

Appendix A: HEDS Survey Report

Report on the HEDS Diversity and Equity Campus Climate Survey, Trent University, 2020-2021

I. Introduction

The Anti-Racism Task Force (ARTF) was created in October of 2020 with the purpose of interrogating structural and individual racism at Trent University. The ARTF has been working to identify key issues on the race-related culture at Trent, and to analyze our findings using an intersectional lens; we remain attentive to the ways that racializing processes overlap with those concerning gender, class, sexual orientation, work position, and ability. Our project of identifying key issues affecting the living, learning, and working conditions of racialized members of the Trent community has been carried out through a multi-stage consultation process. This initial research provides the ARTF with a firm basis for formulating informed, actionable recommendations capable of improving the overall campus environment as experienced by racialized students, faculty, and staff.

Data collected through this initial consultation process was comprised of two qualitatively different types of information: written and verbal feedback, on the one hand, and survey data on the other. The ARTF provided all Trent community members with multiple avenues for voluntarily sharing written and verbal feedback on the current race-related culture at Trent. These included hosting a series of online Open Listening Sessions, facilitating similar Closed Listening Sessions for specific groups (one for each of the different employee unions and ethnocultural groups on campus). We also issued a campus-wide invitation to provide open-ended feedback in the form of Confidential Written Submissions. The second main source of primary data was a large-scale online survey, the “Diversity and Equity Campus Climate Survey.” To administer this survey, the ARTF worked collaboratively with the Higher Education Data Sharing Consortium (HEDS). HEDS is an American independent non-profit organization. They work with colleges and universities that offer undergraduate liberal arts programs, with the aim of collecting and sharing data to help foster “inclusive excellence” and student success at participating institutions.¹ The purpose of this report is to

¹ HEDS website: <https://www.hedsconsortium.org>

provide ARTF members with an overview and initial analysis of the 2020-2021 HEDS Campus Climate Survey results. We will first briefly review the overall scope and structure of the survey before moving into a more detailed analysis of responses from each of the survey's main sections.

II. Overall Aims of the HEDS Diversity and Equity Campus Climate Survey

The HEDS Diversity and Equity Campus Climate Survey was made available to all students, faculty, and staff members at both of Trent University's campuses (Durham and Peterborough). Participation in the survey was voluntary and all responses were completely anonymous. The survey asks participants about their perceptions and experiences in the following three main areas of Diversity and Equity:

- 1) Perceptions of their institution's climate, including sense of community belonging.
- 2) Perceptions of how their institution supports diversity and equity, including suggestions for improvement.
- 3) Experiences with discrimination and harassment at their institution.

In addition to the questions pertaining to these three general aspects of Diversity and Equity, which were included in the standard form of the HEDS survey, the ARTF designed a series of supplemental survey questions. These supplemental questions appeared at the end of the survey. They gathered more information on the demographic makeup of survey respondents. Supplemental questions helped us to shed light on differences between the two campuses, and on other issues relevant to our research mandate. The survey consisted of a total of 40 questions, divided into the four main sections:

- 1) Campus Climate (questions 1-9), which covers the first two main areas noted above.
- 2) Experiences of Discrimination and Harassment (questions 10-20), which corresponds to the third main area of concern.
- 3) Demographic Information (questions 21-40), which asks about respondents' gender, age, sexual orientation, religious affiliation, political views, etc., including the supplemental questions added by the ARTF.

All three sections consisted of a mixture of closed-ended questions (multiple-choice, check-all-that-apply, or matrix style questions) and open-ended questions that invited participants to leave a written response. There was a total of five open-ended survey questions.² The open-ended components of the survey provided the ARTF with yet another valuable source of written feedback. These written responses will be compared with feedback from the Listening Sessions and the Confidential Written Submissions. The results of the Confidential Written Submissions and of the Listening Sessions have been summarized and shared in separate reports. All sources of data will be considered, and these reports will inform our final recommendations. At the same time, the closed-ended questions allowed for more detailed statistical analysis of community members' perceptions and experiences.

With a total of 1,238 respondents, this survey had by far the largest number of participants out of all the different consultation and data collections initiatives conducted by the ARTF to date. As such, it gives vital insights into the intersectional power dynamics constructing race/racialization on both the personal and the systemic levels. Some of the recurrent themes and issues identified in the Survey, which will be discussed in detail in this report, include:

- Lack of diversity in hiring and problems with retention of racialized faculty and staff.
- Lack of diversity in administration, absence of BIPOC people on Board of Governors and in other leadership roles.
- Biases that exist in terms of grant funding and research
- Problems with reporting and prevalence of unconscious biases (“microaggressions”)
- Pervasive gender inequality, which is worse for racialized people (women & trans people of colour)
- Need for more training in Anti-Racism, Diversity, Equity, and Decolonization at all levels of the University

² There were two open-ended questions on the sense of community in the first section, which were visible to all respondents; the remaining three open-ended questions dealt with experiences of harassment and discrimination and were visible only to respondents who said that they had experienced this during their time at Trent.

