



St. Lawrence  
College

Census Results for  
**SLC Equity Census 2021**

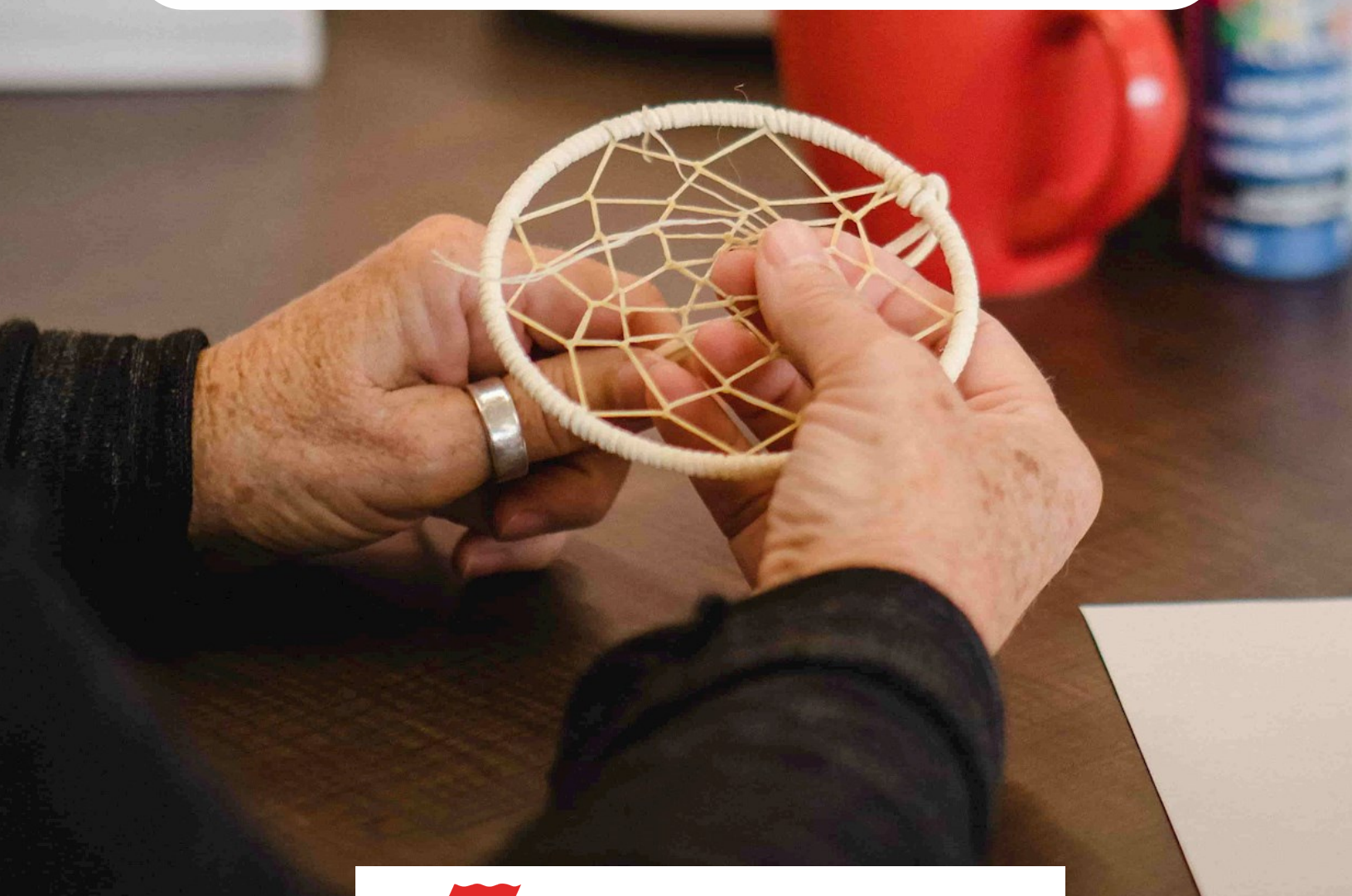
**Belonging begins with  
knowing your story.**



St. Lawrence  
College

**Belonging**  
Equity, Diversity, Inclusion

To start this report, let us acknowledge that St. Lawrence College is situated on the traditional lands of the Anishinaabe and Haudenosaunee peoples. May we always be grateful to live and learn on these lands. To acknowledge this traditional territory is to recognize its longer history, one predating the establishment of the earliest European colonies. It is also to acknowledge this territory's significance for the Indigenous Peoples who lived, and continue to live, upon it and whose practices and spiritualities were tied to the land and continue to develop in relationship to the territory and its other inhabitants today.



## Our Vision

Rooted in our communities, we will be a globally recognized college delivering innovative learning opportunities and preparing career-ready graduates to be leaders in their fields.

## Our Mission

We are dedicated to student success, academic excellence and leadership in our communities.

## Our Values

### Students First

Part of our core mandate as an educational institution is to put our students first. Our staff is committed to providing our students with the programs, services and personal support to ensure their success. Simply put, we are here because of our students.

### Teamwork

Our College succeeds because of teamwork. Our dedicated and talented staff works together to achieve our collective mission. We are committed to fostering the skills, knowledge and passion of our team to deliver excellence in all that we do – for our students, our colleagues, and our communities.

### Innovation

Providing educational opportunities that deliver value to our students requires us to be resourceful and creative. This will ensure our College thrives as an institution and is resilient to external pressures. We believe building upon our achievements and focusing on innovation will advance the College and allow us to meet the evolving needs of our students now and in the future.

### Integrity

As we work toward our vision and mission, we strive to continually build trust with our students, staff, and community partners. We exemplify integrity; it governs our actions and decision-making processes.

### Belonging

We believe honesty, inclusivity and accountability are the pathways to success. As our communities evolve, we look to create a sense of belonging for our students, team, and partners. We celebrate diversity, respect our differences, value contributions, and foster an environment where everyone feels they can participate without discrimination in our College community.



## Creating a Culture of Belonging at SLC

In framing our final recommendations to operationalize the College's value of Belonging, the Task Force identified and created a model that articulates six key areas that will contribute to creating and sustaining safe spaces of belonging at St. Lawrence College.



## The EDI Task Force

### The Belonging + EDI Task Force Mandate

Through a consultative and collaborative process, members of the Belonging + EDI Taskforce utilized an intersectional equity lens to establish and implement a College framework and recommendations for operationalizing the value of Belonging along with equity, diversity, and inclusion to address the needs of the tri-campus SLC community, internal and external.

The taskforce worked collaboratively to:

- Conduct an environmental scan and document progress in the College in the areas of EDI and the core value of “Belonging”
- Identify systemic barriers to EDI at SLC such as policies and processes, recruitment and admissions, program structure, and non-systemic barriers including lack of awareness and understanding, climate, and attitudes.
- Establish an implementation plan for reducing barriers and advancing the value of Belonging and EDI at SLC as a core value fundamental to all activities, including setting measurable targets and accountability to reflect commitment and monitor progress.

### Rationale: The Human Imperative

Using a human centered approach was at the core of the work of the Task Force in amplifying the values of belonging, diversity, equity, and inclusion in the College. By cultivating an environment where all individuals feel valued and can bring their authentic selves to work or the classroom, they are more likely to be more engaged, successful, and innovative in their endeavors.

### Chair - Ekta Singh, Senior Advisor, Belonging, Diversity, & Inclusion.

The chair was responsible for coordinating the SLC ‘Belonging’ Task Force to gather information relevant to advancing the value of ‘Belonging’ at SLC. This role reports to the Vice President of Human Resources & Organizational Development for day-to-day issues, however, has accountability to the President and College Executive Team for regular updates and recommendations about the development of a College wide EDI plan.

**We want to thank all of the individuals that helped  
to make this project possible.**

**EDI Task Force**

Ekta Singh (Senior Advisor EDI, Kingston)  
Raven Bedford (Student, Kingston)  
Terry McGinn (Staff/SA, Kingston)  
Richard Webster (Staff, Kingston)  
Christina Chrysler (Faculty, Brockville)  
Newton Duarte (International student, Kingston)  
Sara Craig (Faculty/union, Brockville)  
Jessica Jeong (Faculty, Kingston)  
Krista Videchak (Staff, Kingston)  
Ining Chao (Admin, Kingston)  
Shanika Turner (Staff, Kingston)  
Shirley Chaisson (Staff, Cornwall)  
Allison Taylor (Faculty, Cornwall)  
Muhammad Owais Aziz (Faculty, Cornwall)  
Robert Rittwage (Faculty, Kingston)  
Emrys De Souza (Student, Kingston)  
Wendy Whitehead (Faculty, Kingston)  
Alejandra Perez (Staff, Kingston)  
*Executive Sponsors:* Christopher Garnett  
*Communications Representative:* Julie Einarson  
*HR Admin:* Joel Wilkinson

**Research Team Members**

Ekta Singh (Senior Advisor EDI)  
Rahul Gahlawat (Student Researcher)  
Anto Sebastian (Student Researcher)  
Joel Wilkinson (Human Resources)  
Wendy Whitehead (Faculty)  
Krista Videchak (Staff)  
Owais Aziz (Faculty)  
Jessica Bredschneider (PT Faculty)  
Jeremy Butler (SLC Ethics Officer)  
Ining Chao (Admin)  
Zoe Lyons (Student Researcher)

## Survey Development and Purpose

To understand the demographic composition of our workforce and student body and to assess progress towards a more diverse institution, the SLC Belonging and EDI Task force developed a comprehensive demographic census. The purpose of this Census was to:

1. Achieve an accurate profile of SLC and how representative we are of the Canadian workforce;
2. Develop a deeper understanding of the College's designated Equity groups
3. Invite the SLC community to share their experiences related to the value of belonging
4. Develop employment equity programs and measure our progress towards creating both an equitable workplace and a diverse workforce;
5. Identify changes in policies, practices, and systems that will have the greatest benefits in fairness, equity, recruitment, classroom climate, workplace climate, and more;

The EDI Census questionnaire was developed by a Task Force working group with expertise in EDI issues and also survey research methods. They consulted widely with many interested individuals and groups across campus, reviewed similar surveys completed at other Canadian universities, and relied on Statistics Canada methodology wherever possible.

