



**Working Towards a
Welcoming Place for All:
Findings of the 2021
Equity, Diversity &
Inclusion Survey**

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Letter of Introduction

Fleming College is committed to building an equitable, diverse, and inclusive community for both our learners and our employees. To help us meet this commitment, the Equity, Diversity & Inclusion Council and Human Resources carried out a voluntary Equity, Diversity & Inclusion (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 has helped us identify where there are gaps and barriers in equity and representation in both employment and student success. The EDI Survey was open from March 22 to April 9, 2021 and was sent to current employees and students via email by the Institutional Research Office, the Vice President Organizational Effectiveness & Human Resources, and the Vice President Student Experience. This final report examines in detail the results based on questions related to each dimension of diversity.

Fleming College is at the start of a journey; we are at the first step of drawing a clear roadmap toward making Fleming a more inclusive place for all. We are getting the lay of the land, deciding on the destination, and figuring out the paths that will point us in the right direction. These results are being shared broadly with the college community, and are being submitted to the Senior Management Team responsible for implementing the college-wide plan.

So what do these survey results show us? A lot of things actually.

First, they explain our purpose. Why are we taking this journey? What have employees and students told us are important steps towards becoming an inclusive learning and working environment?

Second, the results let us see what our current state is. The EDI Survey was not completed by all students and all employees, so it's not a complete picture. We need to collect more information to get a clearer picture, and we will note other sources of information and our plans for collecting more information throughout this report.

Third, these results help us define our vision of an inclusive Fleming. How do employees and students describe their vision of equity, diversity, and inclusion?

Fourth, they reveal strategies we can use to get to our destination. What are the steps we need to take to make Fleming more inclusive?

Fifth, our map will need measurable goals. A long journey can't be completed all at once. It takes time and if you don't put in some milestones along the way, then you can lose your motivation to complete the journey. So, we conclude this report with some recommendations that can be used to build a complete Roadmap to Inclusion over the next three years.

Well, that's a lot to talk about! You may not feel you have the time right now to read all about this. Fair enough. We don't want that to be a barrier preventing you from joining us on the journey, so we have created some other methods for sharing the results. You will find an executive summary and an infographic highlighting the results on our website.

Thank you for your interest.

Sincerely,

The Equity, Diversity & Inclusion Council

Adam Folland, President, Frost Student Association

Lorinda Frudd, Admissions Officer & OPSEU 351 representative

Monique Gatt, Research Analyst & Support Staff representative

Barr Gilmore, Professor, Haliburton School of the Arts & Design & Faculty representative

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Our Purpose

Why is inclusion important? Why are we taking this journey? Why is it important that we take the steps needed to become an inclusive learning and working environment?

Using the Strategic Plan to Guide our Work

Inclusiveness is listed as one of Fleming’s core values in the 2019-2024 Strategic Plan, Our Fleming Our Future. The Equity, Diversity & Inclusion Council sees our primary objective as supporting the college in achieving this goal of inclusion – recognizing that it remains a value that we continue to work toward.



**Responsiveness,
Innovation
Collaboration,
inclusiveness, and
Accountability**

We will empower our staff

We will invest in our people so that they can provide the best possible experience and job training for students, while participating in a positive, equitable and supportive workplace culture where the ideas and talents of all who contribute to Fleming’s vision are respected and heard.

Fleming College Strategic Plan 2019-2024, p. 18

We will be a welcoming place for all

Fleming wants to ensure all staff and students feel supported by ensuring we are meeting the needs of diverse populations and enriching our communities by listening and learning from each other’s perspectives. In this vein, we are committed to working with Indigenous communities to integrate Indigenous knowledge and experience into our curriculum.

Fleming College Strategic Plan 2019-2024, p. 26

The Broader, Societal Context

There has been a lot of attention in social media and the news this past year on issues of diversity. Black Lives Matter has gained support in response to high profile killings of unarmed Black men by the police. In Canada, we have had an increase in support for living up to the Truth & Reconciliation Report's Calls to Action. This support grew stronger when the remains of 216 Indigenous children were located in a mass grave at the former Kamloops Indian Residential School in May 2021. The numbers have since risen to over 7000 children. Since the death of George Floyd in Minnesota in May 2020, many organizations have made public statements about their commitment to diversity — and many of those organizations have been criticized for only paying lip service to a serious issue.

In December of 2020, the Chief Commissioner of the Ontario Human Rights Commission wrote a letter to all college and university presidents in Ontario asking them "... to take action to create and sustain equitable and inclusive education environments." The letter went on to remind us that we have "... the legal and practical responsibility to examine the conditions, challenges and impediments to a respectful learning environment is in the hands of the "directing minds" of universities, namely senior administrators and their human rights advisors."

Organizations, especially colleges and universities, are being held to account. They are being asked by their communities to demonstrate their commitment through actions not just words. And, yes, we see the irony that this is a written report. But we see this as more than a report. As we have written, this is our roadmap. This report is not just about words on the page, but it is about the actions we are going to take to make Fleming a welcoming place for all.

Another reason it is so important for Fleming to be an inclusive learning and working environment is that we are the starting point for the careers of nurses, early childhood educators, business leaders, forestry technicians, heavy equipment operators, hospitality workers, artists and designers, computer security experts, welders, travel consultants, police constables, and dozens of other fields. If we create an inclusive environment, we graduate workers into the Canadian economy who either are members of the dimensions of diversity, or they value working with diverse colleagues and are used to doing so in a respectful and inclusive manner. This in turn improves diversity and inclusion in the Canadian workforce.

We have an opportunity now as individuals and as a sector to address structural and systemic barriers to inclusion in ways that move beyond good intentions to action.

Our Current State

To understand our current state with respect to diversity, equity and inclusion, we will look at the *Equity, Diversity & Inclusion Survey* data on the six dimensions of diversity and the reports of discrimination.

In March 2021 we administered a short equity, diversity, and inclusion survey to staff and students at Fleming 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.

There were 1052 responses to the Equity, Diversity & Inclusion Survey administered to staff and students at Fleming College in March 2021.

439 (43%) of employees and 613 (10%) of students participated in the Equity, Diversity & Inclusion Survey.

This will provide the Equity, Diversity & Inclusion Council with baseline data, as well as provide insight into the current state of equity, diversity and 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 just 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 employee sample slightly under-represents employees from Sutherland and Frost campuses and slightly over represents employees from Haliburton campus.

