

We would like to be connected to X to provide them with more information on the project and to invite them to participate in an interview. If it is possible to receive some assistance with this, it would be greatly appreciated.

Thank you,

Phase 2: Student Focus Group Guide

Objectives:

Focus Group Discussion Questions (90 minutes in total): 10 mins introduction, 35 minutes for the purpose and use questions, and 35 minutes for the timing of data collection and access to data, and 10 mins wrap-up.

Introduction (2 minutes)

- Welcome and thank you for volunteering to participate in this focus group today.
- This is a research project with the goal of identifying best practices and approaches to collecting data that supports anti-racism initiatives and contributes to advancing equity, diversity and inclusion in BC's post-secondary education system.
- The purpose of this session is to find out how students self-identify regarding questions asking about race, ethnicity and ancestry, as well as other demographic questions in general at your institution.
- What we would like to hear from you today are your thoughts on what demographic data should be collected and why, when should these data be collected, how should these data be used, and who do you think should have access to these data.
- To thank you for your time and participation, you will receive a $25 VISA gift card sent to you by email.

Before we begin, I just want to go through a few general considerations for this discussion.

Ground Rules (2 minutes)

- Please only one person speak at a time. This helps ensure we capture everyone's voice appropriately.
- There are no right and wrong answers. Please keep this in mind when sharing your own experiences.
- It is not important that you agree with other participants' opinions, but each participant is to be valued and respected. If you feel uncomfortable, feel free to send me a direct chat or you are able to withdraw from the focus group at any time.
- There is no particular speaking order, however we ask that you identify yourself when you speak in order to assist people who are low vision or hard of hearing.
- I may direct the discussion with the use of prompting statements and questions due to limited time.

Introductory/Warm Up Questions (5 minutes)

- Let's take a few minutes to introduce ourselves to each other. Please tell us your name, your preferred pronouns, your program of study, and your year of study. We would also like to ask you to share with us a brief description of yourself or one thing about yourself that you are extremely proud of or that makes you unique.
- I would like to ask your permission to digitally record this session. The reason for recording the session is to ensure that we capture your comments accurately and appropriately. Despite being recorded, I would like to assure you that the discussion will be anonymous.
- If you would like any questions repeated or need me to slow down, please let me know.
- OK, let's get started. I'll start the recording of the session now. **(Do not start recording until everyone has introduced themselves. If someone objects to the recording, then only take notes. Please make sure to record to the cloud rather to the facilitator's computer. This way we will capture the auto-generated transcription.)**

Background

Disaggregated data are data that provides sub-categories of information, for example by ethnic group, gender, occupation or educational status. These are sometimes called **demographic categories.** People tend to provide this form of data through surveys that ask them to identify themselves in relation to these categories or others. This information is then usually anonymized or de-identified—stripped of personal information like name or date of birth—and used in statistical analysis. Unlike **aggregated data,** which **groups information together,** disaggregated data can reveal inequalities and relationships between categories.

We are interested in learning about the types of disaggregated data, or demographic data, that your institution collects about its students and your thoughts on these types of data.

Use and Purpose

1. What type of demographic data does your institution currently collect about students? Data specific to race/ethnicity/ancestry? *Prompt: If you are asked to self-identify your race, ancestry, or ethnicity at your institution, please describe which of these you have been asked about.*

   a) What other demographic data are you asked about?

2. How do you think your institution uses the collected demographic data? *Prompt: Does it inform policies, practices, research*

   a) Overall, how do you think equity-deserving groups benefit from the collection of these types of data?

3. Do you have any concerns with sharing aspects of your identity with your institution?

4. What aspects of your identity do you feel would be valuable to share with your institution? *Prompt: Race/ethnicity/ancestry/ heritage; faith or beliefs; gender; sexual orientation?*

Process and Access

5. Have you ever experienced any difficulties or challenges answering these questions? *Prompt: Relatability factor/seeing oneself in the definitions; disagreement with definitions*

   a) Is this a mandatory requirement or are you able to "skip" or "choose not to respond" to this question?

   b) If you are able to skip the question, would you choose to do that or would you feel comfortable answering the question? If not, why not? What would make you more comfortable answering the question?

6. How do you provide this demographic information to your institution? *Prompt: Is it through an application form? Or once you are admitted to the institution? Is it through a survey or an online form?*

   a) Are you able to update this information if it changes while you are still attending the same institution? If so, can you please describe the process at your institution to make changes?

7. Do you know who has access to these demographic questions you provide? Does your institution report on these questions, in the aggregate?

   a) How do you think the institution should use this information collected from students?

8. To ensure that students benefit from the demographic data collected by post-secondary institutions, what would you like your institution to consider when developing these types of questions? *Prompt: How would you want to be involved in the process? What information would you like the institution to share about these data collection activities?*

9. Are there any additional comments you would like to share about the collection of demographic data at your institution?

Conclusion

This marks the end of the discussion today. Thank you all for sharing your thoughts. Your perspective is essential for the development of a framework that will help guide BC institutions about the collection of demographic data about students, so we really appreciate you taking the time to participate in this focus group session. You will be contacted in the next few days by email to coordinate the delivery of your $25 electronic gift card.

