

Guelph Institute of Development Studies (GIDS)
Anti-Racism Working Group (ARWG)
Employee Experiences Survey Results and Recommendations

Summary of Survey Results

Demographics

The survey was distributed by email to 28 present and former staff (6), faculty (15) and sessional instructors (7) who were identified to have worked with the International Development Studies program over the past ten years and asked to provide anonymous feedback on their experiences with racism at Institute. The survey generated 20 responses: 4 staff, 3 sessional instructors and 13 faculty. Of the 20 participants, only 4 self-identified as Persons of Colour. No participants self-identified as Black, Indigenous or belonging to another racialized community.

Classroom Experiences

- A majority of course instructors (n=11, including 2 BIPOC and 9 non-BIPOC) agree that BIPOC students are treated with the same level of respect as non-BIPOC peers. At the same time, however, 8 survey participants (including 1 BIPOC and 7 non-BIPOC) have heard students express stereotypes based on perceived BIPOC identity or background in class. This suggests that there is some inconsistency between perceptions of respect and experiences of stereotyping in the classroom.
- There are varying and inconsistent perceptions of how BIPOC and non-BIPOC students participate in class. A majority of instructors (n=12, including 4 BIPOC and 8 non-BIPOC) report that BIPOC students participate at the same level in class as non-BIPOC students. At the same time, 7 course instructors (3 BIPOC and 4 non-BIPOC) agreed that BIPOC students work harder than other students to achieve the same recognition by other students (while 3 course instructors disagree with this statement and 3 course instructors neither agree nor disagree).
- Most survey participants report low to mid-ranging levels of confidence in addressing instances of racism and discrimination in various teaching contexts (i.e. classrooms, qualifying exams, defenses, or advisory committee meetings). When asked to rate themselves on a scale of 1-10 about how well-equipped they felt to address instances of racism (1 being “Not at all equipped” and 10 being “Very well equipped”, the majority (n=7) rated themselves at “7” or “8”, while another 7 participants rated themselves in a range between 3-6. Only two participants reported high levels of confidence at “9” and



“10”. This finding is congruent with participant recommendations that GIDS faculty and staff should have more opportunities to participate in anti-oppression and equity training.

Curriculum

- A majority of course instructors (n=12, including 3 BIPOC and 9 non-BIPOC) indicated that they integrate the history, culture, perspective and/or pedagogies of Black, Indigenous, and People of colour into all or most of their IDEV courses. The most prevalent strategy doing so is to include diverse perspectives through course readings. Fewer instructors integrate practical anti-racism training into their courses or work directly with BIPOC community partners (i.e. as guest speakers or through community-engaged partnerships). For more detailed information about this, see the discussion below regarding the open-ended answers to questions 16 and 17.
- The survey indicates that there is a very low level of awareness of pedagogical resources for supporting the diversification of curricula. Only 4 survey participants, none of whom identified as BIPOC, were aware of or had used University of Guelph resources that support the integration of BIPOC history, culture, perspective and/or pedagogies into their IDEV teaching activities. A majority of survey participants (n=11) were not aware of these resources.

Graduate Student Supervision

- The survey findings suggest that BIPOC graduate students face unique challenges compared with non-BIPOC graduate students. For faculty who supervise graduate students, 5 participants perceived that BIPOC students face greater challenges than non-BIPOC students, with an additional 2 participants perceiving that they “sometimes” experience greater challenges. An additional 2 participants specified that international BIPOC students face distinct challenges compared with domestic BIPOC students and 1 participant specifying that these challenges are from sources “external to Guelph.”
- Four faculty have witnessed instances where BIPOC graduate students were unusually or unfairly treated by other faculty.

Experiences of Discrimination

- BIPOC survey respondents were asked to provide information about their experiences of racial discrimination or harassment. Given the relatively low number of BIPOC survey participants (which is itself a reflection of the low number of BIPOC staff and faculty in GIDS), it is concerning that 2 out of 4 BIPOC survey participants reported that they had personal experiences of racial discrimination and harassment within GIDS. Specifically, these participants report having experienced micro-aggressive and discriminatory behaviour. These experiences led to feelings of anger, sadness and anxiety, and one participant reported being “unable to work” as a result.

