

Equity, Diversity, and Inclusion Campus Climate Survey

In January of 2021 the Equity, Diversity and Inclusion Task Force conducted a survey of all King's students, employees and alumni. The purpose of the survey was to understand the experiences of students, staff, and faculty, as well as the biases in systems and practices.

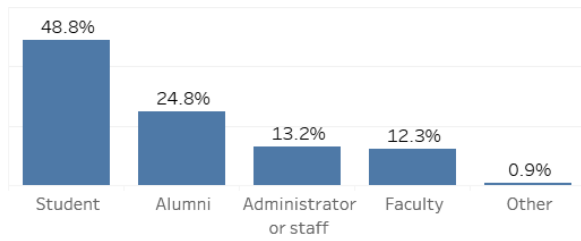
There were 2438 individuals invited to participate in the survey – 877 students, 209 employees, and 1352 alumni. Respondents included 222 students, 116 employees, and 117 alumni.

Following the survey, King's engaged Prairie Research Associates to analyze and code the open text responses, identifying major themes in the data. The coded data were returned to Institutional Research office and are included in this report.

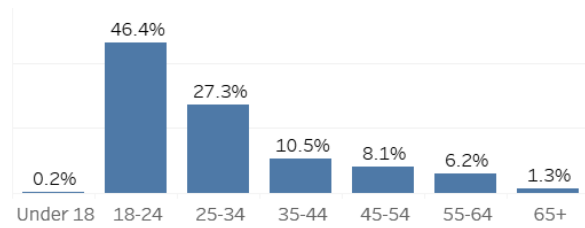
Many characteristics of respondents were collected as part of the survey and are used to analyze differences in responses based on diversities. Due to small numbers of respondents, some characteristics will be grouped into broader categories

Demographics

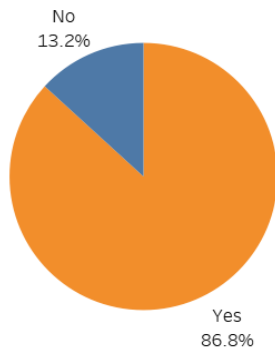
Respondent Type



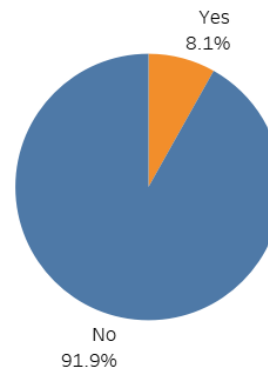
Please indicate your age range:



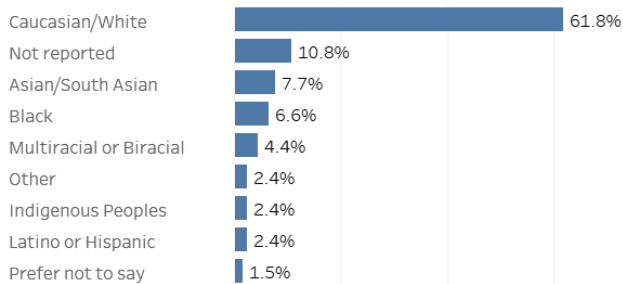
Is English your first language?



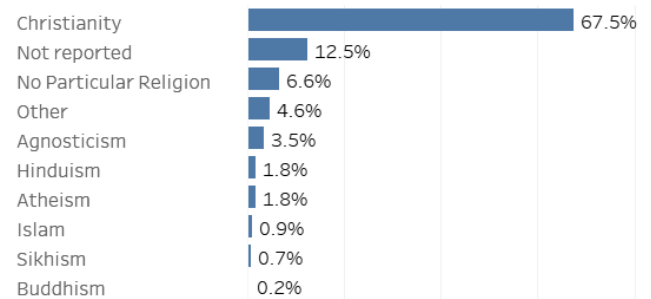
Are you a person living with a disability?



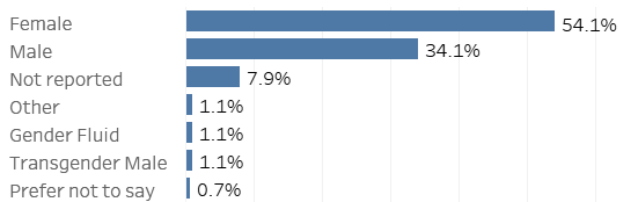
Which of the following best describes your ethnic identity?



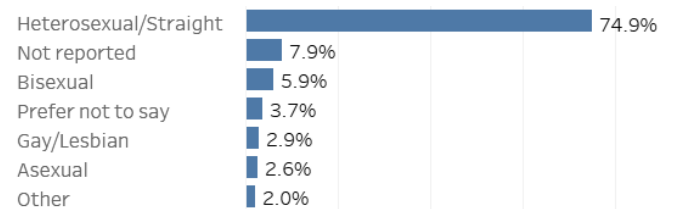
Do you identify as an adherent of one of the following?