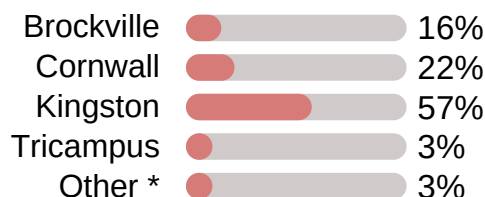
Key SLC stakeholder groups had the opportunity to review and comment on draft Census and provide comments for feedback. This input was used to modify the census. The census was created in a Microsoft Forms document and settings were created for anonymity. This report balances the need for confidentiality with the desire for complete reporting. To facilitate reporting, while protecting privacy, in some cases response categories were collapsed. While this approach is not ideal, it complies with the conditions under which the information was collected and respects that the survey often deals with private information that many people consider extremely sensitive. All data was confidential and held separately from employment records. For many questions, respondents could select multiple choices, which means that in these cases the proportions can add to more than 100%. The entire survey instrument is provided at the end of the report.

The SLC Equity Census was administered in February 2021 to students and employees, 1175 of whom responded. A full detailed description of the survey results are presented below.

## Census Findings: Questions and Responses

### Question 1: Campus Affiliation

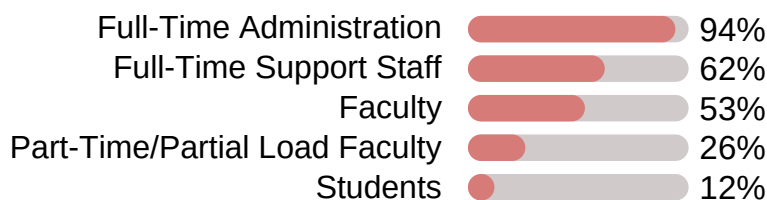
Census participants were asked which campus they attend or work at and while we received responses from all campuses, the majority are associated with the main campus, in Kingston.



\* Response categories have been collapsed to protect privacy and Other includes those who prefer not to answer as well.

### Question 2: Response Rates

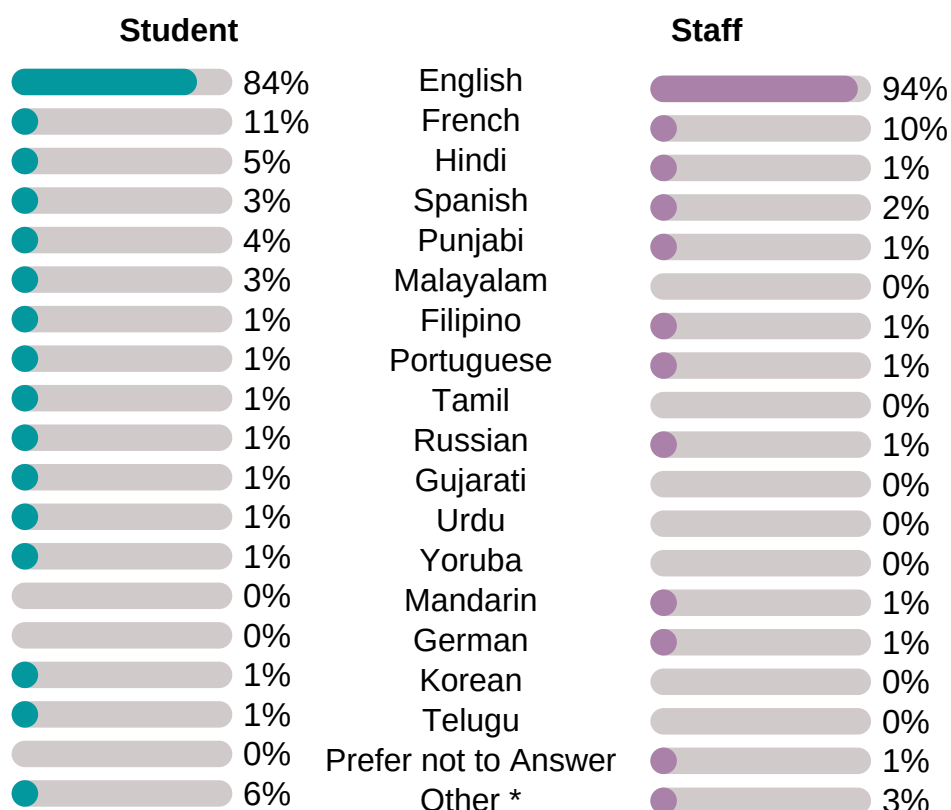
We had a total of 1175 responses to the census this year, with a higher number of total responses from the student body (736) but a higher percentage of completion from staff groups (439 total responses).





### Question 3: First Language \*\*

Census participants were asked what languages they speak and were able to select more than one option, as a result total percentages will be over 100%. The large majority of students and staff speak English, with French, Hindi, and Spanish the next most common.

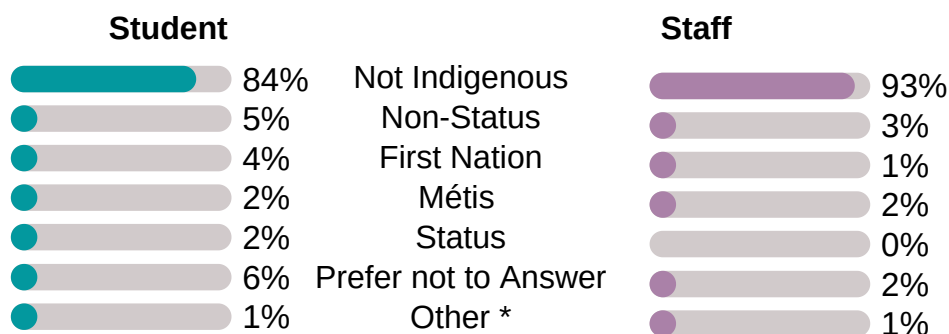


\* Response categories have been collapsed to protect privacy.

\*\* Participants were instructed to select all options that apply, so answers will be more than 100%.

### Question 4: Indigenous Peoples \*\*

The census asked participants if they identify as an Indigenous Person. The majority of students and staff did not self identify as an Indigenous Person. However, more students than staff did identify as being an Indigenous Person.

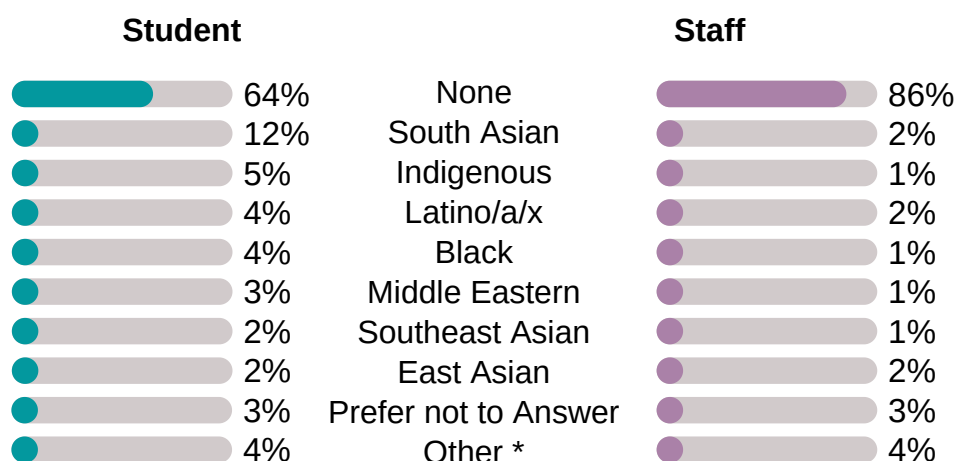


\* Response categories have been collapsed to protect privacy.

\*\* Participants were instructed to select all options that apply, so answers will be more than 100%.

### Question 5: Racialized Minorities \*\*

Census participants were asked if they identify as a Racialized Minority and if so, what category best describes them. The student body has a greater level of diversity than staff.

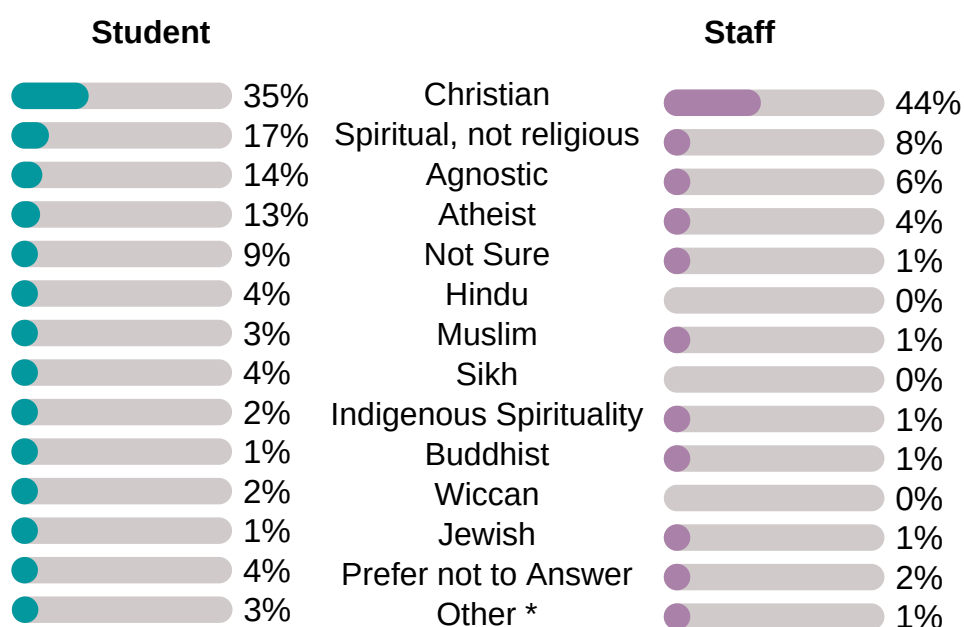


\* Response categories have been collapsed to protect privacy.