Appendix E. Federal and Provincial Legislation/Initiatives on Anti-Racism

CANADA

- Canada's Anti-Racism Strategy: https://www.canada.ca/content/dam/pch/documents/campaigns/anti-racism-engagement/ARS-Report-EN-2019-2022.pdf
- Anti-Racism Action Program (a component of the Anti-Racism Strategy): https://www.canada.ca/en/canadian-heritage/services/funding/anti-racism-action-program.html
- Community Support, Multiculturalism, and Anti-Racism Initiatives Program: https://www.canada.ca/en/canadian-heritage/services/funding/community-multiculturalism-anti-racism.html
- Canadian Council for Refugees Anti-Racism Policy: https://ccrweb.ca/en/anti-racism-policy
- CCPA Race and anti-racism: https://www.policyalternatives.ca/issues/race-and-anti-racism

ONTARIO

- Anti-Racism Directorate: https://www.ontario.ca/page/anti-racism-directorate (page features a good timeline of Ontario's recent actions)
- Ontario's 3-Year Anti-Racism Strategic Plan: https://www.ontario.ca/page/ontarios-3-year-anti-racism-strategic-plan-targets-and-indicators
- Anti-Racism Act, 2017: https://www.ontario.ca/laws/statute/17a15
  (Enshrines the Anti-Racism Directorate in law and legislates an evaluation and renewal of the Anti-Racism Strategic Plan every five years)
- Ontario's Black Youth Action Plan: http://www.children.gov.on.ca/htdocs/English/youthopportunities/eoyap/obyap.aspx
- Ontario's Anti-Black Racism Strategy: https://files.ontario.ca/ar-2002_anti-black_racism_strategy_en.pdf
- OPS Anti-Racism Policy: https://files.ontario.ca/anti-racism_policy_overview_eng.pdf
- Data Standards for Identification and Monitoring of Systemic Racism: https://files.ontario.ca/solgen_data-standards-en.pdf
- OHRC, Anti-racism and anti-discrimination for municipalities: Introductory manual http://test.ohrc.on.ca/sites/default/files/attachments/Anti-racism_and_anti-discrimination_for_municipalities%3A_Introductory_manual.pdf
- OHRC, Policy and guidelines on racism and racial discrimination: http://test.ohrc.on.ca/sites/default/files/attachments/Policy_and_guidelines_on_racism_and_racial_discrimination.pdf
- City of Toronto Action Plan to Confront Anti-Black Racism: https://www.toronto.ca/legdocs/mmis/2017/ex/bgrd/backgroundfile-109127.pdf
- City of Toronto Equity Action Plan: https://www.toronto.ca/city-government/accountability-operations-customer-service/city-administration/corporate-policies/people-equity-policies/employment-equity-policy/

ALBERTA

- Taking action against racism: https://open.alberta.ca/publications/taking-action-against-racism
- Anti-Racism Advisory Council: https://www.alberta.ca/anti-racism-advisory-council.aspx
- Multiculturalism, Indigenous and Inclusion Grant Program (previously the Anti-Racism Community Grant) https://www.alberta.ca/multiculturalism-indigenous-and-inclusion-grant-program.aspx

NOVA SCOTIA

- Dismantling Racism and Hate Act: https://novascotia.ca/news/release/?id=20220324002
- Action Plan in Response to the International Decade for People of African Descent: https://adsdatabase.ohchr.org/IssueLibrary/NOVA%20SCOTIA_Action%20Plan%20in%20Response%20to%20the%20International%20Decade.pdf
- NSHRC Report on Consumer Racial Profiling: https://humanrights.novascotia.ca/sites/default/files/crp-report.pdf

BRITISH COLUMBIA

- Anti-Racism Data Legislation:
- Resilience BC Anti-Racism Network: https://www2.gov.bc.ca/gov/content/governments/multiculturalism-anti-racism/anti-racism/resiliencebc
- Multiculturalism Grants: https://www2.gov.bc.ca/gov/content/governments/multiculturalism-anti-racism/multiculturalism/multiculturalismgrants

NORTHWEST TERRITORIES

- Cultural Safety Action Plan: https://www.hss.gov.nt.ca/sites/hss/files/resources/cultural-safety-action-plan.pdf

MANITOBA

- Creating racism-free schools: https://www.edu.gov.mb.ca/k12/docs/support/racism_free/full_doc.pdf
- MHRC, Racialized communities and police services project: http://www.manitobahumanrights.ca/v1/education-resources/public-consultations/pubs/public-consultations/rcaps_final_report_2005-2012.pdf

SASKATCHEWAN

- SHRC, Courageous Conversations: https://saskatchewanhumanrights.ca/wp-content/uploads/2020/03/CourageousConversations_web.pdf

NUNAVUT

- Inuusivut Anninaqtuq Action Plan: http://inuusiq.com/wp-content/uploads/2017/06/Inuusivut_Anninaqtuq_English.pdf

NEW BRUNSWICK

- Multiculturalism policy: https://www2.gnb.ca/content/gnb/en/departments/post-secondary_education_training_and_labour/People/content/Population-Growth/content/new_brunswick_s_multiculturalismpolicy.html

QUEBEC

- Towards a government policy to fight against racism: http://www.mifi.gouv.qc.ca/publications/en/dossiers/POL-Discrimination-Ang-060627-INT.pdf
- Government re-commits itself to making a plan: https://montrealgazette.com/news/quebec/legault-digs-in-systemic-racism-does-not-exist-in-quebec-he-says