



FLEMING

Executive Summary

Findings of the 2021 Equity, Diversity & Inclusion Survey

A Letter from the EDI Council

Welcome

Fleming College has a clear vision of the community we need and want for students, faculty, and staff. In pursuit of being a welcoming place for all, the Equity, Diversity and Inclusion Council is pleased to present a summary of findings, reflecting the input and feedback gathered through the inaugural Equity, Diversity, and Inclusion Survey.

The summary of findings offers insight into current perspectives of members of the Fleming College community related to equity, diversity, and inclusion. Respondents described their vision of equity, diversity, and inclusion, leading to the development of three clear goals with complimentary priorities for action.

The Equity, Diversity, and Inclusion Council welcomes and encourages all members of the Fleming College community to read and engage with our findings, goals, and recommendations.

Equity, Diversity, and Inclusion Council Members

- Neil Price, Dean, School of Justice and Community Development & EDI Council Chair
- Sandra Dupret, Vice President, Student Experience
- Esther Zdolec, Vice President, Organizational Effectiveness and Human Resources
- Adam Folland, President, Frost Student Association
- Alannah Kennedy, President, Student Administrative Council
- Lorinda Frudd, Admissions Officer & OPSEU 352 representative
- Audrey Healey, Counsellor/Disability Specialist & OPSEU 351 representative
- Monique Gatt, International Student Advisory & Support Staff representative
- Barr Gilmore, Professor, Haliburton School of the Arts & Design & Faculty representative
- Wendy Morgan, Professor, Simulation and Interprofessional Education Lead, School of General Arts and Sciences & Faculty representative
- Liz Stone, Academic Chair, Indigenous Perspectives, School of General Arts and Sciences & Administrative representative
- Shanthi Rajaratnam, Director, Workforce Development & Administrative representative

Ex-officio Staff Members

- Brittany Freeburn, Academic Administrative Assistant - Deans
- Kirsten Redmond, Director, Equity, Diversity, and Inclusion & Organizational Development
- Debbie Harrison, Diversity and Inclusion Student Success Coordinator
- Jill Treen-Reber, Student Conduct and Accountability Specialist

Introduction

Purpose and Objectives

Introduction

Fleming College is deeply committed to having an equitable, diverse, and inclusive community and to be a welcoming place for all. The Equity, Diversity, and Inclusion (EDI) Council and Human Resources launched an inaugural equity, diversity, and inclusion survey. The EDI Council and Human Resources sought to understand the range and representation of different identities, particularly related to six key dimensions of diversity, including:

- Indigeneity
- Racial and Ethnic Identity
- Disability
- Gender
- Sexual Orientation
- Religion/faith/creed

The EDI Council sought to understand perspectives, feedback, and insight into gaps and barriers that different groups and communities may experience across the organization.

Survey questions were crafted around these themes with the intent of focusing on what needs to change to make Fleming College a more equitable and inclusive environment. Survey respondents were encouraged to share their honest feelings about gaps, barriers, and areas of opportunity across Fleming College. The EDI Council and Human Resources is grateful to all those who took time to share their experiences and perspectives.

This executive summary details an overview of survey findings, a summary of themes, and recommendations with prioritized actions to support the development of an EDI Framework.

Survey Overview

- The survey was open from March 22, 2021 to April 9, 2021 and was sent to both current employees and students via email
- The survey received a total of 1052 responses, comprised of:
 - 439 respondents identifying as employees (43% of the broader employee population)
 - 613 respondents identifying as students (10% of the broader student population)
- The employee sample slightly underrepresents employees from Sutherland and Frost campuses and slightly overrepresents employees from the Haliburton campus
- Generalizations cannot be made about any group or community

Summary of Findings

Dimensions of Diversity

Our Findings

Our findings can be categorized within three primary domains including dimensions of diversity, experiences of discrimination, and perceptions of inclusion.

Dimensions of Diversity

Dimensions of diversity questions reflect different identities that provide insight into the types of diversity across the Fleming College community. These questions, where possible, mimic questions asked in the Census so that Fleming College data can be compared to provincial data.