\*\* Participants were instructed to select all options that apply, so answers will be more than 100%.

### Question 6: Religion \*\*

The census asked participants what their religion, faith, creed, and/or spiritual affiliation is. The majority of both Students and Staff indicated they are Christian, with more diversity amongst the answers from the Student population.

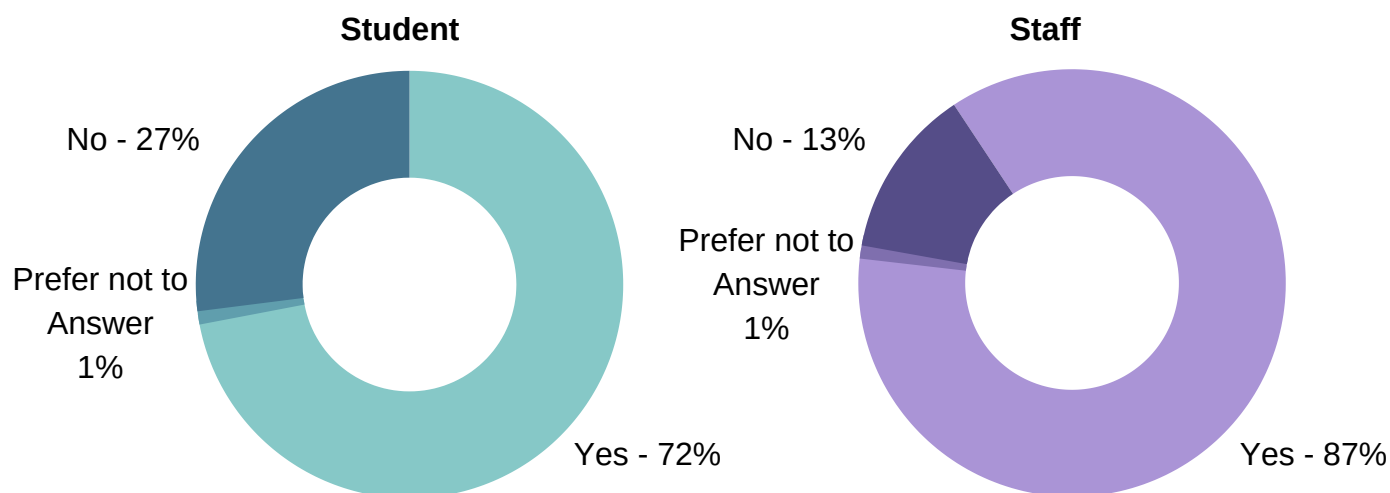


\* Response categories have been collapsed to protect privacy.

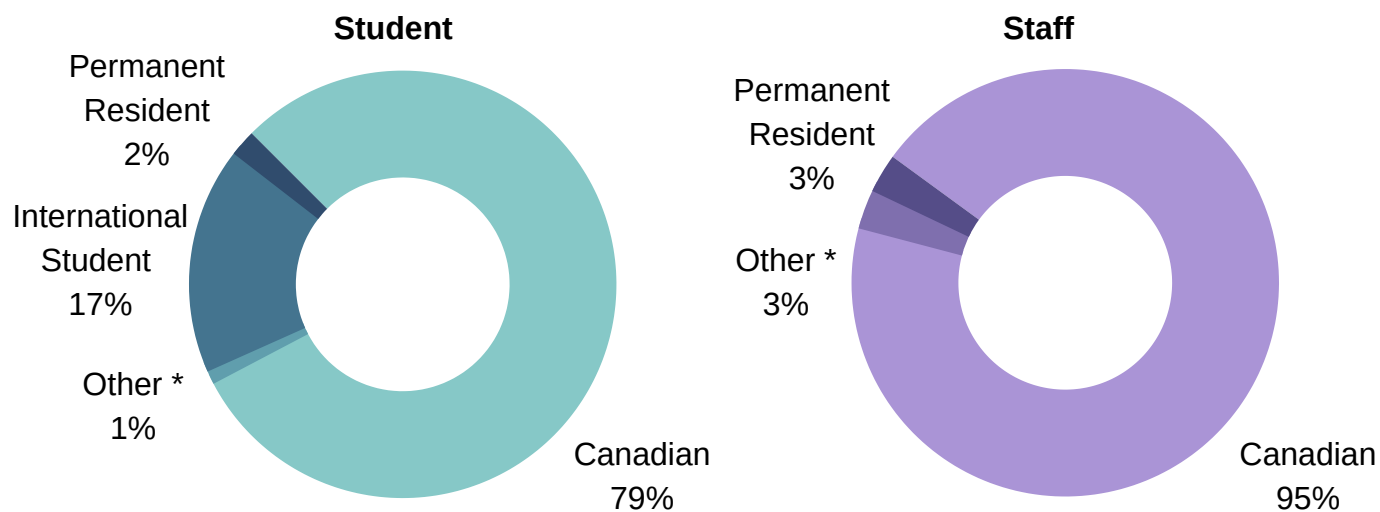
\*\* Participants were instructed to select all options that apply, so answers will be more than 100%.

**Question 7: Born in Canada**

Census participants were asked if they were born in Canada. While the majority of both Students and Staff were born in Canada, there is a higher percentage of Students who were born outside the country.

**Question 8: Citizenship**

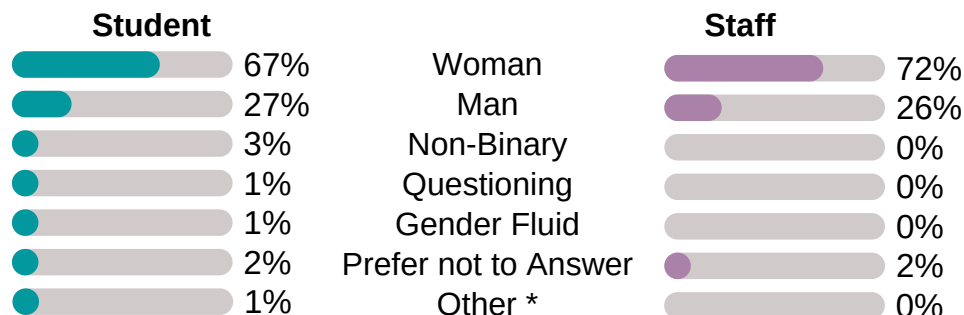
The census asked participants what their citizenship is and the large majority of both Students and Staff are Canadian citizens.



\* Response categories have been collapsed to protect privacy and Other includes those who prefer not to answer as well.

### Question 9: Gender Identity

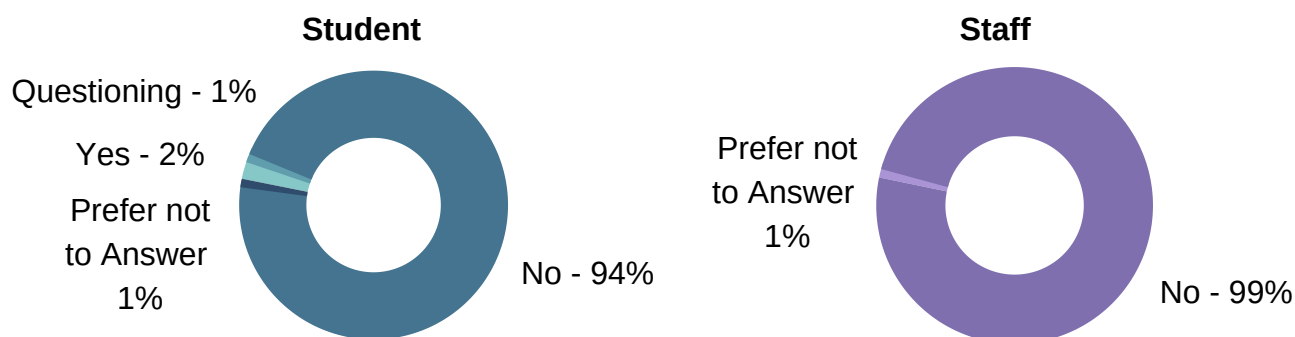
Census participants were asked what gender they identify with and the majority of Students and Staff identify as a woman. There is a greater level of diversity within the Student body in regards to gender identity.



\* Response categories have been collapsed to protect privacy.

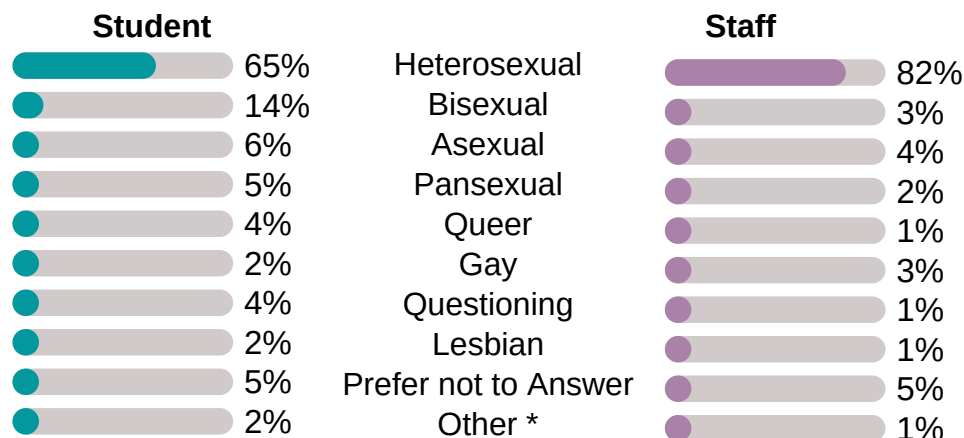
### Question 10: Transgender

The census asked participants if they are Transgender. The majority of Students and Staff are not Transgender. More Students are Transgender than Staff.



