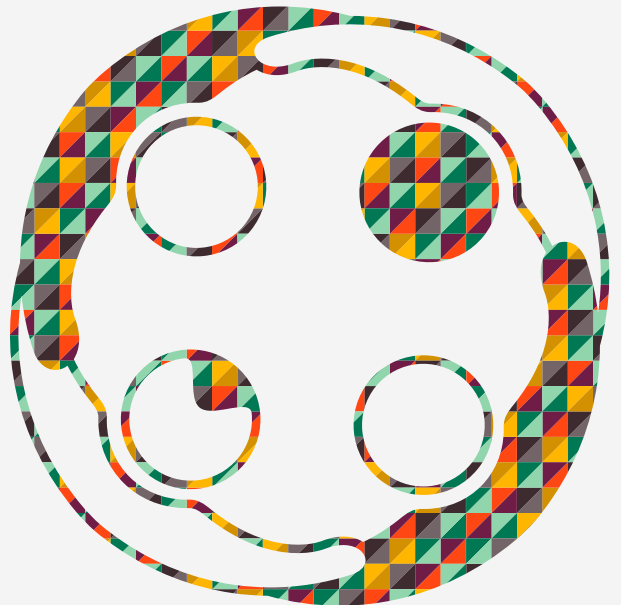




DIVERSITY SELF-IDENTIFICATION SURVEY REPORT



OFFICE OF EQUITY, DIVERSITY AND INCLUSION
2022





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LAND ACKNOWLEDGEMENT

Durham College (DC) acknowledges the lands and Peoples of the Mississaugas of Scugog Island First Nation.

We recognize the lands on which we gather are covered under the Williams Treaties and rest within the traditional territory of the Mississaugas, a branch of the Anishinaabeg Nation, which also includes Algonquin, Chippewa, Odawa, Ojibway and Pottawatomi. It is through the treaty process that we are able to live, learn, teach and prosper in this region.

We acknowledge with gratitude this land and the Indigenous Peoples who have cared for and continue to protect Turtle Island (North America) and its resources. We commit to the responsibility of reconciliation and the work of increasing awareness and understanding of our shared history. We do so by recognizing the past and working towards a shared future as friends and allies.

MESSAGE FROM THE PRESIDENT

At Durham College (DC), enhancing and supporting diversity aligns with our core values, vision and the institutional commitments we have made to fostering inclusion, respect and social responsibility.

To accomplish these goals and cultivate an inclusive environment for all members of our community, DC launched its first-ever confidential Diversity Self-Identification survey in early 2021.

The collection of this information allowed us to establish baseline data in a thoughtful way with the goals of removing barriers that may exist in our employment processes, increasing the diversity of our respective employee groups and supporting the development of student-focused initiatives.

The participation of students and employees in this survey is recognized as a significant step in advancing diversity at DC so we can continue to create a culture dedicated to excellence in teaching and learning, fostering inclusion, supporting employee retention and ensuring student success while making a positive impact on our broader community.

Thank you to everyone who participated in the Diversity Self-ID survey. Your input supports DC's data-informed decision-making and the building of an inclusive and equitable campus.

We are pleased to share the results of the survey in this document.

Don

KEY TERMS

EQUITY:

Refers to the ongoing intentional and systemic approach to remove historic and current barriers for Indigenous Peoples and equity-deserving groups.

DIVERSITY:

Refers to the different social, cultural and political identities of individuals and their worldviews, knowledges, practices and experiences. At DC, we value and respect the contributions of its diverse students and employees leading to an enriched learning and working environment that is reflective of the communities within the Region of Durham and across the Greater Toronto Area (GTA).

INCLUSION:

Refers to an active, intentional and continuous process of engagement of individuals across their diverse cultural, political and social identities that ensures welcoming spaces and opportunities for all to fully participate and flourish within the campus community. At DC, this active and continuous process is engrained in respect where all members of the college are recognized and valued.

INTERSECTIONALITY:

The concept of intersectionality was introduced by Kimberlé Crenshaw and is defined as “the complex, cumulative way in which the effects of multiple forms of discrimination (such as racism, sexism, and classism) combine, overlap or intersect especially in the experiences of marginalized individuals or groups.” (Source: Merriam-Webster Dictionary)

EQUITY-DESERVING GROUPS:

Equity-deserving groups refer to communities who historically experienced and continue to experience barriers to access, opportunities and resources. These groups include women, persons with disabilities, racialized persons, persons with diverse gender identities and persons who identify as LGBTQIA2S+.

