



Highlights from the
Fleming College
Equity Diversity & Inclusion (EDI) Survey
Peterborough/Lindsay/Haliburton
March 2021

The Fleming **Equity, Diversity & Inclusion (EDI)** Council would like to thank all the students and employees who took the time to complete the survey we sent out in March. We are so excited to hear from you and will be taking time over the summer to analyze the data. However, we have pulled together some highlights from each section of the survey that we would like to share with you.

Background

Fleming College is committed to having an equitable, diverse, and inclusive learning and working community. To help us meet this commitment, the EDI Council and Human Resources carried out a voluntary EDI Survey.

Specifically, we asked a short set of questions to help us understand how staff and students identify in six dimensions of diversity: indigeneity, racial and ethnic background, disability, gender, sexual orientation, and religion/faith/creed. We also asked for feedback on questions related to Equity, Diversity & Inclusion at Fleming College. This information will help us identify where there are gaps and barriers in equity and representation in both employment and student success. We will then create an action plan to close the gaps and eliminate barriers to equity and inclusion—and build an inclusive sense of belonging.

The EDI Survey was open from March 22 to April 9, 2021. The survey was sent to current employees and students via email by the IRO, the VP OEHR and the VP Student Experience.

Overall Survey Results

There were **1052 responses** to the EDI Survey administered to staff and students at **Fleming College** in March 2021. **439 employees** (43%) and **613 students** (10%) participated in the EDI Survey. This will provide the EDI Council with baseline data, as well as to provide insight into the current state of Equity, Diversity & Inclusion at Fleming College.

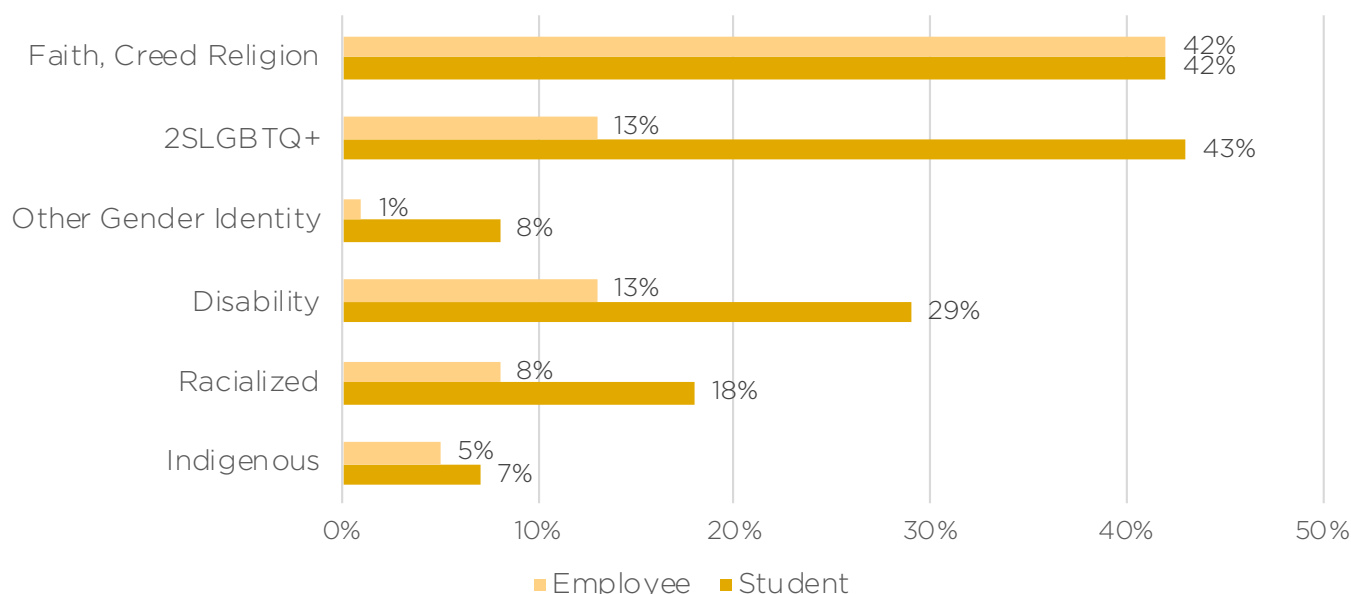
10% student response seems low but, a sample of over 600 still provides insight into the student respondents. Any comparisons between groups is done to give us direction and insight. These comparisons should not be used to draw any conclusions about significant differences between the groups. Similarly, findings from the data cannot be generalized about any group.