- When asked to rate on a scale of 1-10 how concerned they were about being personally subjected to racial discrimination and/or harassment at GIDS (1 being “Not Concerned” and 10 being “Very Concerned”), 2 BIPOC survey participants rated themselves at the maximum value of 10. This finding is consistent with the experiences of 2 BIPOC participants who reported having experienced racial harassment and/or discrimination at GIDS.
- Participants reported that they would be more likely to report instances of discrimination to their Director/Chair and bargaining union and less likely to report it their Dean or the University of Guelph’s Diversity and Human Rights Office.

Witnessing Racial Harassment

- Just under half of the survey participants (n=8) reporting witnessing incidents of racial discrimination or harassment at GIDS, while 7 participants reported that they had not witnessed such incidents and 3 participants were “Not sure.” The most common form of racial discrimination witnessed by participants was microaggressions (n=6), followed by discriminatory behaviour (n=4) and racist name-calling (n=2). In combination with the reports of discrimination by the 2 BIPOC survey participants, these findings suggest that racial discrimination, particularly micro-aggressive behaviour, is a concern at GIDS.
- The survey responses provide strong evidence that racial discrimination/harassment is perceived as a significant problem both within the University of Guelph and the broader community. Survey participants identified racial discrimination/harassment as “Somewhat a problem” or “A huge problem” in GIDS (n=11), their home department (n=9), the University of Guelph (n=15), and the broader Guelph community (n=15). In other words, the survey suggests that participants view racial discrimination /harassment as more a pervasive problem within the University of Guelph or the broader Guelph community than a problem in GIDS or their home departments, although it still remains a significant issue in the latter. While most participants agreed that racial discrimination/harassment is an issue within the University of Guelph and the broader Guelph community, there was a slight gap between BIPOC and non-BIPOC participants on these questions: non-BIPOC employees were more likely to indicate that they perceive that racial discrimination and harassment is “Somewhat a problem” at the University of Guelph (n=11) and the wider Guelph community (n=11) while all BIPOC participants perceive that racial discrimination and harassment is “a huge problem” at both the University of Guelph and the wider Guelph community.

Perceptions of Commitments to Inclusion

- Just over half of the participants (n=11) are aware of the University of Guelph’s formal process and procedures for handling incidents of racial/ethnic discrimination or bias, while around one-third of participants (n=7) are either “not sure” or “unaware” of these processes and procedures. However, the majority of participants expressed a lack of



confidence these reporting procedures, with 11 participants strongly disagreeing or disagreeing with the statement that they were confident that University of Guelph would respond appropriately if they reported witnessing racial harassment or discrimination at GIDS. Overall, these findings suggest that there is a broad lack of confidence in the ability of current policies and processes to address racism in or beyond GIDS.

Recommendations

In two open-ended questions at the end of the survey, participants were asked to provide their recommendations for how to make GIDS an anti-racist environment for faculty, staff and students. All responses were coded and categorized thematically according to the following five recommendations:

1. Improve gaps in policies and practices related to hiring BIPOC faculty and recruiting/retaining BIPOC students (n=11);
2. Improve accountability mechanisms within GIDS in relation to acknowledging racism and responding to it (n=9);
3. Integrate discussions about racism and anti-racism into the GIDS courses, as well as provide support to course instructors for diversifying their curricula (n=7);
4. Provide mandatory anti-racism and equity training for all GIDS faculty, staff and students (n=5);
5. Establish mentorship and wellness supports for BIPOC faculty, staff, and students (n=4).

Discussion of Results

GIDS Employee Survey

The Employee Survey Sub-Working Group, in collaboration with Aron Fazekas from the Office of Open Learning, developed an online Employee survey that drew on the format and questions of the GIDS Student and Alumni survey.

The purpose of the survey was to:

- Better understand GIDS' employees (faculty, instructors and staff) experiences with racism.
- Direct the ARWG and GIDS' work to address racism and make GIDS an anti-racist environment for students and employees to study and work.

The objective of the employee survey was to help to identify, describe and work toward dismantling racism within GIDS.



Employee Survey Overview

The survey covered 8 areas, with sections completed by employees based on their role within GIDS (faculty, instructors, staff) and their experiences with racism.

- Demographics (Faculty, Instructors and Staff)
- Classroom Experiences (Faculty and Instructors)
- Curriculum (Faculty and Instructors)
- Graduate Student Supervision (Faculty)
- Experiencing Racial Discrimination and Harassment (Faculty, Instructors and Staff)
- Witnessing Racial Discrimination and Harassment (Faculty, Instructors and Staff)
- Perceptions of Commitments to Inclusion (Faculty, Instructors and Staff)
- Recommendations (Faculty, Instructors and Staff)

Survey Demographics

The survey was distributed by email to 28 present and former staff (6), faculty (15) and sessional instructors (7) who were identified to have worked with the International Development Studies program over the past ten years and asked to provide anonymous feedback on their experiences with racism at Institute.