BELONGING:

Entails an unwavering commitment to not simply tolerate and respect differences but to ensure that all people are welcome and feel that they belong and are able to fully participate within the society.¹

¹ Menendian, S., Rosenthal, L., Mendoza-Denton, R., Perez, A., Giglioli, I., Rockwell, D., Wang, V., & Sorto, A. (n.d.). ISSUE 1 The Problem of Othering Trump, the Tea Party, the Republicans, and the Other Racism and the Narrative of Biological Inevitability Migration, Austerity, and Crisis at the Periphery of Europe Reflections on Policing Interview with Community Leaders Precarious Lives Take a Look at Ourselves. https://www.otheringandbelonging.org/wpcontent/uploads/2016/07/OtheringAndBelonging_Issue1.pdf

ABOUT THE 2022 DIVERSITY SELF-ID REPORT

WHAT IS EMPLOYMENT EQUITY?

DC is committed to the principles of equity, diversity and inclusion in the workplace. The Employment Equity Act was passed in 1986. Recognizing that systemic discrimination was responsible for most of the inequality found in employment, the Abella Royal Commission on Equality in Employment outlined a systemic response and chose the term “Employment Equity” to describe the process.

Employment equity is a program designed to address disadvantages in employment for Indigenous people of North America, persons with disabilities, racialized or persons of colour, LGBTQIA2S+ individuals and women.

Assessing the college’s progress towards employment equity requires on-going data collection of confidential demographic information, the development and implementation of policies, practices and reasonable accommodations to ensure those individuals who self-identify as belonging to these designated groups are reflected in the workforce composition at varying levels of the institution.

More importantly, the application of evidence-based equity metrics provides vital information needed to support the college’s strategic priorities towards equity, diversity and inclusion by identifying gaps, barriers and trends to positively impact employees, student learning outcomes and their experiences.

DATA COLLECTION AND ANALYSIS

The Office of Equity, Diversity and Inclusion (OEDI) in collaboration with the Office of Research Services, Innovation and Entrepreneurship (ORSIE), launched its inaugural Employee Diversity Self-ID Survey and Student Diversity Self-ID Survey on January 25, 2021.

The purpose of the survey was to gather data to support the college’s commitment to equity, diversity and inclusion action planning, strategies and policies. The survey was administered electronically and was available for completion from January 25 to February 5, 2021. All full-time and part-time employees (2,067) were invited to participate, and 28.4 per cent (586) completed the survey. All full-time and part-time students (12,254) were invited to participate, and 8.2 per cent (1,009) of full-time students (n = 11,264) and 5.0 per cent of part-time students (n = 892) completed the survey).

This report collates and analyzes the online collection of confidential demographic data and provides DC with the critical information necessary to understand the diversity of the employee population based on responses to five self-identification questions: gender and gender identity, racial and ethnic background, Indigenous identity, disability, and sexual orientation. The design of the survey allowed employees to self-identify in more than one category, with the option of multiple responses to certain questions, to reflect the intersectionality of their respective identities. The collection of this data:

- » Establishes a baseline understanding of the demographic makeup of the DC community across five identity dimensions: Indigenous peoples, women, racialized people, persons with disabilities, sexual and gender diverse people.
- » Establishes baseline data to gain an in-depth understanding into diverse employee groups sense of belonging and inclusion across the campus community.
- » Provides an opportunity for Durham College to reflect on its institutional practices, policies and culture to provide a comprehensive and intersectional understanding of the experiences of diverse members of our campus community.
- » Identifies strengths and opportunities to support the recruitment and retention of employees, and in current practices to enhance learning and work environments.

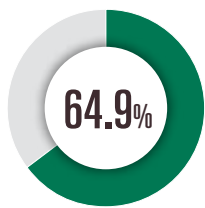
COMPARATOR DATA:

For each dimension of diversity, data was collected from the Diversity Self-ID Survey Student Report, as well as data from external sources such as the Region of Durham, and other post-secondary institutions across the Greater Toronto Area (GTA) used for comparative and contextual purposes where available. Data from post-secondary institutions is ascertained from the most recent, publicly available sources: Sheridan College 2020 Employee Diversity Self-Identification Report, University of Toronto (UoT) Report on Employment Equity 2020, Humber College 2019 Employment Equity Report, York University 2020 Annual Employment Equity Statistical Report and Toronto Metropolitan University (formerly Ryerson University) 2018 Employee Diversity Self-ID Report. Many factors may impact responses to questions asked by different institutions, including variations in the framing of self-identification questions, which may affect response rates between institutions.

