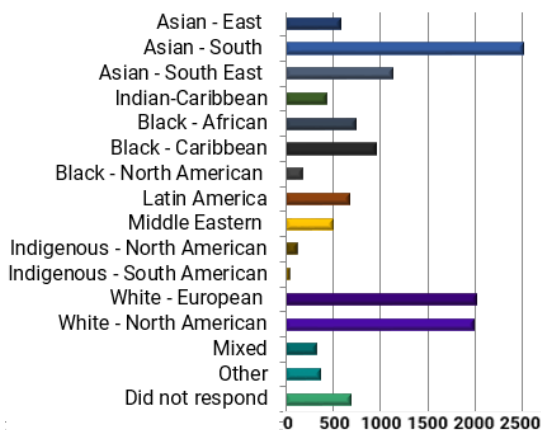


**Humber Student
Racial Background
Fall 2019 HSSS Survey Respondents**



Humber began collecting and analyzing race-based data in 2016 when it redeveloped the Humber Student Success Survey (HSSS) – a survey aimed at obtaining a range of social, demographic and behavioral characteristics of students. The table to the left highlights the racial composition of students responding to the 2019 HSSS survey.

As education professionals, we know that higher education is a key pathway to social mobility and that the participation of underrepresented and historically disadvantaged students decreases at multiple points across the higher education pipeline, including at application, admission, enrolment and graduation.

Drawing on data from the Toronto District School Board and Greater Toronto Area community consultations, Carl James’ 2017 [Toward Race Equity in Education](#) report revealed that educational opportunities are not equal, particularly for black students. For example, James found evidence that black students were more likely to stream in to applied versus academic programs thereby constraining their future educational opportunities. Similarly, research shows that Indigenous people in Canada are significantly less likely to have a post-secondary credential than non-Indigenous people ([Statistics Canada, The educational attainment of Aboriginal peoples in Canada, 2011](#)).

In addition to collecting race-based data, Humber analyzes the relationship between race and student success to understand issues related to systemic racism and better support underrepresented and historically disadvantaged groups. The [Ontario Human Rights Commission \(OHRC\)](#) strongly encourages these practices: “Data collection and analysis should be undertaken where an

“Data collection and analysis should be undertaken where an organization has or ought to have reason to believe that discrimination, systemic barriers or the perpetuation of historical disadvantage may potentially exist.”
Ontario Human Rights Commission

organization has or ought to have reason to believe that discrimination, systemic barriers or the perpetuation of historical disadvantage may potentially exist.”

However, collecting and analyzing these data is complex. In part, the complexities arise because the concepts are socially and politically constructed, and individuals often identify with more than one race or ethnicity. The categories used by institutions when collecting the data vary, and the terms are not always comparable: Some are based on phenotypes (i.e., physical appearance) or power structures (e.g., White), and others on regions of the world (e.g., African) or countries (e.g., Japanese). The way in which an individual reports their race or ethnicity is often consistent but can vary over time and across settings, partly due to the terminology used by the collector or the changing understanding of what the word means (e.g., Caucasian).

[Ontario’s Anti-Racism Data Standards](#) sets out requirements for the collection, use, disclosure, de-identification, management, publication and reporting of race-based data. The purpose of these standards is to help the public sector fulfil their obligations under the Anti-Racism Act, 2017 to identify and monitor racial disparities in order to eliminate systemic racism and advance racial equity. In addition to collecting race-based data, they advise that organizations also implement measures to mitigate the risk of harm. These measures include: facilitating informed consent; ensuring privacy, security and confidentiality; training staff to collect data; and committing to transparency and accountability for its use. Community engagement and research are also necessary to inform collection, analysis and reporting.

Humber remains committed to collecting and analyzing race-based data as a means of guiding the development of programs and services to support the success of under-served and disadvantaged groups.

For more information on the diversity data Humber collects, visit: <http://humber.ca/strategicplanning/studentsurveyresults>
This document is available in an accessible online format. Visit: <http://humber.ca/strategicplanning/insights>