Table 1: Employee Survey Response Compared to Population by Campus

| Campus | Population Count | Population % | Survey Count | Survey % |
|-------------------|-------------------------|---------------------|---------------------|-----------------|
| Sutherland | 775 | 76% | 317 | 72% |
| Frost | 196 | 19% | 66 | 15% |
| Other/No Response | 12 | 1% | 33 | 8% |
| Haliburton | 32 | 3% | 23 | 5% |

The employee sample is under-represented in part-time staff (13% for partial load/part-time/sessional faculty and by 3% for part-time support). Administrators are over-represented by 7% and full-time faculty by 5%.

Table #2: Employee Survey Response Compared to Population by Employee Group

| Employee Group | Population Count | Population % | Survey Count | Survey % |
|---|------------------|--------------|--------------|----------|
| Full-time Faculty (including Professors, Counsellors, Instructors and Learning Strategists) | 224 | 22% | 118 | 27% |
| Partial Load Faculty/Part-time / Sessional Faculty | 396 | 39% | 116 | 26% |
| Full-time Support Staff | 226 | 22% | 93 | 21% |
| Administrators | 95 | 9% | 69 | 16% |
| Part-time Support Staff (Regular Part-time, Temporary Part-time, Casual Part-time) | 74 | 7% | 18 | 4% |
| I prefer not to answer | 0 | 0% | 16 | 4% |
| No Response | 0 | 0% | 7 | 2% |
| Other | 0 | 0% | 2 | 0% |

The student sample is slightly over-represented in the School of Justice and Community Development and the Haliburton School of Art & Design and slightly under-represented in the School of Business and Information Technology, the School of Trades and Technology.

Table #3: Student Survey Response Compared to Population by School

| School | Population Count | Population % | Survey Count | Survey % |
|---|------------------|--------------|--------------|----------|
| Environmental & Natural Resource Sciences | 1522 | 26% | 165 | 27% |
| Justice & Community Development | 1228 | 21% | 155 | 25% |
| Health & Wellness | 1024 | 17% | 106 | 17% |

| School | Population Count | Population % | Survey Count | Survey % |
|------------------------------------|------------------|--------------|--------------|----------|
| Business & Information Technology | 1150 | 19% | 79 | 13% |
| Trades & Technology | 703 | 12% | 47 | 8% |
| Haliburton School of Arts + Design | 153 | 3% | 36 | 6% |
| General Arts & Science | 127 | 2% | 15 | 2% |
| *No Response | | | 11 | 2% |

Six Dimensions of Diversity Defined

We defined each of the dimensions of diversity in the survey. Here are the definitions we used and the questions we asked about each.

Indigenous

An Indigenous person is an individual who is recognized as “one of the Aboriginal peoples of **Canada**” within the meaning of Section 35 of the Constitution Act, 1982, which further states that for the purposes of the Constitution, the “Aboriginal peoples of **Canada** includes the First Nations, Inuit, and Métis peoples of **Canada**”, as well as those who have status, non-status and Indigenous ancestry or identify as Native American.

Do you self-identify as an Indigenous person?

Racialized or Person of Colour

The term “people of colour” or “racialized” persons are non-Caucasian in race or non-white in colour, regardless of place of birth or citizenship. This does not include persons who self-identify as Indigenous People (defined above).

Do you self-identify as a “Person of Colour” or “Racialized Person”?

Disability

Employee Survey Wording

Disability covers a broad range and degree of conditions, some visible and some not visible. The definition of disability is an evolving concept and includes interactions between persons with restrictions or functional impairments (such

as memory loss, or vision impairments, or low tolerance for communicating with others) and attitudinal and environmental barriers that hinder full, equal and effective participation in society.

Common barriers at work include physical demands like sitting for long periods or heavy lifting, but they could be cognitive demands like creative problem solving or meeting strict deadlines. There are also social/emotional demands like dealing with conflict, receiving confidential information, and managing others.

For the purposes of the Diversity Self-Identification, employees with disabilities have a physical, mental, emotional/psychiatric or learning disability, which may result in them experiencing disadvantages or barriers concerning any or all aspects of employment and a) consider themselves to be disadvantaged in employment by reason of that disability or b) believe that an employer or potential employer is likely to consider them to be disadvantaged in employment by reason of their related restrictions.

Do you self-identify as a person with a disability?

Student Survey Wording

Disability covers a broad range and degree of conditions, some visible and some not visible. The definition of disability is an evolving concept and includes interactions between persons with restrictions or functional impairments (such as memory loss, or vision impairments, or low tolerance for communicating with others) and attitudinal and environmental barriers that hinder full, equal and effective participation in society.

In school, some common barriers students with disabilities encounter include timed tests, noisy, distracting classrooms, and hard copy textbooks (hard to read for students with reading impairments or visual impairments).

Do you self-identify as a person with a disability?

Gender Identity

Gender can be described as the social characteristics attributed to each sex. Gender identity is each person's internal and individual experience of gender. It is their sense and expression of being a woman, a man, both, neither, or anywhere along the gender spectrum. Gender identity is fundamentally different from sexual orientation.

Do you self-identify as: (choose all that apply)

Two Spirit, Lesbian, Gay, Bisexual, Transgender, Queer, + (2SLGBTQ+)

Sexual orientation is romantic or sexual attraction (or a combination of these) to persons of the opposite sex or gender, the same sex or gender, to both sexes or genders, or to more than one gender.

Do you self-identify as: (choose all that apply)

Faith, Creed Religion

Creed refers to religious beliefs and practices. It is defined as a professed system and confession of faith, including both beliefs and observances of worship. Creed may also include non-religious belief systems that, like religion, substantially influence a person's identity, worldview and way of life, such as the spiritual faiths/practices of Indigenous worldviews/ spiritualities.

Do you self-identify as a person of faith/religion/creed?

Six Dimensions Of Diversity - Employees

Overall, the results show that employees at Fleming who responded to the survey are mostly:

- White/European descent (95% replied no to whether they are Indigenous and 92% replied no to whether they are racialized or a person of colour)
- Non-disabled (87%)
- Women (69%)
- Heterosexual (87%)
- Not religious (58% said they did not identify as a person of faith, creed or religion)

Results based on non-response removed

Are you wondering if there are differences among Fleming’s three campuses? We wondered too and this is what we learned:

Table #4: Employee Diversity by Campus

| Dimension of Diversity Respondents identify as... | Sutherland (Peterborough) N = 317 | Frost (Lindsay) N = 66 | Haliburton N = 23 |
|--|--|---|---|
| Indigenous | 4% | 8% | 0 |
| Racialized or Person of Colour | 10% | 0 | 4% |
| Having a Disability | 13% | 14% | 0 |
| Gender | Woman = 71% Man = 27% Other = 1.3% Multiple = 0.65% | Woman = 63% Man = 37% Other = 0 Multiple = 0 | Woman = 57% Man = 35% Other = 4.35% Multiple = 4.35% |
| 2SLGBTQ+ | 12% | 20% | 22% |
| Having a Faith/Creed/Religion | 44% | 27% | 35% |

So, to best understand our current reality of employee diversity, let’s compare Fleming respondents to the census data for Ontario from 2016 (some sources date to 2014).