I identify my gender as:



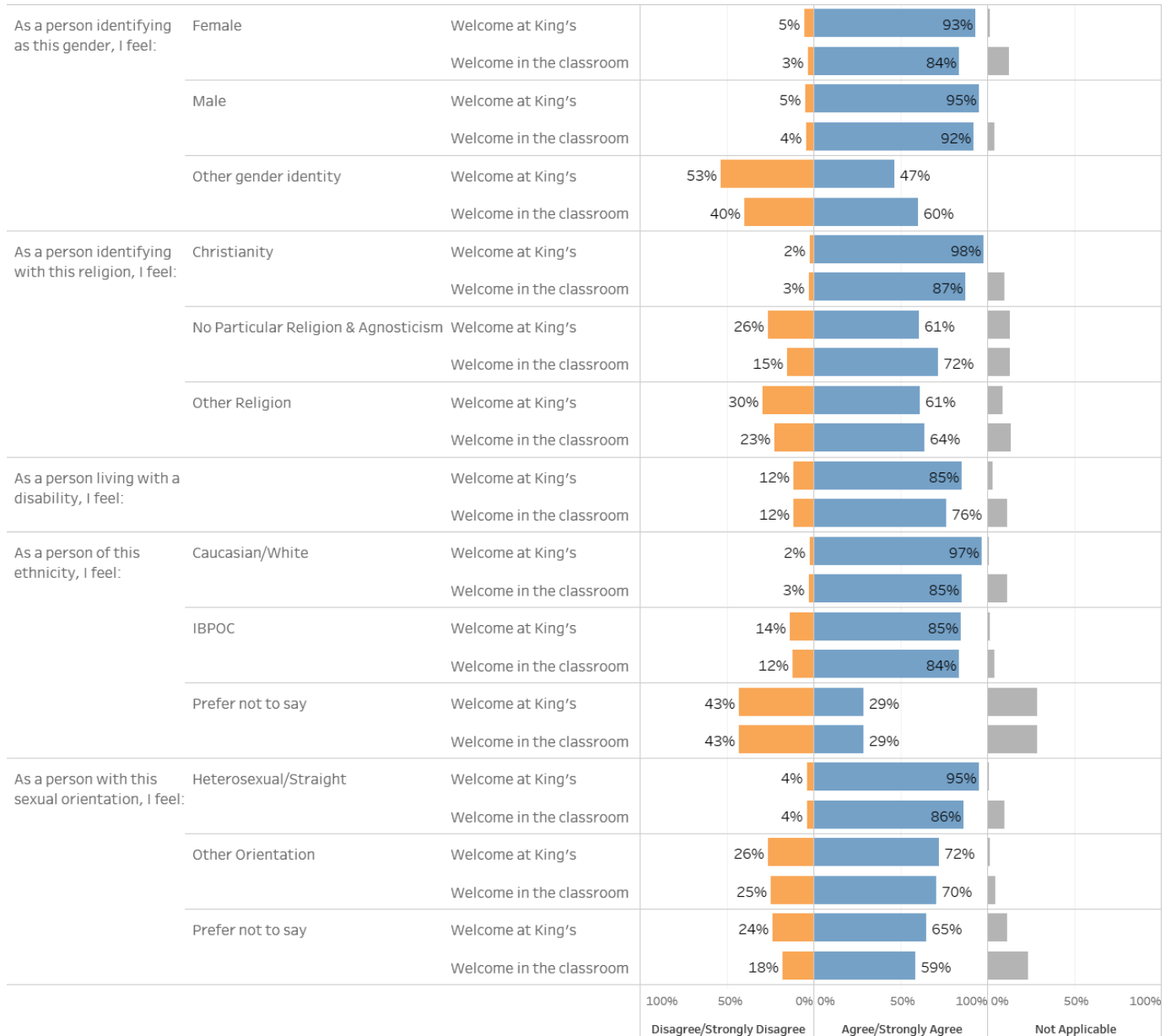
I identify my sexual orientation as:



First Person Experiences

Respondents were asked to rate their level of agreement with statements regarding feeling welcome at King's and welcome in the classroom based on various factors:

Please rate your level of Agreement with the following statements:

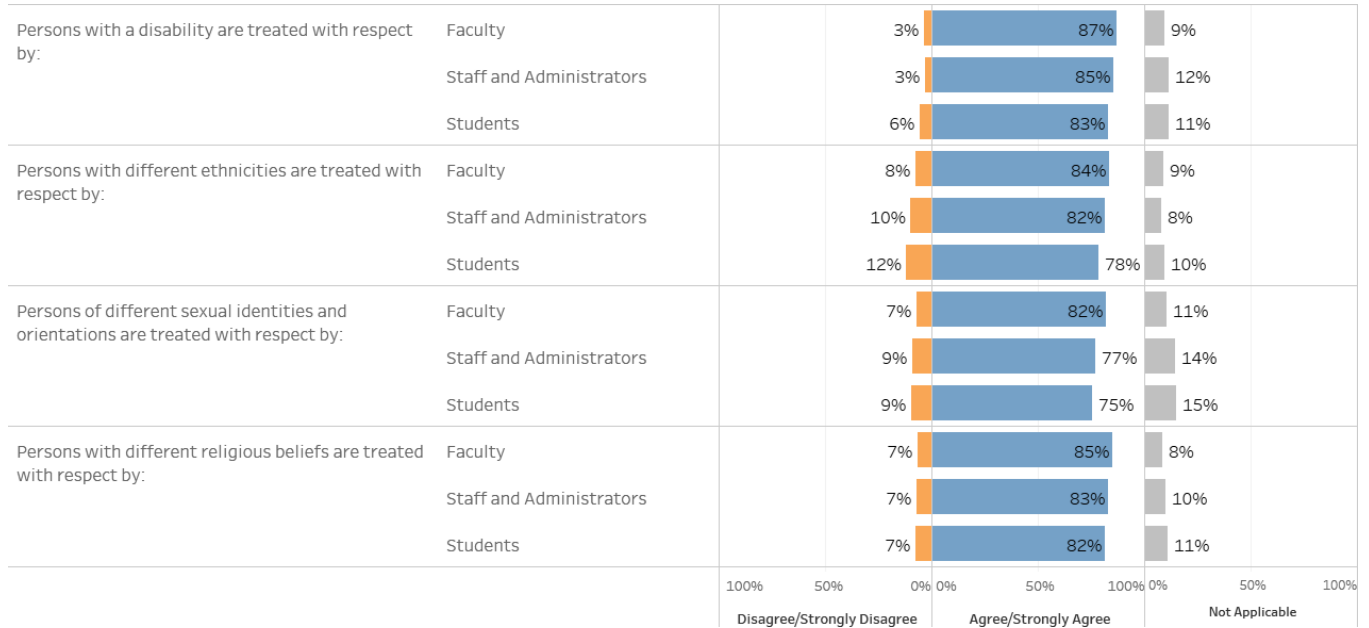


Note: Categories with fewer than 7 respondents have been excluded from this view.

In all cases respondents who identified with the minority demographic were less likely to agree with these statements. Respondents were also more likely to say they felt welcome in the classroom than welcome at King's.

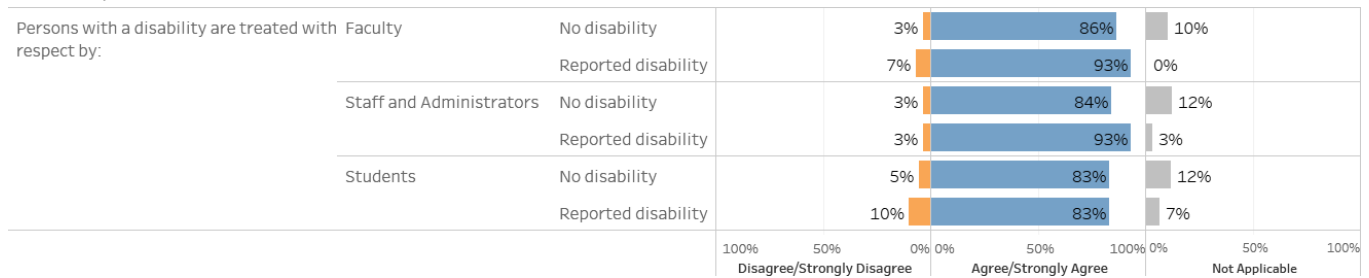
Third Person Experiences

Please rate your level of agreement with the following statements:

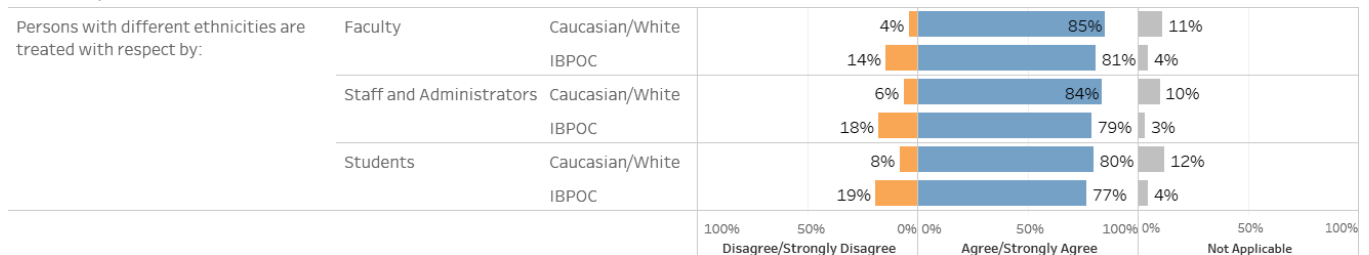


As seen below, perceptions of respect vary depending on a respondent being part of the majority or minority of the group in question. Respondents who are part of the minority are more likely to have higher rates of disagreement. Respondents who are part of the majority have higher rates of “not applicable” responses.