To shed light on these issues, one section of the report will be devoted to summarizing and analyzing the results in each of the survey’s three main sections—Demographic Information, Campus Climate, and Discrimination and Harassment—paying close attention throughout this analysis to what the results in these sections reveal about the main themes identified above. The final section will move in the direction of formulating recommendations for action based on the findings of the survey.

Here, our urgent concern is with developing effective strategies capable of fostering safety and genuine equity for BIPOC people. This involves addressing the unconscious biases that still serve to maintain systems of white supremacy at Trent, and in the broader culture in which the University is situated.

III. Survey Results- Campus Climate

As the primary source of numeric data in the ARTF’s consultation process, the Campus Climate Survey provides Trent University with a more comprehensive, nuanced picture of the prevailing socio-cultural attitudes, relational dynamics, and unconscious biases that are unevenly affecting the daily lives of diverse community members. A total of 1238 people responded to the Campus Climate Survey. 70% of these respondents were students, with 767 undergraduate students and 96 graduate students responding. This represents 10% of the total student population currently enrolled at Trent University. The remaining 375 respondents were faculty, staff, administrators, or “other role”; this represents close to 19% of the 2000 people currently employed by Trent University.³ Taken together, this means that just over 11% of all Trent community members, including both full-time and part-time students and employees, responded to the survey. This is a significant number of participants. A sample size of 1238 participants gives the ARTF a good statistical basis for responding to the race-related themes and patterns of discrimination that were rendered visible in these survey results, many of which are also echoed in our other sources of verbal feedback. The following table shows the number of respondents by role:

³ Trent Human Resources website: <https://www.trentu.ca/humanresources/why-work-trent>

Number of Respondents by Role

Answer	Percentage	Count
Undergraduate Student	62%	767
Graduate Student	8%	96
Faculty	12%	143
Staff	16%	202
Other	2%	30
Total	100%	1238

Overall, the HEDS Diversity and Equity Survey shows that a wide majority of respondents feel that Trent University provides a generally welcoming, inclusive environment in which to learn and work. Three quarters of respondents, 75% exactly, reported that they are satisfied with the overall campus climate. However, closer analysis of the data uncovered subtle (and not so subtle) systemic patterns of racial and/or ethnocultural marginalization, exclusion, and oppression on campus. Students, faculty, and staff members who identified as members of racialized groups reported considerably lower levels of overall satisfaction with the campus climate and experience less sense of community at Trent University. They also point to concerning levels of discrimination and harassment, most of which, it seems, goes unreported. Moreover, many respondents who did not themselves identify as members of racialized groups report hearing or witnessing insensitive, disparaging remarks or instances of discriminatory behavior directed at their peers and coworkers based on racial, ethnic, and/or gendered identities.

The first question in the Campus Climate section of the survey asks respondents to indicate their overall levels of satisfaction with the following four areas: overall campus climate, the experience/environment on campus regarding diversity, their personal sense of belonging and community at Trent University, and finally, the extent to which they feel that all Trent community members experience a strong sense of belonging. In all four of these areas, racialized members of the Trent community (those who

identified as belonging to one or more racial or ethnic group other than “white”), showed lower levels of satisfaction than respondents who identified as “white only.”

In the area of satisfaction with overall campus climate, 79% of white people responded that they were either generally satisfied or very satisfied, 11% more than BIPOC people, 68% of whom said they were satisfied. 12% of BIPOC respondents (those who belong to one or more ethnic group other than “white”) were either dissatisfied or very dissatisfied with the campus climate, and many more of them were ambivalent or uncertain; 20% said “neither satisfied nor dissatisfied, as compared to 13% of white respondents.

Similar patterns were repeated throughout the other three sub-questions on satisfaction levels with diversity, community, and sense of belonging. BIPOC people were 8% less likely respond that they were satisfied or very satisfied with the campus climate in terms of diversity, and they were 12% less likely to respond that they feel satisfied or very satisfied with the sense of community they experience at Trent University.

Looking at satisfaction levels of different racial and ethnic groups in conjunction with gender, we found that white men and white women showed similar levels of satisfaction, and in fact, white women reported the highest levels of satisfaction in their responses on perceptions of diversity on campus and their personal sense of belonging/community. BIPOC women and non-binary people were most likely to feel “very dissatisfied” or “generally dissatisfied” in all four areas. The percentage of BIPOC women who were dissatisfied was nearly double the percentage of white respondents who gave these same answers in all four areas. BIPOC men were also less satisfied overall, especially in the first two areas (overall climate and diversity), but their responses on the two sub-questions about community and sense of belonging were more in line with white respondents than with BIPOC women and non-binary people. In fact, they were the most likely to feel “very satisfied” with the extent to which all community members experience a sense of belonging at Trent University.