Table #5: Employee Diversity Compared to Ontario Census

| Dimension of Diversity Respondents identify as ... | Fleming Employee Respondents N=439 | Ontario Census Data |
|---|---|---|
| Indigenous | 5% | Ontario = 2.8% (& 3.9% on ethnicity question) ¹ |
| Racialized or Person of Colour | 8% | 29% ² |
| Having a disability | 13% | 15% ³ |
| Gender | Woman = 69% Man = 30% Other = 1.18% Multiple = 0.71% | Female 51% Male 49% The 2016 census did not include other gender or sex options ⁴ |
| 2SLGBTQ+ | 13% | 1.7% homosexual 1.3% bisexual Note: 2016 census only measured conjugal status, not orientation or identity ⁵ |
| Having a Faith/Creed/Religion | 42% | 77% Canada measures religious affiliation every 10 years, the last being in 2011 ⁶ |

¹ 1. StatCan 2016 <https://www.ontario.ca/document/spirit-reconciliation-ministry-indigenous-relations-and-reconciliation-first-10-years/indigenous-peoples-ontario>

² 2. StatCan 2016 <https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/details/page.cfm?Lang=E&Geo1=PR&Code1=35&Geo2=PR&Code2=35&SearchText=Toronto&SearchType=Be-gins&SearchPR=01&B1=Visible%20minority&type=0>

³ 3. OHRC/StatCan 2016 <http://www.ohrc.on.ca/en/numbers-statistical-profile-people-mental-health-and-addiction-disabilities-ontario>

⁴ StatsCan 2016 <https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/details/Page.cfm?Lang=E&Geo1=PR&Code1=35&Geo2=&Code2=&Data=Count&SearchText=Ontario&Sear>

⁵ StatsCan, Canadian Community Health Survey 2014 https://www.statcan.gc.ca/eng/dai/smr08/2015/smr08_203_2015#a3

⁶ 4. OHRC/StatCan 2011 <http://www.ohrc.on.ca/en/human-rights-and-creed-research-and-consultation-report/iii-background-and-context>

Note: When the 2021 Canadian Census outcomes are available, we will be able to compare with the most recent provincial portrait. For now, we see that the Fleming employee portrait is similar to provincial averages, with the following important differences:

- Racialized or Person of Colour — 8% at Fleming compared to 29% provincially.
- Gender — Men are 49% of the Ontario population compared to 30% at Fleming.
- Faith/Creed/Religion — 42% of Fleming employees identify as having a faith, creed or religion compared to 77% provincially.

Let's compare our Equity, Diversity & Inclusion Survey employee data to the 2018 Fleming Employee Engagement Survey.

Table #6: Employee Diversity Compared to Employee Engagement Survey

| Dimension of Diversity Respondents identify as... | EDI Survey – Employee Respondents N=439 | 2018 Fleming Employee Engagement Survey N = 790 |
|---|---|--|
| Indigenous | 5% | 3% 11% = I prefer not to answer / No Response |
| Racialized or Person of Colour | 8% 79% White (multiple select question) | NA 72% White (multiple select question) |
| Having a disability | 13% | 12% |
| Gender | Woman = 69% Man = 30% Other = 1.18% Multiple = 0.71% | Woman = 52% Man = 33% 14% = I prefer not to answer / No Response |
| 2SLGBTQ+ | 13% LGBTQ2s+ | 9% LGBTQ2s+ 21% = I prefer not to answer / No Response |
| Having a Faith/Creed/Religion | 42% | NA |

But there are employee sub-groups that show some differences from the overall picture.

Indigenous

Employee groups with **more** people identifying as **Indigenous** than the college average of 5% ⁷ are:

- Part-time Support Staff — 6%
- Part-time & Sessional Faculty — 9%
- Partial Load Faculty — 8%

Employee groups with fewer people identifying as Indigenous than the college average of 5% are:

- Full-time Support Staff — 4%
- Full-time Faculty — 4%
- Administrators — 3%

⁷ Note: There are 33 employees, or approximately 4% of college employees, who have identified to the Indigenous Perspectives Department as Indigenous.

Employees who identified as Indigenous reported belonging to the following groups:

- First Nations (status or non-status) 70%
- Metis 26%
- Inuit 4%

Racialized or Person of Colour

Employee groups with **more** people identifying as **racialized** or a person of colour than the college average of 8% are:

- Part-time Support Staff – 12%
- Partial Load Faculty – 11%
- Administrators – 9%

Employee groups with **fewer** people identifying as **racialized** or a person of colour than the college average of 8% are:

- Part-time & Sessional Faculty – 5%
- Full-time Support Staff – 5%
- Full-time Faculty – 7%

The employee respondents who reported a racial identity or ethnic origin other than “White”, reported belonging to the following groups:

Table #7: Racial Identity or Ethnic Origin Other Than “White”

| Identity or origin | Survey results | Ontario |
|---------------------------|-----------------------|----------------|
| Black | 3% | 4.7% |
| South Asian | 3% | 8.7% |
| Arab | 2% | 1.6% |
| Chinese | 1% | 5.7% |

Other identities/origins:

- Latin American 1%
- Southeast Asian 1%
- Indigenous Person Outside of Canada 1%
- West Asian (for example Iranian, Afghan) 1%

- Filipino less than 1%
- Japanese less than 1%
- Korean less than 1%

Disability

Employee groups with **more** people identifying as **disabled** than the college average of 13% are:

- Part-time & Sessional Faculty — 18%
- Full-time Faculty — 17%

Employee groups with **fewer** (or the same amount) people identifying as **disabled** than the college average of 13% are:

- Part-time Support Staff — 0%
- Partial Load Faculty — 8%
- Full-time Support Staff — 12%
- Administrators — 13%

The survey asked about what type of disability people had, so we looked at the most common responses from employees with disabilities.