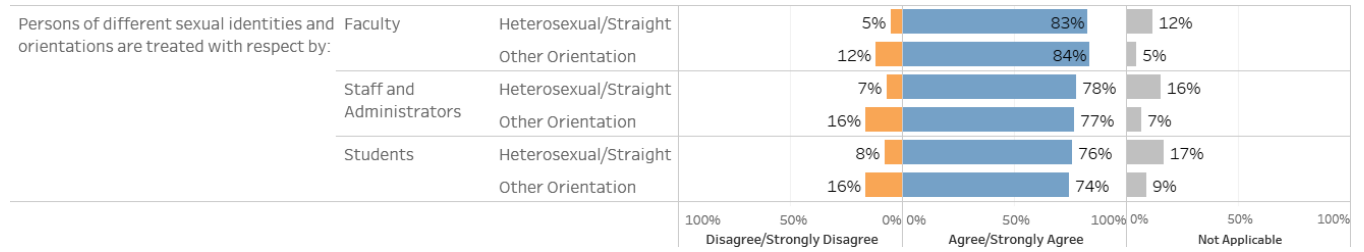
Disability



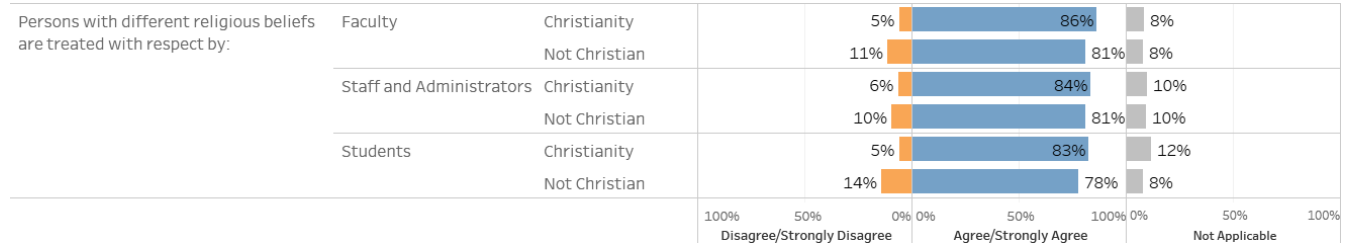
Ethnicity



Sexual Orientation

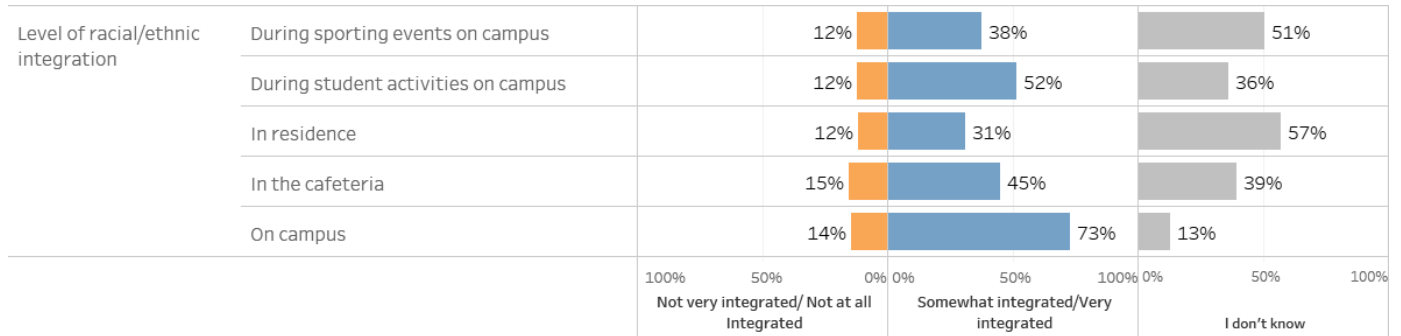


Religious Beliefs

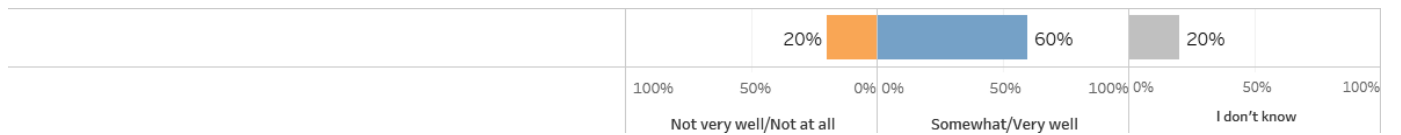


Institutional Priorities and Actions

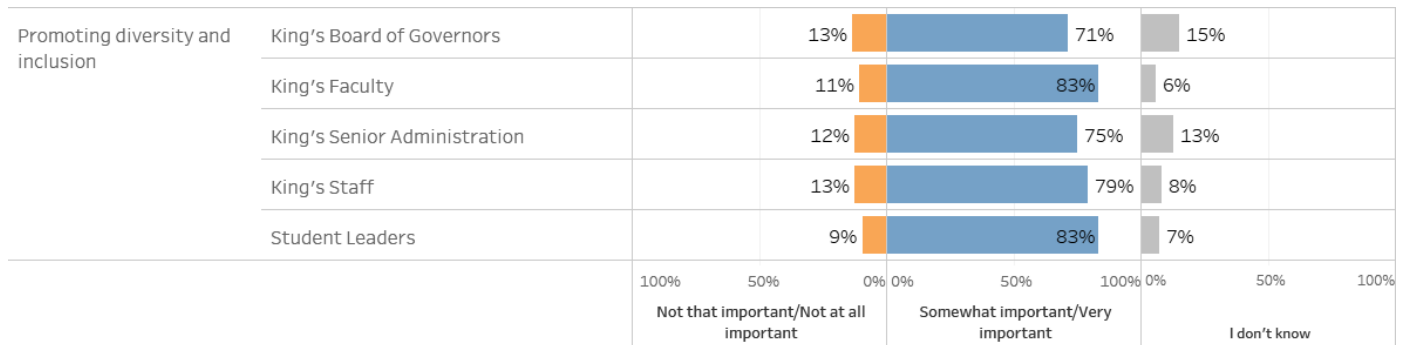
How would you categorize the level of racial/ethnic integration at King's?