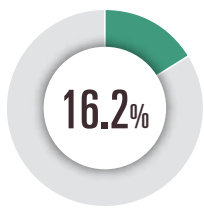


OVERALL REPRESENTATION OF DURHAM COLLEGE EMPLOYEES

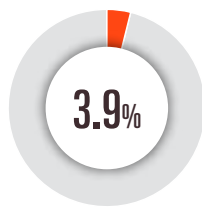
Responses reflect how all employees responded in the Self-ID Survey across five diversity groups. The following are some of the ways in which all employees self-identified:



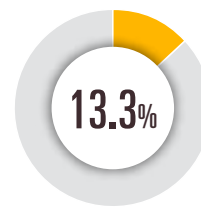
**WOMEN
EMPLOYEES**



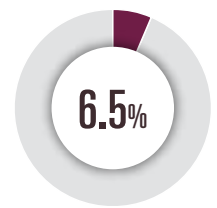
**RACIALIZED
EMPLOYEES**



**INDIGENOUS
EMPLOYEES**



**EMPLOYEES WITH
DISABILITIES**



**LGBTQIA2S+
EMPLOYEES**

EQUITY:

- » **20.2 per cent** of respondents perceive barriers to career progressions based on their personal identity.
- » **68.0 per cent** of respondents believe transparency in decision making about equity and inclusion decisions will help DC become a more diverse and inclusive institution.

INCLUSION:

- » **85.5 per cent** of overall respondents believe people of all identities are valued at Durham College.
- » **80.3 per cent** feel a sense of belonging as identities are valued at Durham College.



INDIGENOUS EMPLOYEES

An Indigenous person refers to an individual or group who is recognized as First Nations, Métis and/or Inuk (Inuit). Under section 35 of the Constitution Act, 1982, which further states that for the purposes of the Constitution, the Indigenous peoples of Canada includes the First Nations, Inuit, and Métis peoples.

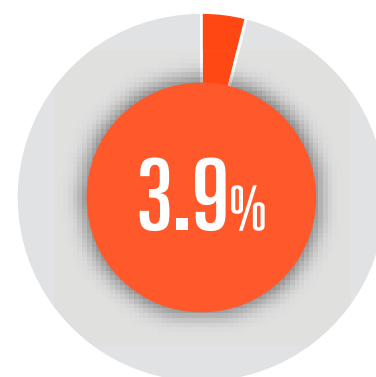
Representation: 3.9 per cent of respondents self-identify as Indigenous Peoples in Canada.

Intersectionality: Out of the 3.9 per cent of respondents who self-identify as Indigenous, 68.2 per cent self-identify as Women, 13.6 per cent self-identify as LGBTQIA2S+, 13.6 per cent self-identify as racialized and 21.7 per cent self-identify as a person with a disability.



COMPARATOR DATA: DURHAM COLLEGE EMPLOYEE AND STUDENTS

	Indigenous	Non-Indigenous	Prefer not to answer
Durham College Students	3.5%	84.0%	12.4%
Durham College Employees	3.9%	94.0%	2.1%
Region of Durham	2.0%		



INDIGENOUS EMPLOYEE POPULATION GTA INSTITUTIONS

Sheridan College	1.0%
Humber College	0.8%
University of Toronto	1.2%
Toronto Metropolitan University	1.0%
York University	0.9%

INDIGENOUS EMPLOYEES SPECIFICALLY IDENTIFIED AS

36.4%	First Nations: Status
27.3%	First Nations: Non-Status
22.7%	Métis
18.2%	Multiracial
4.5%	Additional/different identity
4.5%	Prefer not to answer
0.0%	Inuk (Inuit)

REGION OF DURHAM INDIGENOUS POPULATIONS

56.3%	First Nation
36.9%	Métis
2.0%	Inuk (Inuit)
2.6%	Other Indigenous Identities
2.2%	Multiple Indigenous Identities

INDIGENOUS EMPLOYEES EXPERIENCES AND FEELINGS OF INCLUSION AT DURHAM COLLEGE

Statement	Agree/Strongly Agree	Neither Agree/Disagree	Disagree/Strongly Disagree
I feel those with similar personal identities to me are represented in colleagues at the college.	57.1%	19.0%	23.8%
I feel a sense of belonging at Durham College.	72.7%	18.2%	9.1%