When we compare dis/satisfaction levels with these four areas of campus climate by role, we found that faculty members were generally the least satisfied with the overall climate and with the environment

with respect to diversity. However, faculty had the highest levels of satisfaction when it came to their own personal sense of belonging or community on campus. Of all the groups, BIPOC students were the least satisfied with the sense of belonging/community they experience at Trent University, and they were also noticeably less satisfied with campus climate with respect to diversity than were students who identified as “white only.” The table on the next page shows the responses to this series of questions on campus climate according to role and self-identified race or ethnicity.

These differences in the levels of satisfaction with the four areas of campus climate suggest that a concerted effort needs to be made to improve conditions for racialized people in all roles. Improving the sense of community and belonging for racialized students will be especially important as Trent University works to create a safer, more equitable environment in which to learn and work.

IV. Survey Results- Discrimination and Harassment

Turning now from the overall campus climate to issues of discrimination and harassment, we again found telling differences between the perceptions and experiences of white community members and those who identified as belonging to one or more racialized group. Nearly half of all respondents, 583 people, stated that they believe Trent University to be “free from tensions related to individual or group differences.” However, racialized people in all roles were much more likely to sense that these tensions do exist, and a significant number report having experienced discrimination or harassment based on race or ethnicity during their time working or studying here. Close to 40% of staff and faculty members who identified as BIPOC stated that these tensions do indeed exist, as compared to 20% of white faculty and staff. Racialized students were 10% more likely than white students to say that they do not see Trent as “free from tensions.”

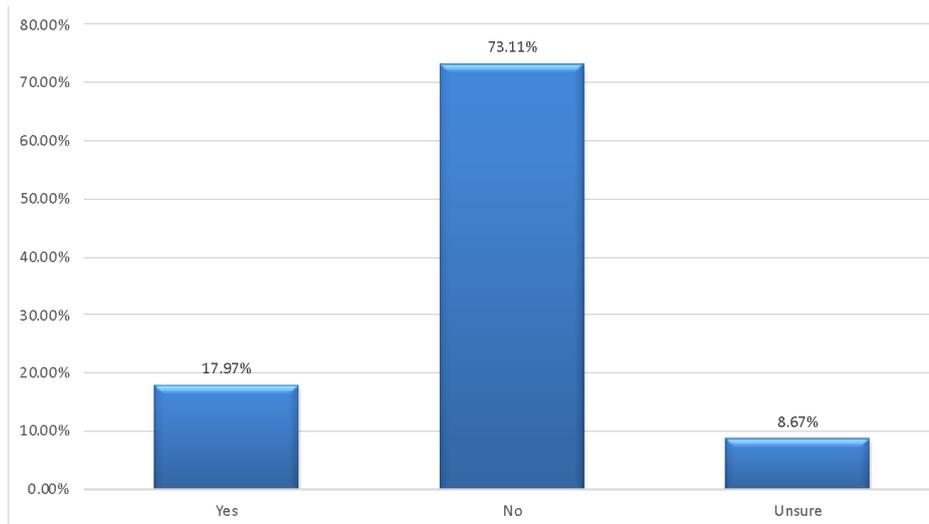
Satisfaction with Campus Climate, Diversity, and Sense of Community by Role and Race/Ethnicity

Role and Count	Students 863	White Students 513	BIPOC Students 339	Staff 202	White Staff 165	BIPOC Staff 37	Faculty 142	White Faculty 105	BIPOC Faculty 30
Area of Campus Climate:									
1) Overall Climate	%	%	%	%	%	%	%	%	%
very dissatisfied or dissatisfied	8	6	12	7	6	13	13	11	13
neither satisfied nor dissatisfied	16	13	19	13	11	22	18	18	20
generally satisfied or very satisfied	76	80	69	78	82	65	68	69	67
2) Diversity on Campus									
very dissatisfied or dissatisfied	14	10	16	18	16	30	23	19	34
neither satisfied nor dissatisfied	21	19	22	18	18	22	29	33	17
generally satisfied or very satisfied	68	71	59	63	67	46	47	47	46
3) Sense of Belonging & Community									
very dissatisfied or dissatisfied	15	10	22	12	10	22	13	11	17
neither satisfied nor dissatisfied	21	21	21	11	10	19	15	15	13
generally satisfied or very satisfied	64	69	57	77	80	60	72	75	70
4) All community members feel a sense of belonging									
very dissatisfied or dissatisfied	17	14	21	23	20	30	29	28	40
neither satisfied nor dissatisfied	28	27	30	24	24	24	36	42	13
generally satisfied or very satisfied	54	58	49	51	54	43	34	31	47