The survey generated 20 responses: 4 staff, 3 sessional instructors and 13 faculty.

Of the 20 participants, 4 self-identified as Persons of Colour. No participants self-identified as Black, Indigenous or belonging to another racialized community. Additionally, 13 participants self-identified as women and 4 self-identified as men.

Classroom Experiences

The majority of IDEV course instructors (12) observed that BIPOC students participate at about the same level as white students in IDEV classroom discussions, with only one observing that BIPOC students participate more than white students and one instructor not sure.



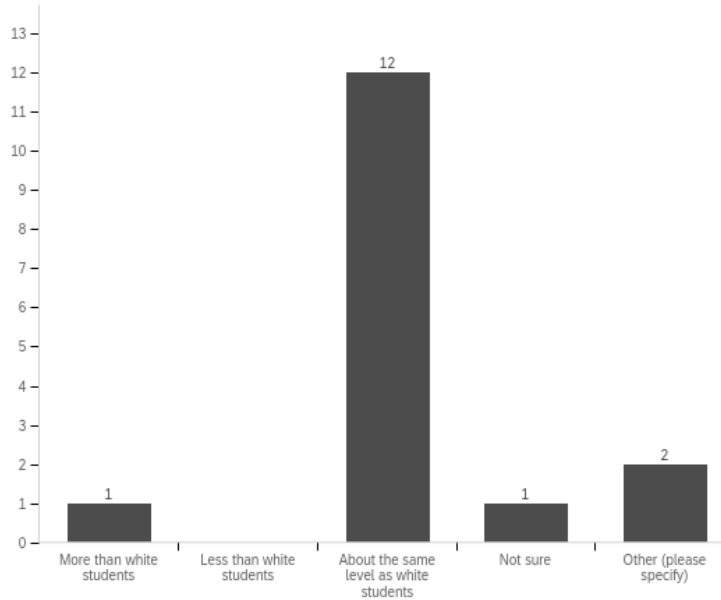


Figure 1: Course Instructors observation of level of classroom participation by BIPOC students, in response to the question “In IDEV classroom discussions, how do BIPOC students participate?”

One instructor commented that “It's really difficult to quantify this. There are some BIPOC students who participate consistently and regularly, and some who don't - which is what I would say about non-BIPOC students as well.”

An equal number of course instructors (12) do not feel that BIPOC students are put down, silenced, ignored or dismissed by other students, with seventy-five percent of both BIPOC and non-BIPOC course instructors agreeing.

Course instructors were asked to reflect on the treatment of BIPOC students by their non-BIPOC peers in an IDEV classroom environment. The majority of course instructors agree that BIPOC students are treated with the same level of respect as non-BIPOC peers but were evenly divided on whether BIPOC students’ abilities are prejudged based on their perceived BIPOC background.

Despite the consensus that BIPOC students are treated with the same level of respect as their non-BIPOC peers, 7 non-BIPOC and 1 BIPOC instructors have heard students express stereotypes based on perceived BIPOC identity or background in class.

Two non-BIPOC course instructors disagreed and 1 strongly disagreed that BIPOC students work harder than other students to achieve the same recognition by other students. All of the



BIPOC instructors (4) agreed with this statement, which points to a possible significant gap in how BIPOC and non-BIPOC instructors perceive BIPOC and non-BIPOC students.

Curriculum

All course instructors strongly agree (11) or agree (5) that it is important to integrate the history, culture, perspective and/or pedagogies of Black, Indigenous, and People of Colour into their IDEV courses. Three BIPOC instructors and 8 non-BIPOC instructors strongly agree with the statement.

In a follow-up question, 8 course instructors responded that they integrate the history, culture, perspective and/or pedagogies of Black, Indigenous, and People of course into all their IDEV courses, 4 into most of their courses and 4 into some of their courses, with 3 BIPOC instructors and 5 non-BIPOC instructors integrating BIPOC content into all of their courses.

Fourteen course instructors have intentionally integrated opportunities for students to discuss questions of race, racism, anti-racism and identity into all (8), most (3) or some (3) of the IDEV courses that they've taught, while 7 instructors make space to allow for discussion in all (3), most (4) or some (2) of their courses if these questions aren't formally built into the course content.

