

CILECT Representatives

- 53% of school representatives identify as male and 41% as female
- 55% of school representatives are aged 50+
- 80% of school representatives identify as heterosexual
- 5% identify as living with a disability
- 42% are carers of children under 18
- 32% have other caring responsibilities

Diversity Data Collection

Collecting data regarding diversity is allowed by 51% of represented schools. For the other 49%, either some data could be collected (21%) or responses replied with “don’t know”(18%) or “no” (11%). Data collection related to ethnicity, sexuality and disability was mentioned mostly as being prohibited by some schools. Governmental rules, both school policies and government legislation (eg in relation to sexual identification) were not addressed in the survey – comments suggested this was a factor for some schools policies on data collection.

89% of representative schools have Diversity, Equity and Inclusion Strategies. 100% of the participants said they want one.

"This survey is about an important subject for our school."

"We hope that this survey will help us to develop further our strategy and that we'll be informed about good practices put in place in other schools. We'll be glad to work on this subject with CILECT and GEECT members."

"EDI is vitally important and I'm very pleased that CILECT is addressing this issue. CILECT is well placed to be a strategic leader on this matter - making sure screen education and the industry is fairer and more equitable and driving change for the next generation of filmmakers and creatives."

Teaching Staff: Gender

- 48% of survey responses said 50%+ are male staff
- 21% have more than 70% male staff
- 2 schools have over 90% male staff
- Only 20% of schools have more than 50% female staff
- 14% of schools have less than 20% female staff
- Statistics for non-binary/gender diverse staff are generally less than 10% - or unknown
- Statistics on homosexual/bisexual/asexual staff members are also low or unknown

Teaching Staff: Disability

47% of the responses reported that staff with disabilities are either unknown or they are not authorized to say. This may be of interest for further data collections.

Profile of Students

There was significant commentary relating to the diversity of student groups. A significant number of non-binary and homosexual students are visible in responses regarding the student bodies. Comments were made that student bodies are quite diverse – though it was also said the diversity in the staff body was often less so. This supports the statistical results.

„Our student body is now over 50% female, but the faculty and staff -- while improved -- is not.“

„student body is diverse racially and ethnically“

„Our school used to attract students were mainly white males, but after years of effort to diversify our student body, we now often have classes that are a majority of minorities.“

Though a large number of respondents answered they don't have information about gender identification, sexuality or disability in relation to students.

Staff and Student Comparisons

The majority (79%) reported female staff made up less than 49% of film teaching staff while half of the responses (50%) said female students make up 50 – 69% of student bodies. The average percentage of male teachers however, is on par with the percentage of male students. Non-binary, homosexual as well as students living with disabilities are also mirrored in staff diversity.

Definitions of Diversity

Comments on how diversity is defined regionally, institutionally and individually were shared. This may also hold important information for further steps for CILECT and SCEDI. For example 42% of CILECT representatives who answered were care-givers of children – and may have difficulties travelling to conferences.

"The survey does not address issues of DEI & accessibility within CILECT as an institution. The lack of a meaningful online presence beyond organization websites frames an insistence on travel and in-person attendance to the detriment of more regular networking and institutional growth. Beyond the benefits related to increased publicity for CILECT and regional groups, online access is also a diversity issue. Travel is unavailable to everyone in equal measure for a host of reasons, many of which have become even more apparent since the COVID shutdown."

Also institutionally there is a need for more information and discussion.

"Film schools still seen as a luxury, elite activity."

"it's a challenging concept worth further discussion re how we define and talk about it."

"Regional differences in relation to this, need to be factored in."

"How finely and deeply do we go: Interest in looked at more nuanced aspects of diversity. Request for sharing of strategies, research and initiatives in this space."

Next Steps

This survey was a first step toward a DEI strategy for CILECT. Noteworthy is that half the schools were unable to collect some forms of data and/or answer questions. What does this mean for us? It may be worth doing a follow up survey, particularly in the regions with low numbers of respondents to support this survey. Further investigation might form part of SCEDI's future focus on CILECT continuing to work towards more inclusive structures and processes. Topics that might benefit from further surveying or investigation are:

- Regional definitions of Equity, Diversity and Inclusion
- Data gathering restrictions –implications and reasons
- Role of CILECT in promoting diversity, equity and inclusion in film schools.
- DEI Strategy for CILECT as an institution

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