INDIGENOUS EMPLOYEES PERCEIVED BARRIERS IN PARTICIPATION

Opportunity	Yes	No	Not Applicable
Career progression	31.8%	68.2%	0.0%
Networking opportunities	23.8%	76.2%	0.0%
Mentorship	23.8%	71.4%	4.8%

WOMEN

Data gathered on employees who identify as women was collected under the gender and gender identity category of the survey. Gender refers to an individual's social and personal identity attributed to each sex. Gender identity is defined as each person's individual and internal experience of gender.

Gender identity is fundamentally different from sexual orientation. An individual's gender identity may be the same as or different from their biological sex. It is their internal sense of being a woman, man, both, neither, or anywhere along the gender spectrum.

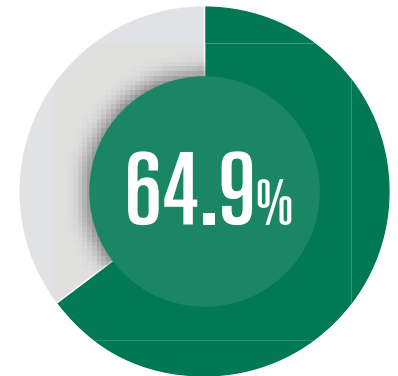
Representation: Overall, women make-up the largest diversity group at DC with 64.9 per cent.

Intersectionality: Out of the 64.9 per cent of respondents who self-identify as women, 4.2 per cent self-identify as Indigenous, 8 per cent self-identify as LGBTQIA2S+, 15.2 per cent self-identify as racialized and 14.4 per cent self-identify as a person with a disability.



COMPARATOR DATA: DURHAM COLLEGE EMPLOYEES AND STUDENTS

	Women	Men	Prefer not to answer
Durham College Students	58.7%	38.5%	2.8%
Durham College Employees	64.9%	34.2%	0.9%



WOMEN EMPLOYEE POPULATION GTA INSTITUTIONS

Sheridan College	62.0%
Humber College	59.9%
University of Toronto	60.2%
Toronto Metropolitan University	56.0%
York University	56.0%

WOMEN EMPLOYEE EXPERIENCES AND FEELINGS OF INCLUSION AT DURHAM COLLEGE

Statement	Agree/Strongly Agree	Neither Agree/Disagree	Disagree/Strongly Disagree
I feel those with similar personal identities to me are represented in colleagues at the college.	73.5%	16.2%	10.3%
I feel a sense of belonging at Durham College.	79.9%	12.0%	8.1%

WOMEN EMPLOYEE PERCEIVED BARRIERS IN PARTICIPATION

Opportunity	Yes	No	Not Applicable
Career progression	21.5%	66.4%	12.1%
Networking opportunities	12.6%	77.9%	9.5%
Mentorship	11.5%	74.9%	13.5%

SEXUAL ORIENTATION, GENDER IDENTITY AND GENDER EXPRESSION

There is no explicit definition of “sexual orientation” by the Ontario Human Rights Code. Rather, the Code acknowledges the wide range of “human sexuality from gay and lesbian to bisexual and heterosexual orientations, including intimate emotional and romantic attachments and relationships.”

LGBTQIA2S+ is an acronym commonly used to refer to individuals or groups who identify as Two-Spirit, Lesbian, Gay, Bisexual, Trans, Queer & Questioning, Intersex and Asexual. The plus sign indicates a recognition that many sexual and gender diverse people prefer other identity terms such as pansexual. For this survey, employees and students were invited to select any combination of sexual orientation from the categories provided that best aligned with their social identities.

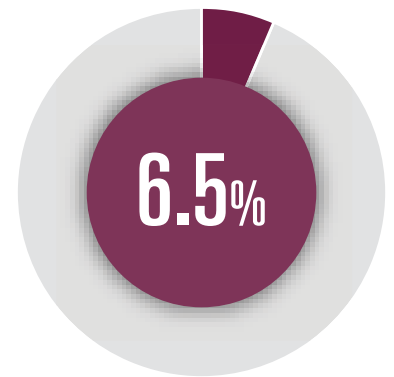
Representation: 6.5 per cent of respondents self-identify as LGBTQIA2S+.

