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.

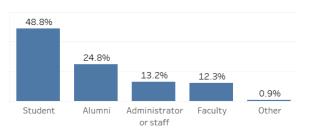
There were 2438 individuals invited to participate in the survey – 877 students, 209 employees, and 1352 alumni. Respondents included 222 students, 116 employees, and 117 alumni.

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.

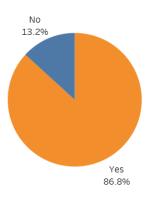
Many characteristics of respondents were collected as part of the survey and are used to analyze differences in responses based on diversities. Due to small numbers of respondents, some characteristics will be grouped into broader categories

Demographics

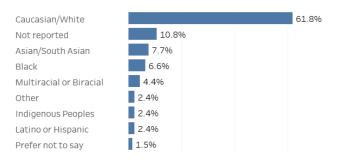
Respondent Type



Is English your first language?



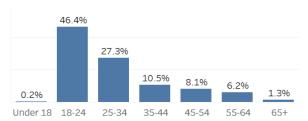
Which of the following best describes your ethic identity?



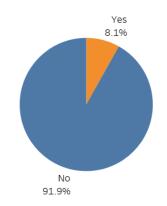
I identify my gender as:

Female			54.1%
Male		34.1%	
Not reported	7.9%		
Other	1.1%		
Gender Fluid	1.1%		
Transgender Male	1.1%		
Prefer not to say	0.7%		

Please indicate your age range:



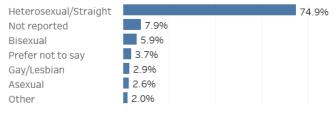
Are you a person living with a disability?



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

Christianity	67.5%
Not reported	12.5%
No Particular Religion	6.6%
Other	4.6%
Agnosticism	3.5%
Hinduism	1.8%
Atheism	1.8%
Islam	0.9%
Sikhism	0.7%
Buddhism	0.2%

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:

As a person identifying	Female	Welcome at King's		5%	93%		
as this gender, I feel:		Welcome in the classroom		3%	84%		
	Male	Welcome at King's		5%	95%		
		Welcome in the classroom		4%	92%		
	Other gender identity	Welcome at King's	53%		47%		
		Welcome in the classroom	40	%	60%		
As a person identifying	Christianity	Welcome at King's		2%	98%		
with this religion, I feel:		Welcome in the classroom		3%	87%		
	No Particular Religion & Agnosticism	Welcome at King's		26%	61%		
		Welcome in the classroom		15%	72%		
	Other Religion	Welcome at King's		30%	61%		
		Welcome in the classroom		23%	64%		
As a person living with a		Welcome at King's		12%	85%		
disability, I feel:		Welcome in the classroom		12%	76%		
As a person of this	Caucasian/White	Welcome at King's		2%	97%		
ethnicity, I feel:		Welcome in the classroom		3%	85%		
	IBPOC	Welcome at King's		14%	85%		
		Welcome in the classroom		12%	84%		
	Prefer not to say	Welcome at King's	439	%	29%		
		Welcome in the classroom	439	%	29%		
As a person with this	Heterosexual/Straight	Welcome at King's		4%	95%		
sexual orientation, I feel:		Welcome in the classroom		4%	86%		
	Other Orientation	Welcome at King's		26%	72%		
		Welcome in the classroom		25%	70%		
	Prefer not to say	Welcome at King's		24%	65%		
		Welcome in the classroom		18%	59%		
			100% 5	D96 096	0% 50% 100%	6 0% 50%	6 10
			Disagree/Stro	ongly Disagree	Agree/Strongly Agree	Not Appl	icable

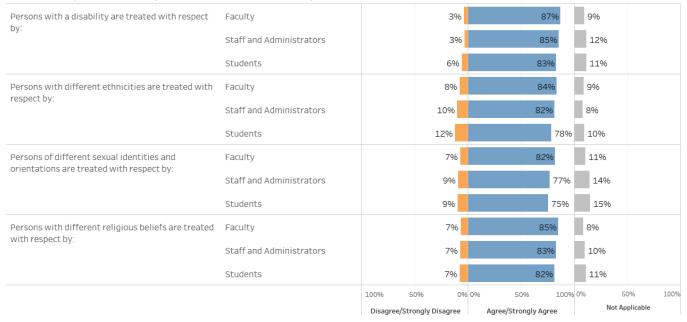
Please rate your level of Agreement with the following statements:

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

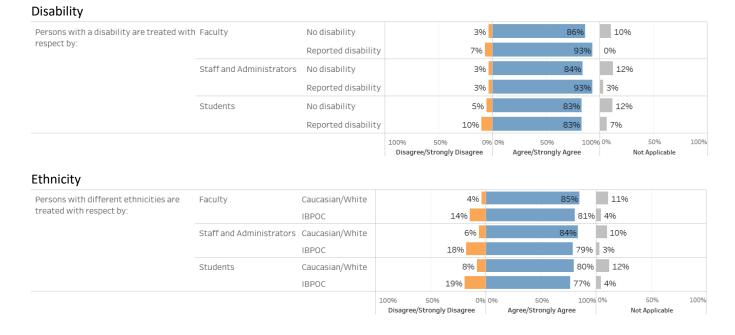
In all cases respondents who identified with the minority demographic were less likely to agree with these statements. Respondents were also more likely to say they felt welcome in the classroom than welcome at King's.