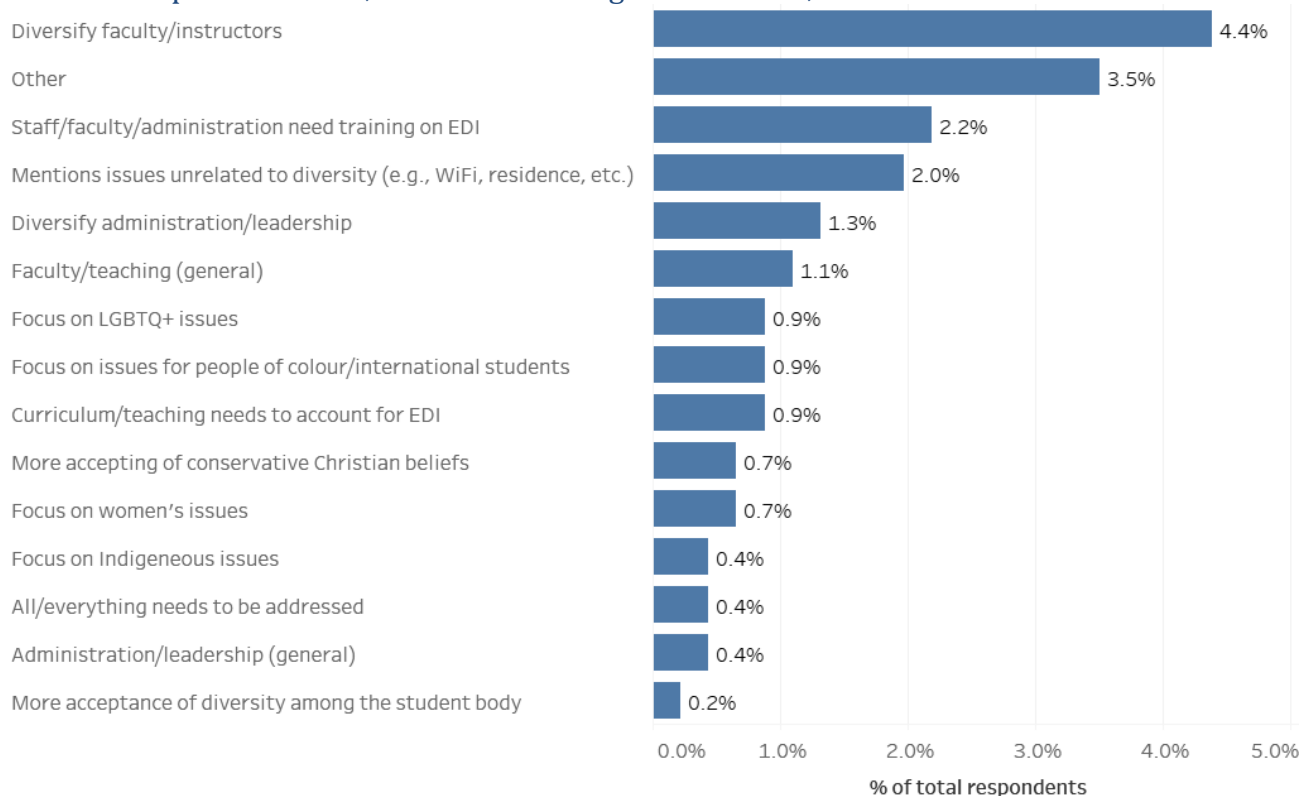
How well does King's promote racial/ethnic interaction between different groups?



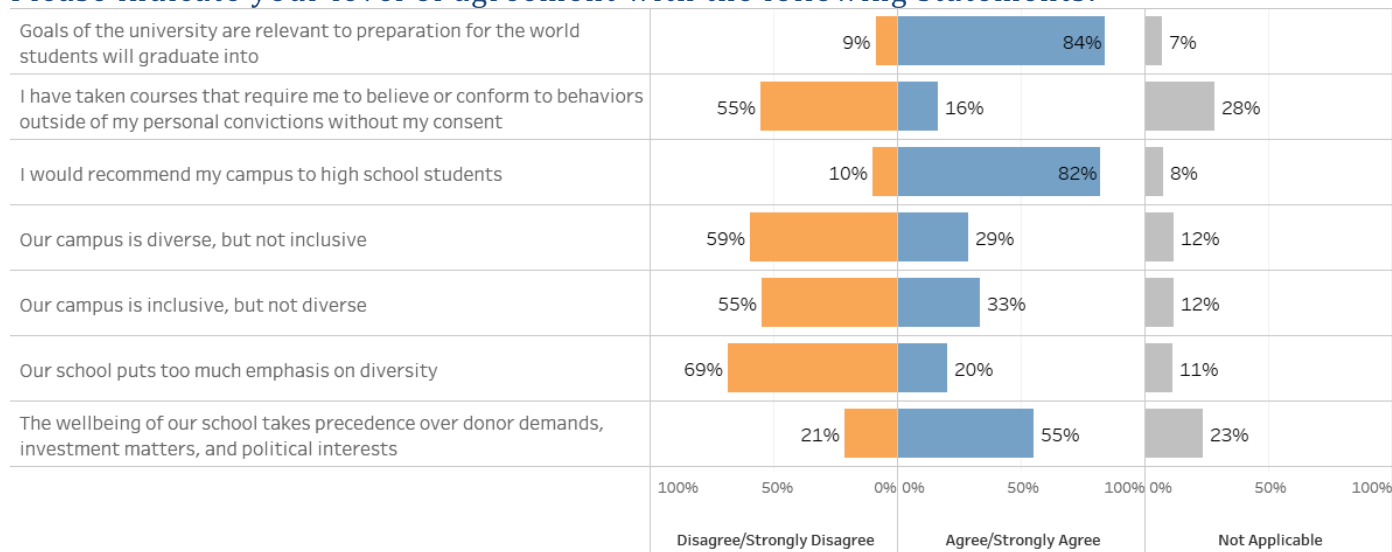
How important, in your opinion, is promoting diversity and inclusion to the groups below?