Two open-ended questions provided an opportunity for faculty participants to provide further details about how their current courses include BIPOC perspectives and address issues around racism.

Question 16 asked participants how BIPOC histories, perspectives and pedagogies contributed to their courses. Emergent coding was used to identify common pedagogical approaches to including BIPOC histories, perspectives and pedagogies. 9 participants answered this question with a total of 16 separate codes. The top recurring theme was in relation to questioning Western framings of development and Western epistemologies (5), followed by examining colonial legacies (3), including diverse perspectives (3), teaching practical strategies for anti-racism and intercultural competence (3), including indigenous perspectives from Canada (1) and collaborations with BIPOC community partners (1).

Question 17 asked participants to provide specific examples of authors, histories and perspectives that they have used. Emergent coding was used to identify pedagogical strategies. 10 participants answered this question with a total of 13 separate codes. The majority of responses (7) referred to including multiple perspectives in their courses, with 5 of these participants providing examples of specific names of authors. Two participants include discussions about indigenous ontologies, and the remaining themes only received one mention



each (guest speakers; community-engaged partnerships; post-colonial intersectionality/feminism; racism and anti-racism).

The open-ended responses to questions 16 and 17 suggest that the most prevalent strategy for integrating BIPOC histories, perspectives, and pedagogies into GIDS courses is to include diverse perspectives through course readings. Fewer instructors integrate practical anti-racism training into their courses or work directly with BIPOC community partners (i.e. as guest speakers or through community-engaged partnerships). It is important to note that not all survey participants responded to these open-ended questions, so not all strategies that are used by instructors may have been captured in the survey.

Only 4 course instructors were aware of University of Guelph resources that support the integration of BIPOC history, culture, perspective and/or pedagogies into their IDEV teaching activities and the majority (11) were unaware of these resources. All BIPOC instructors were unaware of the University of Guelph resources.

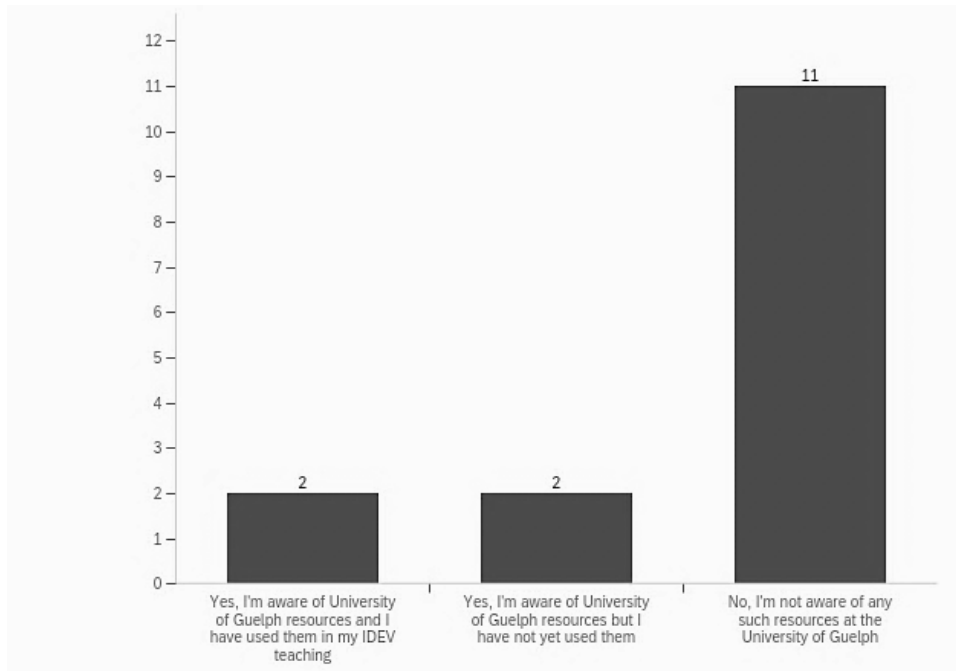


Figure 2: Instructor response to question “Are you aware of, or have you used, University of Guelph resources that support the integration of BIPOC history, culture, perspectives and/or pedagogies into your IDEV teaching activities?”