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 have higher rates of disagreement. Respondents who are part of the majority have higher rates of "not applicable" responses.



Sexual Orientation

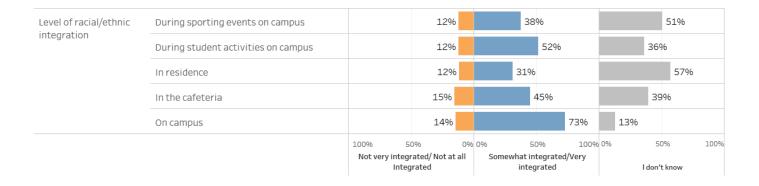
Faculty	Heterosexual/Straight		5%		83%	12%		
	Other Orientation		12%		84%	5%		
Staff and	Heterosexual/Straight		7%		78%	16%		
Administrators	Other Orientation		16%		77%	7%		
Students	Heterosexual/Straight		8%		76%	17%		
	Other Orientation		16%		74%	9%		
								100%
	Staff and Administrators	Other Orientation Staff and Administrators Other Orientation Students Heterosexual/Straight	Other Orientation Staff and Heterosexual/Straight Administrators Other Orientation Students Heterosexual/Straight Other Orientation 100%	Other Orientation 12% Staff and Heterosexual/Straight 7% Administrators Other Orientation 16% Students Heterosexual/Straight 8% Other Orientation 16%	Other Orientation 12% Staff and Heterosexual/Straight Administrators 0ther Orientation Students Heterosexual/Straight Other Orientation 16% Students Heterosexual/Straight Other Orientation 16%	Other Orientation 12% 84% Staff and Administrators Heterosexual/Straight Other Orientation 7% 78% Students Heterosexual/Straight Other Orientation 16% 77% Other Orientation 16% 74% Other Orientation 10% 5% 0%	Other Orientation 12% 84% 5% Staff and Administrators Heterosexual/Straight Other Orientation 7% 78% 16% Students Heterosexual/Straight Other Orientation 16% 7% 7% Students Heterosexual/Straight Other Orientation 8% 76% 17% 100% 50% 0% 50% 0%	Other Orientation 12% 84% 5% Staff and Administrators Heterosexual/Straight Other Orientation 7% 78% 16% Students Heterosexual/Straight Other Orientation 16% 77% 7% Students Heterosexual/Straight Other Orientation 16% 76% 17% 100% 50% 0% 50% 100% 50%

Religious Beliefs

Persons with different religious beliefs	Faculty	Christianity	5%		86%	8%		
are treated with respect by:		Not Christian	11%		81%	8%		
	Staff and Administrators	Christianity	6%		84%	10%		
		Not Christian	10%		81%	10%		
	Students	Christianity	5%		83%	12%		
		Not Christian	14%		78%	8%		
			0% ongly Disagree	0% 0% Agi	50% 1009 ree/Strongly Agree		50% 10 t Applicable	0%

Institutional Priorities and Actions

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



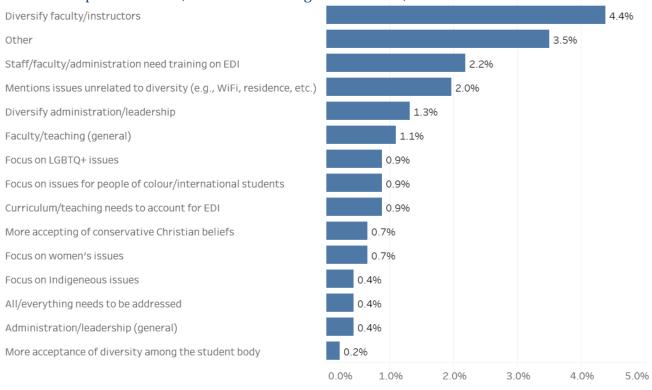
How well does King's promote racial/ethnic interaction between different groups?