The survey contained four sections:

- **Six Dimensions of Diversity**
- **Experience of Discrimination**
- **Mandate for the EDI Council**
- **Agreement / Disagreement with Statements**

We have a lot of data to analyze, which we will share with the Fleming College community in the fall, but we are reporting here on high level results for each of these four sections of the survey, in the meantime.

Six Dimensions of Diversity



Percentages were calculated independently of "I Prefer Not To Answer / No Response"

Dimension of Identity	Employee (N=439)	Employee Group			Employee Campus		
		Administration (N=69)	Faculty (N=234)	Support (N=111)	Sutherland (N=317)	Frost (N=66)	Haliburton (N=23)
Indigenous	5%	3%	7%	5%	4%	8%	0%
Racialized	8%	9%	8%	6%	10%	0%	4%
Disability	13%	13%	14%	10%	13%	14%	0%
Other Gender Identity	1%	0%	3%	2%	2%	0%	8%
2SLGBTQ+	13%	8%	13%	17%	12%	20%	22%
Faith, Creed Religion	42%	45%	39%	46%	44%	27%	35%

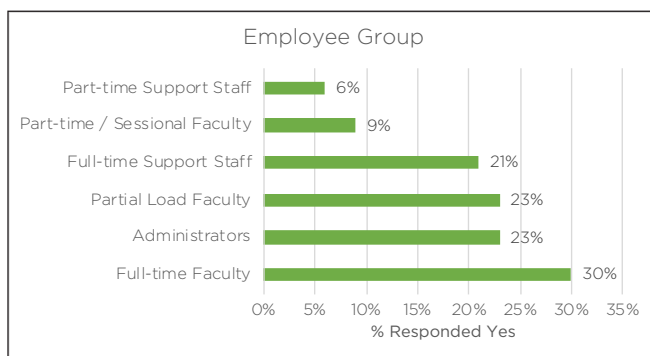
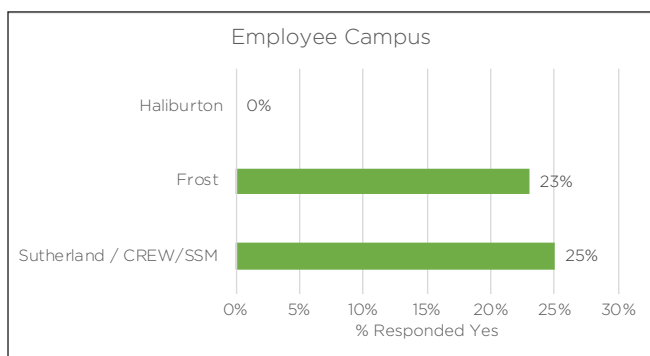
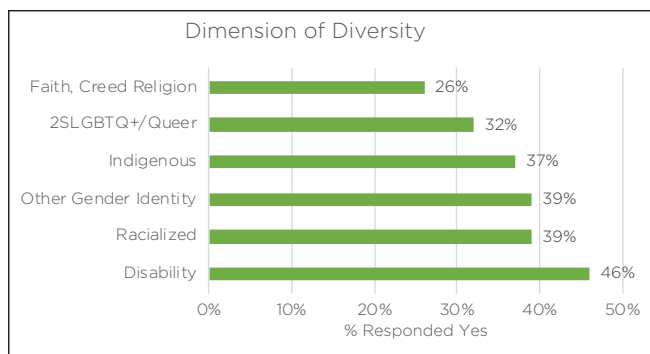
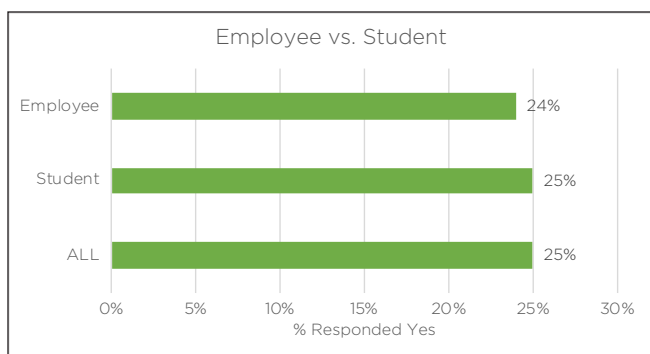
○ above average ● below average