### Question 11: Sexual Orientation

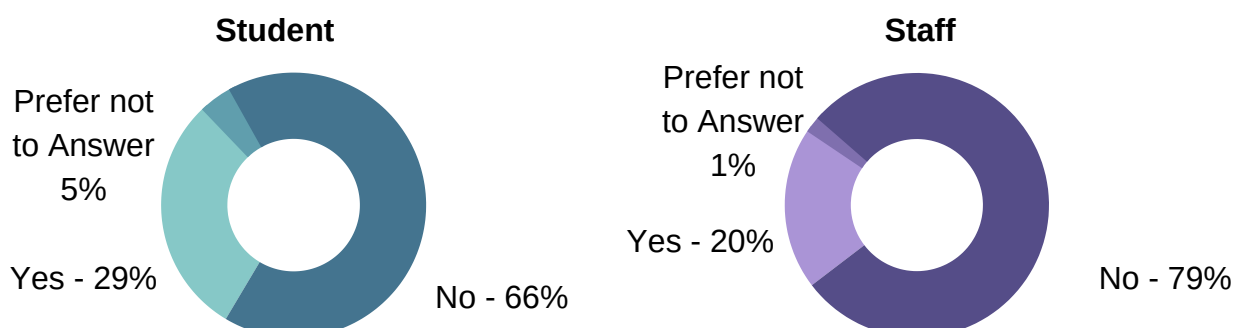
Census participants were asked what their sexual orientation is and the majority of Students and Staff are heterosexual. There is more diversity of sexual orientation within the Student body.



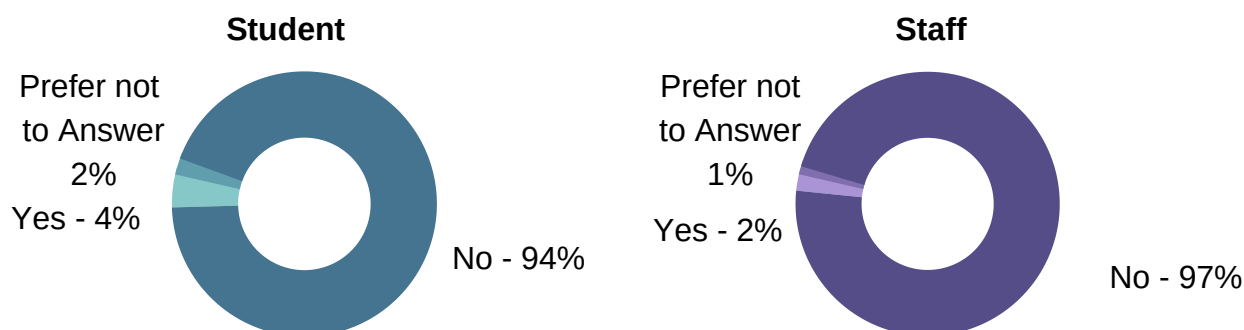
\* Response categories have been collapsed to protect privacy.

**Question 12: Disability**

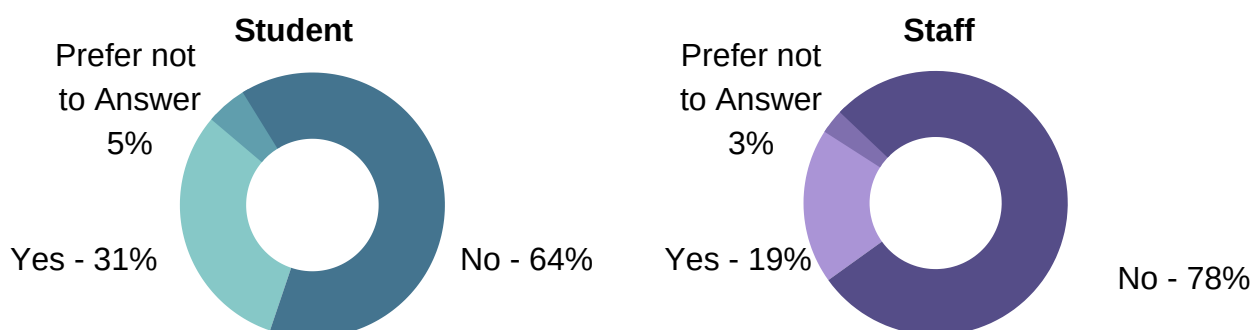
The census asked participants if they identify as a person with a disability. More Students than Staff stated they had a disability.

**Question 13: Visible Disability**

The census asked participants if they identify as a person with a visible disability. The majority of Students and Staff do not have a visible disability.

**Question 14: Invisible Disability**

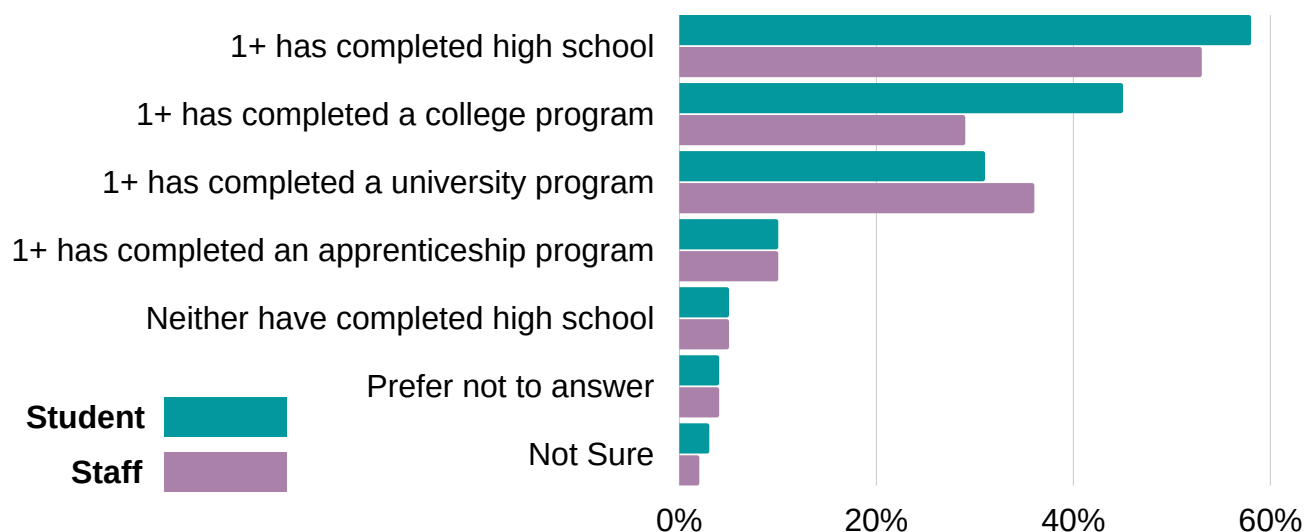
The census asked participants if they identify as a person with an invisible disability. More Students than Staff stated they have an invisible disability.





**Question 15: Education of Parents/Guardians \*\***

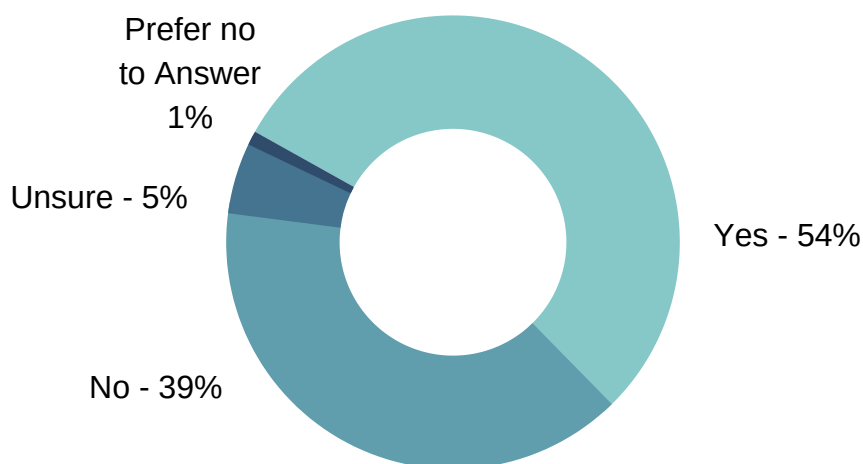
The census asked participants what level of education their parents or guardians had. The majority of parents/guardians have completed at least high school. More Staff have parents/guardians who have completed a university program than Students.



\*\* Participants were instructed to select all options that apply, so answers will be more than 100%.