Table #8: Top Three Disabilities Identified by Employees

| Top 3 disabilities identified by Employees | Survey results |
|---|-----------------------|
| Mental/emotional health | 46% |
| Chronic conditions | 29% |
| Mobility | 27% |

Gender Identity

We also looked at gender identity by employee group compared to the college average:

Table #9: Gender Identity by Employee Group

| Employee Group | Man | Woman | Other | Multiple |
|-------------------------------|------------|--------------|--------------|-----------------|
| All Employees | 30% | 69% | 1.18% | 0.71% |
| Part-time Support Staff | 28% | 61% | 6% | 6% |
| Part-time & Sessional Faculty | 28% | 70% | 0 | 2% |
| Partial Load Faculty | 30% | 64% | 6% | 0 |
| Full-time Support Staff | 25% | 75% | 0 | 0 |
| Full-time Faculty | 31% | 68% | 0 | 1% |
| Administrators | 32% | 68% | 0 | 0 |

2SLGBTQ+

Employee groups with **more** (or the same amount of) people identifying as **2SLGBTQ+** than the college average of 13% are:

- Part-time Support Staff — 41%
- Part-time & Sessional Faculty — 14%
- Partial Load Faculty — 22%
- Full-time Support Staff — 13%

Employee groups with **fewer** (or the same amount) people identifying as **2SLGBTQ+** than the college average of 13% are:

- Full-time Faculty — 8%
- Administrators — 8%

Of the 13% who identify as 2SLGBTQ+, the top 3 orientations are bisexual 4%, queer 3%, and lesbian 3%.

Faith/Creed/Religion

Employee groups with **more** people identifying as having a **faith, creed or religion** than the college average of 42% are:

- Part-time Support Staff — 44%
- Full-time Support Staff — 46%
- Administrators — 45%

Employee groups with **fewer** people identifying as having a **faith, creed or religion** than the college average of 42% are:

- Part-time & Sessional Faculty — 40%
- Partial Load Faculty — 39%
- Full-time Faculty — 38%

Of the 42% who identify, 71% of these identify as Christian, followed by 6% Indigenous Spirituality, 5% Buddhist and 3% Muslim.

Six Dimensions of Diversity – Students

Overall, the results show that students who responded to the survey are mostly:

- White/European descent (93% replied no to whether they are Indigenous and 82% replied no to whether they are racialized or a person of colour)
- Non-disabled (71%)
- Women (61%)
- Heterosexual (57%, which is much lower than the 87% rate for employees)
- Not religious (58% said they did not identify as a person of faith, creed or religion)

Let’s compare our Equity, Diversity & Inclusion Survey student data to the Fleming Enrolment data.

Table #10: Student Diversity Compared to Enrolment Data

| Dimension of Diversity Respondents identify as... | EDI Survey – Students N=613 | Fleming Day 10 Enrolment Winter 2021 N=5817 |
|--|---|--|
| Indigenous | 7% | 4% |
| Racialized or Person of Colour | 18% 71% White (multiple select question) | 26% International students, a majority of whom are racialized/person of colour |
| Having a disability | 29% | 24% (FYSS Winter 2021) |
| Gender | Woman = 61% Man = 31% Other = 4% Multiple = 4% | Woman = 53% Man = 46% Unknown 1% |
| 2SLGBTQ+ | 43% 2SLGBTQ+ | NA |
| Having a Faith/Creed/Religion | 42% | NA |

We wanted to see if there are differences among Fleming’s Academic Schools, but because the numbers are so small, it wasn’t an appropriate analysis to make.

So, to best understand our current reality of student diversity, let’s compare our Fleming respondents to the 2016 census data for Ontario.

Table #11: Student Diversity Compared to Ontario Census

| Dimension of Diversity Respondents identify as... | Fleming Student Respondents N=613 | Ontario Census Data |
|--|---|--|
| Indigenous | 7% | Ontario = 2.8% |
| Racialized or Person of Colour | 18% | 29% |
| Having a disability | 29% | 15% |
| Gender | Woman = 61% Man = 31% Other = 4.19% Multiple = 3.86% | Female 51% Male 49% The 2016 census did not include other gender or sex options |
| 2SLGBTQ+ | 43% (Other than heterosexual + Multiple) | 1.7% homosexual 1.3% bisexual Note: 2016 census only measured conjugal status, not orientation or identity |
| Having a Faith/Creed/ Religion | 42% | 77% Canada measures religious affiliation every 10 years, the last being in 2011 |

Accessible Education Services reports annually to the Ministry of Colleges & Universities on the numbers of disabled students who have accessed disability accommodations. Here are the stats from the 2020-21 academic year.

Table #12: Numbers of Students with Disabilities Reported to MCU 2020-21

| Type of Disability Many students have multiple diagnoses. The numbers here reflect the students’ “primary” disability so no one is counted twice in these data. | # Students | Percentage of the Student Population (N = 4925) |
|--|-------------------|--|
| Acquired Brain Injury | 29 | 0.6% |
| Chronic Illness / Systemic / Medical | 71 | 1.4% |
| Deaf, Deafened, Hard of Hearing | 12 | 0.2% |
| Low Vision, Blind | 7 | 0.1% |
| Mobility | 22 | 0.4% |

| Type of Disability Many students have multiple diagnoses. The numbers here reflect the students' "primary" disability so no one is counted twice in these data. | # Students | Percentage of the Student Population (N = 4925) |
|--|-------------------|--|
| Non-physical disability, diagnosis not disclosed | 4 | 0.08% |
| Mental Health related | 406 | 8.2% |
| Autism Spectrum Disorder | 49 | 1.0% |
| Attention-deficit/hyperactivity disorder | 188 | 3.8% |
| Learning disability or a dysfunction understanding, sign symbols, spoken language | 468 | 9.5% |
| Other (diagnosis disclosed) | 42 | 0.9% |
| Total | 1298 | 26.4% |

Putting it All Together

The dimensions of diversity data provide us with information on how diverse our employee and student populations are at Fleming. We need to keep in mind that that this comes from survey data, which was completed by some employees and some students. While our survey sample is not 100% representative, it is a good starting point.

When you consider this data altogether, it does show that there are some dimensions of diversity where we really don't reflect the Ontario population.

But representation does not mean inclusion. We also want to get a sense of whether students and employees who identify with one or more dimensions of diversity feel included. One way to get a sense of this is to look at whether these folks are experiencing discrimination at Fleming, which brings us to our next section.

Experiences of Discrimination

Of the people who responded to our survey, 24% of employees and 25% of students reported experiencing discrimination related to the six dimensions of diversity at Fleming. Please note that we do not know which dimension was the target of the reported discrimination.