In addressing instances of racism when interacting with students (classroom, qualifying exams, final defences, advisory committee meetings) instructors report varying levels of confidence in



addressing racism and discrimination. Only one instructor felt “very well-equipped” to address racism.

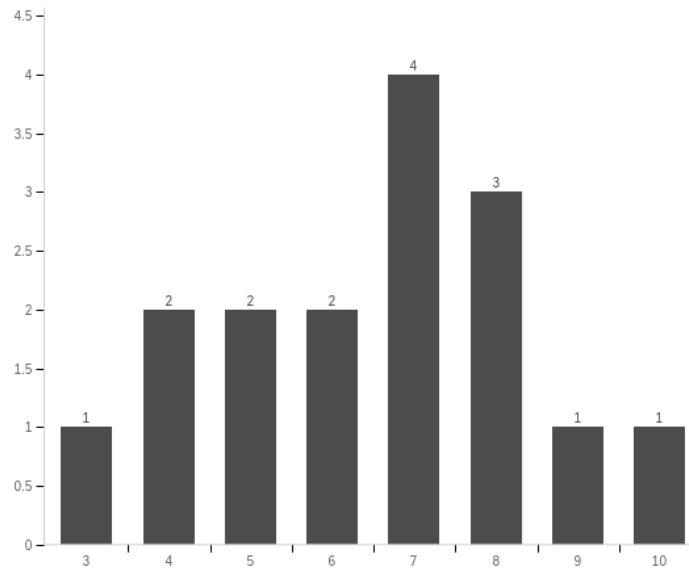


Figure 3: Instructor response to “How well-equipped do you feel you are/were to address instances of racial discrimination (e.g. within the classroom, qualifying exams, defences, advisory committee meetings)?” Scale is from 1 being not at all equipped and 10 being very well-equipped.

Graduate and Advisor Supervision

For faculty who supervise graduate students, 7 feel that BIPOC students face greater challenges than non-BIPOC students. Two faculty commented that international BIPOC students face even greater challenges than domestic BIPOC students: “I feel that international students face greater challenges (in terms of overcoming cultural/language barriers, facing greater tuition costs, and lacking a sound social safety net upon arrival). Frequently, these are members of the BIPOC community.”

Four faculty have witnessed instances where BIPOC graduate students were unusually or unfairly treated by other faculty, with the majority of non-BIPOC faculty (8) reporting that they have not witnessed unfair or unusual treatment.



Experiencing and Witnessing Racial Discrimination and Harassment at GIDS

Participants who identified as having experienced racial discrimination and harassment at GIDS responded to separate questions about their personal experiences in addition to questions on witnessing racial discrimination and harassment that were answered by all of the participants.

Two of the participants who self-identified as Persons of Colour reported having experienced racial harassment and/or discrimination at GIDS.

These participants report having experienced:

- Micro-aggressive behaviour (1)
- Discriminatory behaviour (being ignored or excluded from group conversation or activities) (1)
- “Being treated like a student because they don’t fit the white male professor stereotype” (1)

Their experiences with racism left them feeling sad, angry, upset, anxious and “unable to work.” Moreover, 2 of the participants are “very concerned” about being personally subjected to racial discrimination and/or harassment at GIDS.

BIPOC participants would be mostly likely to report personal experiences with racism to their Director/Chair (3), Union/Bargaining Unit (3), Dean (1) or Diversity and Human Rights (1).

Of the 20 survey participants, eight have witnessed incidents of racial discrimination or harassment at GIDS, with an additional 3 participants reporting being “not sure” if they have witnessed racial harassment or behaviour. Two BIPOC and 8 non-BIPOC participants have witnessed racial discrimination and harassment of other GIDS students, faculty and staff because of their BIPOC identity.

Participants who identified as female were more likely to have witnessed racial discrimination or harassment than participants who identified as men.

The participants report having witnessed:

- Micro-aggressive behaviour (6)
- Discriminatory behavior (4)
- Racist name-calling, comments, insults or jokes (2)

One participant commented that “I am aware that a colleague has been concerned about facing discriminatory behaviour [], and despite seeking help, she felt ignored and let down by both her supervisor and the administration.”



Reporting Racial Discrimination and Harassment

Eleven of the participants are aware of the University of Guelph's formal process and procedures for handling incidents of racial/ethnic discrimination or bias, with 2 not sure and 5 unaware (2 BIPOC and 3 non-BIPOC) of the process and procedures.