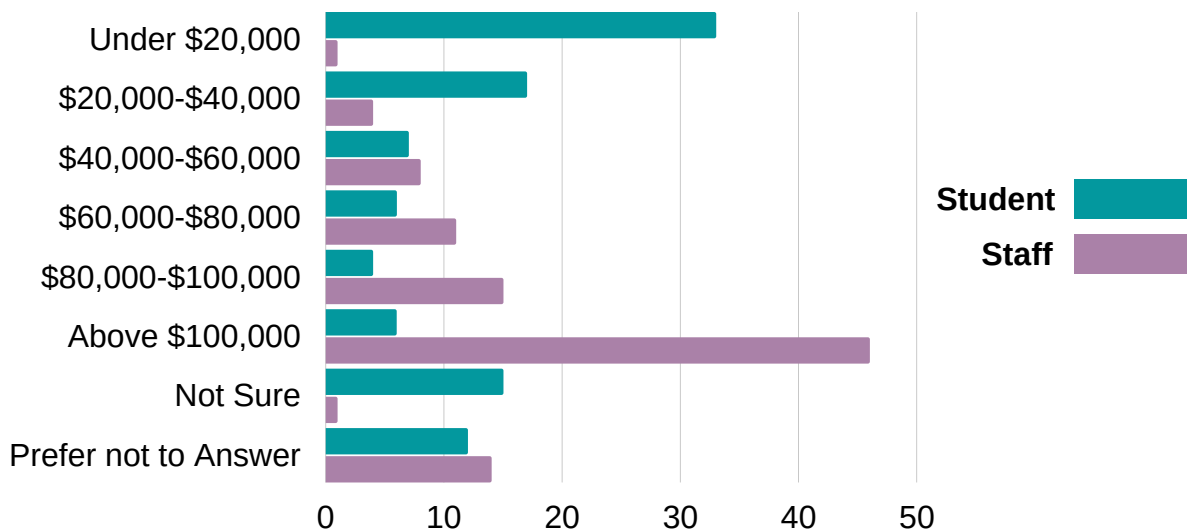
**Question 16: Mature Students**

The census asked students if they identify as a mature student. Over 50 percent of Students identify as a Mature Student.

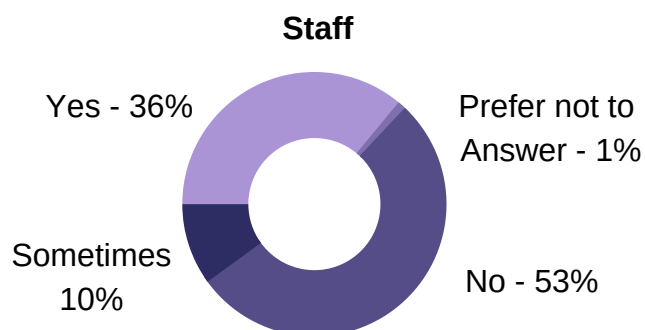
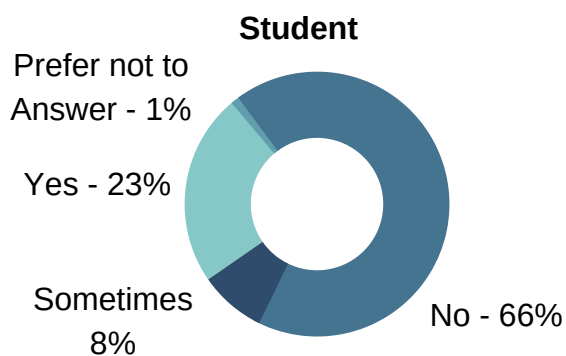


**Question 17: Gross Annual Income**

The census asked participants what their household's gross annual income was. Staff households have higher gross annual incomes than Student households generally.

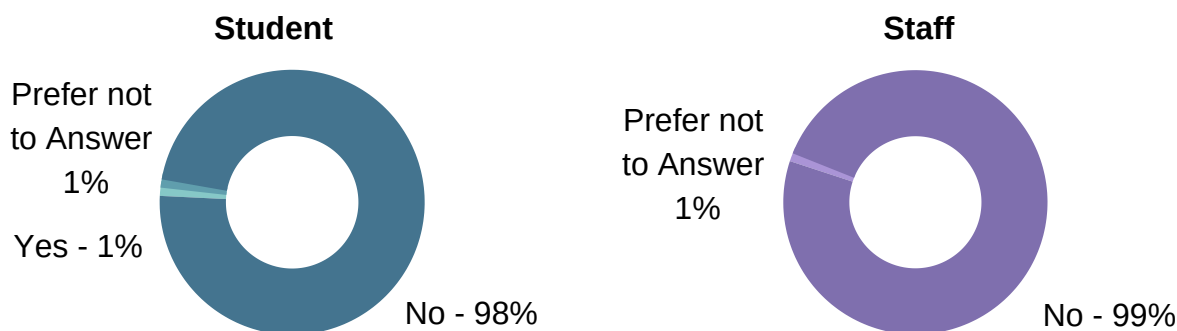
**Question 18: Caregivers**

The census asked participants if they provide care to a family member. The majority of Students and Staff are not caregivers. However, more Staff are caregivers than Students.

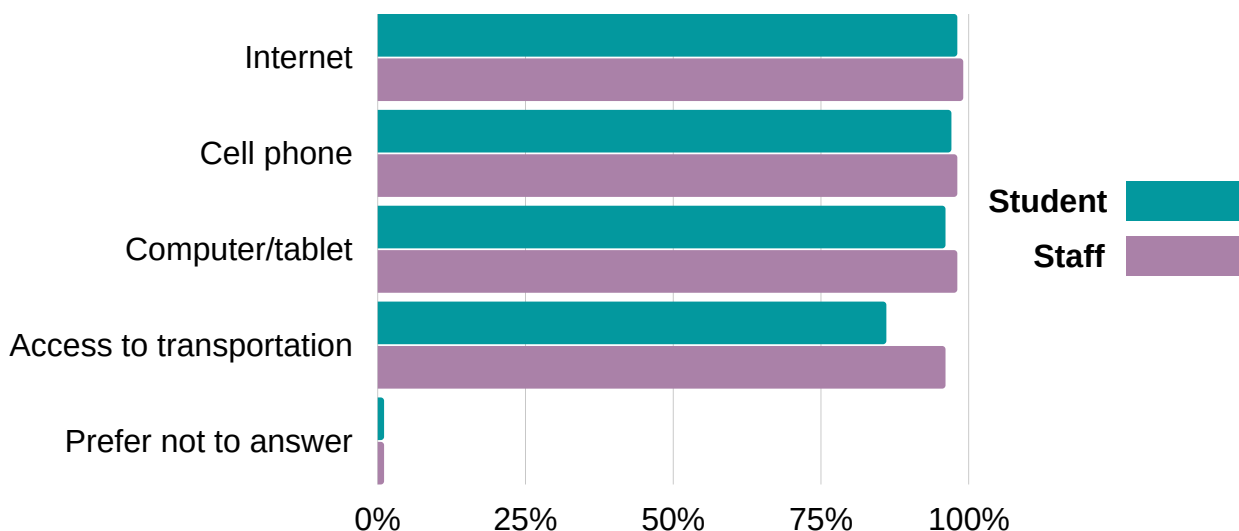


**Question 19: Homeless**

The census asked participants if they have considered themselves to be homeless in the last twelve months. The majority of Staff and Students have not been homeless in the last twelve months.

**Question 20: Access to Technology \*\***

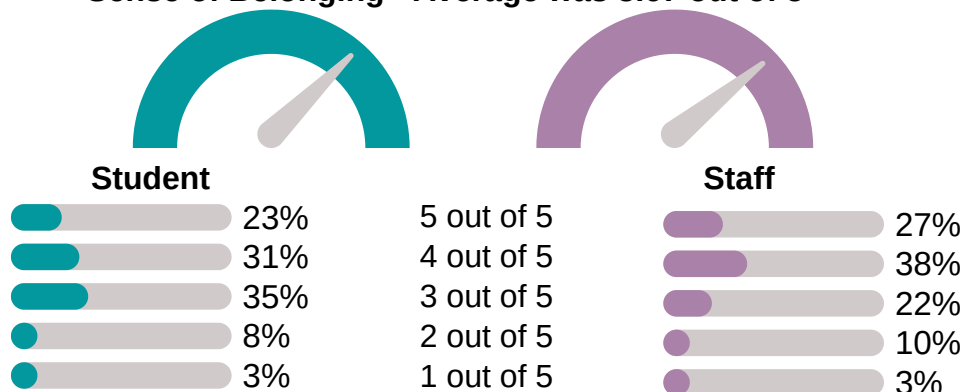
The census asked participants if they have access to internet, a cell phone, a computer/tablet, or transportation. The answers show that the large majority of Students and Staff have access to internet, a cell phone, and a computer. More Staff have access to transportation than Students.