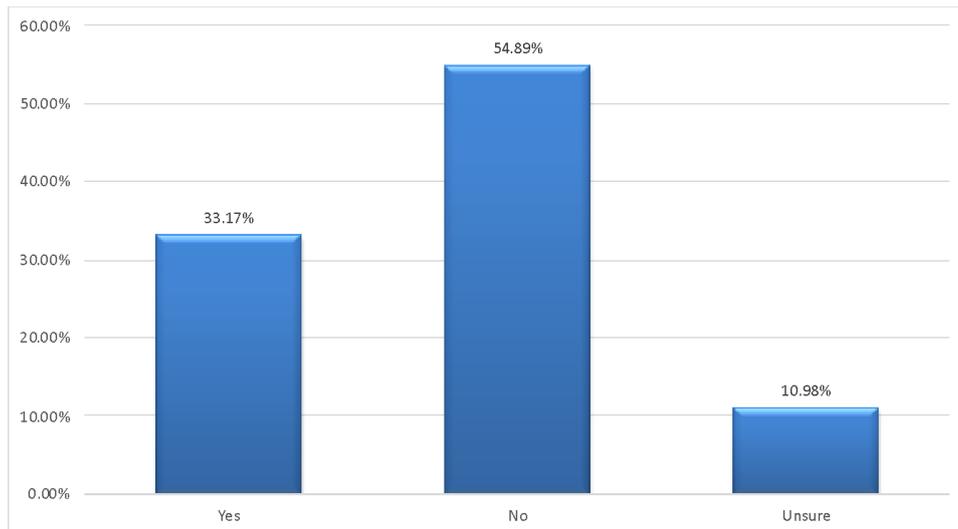
Overall, racialized people were significantly more likely to have experienced discrimination and harassment on campus or at a program/event off-campus affiliated with Trent University. Whereas less than 2 out of every 10 white people report having these experiences (15% for white men and 18% for white women), nearly twice as many, 33% of IBPOC people have been harassed or discriminated against (29% of IBPOC men 36% of IBPOC women and non-binary people). The following graphs show the disparity between white and IBPOC people in all roles when it comes to discrimination and harassment:

13. Have you ever been discriminated against or harassed at the Trent University campus, at an off-campus residence, or at an off-campus program/event affiliated with Trent University? Yes/No/Unsure

Results of Question 13 from white respondents:



Results from IBPOC respondents:



Close to 300 respondents, just under a quarter of the 1,238 who responded to the survey replied that they had experienced discrimination or harassment, and just over half of these said that this experience took place in the last year. The remaining half said that it happened prior to this year, and many of the open-ended comments on this topic said that harassment and discrimination tended to occur more frequently in the context of in-person, on campus learning environments, rather than in online learning environments, which have become the norm during the Covid-19 pandemic.

Of the 114 respondents who identified as IBPOC and said they have experienced discrimination or harassment based on race or ethnicity at Trent University, most of them said this happens only “sometimes” (37 respondents), but 55% of them said that it happens “often” or “very often.” Survey results showed that discrimination based on gender or gender identity were the most common form of discrimination or harassment, both in terms of the number of people having experienced this type of discrimination, and in terms of the frequency with which it takes place. Discrimination based on “appearance” was also common (but this is often closely related to other forms of discrimination, including those based on race and gender). 72% of the respondents who have experienced discrimination say that it was based on their gender or gender identity, and most of them (140 out of 180 respondents) report that this happens often. 49% of those who have

experienced discrimination say it was based on their race or ethnicity, and again, most say that it happens often (121 out of 147 respondents).

The majority of people who report experiencing discrimination or harassment of *any* kind, whether this was in the last year or in the past, also identified as IBPOC women or non-binary people (163 out of 298 respondents or 55%). 40% of these women or non-binary people said that harassment and discrimination based on race and gender are not rare occurrences, which suggests that racial and gender discrimination tend to intersect and amplify one another, creating barriers to inclusion, safety, and agency.

Looking more closely at the forms of discrimination and harassment reported in the last year, we found that nearly half of the respondents who report having these experiences were BIPOC people (73 out of a total of 151). The most common forms include being deliberately ignored or excluded (96 respondents selected this option), being the target of discriminatory remarks (89 selected this option), being intimidated or bullied (66 selected this option) and being stared at (56 selected this option). This is closely followed by racial or ethnic profiling; 56 out of 151 respondents who reported harassment or discrimination in the past year selected this option, which suggests that it is a significant problem. Most of the students who report experiencing a hostile classroom environment were racialized students (15 out of 25). Although it was less common, several IBPOC respondents also report more serious forms of harassment. All of the more serious forms of harassment or discrimination listed on the survey disproportionately affected IBPOC people as compared to the general surveyed population. These include:

- Threats of physical violence; 7 of the 10 respondents who selected this option were IBPOC people.
- Fearing for their physical safety; over half the people who selected this were IBPOC, 15 out of 28.