Intersectionality: Out of the 6.5 per cent of respondents who self-identify as LGBTQIA2S+, 8.1 per cent self-identify as Indigenous, 78.4 per cent self-identify as Women, 13.5 per cent self-identify as racialized and 35.1 per cent self-identify as a person with a disability.



COMPARATOR DATA: DURHAM COLLEGE EMPLOYEE AND STUDENTS

	LGBTQIA2S+	Prefer not to answer
Durham College Students	17.7%	6.6%
Durham College Employees	6.5%	2.6%



LGBTQIA2S+ EMPLOYEE GTA INSTITUTIONS

Sheridan College	6.0%
University of Toronto	10.4%
Toronto Metropolitan University	9.0%
York University	4.8%

LGBTQIA2S+ EMPLOYEE EXPERIENCES AND FEELINGS OF INCLUSION AND BELONGING AT DURHAM COLLEGE

Statement	Agree/Strongly Agree	Neither Agree/Disagree	Disagree/Strongly Disagree
I feel those with similar personal identities to me are represented in colleagues at the college.	54.3%	28.6%	17.1%
I feel a sense of belonging at Durham College.	75.0%	13.9%	11.1%

LGBTQIA2S+ EMPLOYEE PERCEIVED BARRIERS IN PARTICIPATION

Opportunity	Yes	No	Not Applicable
Career progression	26.5%	58.8%	14.7%
Networking opportunities	20.6%	64.7%	14.7%
Mentorship	11.8%	64.7%	23.5%

PERSONS WITH DISABILITIES

Disability is an evolving concept which refers to a varied range and degree of conditions that may be visible or non-visible in nature. Persons with disabilities refers to those individuals who identify as having long-term recurring physical, mental, emotional/psychiatric or learning impairments, which hinder full, equal and effective participation in society. Employees could self-identify as having a visible disability and/or a non-visible disability. Employees identifying as persons with disabilities can identify in any other categories that help inform their own social identities.

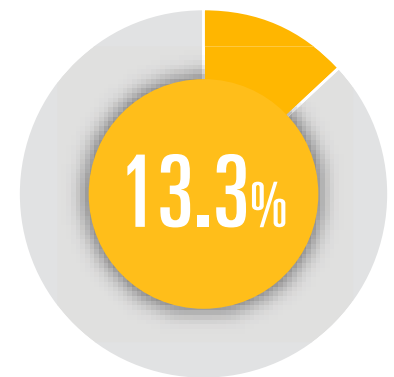
Representation: 13.3 per cent of employee respondents self-identify as persons with disabilities, with 28.4 per cent of respondents indicating one or more visible types of disabilities.

Intersectionality: Out of the 13.3 per cent of respondents who self-identify as a person with a disability, 6.8 per cent self-identify as Indigenous, 69.3 per cent self-identify as Women, 17.3 per cent self-identify as LGBTQIA2S+ and 14.7 per cent self-identify as racialized.



COMPARATOR DATA: DURHAM COLLEGE EMPLOYEE AND STUDENTS

	Yes	No	Prefer Not to Answer
Durham College Students	22.0%	74.2%	3.8%
Durham College Employees	13.3%	84.2%	2.5%



EMPLOYEE PERSON WITH DISABILITIES EMPLOYEE POPULATION GTA INSTITUTIONS

Sheridan College	15.0%
University of Toronto	8.9%
Toronto Metropolitan University	6.0%
York University	5.0%
Humber	3.1%

EMPLOYEE PERSONS WITH DISABILITIES EXPERIENCES AND FEELINGS OF INCLUSION AND BELONGING AT DURHAM COLLEGE

Statement	Agree/Strongly Agree	Neither Agree/Disagree	Disagree/Strongly Disagree
I believe Durham College prioritizes diversity.	59.7%	23.6%	16.7%
I feel a sense of belonging at Durham College.	58.7%	25.3%	16.0%

EMPLOYEE PERSONS WITH DISABILITIES PERCEIVED BARRIERS IN PARTICIPATION

Opportunity	Yes	No	Not Applicable
Career progression	50.7%	38.4%	11.0%
Networking opportunities	27.5%	62.3%	10.1%
Mentorship	18.8%	60.9%	20.3%

RACIAL IDENTITY

Terms such as “persons of colour” or “racialized people” refer to individuals who are non-Caucasian or non-white, regardless of their citizenship or birthplace. This category may include those who self-identified as both racialized or persons of colour and Indigenous. Employees identifying as racialized or persons of colour were invited to identify in any number of other categories that help inform their own social identities.