Here are the rates of discrimination reported by respondents in each employee group:

- Full-time Faculty 30%
- Partial Load Faculty 23%
- Administrators 23%
- Full-time Support Staff 21%
- Part-time/ Sessional Faculty 9%
- Part-time Support Staff 6%

Here are the rates of discrimination reported by student respondents in each academic school

- Environmental & Natural Resource Sciences 28%
- Justice & Community Development 25%
- Health & Wellness 18%
- Business & Information Technology 13%
- Trades & Technology 8%
- Haliburton School of Arts + Design 6%
- General Arts & Science 2%

Here is the portrait of respondents identifying within the six dimensions of diversity who reported experiences of discrimination (please note that we do not know which dimension was the target of the reported discrimination):

Table #13: Experiences of Discrimination by Dimension of Diversity

| | All Respondents (N=1009) | Employee (N=422) | Student (N=587) |
|--|---------------------------------|-------------------------|------------------------|
| Disability (N=214) | 46% | 54% | 44% |
| Racialized (N=125) | 39% | 41% | 39% |
| Other Gender / Multiple Genders Selected (N=54) | 39% | - | 45% |
| Indigenous (N=60) | 37% | 45% | 32% |
| 2SLGBTQ+ (N=277) | 32% | 30% | 32% |
| Faith, Creed Religion (N=398) | 26% | 28% | 25% |
| Woman | 26% | 26% | 27% |
| Man | 17% | 19% | 15% |

Putting it All Together

Between 26% and 46% of members of the Fleming community who identify with one or more dimension of diversity report experiencing discrimination related to the six dimensions of diversity at Fleming.

We can see some consistency with provincial data. The Ontario Human Rights Commission (2016) says that “Disability” is the most common reason for complaints brought to the Human Rights Tribunal of Ontario.

But experiencing discrimination is a broad experience. We asked survey respondents to reflect on specific aspects of inclusion to get a clearer picture of where some of the specific concerns might lie. Which brings us to the next section.

Inclusion Statements

The survey listed several statements related to perceptions of inclusion and we asked whether respondents agreed or disagreed with each statement. They are listed here in order of those with the lowest levels of agreement and/or highest levels of disagreement:

Table #14: Agree/Disagree Levels with Inclusion Statements

SA+A = Strongly agree or agree

SD+D = Strongly disagree or disagree

| Statement | SA+A | SD+D |
|---|-------------|-------------|
| Workforce diversity is evident at Fleming | 54% | 21% |
| Everyone at Fleming is treated fairly regardless of race, age, gender, ethnic background | 57% | 18% |
| If I raised a concern about discrimination, I am confident that Fleming would do what is right | 61% | 12% |
| Fleming has an environment that values diverse backgrounds and ways of thinking | 65% | 11% |
| I see people who represent me at Fleming | 72% | 11% |
| I feel like I belong at Fleming | 74% | 8% |
| Student diversity is evident at Fleming | 75% | 11% |
| My experience at Fleming has been welcoming | 78% | 8% |
| I feel safe at Fleming | 81% | 4% |

Let’s take a look to see if the perceptions of student respondents differ from the perceptions of employee respondents:

Table #15: Comparing Student and Employee Agree/Disagree Levels

| Statement | | Overall (N=1052) | Employee Respondents (N=439) | Student Respondents (N=613) |
|--|-------------|---------------------|------------------------------------|-----------------------------------|
| Workforce diversity is evident at Fleming | SA+A | 54% | 51% | 57% |
| | SD+D | 21% | 26% | 18% |
| Everyone at Fleming is treated fairly regardless of race, age, gender, ethnic background, ... | SA+A | 57% | 51% | 61% |
| | SD+D | 18% | 23% | 15% |
| If I raised a concern about discrimination, I am confident that Fleming would do what is right. | SA+A | 61% | 58% | 64% |
| | SD+D | 12% | 14% | 11% |
| Fleming has an environment that values diverse backgrounds and ways of thinking | SA+A | 65% | 60% | 69% |
| | SD+D | 11% | 16% | 7% |
| I see people who represent me at Fleming | SA+A | 72% | 82% | 64% |
| | SD+D | 11% | 7% | 14% |
| I feel like I belong at Fleming | SA+A | 74% | 77% | 71% |
| | SD+D | 9% | 8% | 10% |
| Student diversity is evident at Fleming | SA+A | 75% | 74% | 75% |
| | SD+D | 10% | 10% | 10% |
| My experience at Fleming has been welcoming | SA+A | 78% | 80% | 77% |
| | SD+D | 8% | 6% | 9% |
| I feel safe at Fleming | SA+A | 81% | 84% | 78% |
| | SD+D | 4% | 5% | 4% |

We can also compare the perceptions of inclusion by employee respondents according to employee group.

Table #16: Employee Agree/Disagree Levels by Employee Group

| Statement | | PT Support Staff N=18 | PT & Sessional Faculty N=44 | Partial Load Faculty N=72 | FT Support Staff N=93 | FT Faculty N=118 | Admin- istrators N=69 |
|--|-------------|--------------------------------|--------------------------------------|------------------------------------|--------------------------------|------------------------|-----------------------------|
| Workforce diversity is evident at Fleming | SA+A | 59% | 49% | 57% | 53% | 51% | 51% |
| | SD+D | 0% | 28% | 20% | 27% | 26% | 28% |

| Statement | | PT Support Staff N=18 | PT & Sessional Faculty N=44 | Partial Load Faculty N=72 | FT Support Staff N=93 | FT Faculty N=118 | Administrators N=69 |
|---|------|-----------------------|-----------------------------|---------------------------|-----------------------|------------------|---------------------|
| Everyone at Fleming is treated fairly regardless of race, age, gender, ethnic background, ... | SA+A | 47% | 60% | 64% | 39% | 44% | 66% |
| | SD+D | 24% | 14% | 18% | 35% | 24% | 13% |
| If I raised a concern about discrimination, I am confident that Fleming would do what is right. | SA+A | 59% | 67% | 68% | 45% | 50% | 75% |
| | SD+D | 6% | 2% | 10% | 23% | 14% | 9% |
| Fleming has an environment that values diverse backgrounds and ways of thinking | SA+A | 76% | 67% | 71% | 54% | 56% | 62% |
| | SD+D | 0% | 7% | 12% | 24% | 19% | 12% |
| I see people who represent me at Fleming | SA+A | 82% | 79% | 77% | 76% | 86% | 94% |
| | SD+D | 6% | 9% | 6% | 8% | 6% | 4% |
| I feel like I belong at Fleming | SA+A | 71% | 77% | 80% | 68% | 82% | 84% |
| | SD+D | 0% | 7% | 7% | 16% | 5% | 3% |
| Student diversity is evident at Fleming | SA+A | 71% | 81% | 77% | 79% | 75% | 62% |
| | SD+D | 12% | 10% | 10% | 11% | 8% | 12% |
| My experience at Fleming has been welcoming | SA+A | 76% | 79% | 90% | 71% | 81% | 90% |
| | SD+D | 0% | 7% | 1% | 11% | 6% | 1% |
| I feel safe at Fleming | SA+A | 94% | 90% | 93% | 80% | 80% | 88% |
| | SD+D | 0% | 2% | 1% | 8% | 7% | 1% |

We can also compare the perceptions of inclusion of employee respondents according to campus.