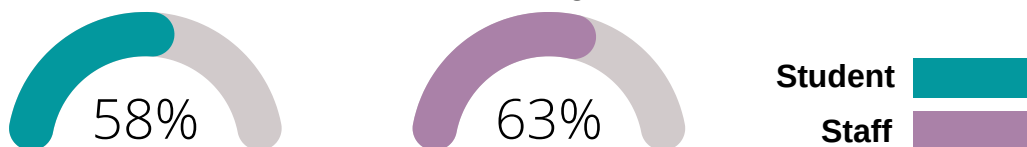
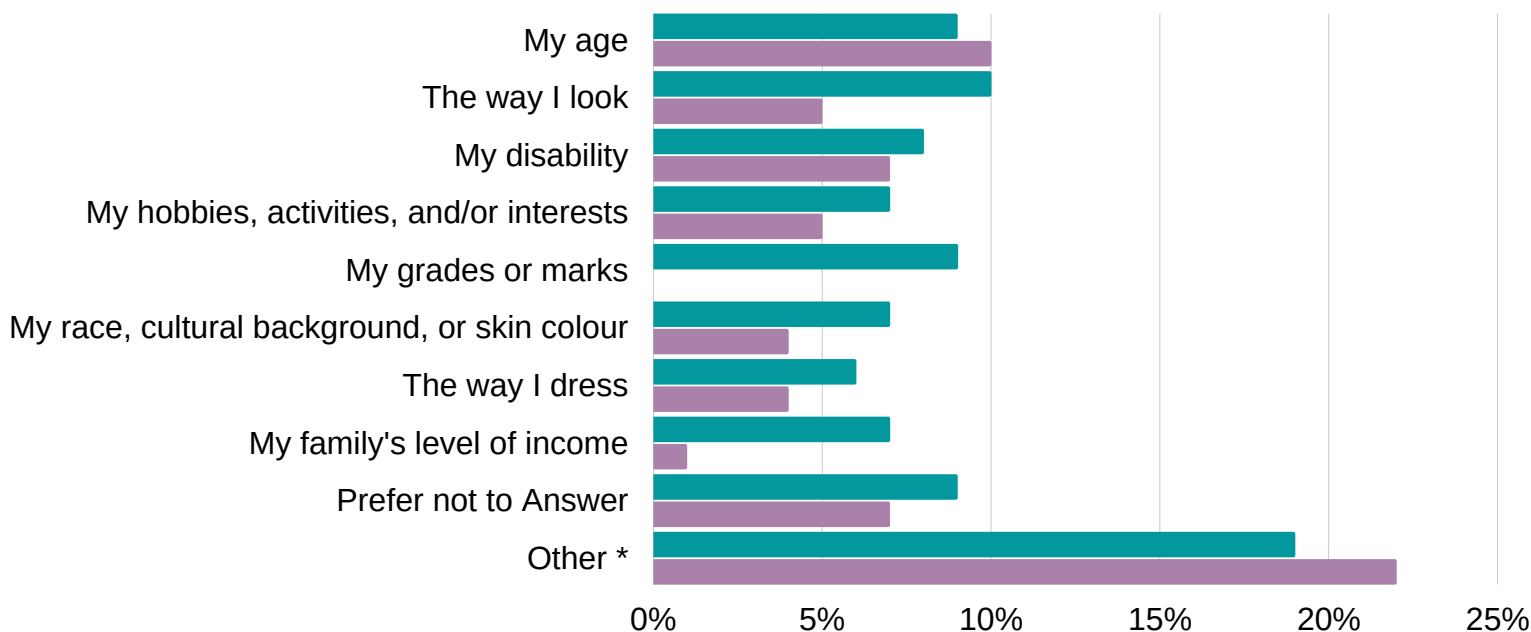
\*\* Participants were instructed to select all options that apply, so answers will be more than 100%.

**Question 21: Belonging**

The census asked participants if they felt they belonged on a scale of 1 - 5. On average, Staff feel a higher sense of belonging than Students.

**Sense of Belonging - Average was 3.67 out of 5****Question 22: Welcoming \*\***

The census asked participants if they feel welcome and the College, and if not, why. Staff feel more welcome than Students and the most common reasons for not feeling welcome are age, the way one looks, and disability.

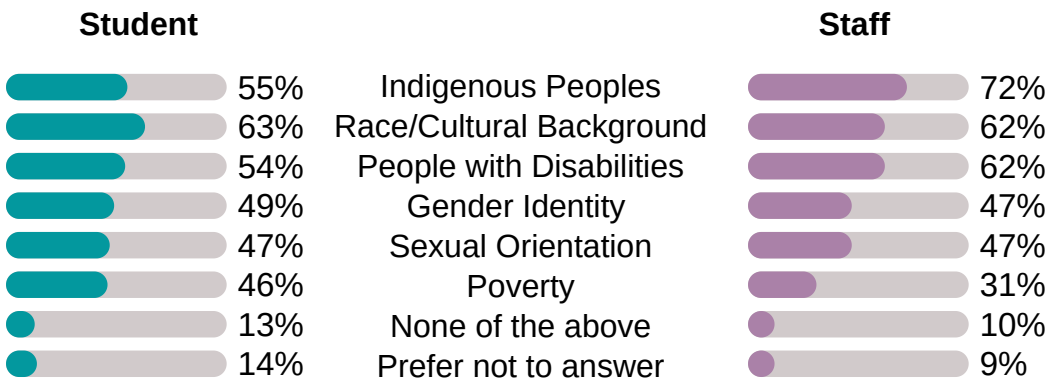
**Yes, I feel welcome at the College****Reasons participants feel unwelcome at the College:**

\* Response categories have been collapsed to protect privacy and Other.

\*\* Participants were instructed to select all options that apply, so answers will be more than 100%.

Question 23 and 24: Social Justice Issues \*\*

The census asked Staff and Students if they feel encouraged to think, learn, and/or access training about human rights/social justice issues. Many Students and Staff feel encouraged to learn about human rights/social justice issues at the College, especially relating to Indigenous Peoples, Race/Cultural Background, and People with Disabilities.



\*\* Participants were instructed to select all options that apply, so answers will be more than 100%.

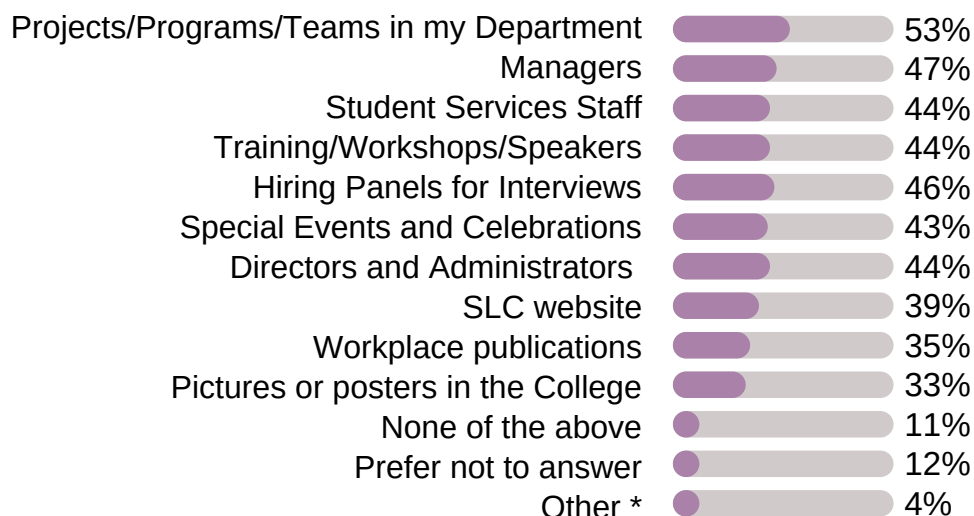




## Employee Only Questions

### Question 26: Representation \*\*

The census asked employees where they see themselves represented. About half of our employees see themselves represented at the College, mostly through their departments and managers.

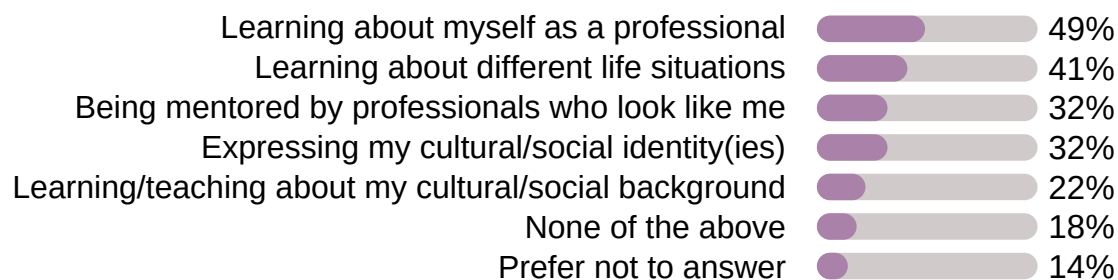


\* Response categories have been collapsed to protect privacy and Other.

\*\* Participants were instructed to select all options that apply, so answers will be more than 100%.

### Question 28: Social/Cultural Identity Affirmation \*\*

The census asked employees how they see their social/cultural identity(ies) affirmed. Of the employees who see their identities affirmed, most see this through learning about themselves and learning about different life situations.

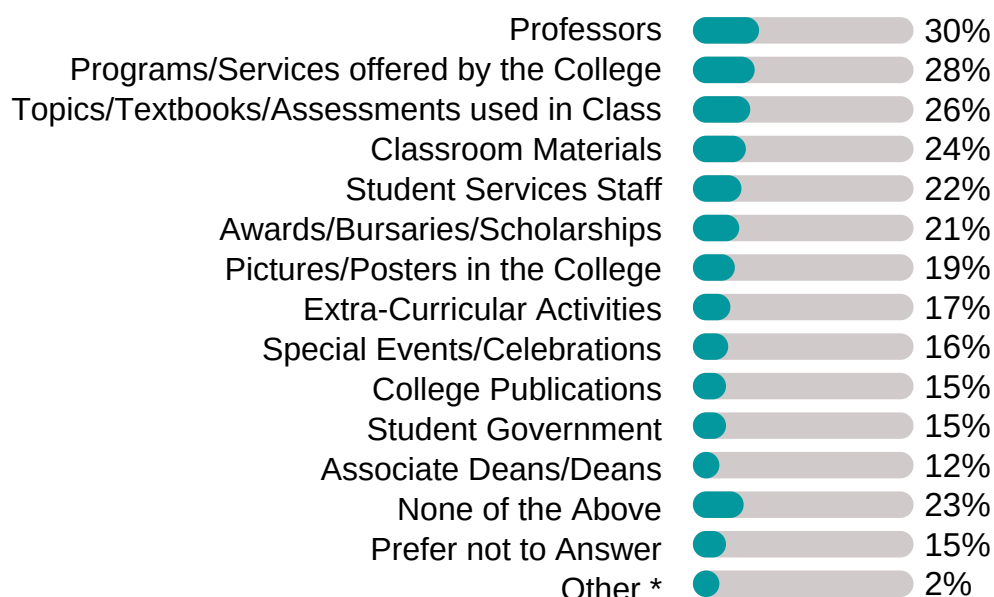


\*\* Participants were instructed to select all options that apply, so answers will be more than 100%.

## Student Only Questions

### Question 25: Representation \*\*

The census asked students where they see themselves represented. Most students do not see themselves represented at St. Lawrence College. However, about a third do see themselves represented by the professors and programs at the College.