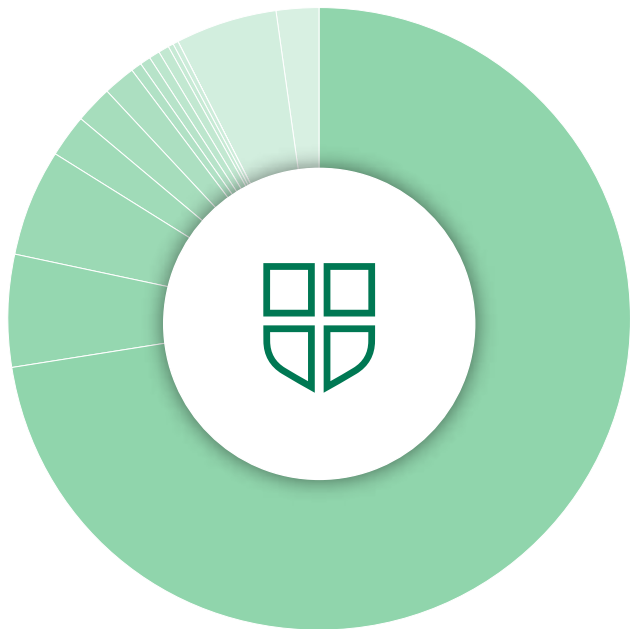
Representation: 16.2 per cent of respondents self-identify as a racialized person.

Intersectionality: Out of the 16.2 per cent of respondents who self-identify as racialized, 3.3 per cent self-identify as Indigenous, 60.4 per cent self-identify as women, 5.4 per cent self-identify as LGBTQIA2S+ and 12.1 per cent self-identify as a person with a disability.



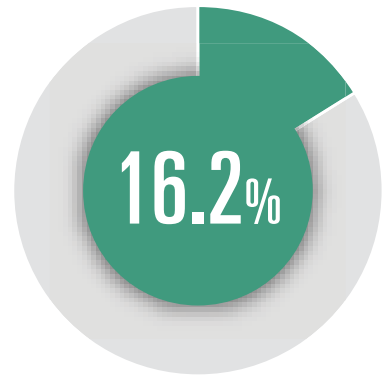
EMPLOYEES OVERALL RACIAL IDENTITY:

Caucasian/White	76.0%
Black	6.0%
South Asian	6.0%
Chinese	2.2%
Latin American	2.0%
Multiracial	1.7%
Arab	0.7%
Southeast Asian	0.6%
Filipino	0.6%
Japanese	0.4%
West Asian	0.4%
Indigenous person from outside Canada	0.2%
Korean	0.2%
Additional/different identity	5.4%
Prefer not to answer	2.2%



REGION OF DURHAM ADDITIONAL ANALYSIS

Black	8.0%	Arab	0.9%
Filipino	2.3%	Southeast Asian	0.4%
South Asian	8.6%	West Asian	1.0%
Chinese	1.9%	Korean	0.2%
Other	3.0%	Japanese	0.2%
Latin American	0.7%		



RACIALIZED EMPLOYEE POPULATION GTA INSTITUTIONS

Sheridan College	32.0%
University of Toronto	33.8%
Toronto Metropolitan University	34.0%
York University	24.5%
Humber	18.8%

COMPARATOR DATA: DURHAM COLLEGE EMPLOYEE AND STUDENTS

	Racialized Identities	Non-Racialized	Prefer not to answer
Durham College Students	30.9%	59.1%	10.1%
Durham College Employees	16.2%	79.2%	4.0%
Region of Durham	20.5%		

EXPERIENCES AND FEELINGS OF INCLUSION AND BELONGING AT DURHAM COLLEGE

Statement	Agree/Strongly Agree	Neither Agree/Disagree	Disagree/Strongly Disagree
I believe Durham College prioritizes diversity.	61.5%	23.1%	15.4%
I feel a sense of belonging at Durham College.	71.7%	13.0%	15.2%

RACIALIZED EMPLOYEES PERCEIVED BARRIERS IN PARTICIPATION

Opportunity	Yes	No	Not Applicable
Career progression	46.1%	42.7%	11.2%
Networking opportunities	31.7%	59.8%	8.5%
Mentorship	26.8%	53.7%	19.5%





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