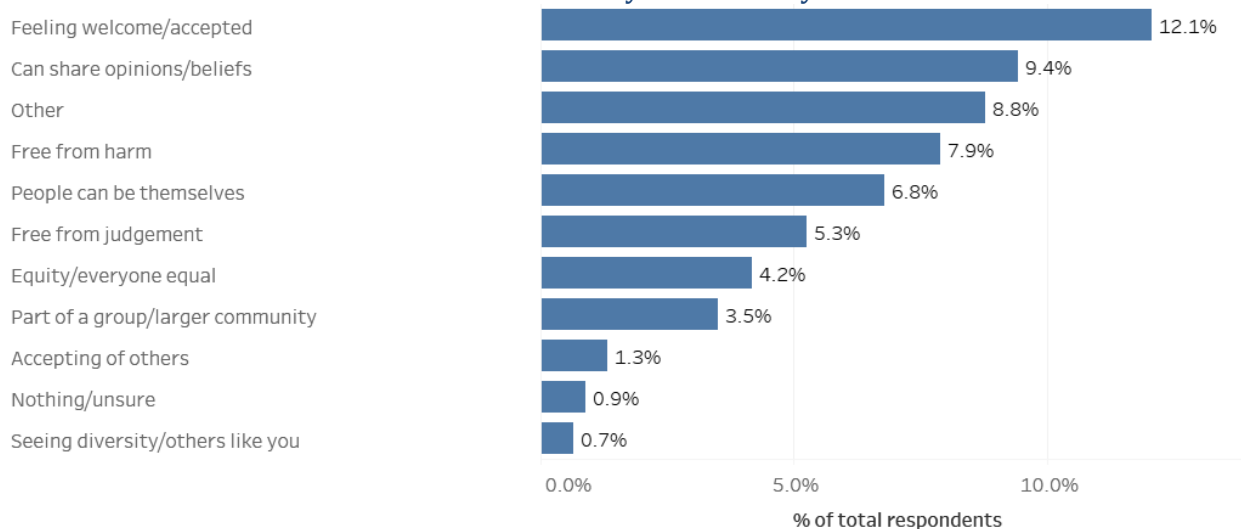
Are there specific areas, without naming individuals, that we need to address?



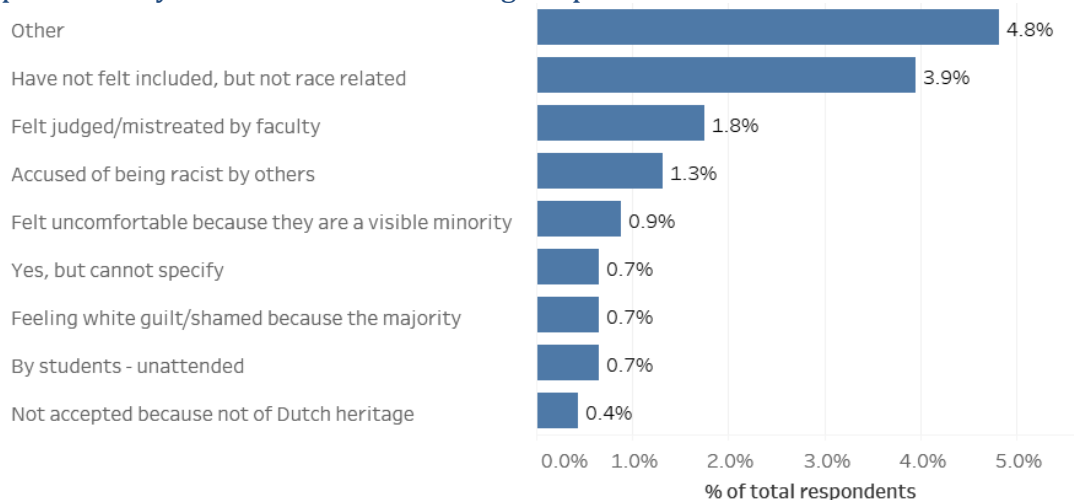
Please indicate your level of agreement with the following statements:



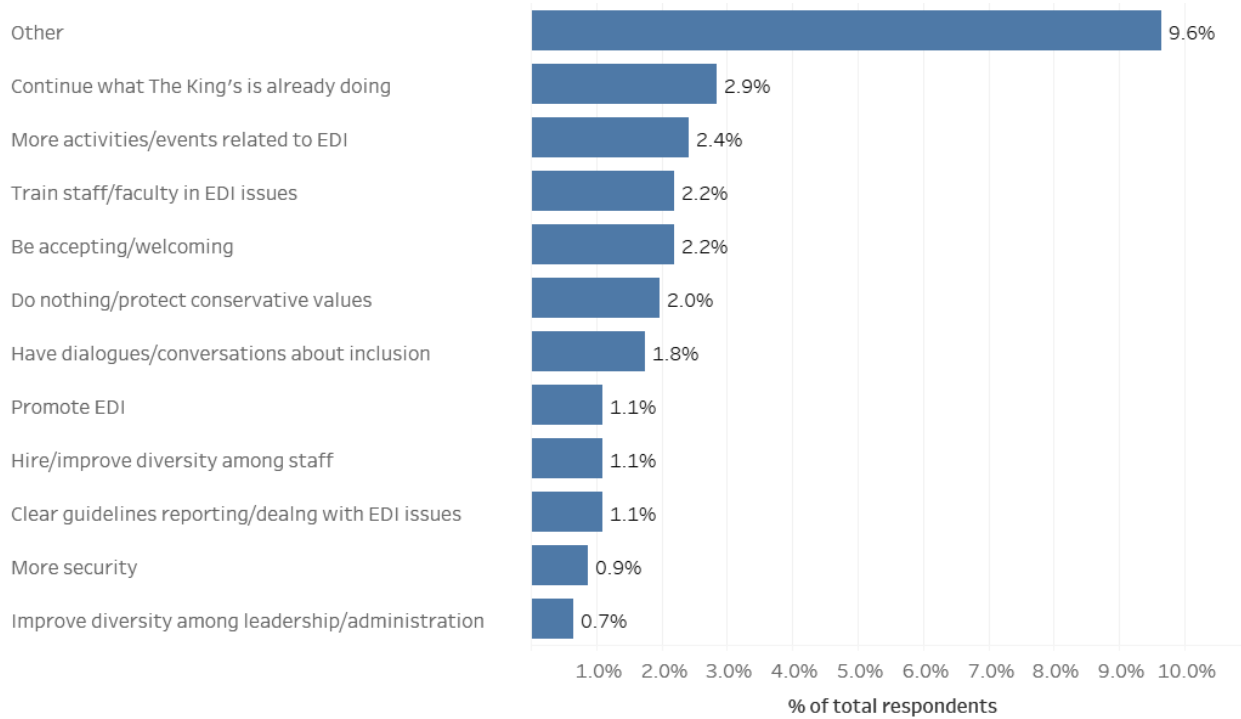
Please describe what inclusion and safety means to you?



Please share an experience when you felt or did not feel safe and included as a person of your identified ethnic group in the institution.

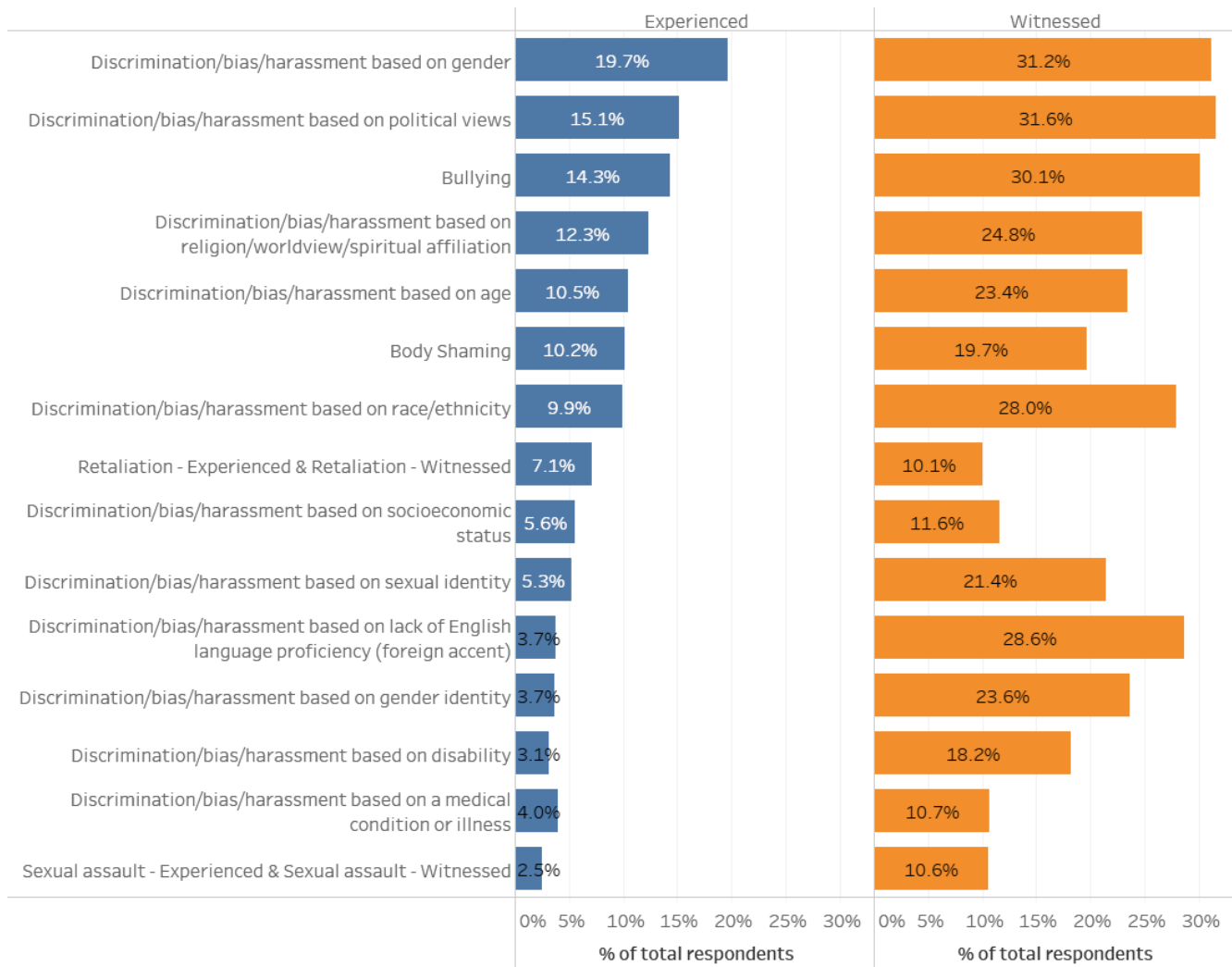


What steps can the institution take to make you feel safe and have a sense of belonging and inclusion at The King's University?