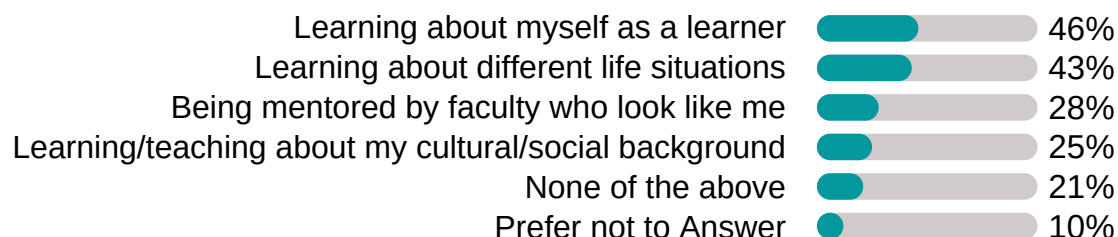


\* Response categories have been collapsed to protect privacy and Other.

\*\* Participants were instructed to select all options that apply, so answers will be more than 100%.

### Question 27: Social/Cultural Identity Affirmation \*\*

The census asked students how they see their social/cultural identity(ies) affirmed. Most students do not see their social or cultural identity affirmed at the College. However, those that do receive this affirmation through learning about themselves and different life situations.



\*\* Participants were instructed to select all options that apply, so answers will be more than 100%.

## Qualitative Questions

### Question 29: Experiencing Discrimination

The census asked if the participants experienced discrimination at the College and if yes, asked them to share their experience.

**\*Language has been paraphrased to adhere to the confidentiality principals of the Census.**

The large majority of respondents indicated they had not experienced discrimination.

FT Students, FT Support Staff, FT Admin, and PT Staff made up the majority of the responses.

Of those who had experienced discrimination, about a quarter 'Preferred not to disclose' their experience.

A large number of instances of subtle discrimination were identified. The majority of narratives revolved around power dynamics.

Participant shared feeling uncomfortable by comments regarding their level of education, as though they were not competent enough to be a part of the program.

Participant recalled hearing the phrase 'the natives are getting restless' and 'the Indians are off the reservation' been used in a meeting.

Participant shared feeling and witnessing bullying, harassment, and intimidation by a manager.

Participant shared feeling supported at the College and not being harassed over their disability.

Those that did experience discrimination, shared it was related to grounds based on: gender identity or sexual orientation, subtle microaggressions, power dynamics with supervisors, disability, age, and then race.

Participant felt use of gender pronouns written off/ignored... not creating a culture to "come out" as trans.

## Qualitative Questions

### Question 30: Witnessing Discrimination

The census asked if the participants witnessed any discrimination at the College and if yes, asked them to share their experience. **\*Language has been paraphrased to adhere to the confidentiality principals of the Census.**

The large majority of respondents indicated they had **not** witnessed discrimination at the College.

Of those who had witnessed discrimination, the majority witnessed subtle discrimination, frequently related to race and ethnicity.

Overt forms of racism were second most common comments observed at the College.

Many respondents "Preferred not to disclose" the discrimination they witnessed, which also includes generic 'bullying' references.

Participant recalls hearing staff members generalize students with a different cultural or language background as international students, despite knowing background of students.

Participant recalls hearing staff/students talk negatively about about international students and how they're taking over everything at the College.

Participant recalls witnessing students being excluded from courses as a result of certain disabilities and shares that the physical building at the college is largely inaccessible to certain students with physical disabilities.

Participant recalls hearing comments in passing denigrating other members of the class for overt racial/ethnic or personal characteristic.

## Qualitative Questions

### Question 31: Foster Belonging

The census asked participants what some tangible actions the College can do to foster belonging in its policies, services, teaching, spaces, learning environments, hiring/representation, and communication. There were many great suggestions, some of which are listed shown below.

Increase its opportunities for EDI + belonging professional development at all levels including, staff, student and senior leadership.

Increase and unify its efforts to collect data related designated equity groups experience and demographics and use this to inform services and programming.

There is a need for the College to create mentorship and community engagement opportunities for members of designated equity groups.

Take intentional efforts to diversify its Faculty and Employee workforce and embed these efforts in its hiring procedures and policies.

Importance of elevating the work involved in supporting Indigenous ways of Knowing and being at all levels in the campus community.

Displaying BIPOC art and culture in the college for those people to be represented and others to learn about them.

Leaders at SLC (Managers, Directors etc.) need to engage in regular professional development that relates to creating inclusive and supportive teams.

Hire people who are from diverse cultures, age groups, sexual orientations.

Making more room for diversity of disabilities within the college. There are plenty of opportunities to hire individuals with visible and invisible disabilities, and having those staff would make your organization better

Use an explicit EDI lens to review all programs, services, and policies.

Continue to collect information/feedback i.e. surveys and identify areas for improvements. Bring people together/create opportunities or share stories



## Qualitative Questions

### Question 32: Other Feedback

The census asked if participants had any other comments or feedback to share with the EDI Task Force. \*Language has been paraphrased to adhere to the confidentiality principals of the Census.

A large number of participants shared that SLC creating the EDI/Belonging Task force and asking questions such as in this survey is a good start, assuming new implementations will be made using information gathered from these responses. Participants also shared feeling glad to have been given opportunity to share their entire sexual orientation.

A number of participants shared that the diversity represented on the task force was very important.

In addition, having more staff that reflect the diverse culture of students at the college was also noted. Representation matters.

A large number of participants noted that this Census was a step in the right direction. Having these conversations, opportunities to share information is an important step in moving equity forward at the College.

## St. Lawrence College Equity Census

Welcome to the SLC Equity Census “My Voice Matters”. This census is for all members of the community. The SLC (Equity, Diversity, and Inclusion) EDI and Belonging Task Force want to know more about you so that we can support your learning, workplace success and well-being. The answers you provide will help us understand who we are as a College, help us to operationalize our value of Belonging, and most importantly, better serve all members of the SLC community in feeling a sense of belonging and inclusion. The information from this survey will help the EDI and Belonging task force create recommendations for the College wide EDI strategic framework in May 2021.

Before you start the survey, there are some important things you should know:

- The survey takes approximately 15-20 minutes to complete.
- Take your time to answer each question. There are no right or wrong answers.
- The survey is confidential. Your responses will never single you out or identify you as a student and/or employee.
- The survey is voluntary. Your participation is optional BUT strongly encouraged. If you do not feel comfortable answering a question, skip the question and move on to the next one.
- There are a few questions that appear long because they allow for many answers. This is so we can be as inclusive as possible to participants.

Thank you for your participation!

To start, you are asked to complete a series of self-identification questions related to diversity and other demographic characteristics and then toward the end of the survey, you are asked questions related to your experiences of Belonging at the College. Please take your time in completing the Census and reach out to [belonging@sl.on.ca](mailto:belonging@sl.on.ca) with any concerns or questions.

Required

1. Campus Affiliation:

- ☐ Brockville
- ☐ Cornwall
- ☐ Kingston
- ☐ Ottawa
- ☐ Sharbot Lake
- ☐ Tri-campus
- ☐ Prefer not to answer
- ☐

2. Are you a: (Please select all that apply)

- ☐ Full-Time Student
- ☐ Part-Time Student
- ☐ Distance Learner
- ☐ Full-Time Support
- ☐ Regular Part-Time Support
- ☐ Part-Time Support
- ☐ Casual Support
- ☐ Student Employee
- ☐ Student government employee
- ☐ Full-Time Faculty
- ☐ Part-Time Faculty
- ☐ Partial Load Faculty
- ☐ Sessional Faculty
- ☐ Full-Time Administration
- ☐ Part-Time Administration
- ☐ Casual Administration
- ☐ Prefer not to answer

3. What is your first language(s)? You may enter a language not included on the list, or indicate that you are not sure. Please select all other languages that you speak as well.

- ☐ English
- ☐ French
- ☐ Spanish
- ☐ Cantonese
- ☐ Mandarin
- ☐ Korean
- ☐ Japanese
- ☐ Vietnamese
- ☐ Portuguese
- ☐ Dutch
- ☐ Punjabi

- ☐ Hindi
- ☐ Russian
- ☐ Malayalam
- ☐ Tamil
- ☐ Filipino
- ☐ Hausa
- ☐ Yoruba
- ☐ Prefer not to answer
- ☐

4. For the purposes of equity, an Indigenous person is someone who self-identifies, in North America, as First Nation, Inuit, or Métis. A First Nation individual may also identify as Treaty Status or a Non-Status individual. Do you self-identify as an Indigenous person? (Please select all that apply)

- ☐ I do not self identify as an Indigenous Person
- ☐ Inuit
- ☐ Métis
- ☐ First Nation
- ☐ Status
- ☐ Non-Status
- ☐ I prefer not to specify or identify
- ☐

5. In our society, people are often described by their race or racial background or are referred to as racialized minorities or People of Colour (POC). If you are a racialized minority, “Black” or “East/Southeast Asian”, etc. Which race category best describes you? (Please select all that apply)

- ☐ None
- ☐ Black (examples may include African, Afro-Caribbean, African Canadian descent)
- ☐ East Asian (examples may include Chinese, Korean, Japanese, Taiwanese descent)
- ☐ Indigenous (examples may include First Nations, Métis, Inuit descent)
- ☐ Latino/Latina/Latinx (examples may include Latin American, Hispanic descent)
- ☐ Middle Eastern (examples may include Arab, Persian, West Asian descent, e.g. Afghan, Egyptian, Iranian, Lebanese, Turkish, Kurdish etc.)