- Physical violence; 4 out of 6 here were BIPOC.
- Fear for safety of their family members; 2 out of 3 respondents to select this were IBPOC.
- Sexual assault or harassment; 7 out of 19, 37%, who experienced this were IBPOC

Overall, the survey clearly demonstrates that racialized people were more likely to experience harassment and discrimination of all kinds, and this can range from insensitive or disparaging remarks (what many people refer to in their comments as “microaggressions”), which happen frequently during day-to-day interactions, causing cumulative harm that may not be readily visible, to rare but extreme forms of violence.

Many respondents who had not themselves experienced discrimination or harassment report witnessing it. 25% of all respondents said that they have occasionally heard disparaging or insensitive remarks about an individual or group’s race or ethnicity, and over 50% of all respondents reported that they hear these remarks sometimes or often. Unsurprisingly, people who identified as IBPOC report hearing insensitive remarks more often than white people. 45% of white respondents say they have “never” heard such remarks, as compared to 35% of IBPOC respondents. Similarly, more men than women said that they have never heard disparaging or insensitive remarks concerning gender or gender identity (a difference of 6%). This reaffirms what many respondents wrote in their open-ended comments; racist and sexist “microaggressions” take place frequently, but they are not always noticed. Often those who experienced these subtle forms of discrimination do not report them because they fear retaliation; too frequently, women and IBPOC people are told “not to take things so seriously” or that they “must have misunderstood,” or worse, they are told that they themselves are being “aggressive” or “hostile” for speaking up about the racism and/or sexism that they experience and see taking place in their everyday professional and academic lives.

This brings us to the problems we found with the current procedures for reporting discrimination and harassment based on race and/or ethnicity. Question 12 asks respondents

whether they know how to report acts of discrimination when they either experience or witness these taking place. 41% of all respondents said they do not know whom to report to, and 50% said that the process for reporting is unclear. Even more, 54%, responded that the process for investigating acts of discrimination or harassment is not clear to them. While we found that knowledge of the reporting process was better for staff and faculty members than for students, most of them had little knowledge of the process for investigating these acts. It is also noteworthy that knowledge of the reporting and investigation processes (all three areas of Question 12) was slightly lower for IBPOC respondents overall as compared to white respondents, especially with regards to knowing to whom these incidents should be reported; there was a 6% difference in this area. This suggests the need for more training and education on the existing processes for reporting discrimination, especially for those who are most likely to experience it.

When asked the extent to which they agree that the process for reporting discrimination and harassment at Trent is effective, 32% of respondents agreed, 17% disagreed, and close to half had no opinion. For this question, there were very pronounced differences of opinion according to role, with staff and faculty being much less likely to disagree the current process is effective. 37% of faculty members disagreed, and only 10% think it is effective, as compared to students, 37% of whom agreed. This is important because the more knowledge a group reports having about the current process, the less likely they are to think it is effective. Taking into account role and race/ethnicity, members who identified as IBPOC were the most likely of any group to “strongly disagree” that the current process is effective. Their perceptions are supported by the fact that most people who responded that they did experience discrimination or harassment did not report it to campus officials.

V. Survey Results- Demographics of Survey Respondents

The third section of the Campus Climate Survey gathers information on respondents’ demographic information. It contains questions about respondents’ gender, age, sexual orientation,

religious affiliation, citizenship status, and racial and ethnic identities, as well as the questions about their role in the university and their relationship to Trent, such as length of time working or studying here, whether students live on or off campus, etc. Our focus in this report will be mainly on the racial and ethnic diversity of survey respondents, and our discussion will link their self-identified race/ethnicity to selected other demographic categories including citizenship status, age, gender, and role within the University. We will touch briefly on some of the other questions such as political views and sexual orientation to the extent that these are relevant to our guiding questions, but it is beyond the scope of the present report to dissect every aspect of the detailed demographic information contained in the survey results.

Question 29 of the survey asks respondents to select which ethnic or racial categories apply to their identities. Respondents were able to “check-all-that apply” from a list of ten possible ethnic or racial identities, or to select “some other race or ethnicity” and fill in the blank. Unsurprisingly, a wide majority of respondents, 64%, responded “white” only, while 33% selected one or more of the other racial/ethnic categories.⁴ Looking more closely at levels of ethnic and racial diversity according to role within the university, we found that students are by far the most diverse group; 39% of all students selected one or more option other than “white,” with 46% of graduate students responding that they identify as belonging as members of one or more non-white category.

Linking racial and ethnic identity to citizenship status amongst students, we found that 84% of students who responded to the survey are Canadian citizens, and 25% of these students identified as members of racialized groups. Of the 15% of students with citizenship status other than Canadian,

⁴ Respondents could choose from the following options: Black, Asian, Caribbean/West Indian, Hispanic or Lantino/a, Latin American, Middle Eastern, Indigenous, South Asian, Southeast Asian, White, or Some other race ethnicity (fill in the blank). All responses on ethnic and racial identity other than “white only” were combined in the reports on the survey data provided by HEDS, and in the Excel Query Builder that I was using to analyze the survey data. This is part of how HEDS protects anonymity of survey respondents. In their document describing the survey, HEDS writes, “We deprecate the date file as needed by removing variables and/or combining response options into broader categories in order to maintain anonymity of survey respondents.” A closer look at the raw data files might reveal how many respondents selected each of these categories, but for the purposes of this report, we will continue to combine categories into “selected white only” or “selected race/ethnicity, but not only white.”