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

- White/European descent (95% responded no to Indigenous identity, 92% responded no to being a racialized person/person of colour)
- Non-disabled (87%)
- Identify as a woman (69%)
- Heterosexual (87%)
- Not connected to a religious or faith community (58% did not identify with a creed, religion, or as a person of faith)

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

- White/European descent (93% responded no to Indigenous identity, 82% responded no to being a racialized person/person of colour)
- Non-disabled (71%)
- Identify as a woman (61%)
- Heterosexual (57% - of note, a 30% difference from employee identification)
- Not connected to a religious or faith community (58% did not identify with a creed, religion, or as a person of faith)

Summary of Findings

Experiences of Discrimination and Perceptions of Inclusion

Experiences of Discrimination

Of those who responded to the survey, 1 in 4 employees (24%) and 1 in 4 students (25%) report experiencing discrimination at Fleming College. A summary of findings includes:

- Full time faculty were most likely to report experiences of discrimination among the employee group.
- Environmental and Natural Resources, Justice and Community Development, and Health and Wellness students were most likely to report experiences of discrimination among academic schools within the student group.
- Between 26% and 46% of members of the Fleming College community, who identify with one or more dimensions of diversity, have reported experiencing discrimination at Fleming College.
- Respondents who identified as having a disability were most likely to report experiencing discrimination, followed by those who identify as racialized, and those who identify outside the gender binary and/or with multiple genders.

Inclusion Statements

Perceptions of inclusion questions reflected Likert scale answer options, ranging from strongly agree to strongly disagree. These questions provide insight into how employees and students perceive the Fleming College community through the lens of inclusion. A summary of findings includes:

- The majority of staff and students at Fleming College feel safe and strongly agree or agree that their experience has been welcoming.
- 1 in 5 members of the Fleming College community disagree or strongly disagree that workforce diversity is evident.
- Students are twice as likely to disagree or strongly disagree that they see people who represent them at Fleming College, though 75% of student respondents positively indicate that student diversity is evident within the Fleming College community.
- 58% of employees and 64% of students strongly agree or agree that they are confident Fleming College would do what is right if they raised a concern about discrimination.

Summary of Findings

Areas of Opportunity

Top Five Mandates

To ensure the voices of employees and students were reflected in findings, survey respondents were asked to share their perspectives on what the mandate(s) of the Equity, Diversity, & Inclusion Council should be.

Our findings indicate five clear mandates:

1. Inclusive curriculum
2. Meaningful consultation with students in equity seeking groups
3. Enhance campus community understanding of the importance of equity, diversity, and inclusion
4. Inclusion of Indigenous ways of knowing in curricula and programming
5. Recruitment, retention, and advancement of employees from equity deserving groups

Additional Feedback to Advance Equity, Diversity, and Inclusion

When respondents were asked to describe the ways in which they felt the Equity, Diversity, and Inclusion Council could do to promote diversity, advance equity, and foster a culture of inclusion, respondents defined the following areas of opportunity in support of the top five mandates:

1. Education, training workshops and professional development opportunities on the importance of diversity, inclusion, equity, and allyship
2. Consultation and open discussion to promote candid feedback
3. Inclusive curriculum
4. More diverse workforce
5. Accountability through leadership, metrics, and aligning zero-tolerance policies with action
6. Up-to-date policies and procedures on EDI
7. Increasing the visibility/awareness of EDI by leveraging a variety of media sources and communication strategies

Education and training were overwhelmingly identified by student and employee respondents as a primary strategy to advance EDI at Fleming College, particularly through inclusive curriculum, social engagement via campus events, and comprehensive training/professional development opportunities.

Goals and Recommendations

Priorities for Action

Our findings indicate three major goals, supported by seven recommendations/priorities for action. Goals and recommendations will be used to build an Equity, Diversity, and Inclusion Framework.

Goals

1. Increase the diversity of our students and employees
2. Reduce experiences of discrimination for those who identify with one or more dimensions of diversity
3. Increase the agreement with equity statements, particularly related to representation, fairness, and confidence that concerns about experiences of discrimination would be supported by action

Recommendations

1. Provide training to administrators to support inclusive hiring, retention, and advancement practices.
2. Host focus groups, discussions, and interviews with students who identify as Indigenous, racialized, disabled, 2SLGBTQ+, and minority faith groups. It is recommended to work through the departments who support these communities and ensure broad communication to all students. It is recommended that additional focus on students with disabilities is incorporated.
3. Develop an Equity, Diversity, and Inclusion + Anti-Racist Framework that provides faculty with tools for examining and modifying their curricula from an EDI lens, including Indigenous ways of knowing.
4. Expand co-curricular learning opportunities for students, including workshops, events, and communications on a range of EDI themes and topics.
5. Expand professional development opportunities for employees on a range of EDI themes and topics.
6. Provide additional feedback mechanisms and opportunities for employees and students to identify EDI issues. Promote existing supports, including those available through the Harassment and Discrimination Prevention Policy and the Student Rights and Responsibilities Policy.
7. Develop accountability mechanisms that ensure feedback and complaints are acted on appropriately, and that those who provide feedback are supported.