- ☐ South Asian (examples may include South Asian descent, e.g. East Indian (India), Pakistani, Bangladeshi, Sri Lankan, Indo-Caribbean, etc.)
- ☐ Southeast Asian (examples may include Filipino, Vietnamese, Cambodian, Thai, Malaysian, Indonesian descent)
- ☐ Prefer not to answer
- ☐

6. What is your religion, faith, creed, and/or spiritual affiliation? (Please select all that apply)

- ☐ Agnostic (a person who thinks it is impossible to know if any God or Gods exist.)
- ☐ Atheist (a person who does not believe in any God or Gods.)
- ☐ Ba'hai
- ☐ Buddhist
- ☐ Christian (example: Catholic, Protestant, Eastern Orthodox, etc.)
- ☐ Hindu
- ☐ Indigenous Spirituality
- ☐ Jain
- ☐ Jewish
- ☐ Muslim
- ☐ Sikh
- ☐ Wiccan
- ☐ Spiritual, but not religious
- ☐ Not Sure
- ☐ Prefer not to answer
- ☐

7. Were you born in Canada?

- ☐ Yes
- ☐ No
- ☐ Not Sure
- ☐ Prefer not to answer



8. Are you currently: (Select all that apply)

- ☐ A Canadian Citizen
- ☐ An international student (enrolled through a study permit)
- ☐ A landed immigrant/permanent resident
- ☐ A newcomer or refugee
- ☐ Not Sure
- ☐ Prefer not to answer
- ☐ Other

9. Gender identity refers to a person's internal sense or feeling of being a woman or a man, both, neither or anywhere on the gender spectrum. What is your gender identity? (Please select all that apply)

- ☐ Non-Binary
- ☐ Woman
- ☐ Gender Fluid
- ☐ Man
- ☐ Two Spirit (An Indigenous person whose gender identity, spiritual identity, or sexual orientation includes masculine, feminine, or non-binary spirits)
- ☐ Questioning/Not Sure
- ☐ Prefer not to answer
- ☐

10. People who are transgender have a gender identity that is different from the one they were assigned at birth. Are you transgender?

- ☐ Yes
- ☐ No
- ☐ Questioning/Not Sure
- ☐ Prefer not to answer
- ☐

11. Sexual orientation refers to a person's sense of sexual attraction to the people of the same or different gender. What is your sexual orientation? (Please select all that apply)

- ☐ Asexual
- ☐ Bisexual
- ☐ Gay
- ☐ Lesbian
- ☐ Pansexual
- ☐ Queer
- ☐ Questioning
- ☐ Straight/Heterosexual
- ☐ Two-Spirit
- ☐ Not Sure
- ☐ Prefer not to answer
- ☐

12. Some people identify as having a disability because of a permanent or long-term health condition that makes it difficult for them to function in an environment that is not fully inclusive and accessible. A person's disability may be diagnosed or not diagnosed. It may be hidden or visible. For the purposes of this survey, persons with disabilities are those who have a physical, mental, emotional/psychiatric or learning disability, which may result in a person experiencing disadvantage or barriers. Do you consider yourself to be a person with a disability or disabilities?

- ☐ Yes
- ☐ No
- ☐ Prefer not to answer

13. Do you self-identify as a person with a visible disability?

- ☐ Yes
- ☐ No
- ☐ Prefer not to answer

14. Do you self-identify as a person with an invisible disability?

- ☐ Yes
- ☐ No
- ☐ Prefer not to answer

15. Please consider all of your parents and/or guardians when answering the following:  
(Please select all that apply)

- ☐ I have one or more parent and/or guardian that has completed high school
- ☐ I have one or more parent and/or guardian that has completed an apprenticeship program
- ☐ I have one or more parent and/or guardian that has completed a college program
- ☐ I have one or more parent and/or guardian that has completed a university program
- ☐ Neither parents/guardians have completed high school
- ☐ Not Sure
- ☐ Prefer not to answer

16. The term 'mature student' is usually used when referring to anyone going to College after a period of time away from a full-time education. Typically, this will mean students who are over 21 years of age at the beginning of their undergraduate studies, or over 25 years of age at the beginning of their postgraduate studies. Do you identify as a mature student?

- ☐ Yes
- ☐ No
- ☐ Unsure
- ☐ Prefer not to answer

17. What is your current gross annual household income in Canadian dollars? If you are a student and you are receiving support from your parents/guardians, please include this amount.

- ☐ Under \$20,000
- ☐ \$20,000-\$40,000
- ☐ \$40,000-\$60,000
- ☐ \$60,000-\$80,000
- ☐ \$80,000-\$100,000
- ☐ Above \$100,000
- ☐ Not sure
- ☐ Prefer not to answer

18. A caregiver is a paid or unpaid person who provides direct care for family members such as children, elderly people, and/or the chronically ill on a regular basis. Are you in a caregiver role?

- ☐ Yes
- ☐ No
- ☐ Sometimes
- ☐ Prefer not to answer
- ☐

19. Have you considered yourself to be homeless in the last twelve months (for example, living in shelters, cars, or abandoned buildings)?

- ☐ Yes
- ☐ No
- ☐ Prefer not to answer

20. Do you have access to any of the following in your current home: (Please select all that apply)

- ☐ Cell phone
- ☐ Internet
- ☐ Computer/tablet
- ☐ Access to transportation
- ☐ None of the above
- ☐ Prefer not to answer

21. Belonging is the feeling of being part of something and mattering to others. It is the ability to bring all aspects of your identity to your classroom/workplace and feel valued. We create it through inclusion, which consists of intentional acts. To what extent do you feel like you belong at SLC? (1 = not at all, 3 = neutral, 5 = always).

- 1 ☐
- 2 ☐
- 3 ☐
- 4 ☐
- 5 ☐

22. Do you ever feel unwelcome or uncomfortable at SLC because of any of the following? (Select all that apply)

- ☐ My disability
- ☐ My family's level of income
- ☐ My gender expression
- ☐ My gender identity
- ☐ My grades or marks
- ☐ My hobbies, activities, and/or interests
- ☐ My language
- ☐ My race, cultural background, or skin colour
- ☐ My religion or faith
- ☐ My sexual orientation
- ☐ My age
- ☐ The way I dress
- ☐ The way I look
- ☐ I feel welcome and comfortable at the College
- ☐ Prefer not to answer
- ☐

23. As an employee of SLC, I am encouraged to think, learn, and/or access training about human rights/social justice issues related to: (Please select all that apply)

- ☐ I am not an employee
- ☐ Indigenous Peoples
- ☐ Gender Identity
- ☐ Race, Ethnicity, or Cultural Background
- ☐ Sexual Orientation
- ☐ Poverty
- ☐ People with Disabilities
- ☐ None of the above
- ☐ Prefer not to answer

24. As a student at SLC, I am encouraged to think or learn about human rights/social justice issues related to: (Please select all that apply)

- ☐ I am not a student
- ☐ Indigenous Peoples
- ☐ Gender Identity
- ☐ Race, Ethnicity, or Cultural Background
- ☐ Sexual Orientation
- ☐ Poverty
- ☐ People with Disabilities
- ☐ None of the above
- ☐ Prefer not to answer

25. As a student at SLC, I see myself/my identity represented in: (Please select all that apply)

- ☐ I am not a student
- ☐ Professors
- ☐ Associate Deans/Deans
- ☐ Student Services Staff
- ☐ Programs and Services offered by the College
- ☐ Pictures or posters in the College
- ☐ Awards, Bursaries, and Scholarships available at the College
- ☐ Classroom Materials (examples may include books, guest speakers, and videos)
- ☐ Topics, readings, textbooks, authors, and assessments used in class
- ☐ Extra-curricular activities (examples may include field trips, guest speakers, sports, coaches, etc)
- ☐ Special events and celebrations
- ☐ College publications (examples may include promotional material, student resources, orientation materials, calendars, social media, websites)
- ☐ Student government
- ☐ None of the above
- ☐ Prefer not to answer
- ☐

26. As an SLC employee, I see myself/my identity represented in: (Please select all that apply)

- ☐ I am not an employee
- ☐ Managers
- ☐ Directors and Administrators
- ☐ Student Services Staff
- ☐ Pictures or posters in the College
- ☐ Hiring panels for interviews
- ☐ Training programs/materials, workshops/guest speaker events
- ☐ Projects, programs, services, teams in my department
- ☐ Special events and celebrations
- ☐ Workplace publications (examples may include annual reports, strategic plan, academic plan, program summaries, etc)
- ☐ SLC website
- ☐ None of the above
- ☐ Prefer not to answer
- ☐

27. As a student at SLC, my social/cultural identity(ies) are affirmed in the following ways: (Please select all that apply)

- ☐ I am not a student
- ☐ Learning/teaching about my social/cultural/racial background
- ☐ Learning about myself as a learner
- ☐ Being mentored by faculty who look like me/share a similar background
- ☐ Learning about different life situations (examples may include people living in poverty, people with disabilities)
- ☐ None of the above
- ☐ Prefer not to answer



28. As an SLC employee, my social/cultural identity(ies) are affirmed in the following ways: (Please select all that apply)

- ☐ I am not an employee
- ☐ Expressing my cultural/social identity(ies)
- ☐ Learning/teaching about my social/cultural/racial background
- ☐ Learning about myself as a professional
- ☐ Being mentored by professionals who look like me/share a similar background
- ☐ Learning about different life situations (examples may include intersectionality of inequities, people with disabilities, etc)
- ☐ None of the above
- ☐ Prefer not to answer

29. Have you experienced any discrimination at the College? If yes, can you please share your experience. Please indicate N/A if this does not apply to you.

30. Have you witnessed any discrimination at the College? If yes, can you please share your experience. Please indicate N/A if this does not apply to you.

31. What are some tangible actions the College can do to foster belonging in its policies, services, teaching, physical/virtual spaces, learning environments, hiring/representation, and communication?

32. Do you have any other comments or feedback to share with the EDI Task Force? Please indicate N/A if this does not apply to you.

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