Percentages were calculated independently of “I Prefer Not To Answer / No Response”

- **Students** responding to the survey were **more diversified than employees** who responded on all dimensions of diversity except for Faith, Creed, Religion. This is supported in the survey, with 75% of respondents agreeing that student diversity is evident at Fleming College.
- **Women outnumber men 2 to 1** in both employee and student categories. This initial summary of findings shows strong female representation in many areas, but a more detailed report in fall 2021 will explore gender representation across departments, schools and programs and will help us to suggest areas where a better gender balance could be addressed.
- The portrait of **our workforce** shows a compelling story of **white, cisgender, heterosexual** privilege that is not in step with our student body, nor with provincial averages in terms of race. **Indigenous, racialized, other gender identity and 2SLGBTQ+ are under-represented in the full-time workforce** at Fleming College, but somewhat stronger in part-time support staff and faculty positions.
- **87% of employees** and **76% of students** are **white**.
- **43% of students** (only 13% of employees) **identify as 2SLGBTQ+**. Of the 9 provided identities to choose from, respondents added an additional 21 identities.

Experience of Discrimination

related to the **Six Dimensions of Diversity**



Percentages were calculated independently of “I Prefer Not To Answer / No Response”

- 24% of survey respondents reported that they experienced discrimination** relating to the six dimensions of diversity. For employees, half reported that this occurred in the last 2 years. While there is little difference between the employee and student groups, respondents who identified as **full-time faculty, indigenous, racialized, having a disability, other gender identity, or 2SLGBTQ+** reported higher instances of discrimination ranging between 30% to 46%.
- 46% of respondents with disabilities ‘feel’ discriminated against** (71%+ selected mental health issues... or non-visible). How do we resolve this rising concern?

Mandate for the EDI Council

Mandate of EDI			Employee Respondents								All Respondents						
#1	#2	#3	All (N=1052)	Student (N=613)	Employee (N=439)	Admin (N=69)	Faculty (N=234)	Support (N=111)	Sutherland (N=317)	Frost (N=66)	Haliburton (N=23)	Indigenous (N=63)	Racialized (N=132)	Disability (N=227)	Other Gender Identity (N=56)	2SLGBTQ+ (N=286)	Faith, Creed Religion (N=415)
Inclusive curriculum (this includes all aspects of the curriculum such as the course materials, lectures/labs/seminars, tests and assignments and placements)			33%	37%	28%		30%	28%	28%	26%	30%	29%		42%	57%	48%	28%
Meaningful consultation with students in equity-seeking groups			27%	33%			25%				30%	27%	34%	29%	36%	29%	33%
Enhance campus community understanding of the importance of EDI			23%		24%		24%	26%	26%								25%
Inclusion of Indigenous ways of knowing in curricula and programming				25%						32%		40%			41%	31%	
Recruitment, retention and advancement of employees from equity-seeking groups					25%	30%			26%	26%	30%						
Develop accountability mechanisms and benchmarks for action plan progress					24%	30%								27%			
Recruitment, retention and success of students from equity-seeking groups													31%				
Advancing EDI-focused policies across the institution										27%			33%				
EDI-focused Professional Development						30%											
Meaningful consultation with employees in equity-seeking groups								27%									
Enhance leadership capabilities to advance EDI across the college																	

