

# Equity Diversity & Inclusivity Survey

## Master’s Students – Fall 2020

### A. DEMOGRAPHIC SNAPSHOT OF RESPONDENTS (N=101)

<b>Gender*</b>	
Male	50.5%
Female	44.6%
Gender fluid or non-binary	3.0%

\*2% missing or didn’t want to answer

<b>Do you consider yourself a visible minority?*, **</b>	
No	53.5%
Yes	40.6%

\*6% missing or didn’t want to answer

\*\*Of the 40.6% answering yes, they reported their ethnicities as:

- South Asian 10.9%
- Black 7.9%
- Chinese 7.9%
- Arab 3%
- Latin American 3%
- Korean 2%
- Filipino, Southeast, and West Asian at 1% each
- 3% reported being biracial or mixed without specifying ethnicities

<b>Sexual Orientation</b>	
Heterosexual	78.2%
Gay	5%
Bisexual	5%
Queer	2%
Asexual	1%
Pansexual	1%

\*5% did not want to answer

<b>Are you Indigenous?</b>	
No	94.1%
Yes	2%

\*4% did not want to answer

<b>Were you born in Canada?</b>	
No	32.7%
Yes	64.4%

\*2% did not want to answer

<b>Is English your first language?</b>	
No	32.7%
Yes	67.3%

<b>Do you have dependents?</b>	
No	75.2%
Yes	23.8%

\*1% did not want to answer

<b>Do you have a disability?</b>	
No	74.3%
Yes	12.9%

\*12.8% left blank or did not want to answer

<b>Are you a full or part-time student?</b>	
Full time	34.7%
Part time	65.3%

<b>Domestic/International Status*</b>	
Domestic	79.2%
Permanent resident	14.9%
International	5%

\*this survey was administered in the midst of the covid-19 pandemic, thus this distribution is atypical.

## B. CLIMATE SCALES – WHOLE SAMPLE

**General Climate Scale** (1=completely disagree, 6=completely agree). Items are positively worded. E.g., “I feel valued at ASB).

Overall, the descriptives indicate a positive feeling about the climate (M=4.81, SD=.95). On this scale a 4 is ‘somewhat agree’ and a 5 is ‘agree’

Looking at items on this scale that assess:

Inclusiveness (I feel valued, belonging): M=4.95, SD=.87

Embracing of Diversity: M=4.68, SD=1.09

People treated equitably: M=4.77, SD=1.09

We would not tolerate discrimination/harassment: M=4.95, SD=1.12

**Facades of Conformity** (1=completely disagree, 6=completely agree).

This scale assesses the unpleasant experience of having to hide one’s true self. Items are negatively worded. E.g., “I feel like I cannot be my authentic self at ASB”, thus, a higher score indicates the perceived need to hide one’s true self (thus a lower score is seen as a more positive experience).

M=2.40, SD=1.20 (a 2 indicates disagree and a 3 indicates somewhat disagree)

**Perceived Safety of reporting discrimination or harassment** (1=completely disagree, 6=completely agree).

I know that faculty and staff will be supportive if I report harassment or discrimination to them  
M= 4.76, SD=.99

If I confided in faculty and staff about any harassment or discrimination I have experienced, my grades and reputation would not be jeopardized M=4.73, SD=1.11

If I reported harassment or discrimination, I believe the report would be given serious consideration by the correct authorities at the University of Alberta M= 4.85, SD=1.08

**Discrimination experiences (1=not at all; 2= very little; 3=somewhat; 4 = very much)**

### A. By people who work at ASB

On the basis of:

Gender	M= 1.19	SD=.506
Race	M=1.12	SD=.359
Sexual orientation	M=1.02	SD=.141
Country of origin	M=1.10	SD=.416
Ethnicity/Culture	M=1.13	SD=.444
Religion	M=1.09	SD=.353
Disability	M=1.17	SD=.592



Language M=1.07 SD=.329

### B. By fellow students

#### On the basis of:

Gender	M=1.35	SD=.704
Race	M=1.30	SD=.596
Sexual orientation	M=1.07	SD=.296
Country of origin	M=1.20	SD=.536
Ethnicity/Culture	M=1.23	SD=.550
Religion	M=1.09	SD=.354
Disability	M=1.14	SD=.540
Language	M=1.20	SD=.513

### C. GROUP COMPARISONS\*

\*in some cases, the groups are very small, so results cannot be said to generalize (interpret with caution).

For each group comparison I looked at the following dependent variables:

- Overall climate
- Subdimension of climate scale assessing inclusion
- Subdimension of climate scale assessing being diversity-friendly
- Subdimension of climate scale assessing equitable opportunities
- Subdimension of climate scale assessing taking harassment/discrimination seriously
- Facades of conformity
- Discrimination on the basis of gender by employees (faculty and staff)
- Discrimination on the basis of gender by students

I report analyses that yielded significant differences between groups. Note that when there were fewer than 10 people in a demographic category, those data are removed from x-group analyses to protect the confidentiality of the respondents. However, those data will be retained for the purposes of program development.

#### 1. Gender differences

We had respondents occupying 3 gender categories: male, female and gender fluid/non-binary. There were fewer than 10 people in the gender non-binary category, so those data are removed from this report to protect the confidentiality of the respondents. Women felt significantly (or near-significantly) more negatively than men on the subdimension of climate scale assessing equitable opportunities  $t(92)=1.97$ ,  $p=.05$ , Discrimination on the basis of gender by employees  $t(93)=-3.09$ ,  $p<.05$ , Discrimination on the basis of gender by students  $t(93)=-4.33$ ,  $p<.001$



## 2. Sexual orientation

We had several categories for sexual orientation, but for the purposes of the following analyses I created 2 groups: heterosexuals (77) and non-heterosexuals (14). Non-heterosexuals perceived more discrimination on the basis of sexual orientation by fellow students  $t(88)=-2.85$ ,  $p<.01$

## 3. Visible minorities vs non-visible minorities:

People identifying as a visible minority reported higher Facades of conformity  $t(92)=4.18$ ,  $p<.001$ , Discrimination on the basis of race by employees  $t(91)=3.3$ ,  $p<.01$ ; Discrimination on the basis of race by students  $t(91)=-4.3$ ,  $p<.01$ .

## 4. Canadian citizens vs permanent residents

A third category, International students, had fewer than 10 students responding this year. There were differences between Canadian Citizens and Permanent residents on: Discrimination on the basis of country of origin by employees; and by students; Discrimination on the basis of culture/ethnicity by employees; and by students.