	20%			60%	20%	
100% 5	50%	096	0% 50	36 100%	0% 5	50% 100%
Not very w	vell/Not at all		Somewhat,	/Very well	I don'	't know

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

		rtant/Not at all ortant	mportant/Very ortant	I dor	ı't know
			1009	6 0% !	50% 100%
	Student Leaders	9%	83%	7%	
	King's Staff	13%	79%	8%	
	King's Senior Administration	12%	75%	13%	
inclusion	King's Faculty	11%	83%	6%	
Promoting diversity and	King's Board of Governors	13%	71%	15%	

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

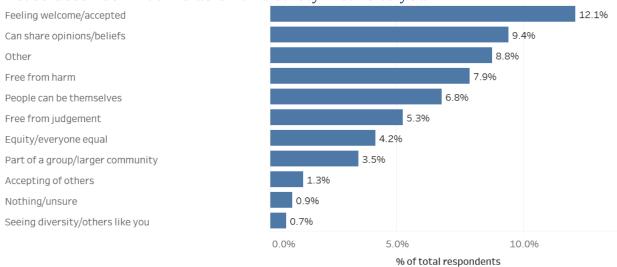


% of total respondents

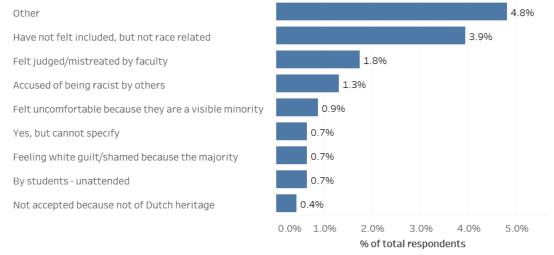
Please indicate your level of agreement with the following statements:

Goals of the university are relevant to preparation for the world students will graduate into		9%		84%	7%	
I have taken courses that require me to believe or conform to behaviors outside of my personal convictions without my consent	55%		16%		28%	
I would recommend my campus to high school students		10%		82%	8%	
Our campus is diverse, but not inclusive	59%		29%		12%	
Our campus is inclusive, but not diverse	55%		33%	5	12%	
Our school puts too much emphasis on diversity	69%		20%		11%	
The wellbeing of our school takes precedence over donor demands, investment matters, and political interests		21%		55%	23%	
	100%	50% 0%	0% 50	1009	6 0% 50	0% 100%
	Disagree/St	rongly Disagree	Agree/Stro	ngly Agree	Not Ap	plicable

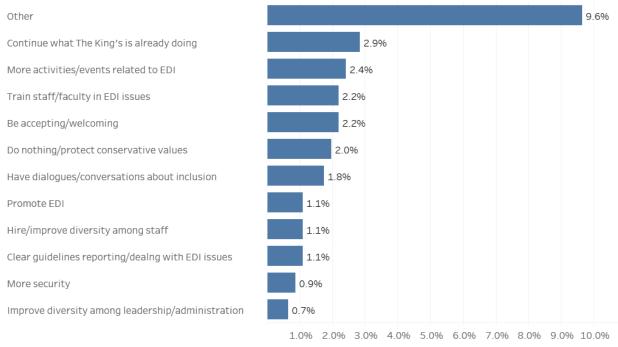
Please describe what inclusion and safety means to you?



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.

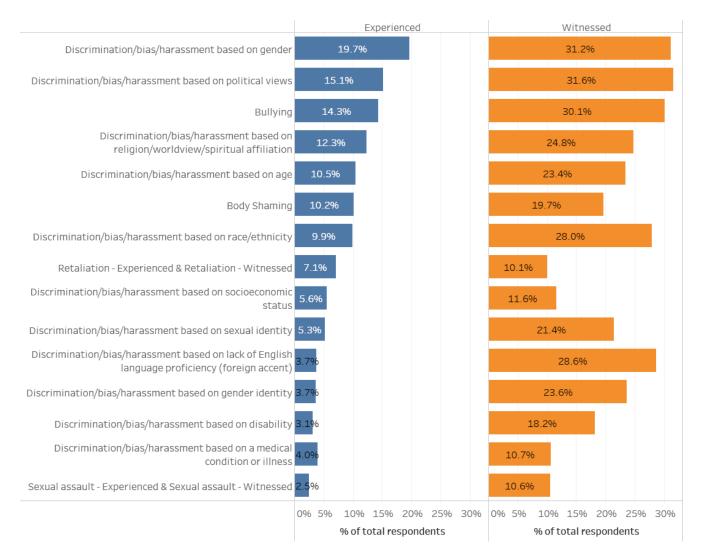


What steps can the institution take to make you feel safe and have a sense of belonging and inclusion at The King's University?



% of total respondents

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 caucaisian/white. IBPOC respondents also indicated higher rates or discrimination based on English language proficiency.

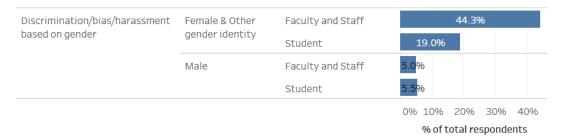


Gender identity

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.

Discrimination/bias/harassment based	Female & Other gender identity	28.4%
on gender	Male	5.0%
Body Shaming	Female & Other gender identity	14.4%
	Male	3.3%
		0% 10% 20%
		% of total respondents

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.

Bullying	Reported disability		36.7%				
	No disability	12	2.0%				
Discrimination/bias/harassment based on disability	Reported disability		23.3%				
	No disability	1.09	6				
		0%	10%	20%	30%		
			% of total respondents				