Percentages were calculated independently of “I Prefer Not To Answer / No Response”

- Employee respondents suggest that the EDI Council might consider the following priorities:
 - Inclusive curriculum**, including all aspects of the curriculum such as the course materials, lectures/labs/seminars, tests and assignments and placements
 - Enhance campus community understanding** of the importance of EDI
 - Recruitment, retention and advancement** of employees from equity-seeking groups
 - Develop accountability** mechanisms and benchmarks for action plan progress
- Inclusive curriculum was the highest rated priority overall for employees (28%) and students (37%) and supported by many individual comments about the importance of **Universal Design for Learning** (UDL) principles and **diverse representation across the curriculum**, as well as the overall importance of education in **building an equitable society**. This priority was significantly higher for part-time support staff (39%) and full-time and part-time faculty (33% and 32% respectively).
- The second most important priority overall for employees and students is **meaningful consultation with students in equity-seeking groups**.

Agreement / Disagreement with Statements

regarding **Equity, Diversity and Inclusion**

EDI Statement	% Strongly Agree/Agree														
	Employee Respondents									All Respondents					
	All (N=1052)	Student (N=613)	Employee (N=439)	Admin (N=69)	Faculty (N=234)	Support (N=111)	Frost (N=66)	Haliburton (N=23)	Sutherland (N=317)	Indigenous (N=63)	Racialized (N=132)	Disability (N=227)	Other Gender Identity (N=56)	2SLGBTQ+ (N=286)	Faith, Creed Religion (N=415)
I feel safe at Fleming.	81%	78%	84%	88%	86%	82%	89%	100%	83%	73%	78%	65%	67%	73%	84%
My experience at Fleming has been welcoming.	78%	77%	80%	90%	83%	72%	90%	91%	77%	78%	75%	66%	71%	75%	77%
Student diversity is evident at Fleming.	75%	75%	74%	62%	77%	78%	70%	68%	75%	69%	67%	76%	63%	68%	78%
I feel like I belong at Fleming.	73%	71%	77%	84%	80%	69%	86%	83%	75%	73%	66%	59%	73%	70%	76%
I see people who represent me at Fleming.	72%	64%	82%	94%	82%	77%	84%	91%	81%	61%	52%	58%	42%	62%	71%
Fleming has an environment that values diverse backgrounds and ways of thinking.	65%	69%	60%	62%	63%	57%	58%	87%	58%	63%	66%	56%	57%	61%	72%
If I raised a concern about discrimination, I am confident Fleming would do what is right.	61%	64%	58%	75%	59%	47%	52%	74%	57%	61%	64%	48%	39%	49%	67%
Everyone at Fleming is treated fairly, regardless of race, gender, age, ethnic background, sexual orientation, or other differences.	57%	61%	51%	66%	53%	40%	40%	74%	50%	56%	61%	43%	39%	49%	62%
Workforce diversity is evident at Fleming.	54%	57%	51%	51%	50%	54%	48%	43%	51%	44%	55%	45%	34%	43%	64%

• above average • below average

Percentages were calculated independently of “I Prefer Not To Answer / No Response”

Data is based on a 5-point scale (Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree)

- Respondents **call for a more diversified employee group** with half of survey respondents in agreement that **workforce diversity is evident** at Fleming College.
- Survey respondents agreed that **they feel safe at Fleming** (81% in agreement), **Fleming College has been welcoming** (78% in agreement) and **they belong at Fleming College** (73% in agreement). However, there are differences in agreement levels when examining the data by employee group and respondents that identify within the six dimensions of diversity.

This full graphic version is available in an alternate format. Please return to the **Equity, Diversity & Inclusion Council** website to access an accessible text-based format.