89% of them selected one or more racial or ethnic identity other than white. The proportion of students who identify as International (not Canadian citizens) was similar for undergraduate students and graduate students, sitting at 15% and 16% respectively. However, the survey does show noticeable differences in terms of levels of racial/ethnic diversity and citizenship status between the student populations at the two Trent University campuses.

The Peterborough campus had a slightly larger percentage of International students, 3% more than Durham, but the Durham campus has a significantly higher level of racial and ethnic diversity overall. A total of 49% of Durham students belonging to groups other than “white,” and almost all of these were Canadian citizens, whereas only 24% of Peterborough students selected non-white categories, and most of them were also International students. The following table provides an overview of racial and ethnic diversity and citizenship status of responding students:

Citizenship Status & Racial and Ethnic Identity of Trent Students

Trent Students	BIPOC, Canadian	Canadian, white only	BIPOC, International	International, white only
All Students	25%	58%	14%	2%
863 Total				
Undergraduate	25%	59%	14%	1%
767				
Graduate	32%	46%	13%	4%
96				
Durham	49%	38%	11%	1%
100				
Peterborough	24%	59%	14%	8%
762				

These differences in demographic makeup of the student populations at the two campuses can likely be attributed to Durham's relative proximity to the GTA, as compared to Peterborough, which is a regional centre with an overwhelmingly homogenous population.⁵

There were a few other noticeable differences between the student populations at the two campuses in terms of respondents' gender, religious affiliations, and political views. Durham had a slightly higher percentage of students who identified as members of religions other than Christian (24% as compared to 20% in Peterborough). 26% from Durham said they were "spiritual, but not religious," whereas only 15% of Peterborough students gave this response. Many more students from Peterborough responded that they were Atheist (37%, compared to only 17% from Durham). Political views tended to be more liberal and left-leaning amongst students at the Peterborough campus as compared to Durham. Nearly twice the percentage of Durham students identified as "Conservative or far right, 14% versus 8% from Peterborough. These differences in students' political views between the two campuses may be surprising, given the fact that the Peterborough campus is significantly less racially and ethnically diverse. These differences might be linked to greater cultural/religious diversity at Durham, and perhaps to the complex ways that students' first and second-generation experiences of migration/immigration impact their social and political perspectives.

Touching briefly on the results of survey questions on gender and sexual orientation, we found that women make up the majority of students at Trent, and over one third of all students identify as LGBTQ+. The responding student population was made up of 66% women, 28% men, and 6% unknown gender.⁶ 72% of students at Durham identified as women (including cisgender and

⁵ According to census information, Peterborough's population was 94% white in 2016, with only 6% of the population identifying as members of visible (racialized) minorities. The student population at Trent's Peterborough campus is therefore considerably more ethnically and racially diverse than the surrounding community. See: <https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/details/page.cfm?Lang=E&Geo1=POPC&Code1=0636&Geo2=PR&Code2=35&Data=Count&SearchType=Begins&SearchPR=01&B1=All&TABID=1>

⁶ Unfortunately, the responses that were "non-binary, please specify" were combined in the data reports with those who did not respond to the question on gender, so there is no way of knowing how many respondents

trans women), which is 7% more than at the Peterborough campus. 38% of all students, 325 respondents in total, identified as gay, lesbian, bisexual, pansexual, asexual, queer or “other,” and 61% selected heterosexual only.⁷ Looking at all of this demographic information on the student population, not only were the students the most racially and ethnically diverse of all the groups responding to the survey, but there were also significantly larger proportions of women and queer people in the student community than we find in the demographic makeup of Faculty and Staff currently employed at Trent University.

Trent Staff members were the least ethnically and racially diverse group responding to the survey. 82% of the 202 responding staff members selected “white only,” and 93% of all staff are Canadian citizens. 13% of staff were Canadian IBPOC people, and 4% were IBPOC people with citizenship other than Canadian. In total, only 18% of all staff selected one or more of the categories other than “white” listed in question 29 of the survey, a difference of 21% as compared to the student population.

This difference was even greater at the Durham campus. There, 100% of the responding staff members are white, and the student body, as noted, is 25% more racially diverse than at the Peterborough campus. This means that, based on survey results, the student population is 51% more diverse than the staff that supports their learning at the Durham campus. Clearly, these numbers point to a need to diversify staff by hiring significantly more IBPOC people at both campuses, especially at Durham.