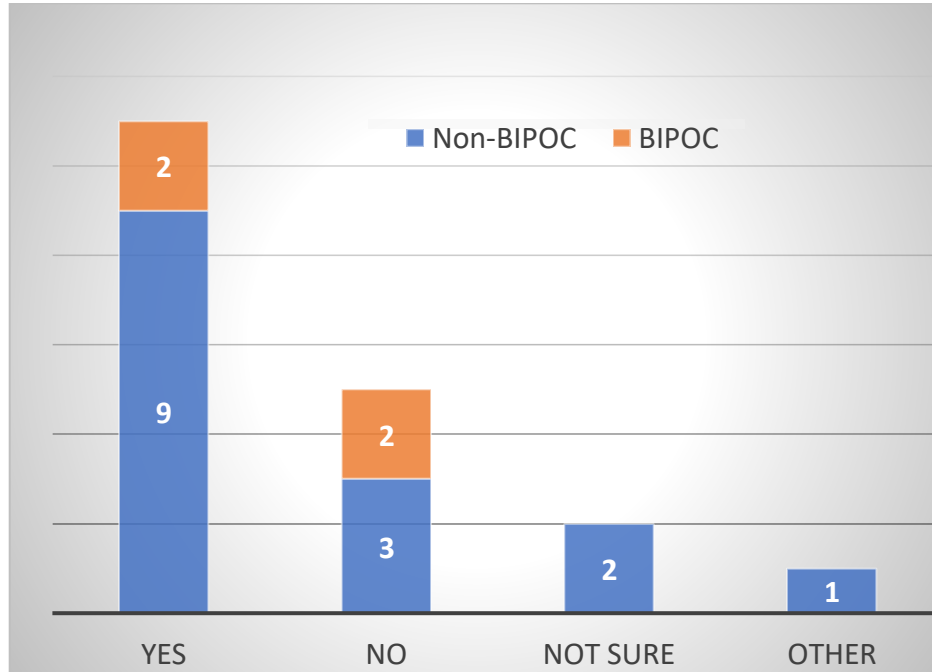


Figure 4: Comparison among BIPOC and non-BIPOC employee survey responses to “Are you aware of the University of Guelph’s formal process and procedures awareness for handling racial/ethnic discrimination or bias?”

Institutional Commitment

Overall, 7 participants strongly disagreed and 4 disagreed with stating they were confident that University of Guelph would respond appropriately if they reported witnessing racial harassment or discrimination at GIDS. Three participants agreed, while 2 participants strongly agreed, and 3 participants were unsure.

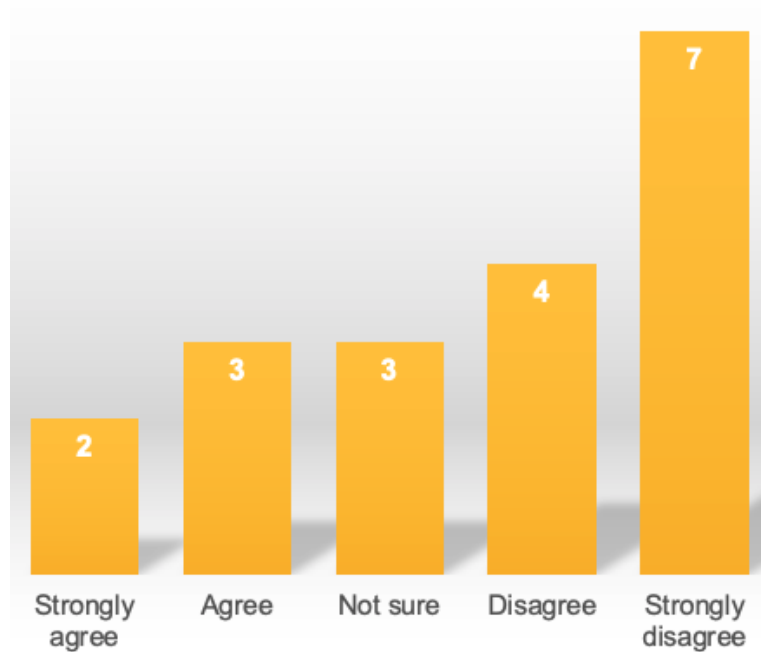


Figure 5: Employee level of agreement to the following statement: “If I were to witness and report racial harassment or discrimination at GIDS, I am confident that my institution would respond appropriately.”