Table #17: Employee Agree/Disagree Levels by Campus

| Statement | | Sutherland N=317 | Frost N=66 | Haliburton N=23 |
|---|------|------------------|------------|-----------------|
| Workforce diversity is evident at Fleming | SA+A | 51% | 48% | 43% |
| | SD+D | 28% | 20% | 22% |
| Everyone at Fleming is treated fairly regardless of race, age, gender, ethnic background, ... | SA+A | 50% | 40% | 74% |
| | SD+D | 24% | 25% | 4% |

| Statement | | Sutherland N=317 | Frost N=66 | Haliburton N=23 |
|---|------|---------------------|------------|--------------------|
| If I raised a concern about discrimination, I am confident that Fleming would do what is right. | SA+A | 57% | 52% | 74% |
| | SD+D | 15% | 14% | 0% |
| Fleming has an environment that values diverse backgrounds and ways of thinking | SA+A | 58% | 58% | 87% |
| | SD+D | 17% | 16% | 4% |
| I see people who represent me at Fleming | SA+A | 81% | 84% | 91% |
| | SD+D | 7% | 5% | 0% |
| I feel like I belong at Fleming | SA+A | 75% | 86% | 83% |
| | SD+D | 9% | 8% | 0% |
| Student diversity is evident at Fleming | SA+A | 75% | 70% | 68% |
| | SD+D | 10% | 9% | 18% |
| My experience at Fleming has been welcoming | SA+A | 77% | 90% | 91% |
| | SD+D | 6% | 5% | 0% |
| I feel safe at Fleming | SA+A | 83% | 89% | 100% |
| | SD+D | 5% | 3% | 0% |

Finally, we can compare the perceptions of inclusion by employee and student respondents based on the six dimensions of diversity.

Table #18A: Student and Employee Agreement Levels by Dimension of Diversity

| | % Agree plus Strongly Agree | | | | | | | | |
|---|-----------------------------|-----------------|----------------|-------------|-----------------|----------------|-------------|-----------------|-----------------|
| | Indigenous | | | Racialized | | | Disability | | |
| | All (N=59) | Employee (N=22) | Student (N=37) | All (N=123) | Employee (N=30) | Student (N=93) | All (N=220) | Employee (N=53) | Student (N=167) |
| I feel safe at Fleming. | 73% | 82% | 68% | 78% | 77% | 78% | 65% | 57% | 68% |
| My experience at Fleming has been welcoming. | 78% | 82% | 76% | 75% | 73% | 75% | 66% | 53% | 71% |
| Student diversity is evident at Fleming. | 69% | 77% | 65% | 67% | 53% | 72% | 76% | 74% | 76% |

| % Agree plus Strongly Agree | | | | | | | | | |
|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| I feel like I belong at Fleming. | 73% | 77% | 70% | 66% | 67% | 65% | 59% | 55% | 60% |
| I see people who represent me at Fleming. | 61% | 64% | 59% | 52% | 57% | 51% | 58% | 66% | 55% |
| Fleming has an environment that values diverse backgrounds and ways of thinking. | 63% | 50% | 70% | 66% | 63% | 66% | 56% | 42% | 60% |
| If I raised a concern about discrimination, I am confident Fleming would do what is right. | 61% | 55% | 65% | 64% | 70% | 62% | 48% | 30% | 54% |
| Everyone at Fleming is treated fairly, regardless of race, gender, age, ethnic background, sexual orientation, or other differences. | 56% | 50% | 59% | 61% | 57% | 63% | 43% | 38% | 45% |
| Workforce diversity is evident at Fleming. | 44% | 27% | 54% | 55% | 47% | 58% | 45% | 45% | 45% |

Table #18B: Student and Employee Agreement Levels by Dimension of Diversity

| % Agree plus Strongly Agree | | | | | | | | | |
|--------------------------------|-----------------------|----------------|----------------|-------------|-----------------|-----------------|-----------------------|------------------|-----------------|
| | Other Gender Identity | | | 2SLGBTQ+ | | | Faith, Creed Religion | | |
| | All (N=56) | Employee (N=8) | Student (N=48) | All (N=278) | Employee (N=53) | Student (N=225) | All (N=398) | Employee (N=170) | Student (N=228) |
| I feel safe at Fleming. | 67% | - | 64% | 73% | 81% | 72% | 84% | 86% | 82% |

% Agree plus Strongly Agree

| | | | | | | | | | |
|---|-----|---|-----|-----|-----|-----|-----|-----|-----|
| My experience at Fleming has been welcoming. | 71% | - | 67% | 75% | 85% | 73% | 77% | 76% | 78% |
| Student diversity is evident at Fleming. | 63% | - | 65% | 68% | 74% | 67% | 78% | 74% | 80% |
| I feel like I belong at Fleming. | 73% | - | 68% | 70% | 75% | 69% | 76% | 73% | 78% |
| I see people who represent me at Fleming. | 42% | - | 36% | 62% | 77% | 59% | 71% | 78% | 65% |
| Fleming has an environment that values diverse backgrounds and ways of thinking. | 57% | - | 54% | 61% | 55% | 62% | 72% | 65% | 77% |
| If I raised a concern about discrimination, I am confident Fleming would do what is right. | 39% | - | 35% | 49% | 43% | 50% | 67% | 59% | 73% |
| Everyone at Fleming is treated fairly, regardless of race, gender, age, ethnic background, sexual orientation, or other differences. | 39% | - | 35% | 49% | 49% | 49% | 62% | 54% | 68% |
| Workforce diversity is evident at Fleming. | 34% | - | 33% | 43% | 40% | 44% | 64% | 58% | 68% |

Putting it All Together

Overall, the survey respondents agreed with the equity statements. It sounds like Fleming is a welcoming place. The results suggest that the areas that need our attention are:

- hiring more diverse employees;
- ensuring that everyone at Fleming is treated fairly regardless of race age, gender, ethnic background, disability or faith;
- building confidence that the college will do what is right when discrimination happens.

Summary: Our Current Location on the Map

Fleming is a welcoming place for most. We don't reflect Ontario society, too many people are experiencing discrimination, and we need to improve both employee and student experiences of inclusion.

Our Vision

This is a map to an inclusive Fleming, but what does an inclusive Fleming look like?