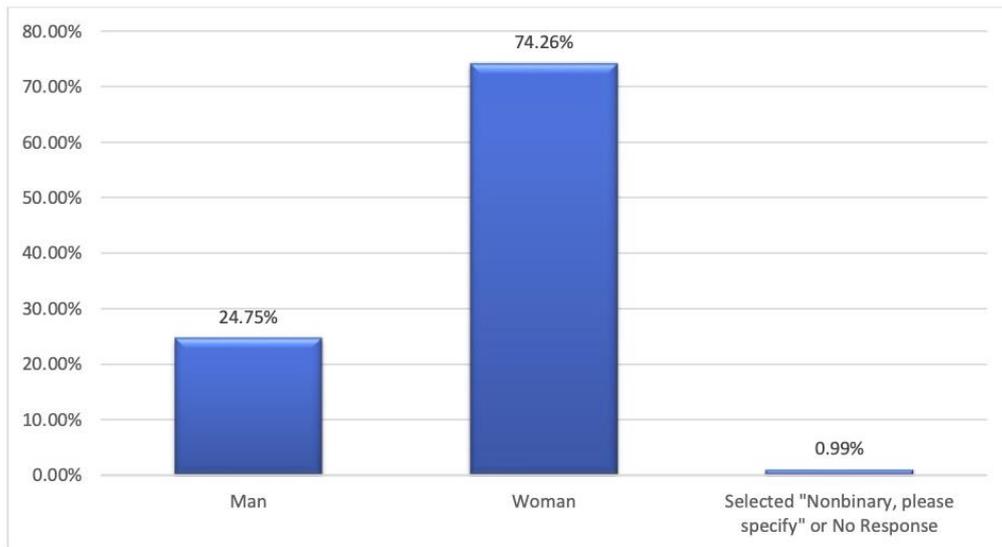
selected non-binary. Answers to Question 22 of the survey, “Are you transgender? Yes/No” were also excluded from the reports and the Excel Query Builder that I was using to analyze the survey data. I do not know at this time how many of the respondents identified as transgender, and so the categories “men” and “women” includes both cis and trans people [Jeanette].

⁷ All responses on sexual orientation other than “heterosexual” were combined in the survey data. Therefore, I was unable to see how many respondents selected each of these identities, or to look at the “other” identities people filled in themselves. The list of choices also did not include “two spirit,” and some respondents may have felt that this omission reproduces the hegemony of western and colonial ways of understanding gender and sexuality. Any future ARTF data collection that touched on gender should include this option [Jeanette].

There were, however, some indications in the survey data that Trent University has been moving in the direction of hiring more IBPOC staff members over the past five years. We found that 41% of the “white only” staff members had worked at Trent for 10 or more years, and 29% had worked here for 5-9 years. In contrast, 22 out of the 37 staff members who selected racial or ethnic identities other than white have worked here for less than four years. In other words, 60% of racialized staff members have been hired recently, as compared to only 28% of white staff members. White staff members also tended to be older, with 53% of them being over 45 years old, and only one quarter were in the 25-34 age range. Nearly half of IBPOC staff members, 46%, were 25-34 years old, and only 22% of them were 45 or older. Although this slight improvement to the ethnic and racial diversity of the staff is encouraging, we need to keep in mind that racialized staff members are still a very small minority. These newly hired IBPOC people, 22 out of a total of 202 responding staff members, still represent only a tiny fraction of the total of approximately 2,000 people employed by Trent.

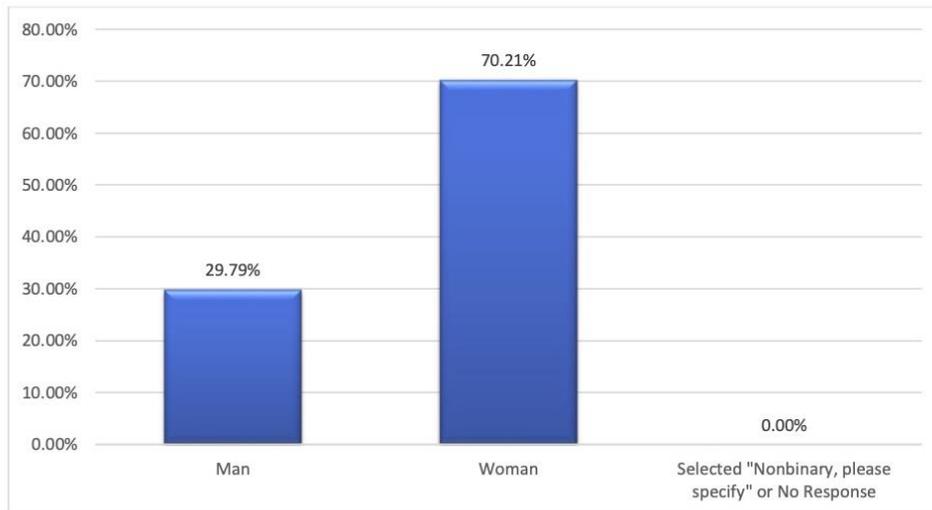
It is also worth noting that amongst the “white only” staff members, 76% are women and 27% are men, but amongst the IBPOC staff members (or those who selected not only “white”), 68% are women and 30% are men. Looking only at those hired in the last five years, this gendered division remains relatively unchanged for white staff members: 70% of new white staff are women and 30% are men.