Perception of racism within the Guelph community

Participants were asked to indicate the degree (from “not a problem at all” to “a huge problem”) to which they feel racial discrimination and harassment is a problem within the Guelph Institute of Development Studies, their home department (if applicable), the University of Guelph and the broader Guelph community. Nine participants feel that racial discrimination is “somewhat a problem” within GIDS with only 2 participants indicating that it’s “not a problem at all”. Overall, participants were less likely to indicate that racial harassment and discrimination were a huge problem within GIDS (2) and most likely to indicate that they are a huge problem within the broader Guelph community (6). Nevertheless, there was a gap between BIPOC and non-BIPOC participants on these questions: non-BIPOC employees were more likely to indicate that they feel that racial discrimination and harassment is “somewhat a problem” at the University of Guelph (10) and the wider Guelph community (9) while BIPOC employees feel that racial discrimination and harassment is “a huge problem” at both the University of Guelph (4) and the wider Guelph community (3).

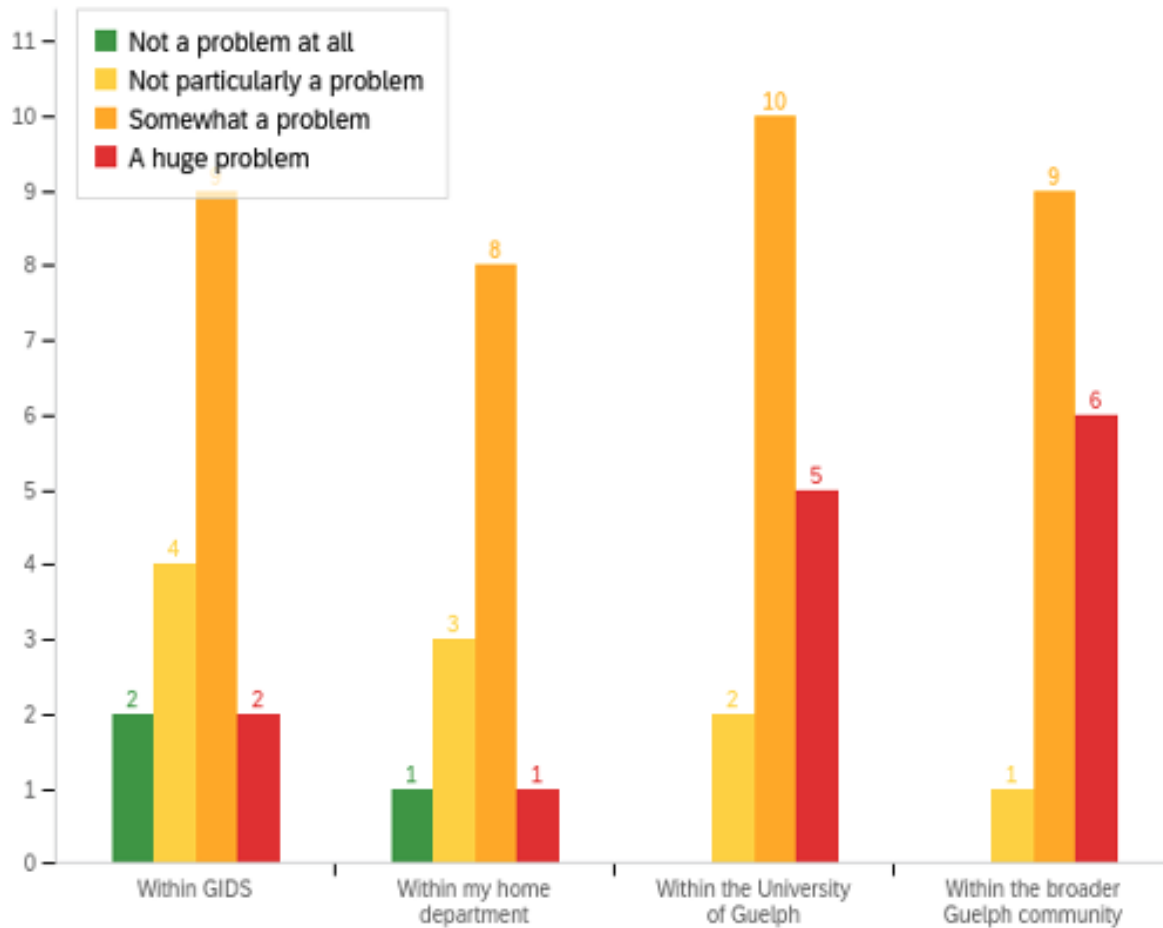


Figure 6: BIPOC and non-BIPOC responses to the question asking them to indicate the degree to which they think racial discrimination/harassment is a problem within GIDS, their home department, the University of Guelph and the broader Guelph community.