We asked employees and students what a welcoming place for all looked like to them, and nearly 50% of respondents (483) shared thoughtful reflections on what a “welcoming place” meant to them, and they described many important aspects of equity, diversity, and inclusion work. Key themes, from most to least often cited, included:

- be who we are /diversity is embraced /acceptance /feeling of belonging / judgement free (largest category, over 100 comments)
- representation in staff / students
- equality / equal opportunity / fair treatment
- family atmosphere/ caring/ welcoming /say hello to each other
- respect differences
- safe place
- talk freely /opinions heard / open conversation
- PD /training /resources /understanding
- inclusive advertising / photos throughout college/ activities / events
- accessible /accommodations
- inclusive curriculum
- supportive staff / provide supports for those who need it
- policies/ accountability
- inclusive religion / faith

A significant number of respondents (85) specifically addressed **representation** in their vision of a welcoming campus. Comments focused heavily on the importance of a diverse workforce, but also talked about diverse representation among students, as well college leadership including the board of directors. Student respondents talked about the importance of seeing themselves reflected among faculty and support staff and want to be able to connect with someone from their own community who understands their experience and does not dismiss it. They are also looking for diverse college employees who inspire them to continue in their chosen field because they feel they can be successful in their chosen profession. Student respondents also drew attention to specific areas of the college that they would like to see diversified, such as **security**, and specific

campuses and schools, such as greater racial and ethnic diversity at Haliburton campus or in the School of Trades. They also feel that representation should flow over into visible signs of diversity in our curricula, communications and signage, events, and food options.

Next to representation, the next most common set of terms used to describe a welcoming place were **equality** and **equal opportunity**. Employee respondents want to see equal opportunities for growth and advancement, and student respondents want to experience equal support both in the classroom and in the services they receive. **Fair treatment** and **being heard** and included in decision-making were important to employees. Student respondents described **fairness** in terms of classroom treatment, and **access to services**.

Another important set of comments addressed the importance of a **caring/family environment** to them. Student respondents appreciate the friendliness and helpfulness of staff and the warm environment created by faculty. **Respect** for students included being heard in class discussions, having their name pronounced correctly or their preferred name and pronouns being respected. Employees used the term respect coupled with a desire to have their ideas and opinions heard and valued.

Respondents also emphasized **safety**, defined as being free to be yourself, free from bullying and violence, where you can share your ideas without fear. Safety is welcoming, culturally inclusive, and extends into the surrounding community, not restricted only to campus grounds.

So to get from a welcoming place for **most** to a welcoming place for **all** requires us to:

- increase the diversity of all categories of employees,
- reduce the discrimination that individuals who identify with one or more of the dimensions of diversity experience at Fleming, and
- increase the agreement with the equity statements, particularly around fairness.

This helps us to describe our destination — where we aspire to get to, in creating a welcoming college.

Our Strategy

Our map shows us the path we will take to get to our destination. What are the steps we need to take to make Fleming more inclusive?

We asked our survey respondents to let us know what the mandate of the Equity, Diversity & Inclusion Council should be. Here is what they told us (each group's top 3 are highlighted).

Table #19: EDI Council Mandate

| Equity, Diversity & Inclusion Priority | Overall N=1052 | Employee Respondents N=439 | Student Respondents N=613 |
|--|---------------------------|---|--|
| Inclusive curriculum (this includes all aspects of the curriculum such as the course materials, lectures/labs/ seminars, tests and assignments and placements) | 33% | 28% | 37% |
| Meaningful consultation with students in equity seeking groups | 28% | 21% | 33% |
| Enhance campus community understanding of the importance of EDI | 23% | 24% | 22% |
| Inclusion of indigenous ways of knowing in curricula and programming | 22% | 19% | 25% |
| Recruitment retention and advancement of employees from equity seeking groups | 21% | 25% | 19% |
| Develop accountability mechanisms and benchmarks for action plan progress | 21% | 24% | 19% |
| Recruitment, retention and success of students from equity seeking groups | 18% | 18% | 19% |
| Advancing EDI-focused policies across the institution | 17% | 22% | 15% |
| EDI focused professional development | 17% | 23% | 12% |
| Meaningful consultation with employees in equity seeking groups | 16% | 22% | 11% |
| Enhanced leadership capabilities to advance EDI across the college | 14% | 16% | 12% |

Other Category

An additional 65 respondents also took the time to share ideas and criticisms in the “other” category. Many emphasized the need for better supports for students with disabilities, such as more resources for employees to improve the accessibility of all college services, building on the top priority of inclusive curriculum. Many also emphasized the importance of including Indigenous ways of knowing and giving faculty support to Indigenize their curriculum. Some specific areas of the college were identified as needing greater representation, such as Food Services and the Peterborough Sports and Wellness Centre. A few also noted that **age** was missing as a category in our research questions, and that age discrimination existed for students and employees and should be explored.

Respondents also used the “other” category to express their criticisms of both the survey and some approaches used to advancing equity. This included feelings that this type of research was divisive since it emphasizes difference and leads to segregation not inclusion. Respondents were fearful of equity quotas in hiring and urged the college to focus on removing barriers to employment rather than quotas.

Top 5 EDI Mandates

So, if we take the top 3 mandates for employees, students, and all respondents, we end up with a top 5 list:

1. Inclusive curriculum (this includes all aspects of the curriculum such as the course materials, lectures/labs/ seminars, tests and assignments and placements)
2. Meaningful consultation with students in equity seeking groups
3. Enhance campus community understanding of the importance of EDI
4. Inclusion of Indigenous ways of knowing in curricula and programming
5. Recruitment retention and advancement of employees from equity seeking groups

Table #20: Top 5 Mandates by Employee Group and Campus

| Mandate of EDI #1 #2 #3 | Employee Respondents | | | | | |
|---|----------------------|-------------------|--------------------|-----------------------|-----------------|----------------------|
| | Admin (N=69) | Facult (N=234) | Support (N=111) | Sutherland (N=317) | Frost (N=66) | Haliburton (N=23) |
| Inclusive curriculum (this includes all aspects of the curriculum such as the course materials, lectures/labs/seminars, tests and assignments and placements) | | 30% | 28% | 28% | 26% | 30% |
| Meaningful consultation with students in equity-seeking groups | | 25% | | | | 30% |
| Enhance campus community understanding of the importance of EDI | | 24% | 26% | 26% | | |
| Inclusion of Indigenous ways of knowing in curricula and programming | | | | | 32% | |
| Recruitment, retention and advancement of employees from equity-seeking groups | 30% | | | 26% | 26% | 30% |