Gender of Trent Staff

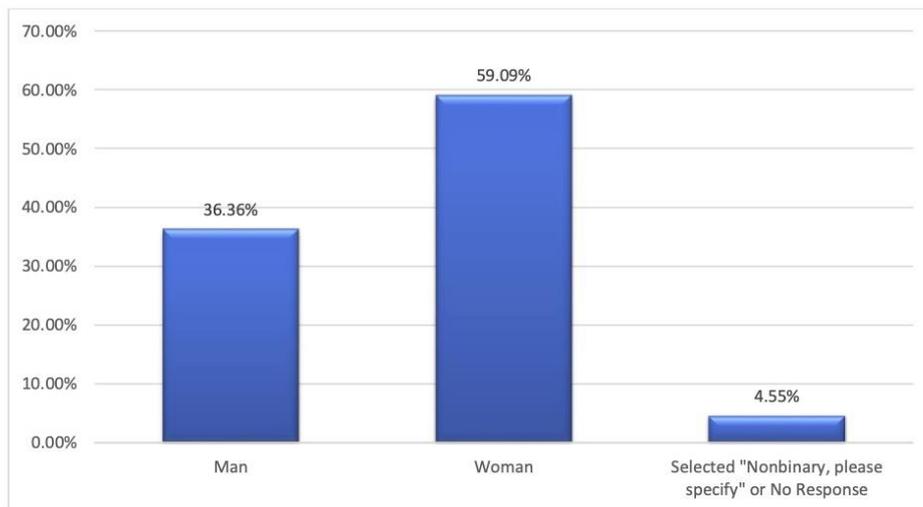


However, for newly hired IBPOC staff members (those hired in the last five years), the gender division looks markedly different: 59% of these new staff members are women, a figure that is 17% less than the overall proportion of female to male staff, and 39% are men, 9% more than overall percentage of male staff. This suggests that, while women are still far more likely to be hired in most new positions, these jobs more frequently go to white women, and overall hiring of racialized women has actually been declining over time. It also suggests that the slight increase in hiring of racialized people that has been taking place over the last five years has tended to benefit racialized men more than racialized women. While this survey does not provide enough information to draw definitive conclusions about hiring and retention of racialized people at Trent, it does point to some concerning trends. These numbers indicate the need to improve current levels of diversity amongst staff by hiring more racialized people, especially IBPOC women.

Gender of white Staff hired in last five years



Gender of IBPOC Staff hired in last five years



While faculty members were somewhat less likely to select “white only” than staff, there was still a considerable gap evident in levels of racial and ethnic diversity between the Trent student body and faculty members. Just under three quarters of faculty members, 74%, selected “white” only, which amounts to a 10% difference as compared to the overall student population (64% “white only”). Surprisingly, we found that levels of racial and ethnic diversity are much lower amongst faculty members who do not have permanent (tenure-track) teaching and research positions or limited term teaching-only contracts (LTAs) of 12 months or more. Responding CUPE faculty members were 85% “white only,” as compared to 71% of TUFA faculty.

The survey results also show significant differences in terms of the gender and age makeup between the two unions representing Trent faculty members. TUFA faculty showed nearly an even gender split, with 48% men and 49% women. 98% of these faculty members work full-time, and 70% have worked at Trent for ten or more years. Over three quarters of TUFA faculty are 45 or older. By contrast, 97% of whom work part-time as sessional instructors and teaching assistants with minimal job security. We found that CUPE faculty were significantly more likely to be younger women; CUPE is made up of 64% women, and 33% men, a gendered division closer to the Trent staff and student populations. A substantially higher number of CUPE faculty members are aged 36-44, as compared to TUFA faculty (15% more). Over half of CUPE faculty members, 54% have taught at Trent for less than 9 years, with 24% having started less than four years ago. We are seeing that younger female faculty members are more likely to be employed in positions that have a relative lack of job security, and therefore also have significantly less institutional support for their research and overall ability to continue in the profession (and less ability to report discrimination of all kinds).

Amongst the 26% of TUFA faculty members that are members of racialized groups, 58% of these are men, and only 35% of them identified as women or non-binary. In other words, there were only 9 women or non-binary people of colour who are either tenure-track or LTAs out of 142 faculty members who responded to the survey. This is only 6% of responding faculty. Not only should Trent focus on diversifying hiring for both CUPE and TUFA faculty, but also that there is an urgent need to hire more racialized women and non-binary people into tenure-track and LTA positions. This is necessary if the University aims to close the gap between the levels of racial and ethnic diversity currently seen amongst the Trent student population as compared to their teachers.