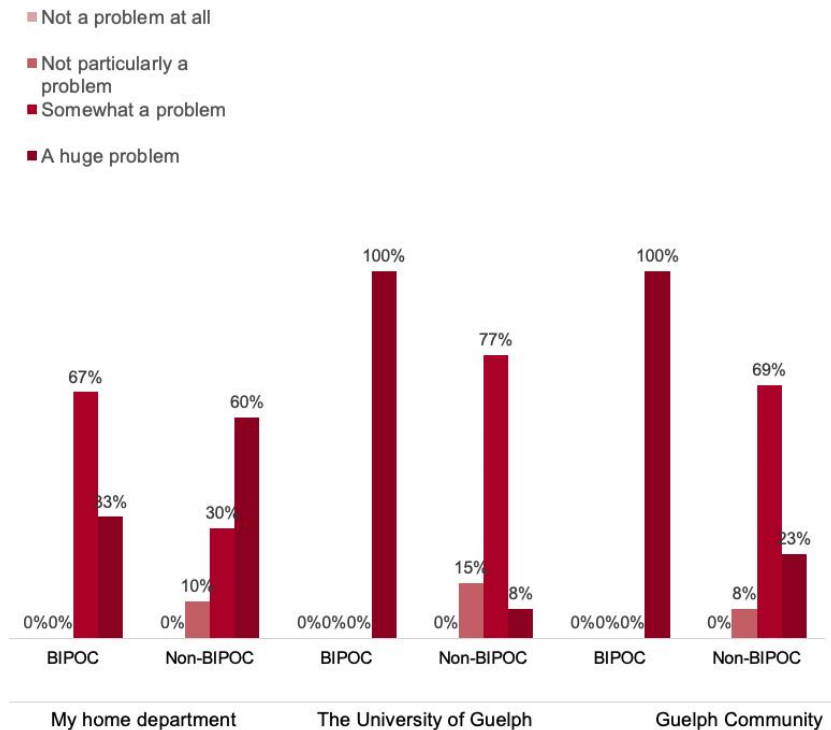


Figure 7: BIPOC and non-BIPOC responses to the question asking them to indicate the degree to which they think racial discrimination/harassment is a problem their home department, the University of Guelph and the broader Guelph community.

Recommendations

The final section of the survey included two open-ended questions asking participants to identify recommendations for how to make GIDS an anti-racist environment for BIPOC students, faculty and staff.

Question 34 asked participants to identify up to three recommendations for how to make GIDS an anti-racist environment. 14 participants offered a total of 39 recommendations. The majority of responses (11) focused on **improving gaps in policies and practices related to hiring BIPOC faculty and recruiting BIPOC students**. This theme was also mentioned as the first recommendation of half of participants. The second most frequently mentioned recommendation was in relation to accountability (9): the comments related to **public acknowledgements of racism within GIDS, taking action when racism has been reported, and ensuring there are clear reporting structures**. The third most frequently mentioned recommendation was in relation to the GIDS curriculum (7), with most comments focused on **diversifying the content of courses**. Additional recommendations referred to establishing



culturally appropriate supports for BIPOC students, faculty and staff (5) and offering anti-oppressions/equity training (4). One participant recommended that GIDS should hire an external consultant to conduct a diversity evaluation of GIDS instead of relying on an internal Working Group.

Question 35 asked participants to identify programs, trainings or supports that are needed to promote the success of BIPOC students, staff, and faculty. 11 participants provided a total of 27 recommendations. The most frequently mentioned recommendation (14) referred to **providing anti-racism and equity training, with 6 participants specifically specifying this should be mandatory for all faculty, staff and students.** The second most frequently mentioned recommendation was in relation to curricula (6), with comments about **offering training on how to incorporate non-Western, BIPOC voices into courses, how to integrate anti-racism training in courses, and training to support faculty to better respond to racism in the classroom.** The third recommendation was around cultural supports (5), with comments focused on **establishing mentorship programs and wellness/counselling services for BIPOC students, faculty and staff.** One participant recommended that there should be efforts to connect GIDS students, faculty and staff with campus-wide resources intended to address racism in the classroom, on campus and in the workplace.