Experience of Discrimination/Bias/Harassment

Have you experienced or witnessed any of the following while at King's?



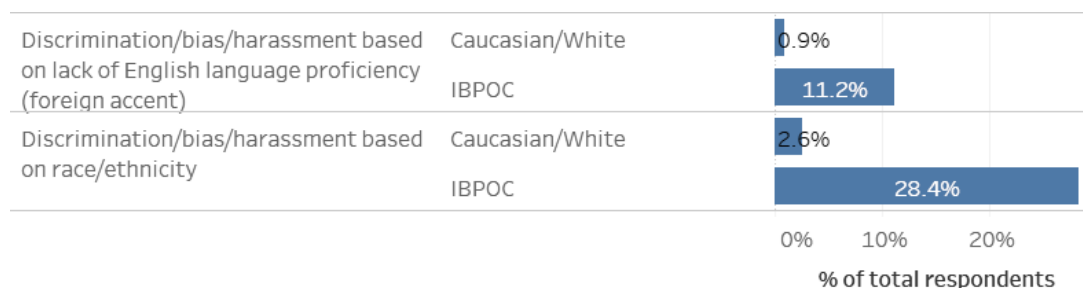
The most common experiences reported were discrimination based on gender, political views, and bullying. These were also the most commonly reported as witnessed.

In all cases a higher proportion of respondents have witnessed incidents of discrimination, bias, or harassment than have experienced these events. The difference is particularly notable for discrimination based on ethnicity, language proficiency, gender identity, sexual identity and disability. Due to the very high representation of members of certain demographic categories it is important to examine the differences in experiences by respondent characteristics.

Differences in Experience of Discrimination/Bias/Harassment by respondent characteristics

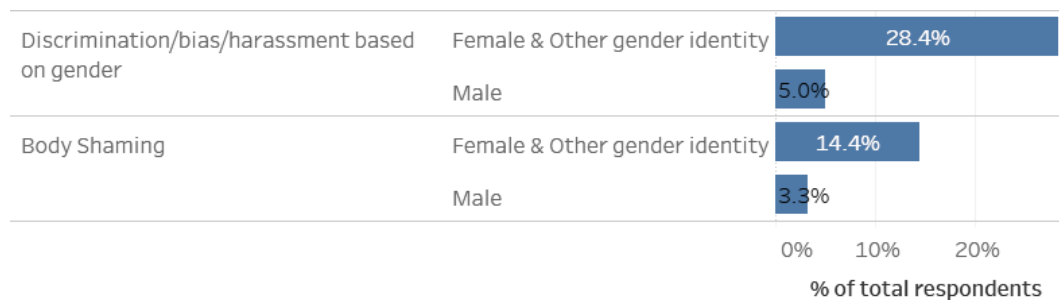
Ethnicity

While 9.9% of all survey respondents reported experiencing discrimination/bias/harassment based on race/ethnicity the experience is very different depending on the ethnicity of the respondent. 28.4% of respondents identifying as indigenous, black or person of colour (IBPOC) indicated experiencing this kind of discrimination compared to only 2.6% of respondents identifying as caucasian/white. IBPOC respondents also indicated higher rates of discrimination based on English language proficiency.

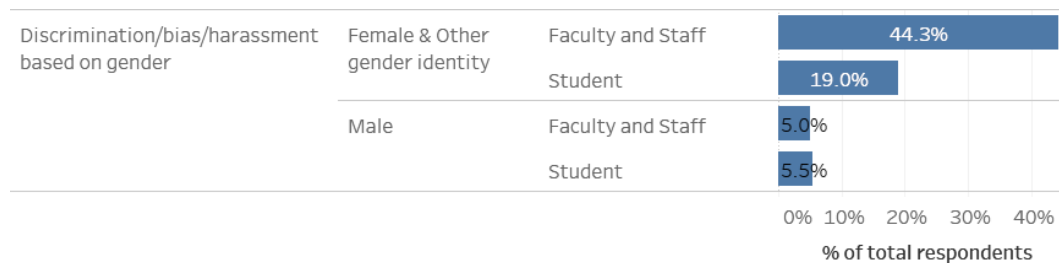


Gender identity

Of all male respondents, 5% indicated experiencing discrimination/bias/harassment based on gender 28.4% of Female and other gender identity respondents. Body shaming was also reported at a lower rate for males.



Experiences of discrimination based on gender for females and those of other gender identities also vary by respondent type with 44.3% of faculty and staff having experienced this type of discrimination compared to 19% of students.



Religion

Respondents who did not identify as an adherent to Christianity reported higher rates of discrimination/bias/harassment based on religion/worldview/spiritual affiliation at 28.8% compared to 8.1% of Christian respondents.



Disability

Persons living with a disability were more likely to have experienced bullying and discrimination based on disability than respondents living without a disability.