Table #21: Top 5 Mandates by Dimension of Diversity (All respondents)

| Mandate of EDI #1 #2 #3 | All Respondents | | | | | |
|---|----------------------|-----------------------|-----------------------|---------------------------------------|---------------------|--|
| | 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) | 29% | | 42% | 57% | 48% | 28% |
| Meaningful consultation with students in equity-seeking groups | 27% | 34% | 29% | 36% | 29% | 33% |
| Enhance campus community understanding of the importance of EDI | | | | | | 25% |
| Inclusion of Indigenous ways of knowing in curricula and programming | 40% | | | 41% | 31% | |

Recruitment, retention and advancement of employees from equity-seeking groups

The mandate in respondents' own words:

We also offered employees and students an opportunity to describe their ideas in more detail about what the EDI Council could do to promote diversity, advance equity, and foster a culture of inclusion at Fleming. Respondents' recommendations fell into the following major categories, from most requested to least:

- **education/training/workshops/PD opportunities** on the importance of diversity, inclusion, allyship, onboarding. Educate and engage through **EDI events**/initiatives/guest speakers/activities
- **consultation/open discussion**/candid feedback/feeling heard
- **inclusive curriculum**
- **more diverse workforce**
- **accountability**/hold leaders accountable/metrics/zero tolerance
- **up-to-date policies/procedures** on EDI inclusion
- **visibility/awareness of EDI by using all available media**/signage/posters

Education and training were overwhelmingly identified by student and employee respondents as a primary strategy to advance EDI at Fleming. This emphasis on learning supports the finding recommending inclusive curriculum as a top priority.

Student respondents speak of education through “social engagement” with campus events, guest speakers, and workshops, as well as in-class learning. Events should promote intercultural understanding and create safe spaces for learning about diversity. Several comments shared good feedback about events and workshops delivered over the past year of online services, and these have been shared with various Student Experience departments (Diversity & Inclusion Services, International Student Services, Indigenous Student Services, Accessible Education Services), as well as the student councils.

Employee respondents focused less on events and more on professional development for all employee groups, including third party workers security personnel, contract workers, etc. on campus. They are looking for comprehensive training, beyond “one-hour workshops” that engage employees in being accountable for change. They also included new employee onboarding, and training for managers to improve equity recruitment and hiring measures.

The second major area of feedback focused on the role of consultation and ongoing feedback mechanisms in assessing needs and advancing EDI at Fleming. While some talked about formal consultation methods, such as focus groups with equity-seeking groups, others called for more informal dialogue where all voices could be heard and participants could learn from one another, including white, English-speaking, able-bodied, cisgender students and employees. They also asked for feedback mechanisms that empower the person giving the feedback and provide advice and problem-solving support to resolve the issue.

Our Goals

Our map includes milestones we need to reach along the way. A long journey can't be completed all at once. It takes time and if you don't achieve your goals along the way, then you can lose your motivation to complete the journey. What follows are some recommendations that can be used to build a complete Roadmap to Inclusion over the next three years.

Our destination is made up of three major goals:

- increase the diversity of our students and employees,
- reduce the discrimination that individuals who identify with one or more of the dimensions of diversity experience at Fleming, and
- improve both employee and student experiences of inclusion, particularly around representation, fairness, and confidence that concerns about discrimination would be dealt with.

Respondents have told us the five most important priorities should be: strengthening the inclusiveness of Fleming curricula; carrying out meaningful research with students from equity-seeking groups; enhancing our common understanding of EDI through education, both curricular and co-curricular; including of indigenous ways of knowing in curricula and programming; and improving out recruitment, retention and advancement of employees from equity-seeking groups. So let's consider each of the top five priorities as they relate to our major goals, and the recommendations flowing from these results.

Goal #1: Increase the Diversity of our Students and Employees

Number 5 on our list, Recruitment retention and advancement of employees from equity seeking groups, relates directly to the diversity of employees.

Recommendation #1:

Provide training to administrators to support inclusive hiring, retention, and advancement practices

Number 2, *Meaningful consultation with students in equity seeking groups*, lets us get more specific information from students and can translate into plans to improve the recruitment, retention, and success of students from equity-seeking groups.

Recommendation #2:

Carry out focus group discussions and interviews with students who identify as Indigenous, racialized, disabled, 2SLGBTQ+, and minority faith groups, working through the departments who support these groups and through broad communications to all students. Pay particular attention to students with disabilities, as the largest group identifying they experienced discrimination.

Goal #2: Reduce the Discrimination that Individuals who Identify with one or more of the Dimensions of Diversity Experience at Fleming

All of the top 5 priorities would help reduce discrimination, however numbers 1, 3 and 4 addressing inclusive curricula, the inclusion of Indigenous ways of knowing, as well as enhancing campus understanding of EDI all underline the importance of education.

Recommendation #3:

Develop an Equity, Diversity & Inclusion + Anti-racism framework that provides faculty with tools for examining and modifying their curricula from an EDI lens that includes Indigenous ways of knowing.

Recommendation #4:

Expand co-curricular learning opportunities for students, including workshops, events, and communications on a range of EDI themes.

Recommendation #5:

Expand professional development opportunities for employees on a range of EDI themes.

Goal #3: Improve the Experience of Inclusion for both Employees and Students.

In addition to recruiting and retaining diverse employees addressed in our first goal, the other equity statements with the least agreement from survey respondents focused on the need to:

- ensure everyone at Fleming is treated fairly regardless of race age, gender, ethnic background, disability or faith;
- build confidence that the college will do what is right when discrimination happens.

Recommendation #6:

Provide more feedback mechanisms for employees and students to identify EDI issues. Promote existing supports such as those available through our Harassment and Discrimination Prevention Policy or Student Rights and Responsibilities Policy, among others.

Recommendation #7:

Develop accountability mechanisms that ensure feedback and complaints are acted on appropriately and in a timely manner, and that those who provide the feedback or who make complaints are supported and are satisfied with the outcomes.

Our Pledge to You

Thank you for reading this report and we hope it reflected the important input you provided through the survey. We hope you feel invited to continue on this journey with us. What is clear is that if only the members of the Equity, Diversity & Inclusion Council are responsible for making this journey, we can't be successful. We need the whole Fleming community to get on board.

How can you join us on this journey?

Join a working group

The Fleming College Equity, Diversity & Inclusion Council has five working groups comprised of Council members and other interested employees and students. If you would like to participate more directly in equity, diversity and inclusion work on your campus or join a working group, please see our website for more information:

<https://department.flemingcollege.ca/edi/get-involved/>

Share more feedback with our researchers

More in-depth research will be carried out over the next phases through focus group discussions and interviews. The Equity, Diversity & Inclusion Council also plans to release the survey again in Fall 2022, and we hope that you will participate.

For more information about this report or the Equity, Diversity & Inclusion Council, please contact us at EDICouncil@flemingcollege.ca

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