

# A Path Forward: Anti-Racism Working Group Report

Guelph Institute of Development Studies



January 2023



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# Land Acknowledgement

We offer our gratitude to the land on which the Guelph Institute of Development Studies resides and recognize that the Institute resides on the traditional lands of the Anishinaabe and Hodinohso:ni and on the treaty lands of the Mississaugas of the Credit First Nation. These lands are part of the Land Between the Lakes Purchase (Treaty 3) and the Dish with One Spoon Wampum. We acknowledge the historic and ongoing systems of oppression enacted on Indigenous peoples in Canada and globally, as well as the historical forms of racism, discrimination, and white supremacy that are deeply embedded within the broader field of development. We are committed to reconciliation with Indigenous peoples and decolonization within the Institute's structures, processes, teaching and research. We accept our responsibility to create an inclusive, equitable, safe and anti-racist place in which Indigenous peoples can study, learn, research and work.

# Acknowledgements

This project has been driven by the commitment and enthusiasm of the students, staff, and faculty who form the Anti-Racism Working Group. Their dedication has helped to better understand the issues and will help GIDS chart a path forward to create anti-racist learning and working environments.



# Statement from the Directors

With its Statement of Solidarity and the formation of the Anti-Racism Working Group in June 2020, the Guelph Institute of Development Studies (GIDS) set out on a path of understanding and reckoning. This report documents how racism and discrimination negatively impact the lives of Black, Indigenous and racialized students, staff and faculty within GIDS and the broader university. The public release of this report brings one phase of this process to a conclusion, and it is certainly an important first step. Nevertheless, we are only at the beginning of creating meaningful change within GIDS: there is still a long way to go. The Calls to Action at the conclusion of this report provide a pathway for making GIDS a more inclusive, equitable, safe, and anti-racist place in which all students, staff and faculty can study, research, learn and work. Racism is a systemic problem, but it also manifests itself in our personal experiences and our daily lives, so the work to combat racism needs to happen at multiple levels. In GIDS, we will move forward with the formation of the new GIDS Anti-Racism and Inclusion Advisory Council. With representation from across the GIDS community, this permanent Advisory Council will work closely with the GIDS Director to implement the report's Calls to Action and create clear lines of responsibility and accountability.

This report is the result of a tremendous amount of work from many individuals within and beyond the GIDS community. We extend our gratitude to the Co-Chairs of the Anti-Racism Working Group for their leadership, as well as to the members of the Working Group for their important contributions and efforts. Thank you to the Office of Teaching and Learning for their support, and to Dr. Aron Fazekas for his work on the employee and student surveys. We would also like to acknowledge PhD Student Dilshan Fernando's work as a Graduate Research Assistant to the Working Group during its first year. We also express our appreciation to Turner Consulting Group for helping the Working Group to see through this project to its completion. Finally, we are grateful to the Dean's Office of the College for Social and Applied Human Sciences for its support of the Working Group.

The Guelph Institute of Development Studies is committed to ending racism and we will continue to push for a world that is more equitable and just.

Dr. Andrea Paras  
Interim Director, GIDS

Dr. Craig Johnson  
Former Director, GIDS

# About the Guelph Institute of Development Studies

# 1

Since its inception in 1978, the International Development Studies (IDS) program at the University of Guelph has operated as an interdisciplinary collaborative program involving numerous departments from both within and outside of the College of Social and Applied Human Sciences. Since 2018, the undergraduate and graduate programs have operated out of the newly established Guelph Institute of Development Studies (“GIDS”, “the Institute”).

At the undergraduate level, students can take both a Major and Minor in International Development Studies. At both the Master’s and PhD levels, GIDS offers a Collaborative Specialization in International Development, which works with over 20 department-based programs, enabling students from diverse academic backgrounds, including the social and natural sciences and arts and humanities, to undertake the study of international development in their academic program.

# Background

# 2

Following the murder of George Floyd in the United States, GIDS released a statement of solidarity in June 2020 condemning the killings of Black men and women, recognizing the pervasive problem of racism in both Canada and the United States, and acknowledging how systemic racism is embedded in institutions, structures, and ideas, including those within the University of Guelph. The GIDS statement of solidarity committed the Institute to identifying and addressing systemic racism against all Black people, Indigenous peoples, and People of Colour. It recognized that the goal of promoting social justice needs to start by identifying and addressing sources of inequity and exclusion within the University's own institutions, including GIDS. Finally, it acknowledged the historical forms of racism, discrimination, and white supremacy that are deeply embedded within the broader field of development.

In order to implement the pledges included in the GIDS statement of solidarity, then-Director Craig Johnson convened the GIDS Anti-Racism Working Group ("the Working Group"), which consists of associated faculty, staff, students, alumni, and External Advisory Board Members of the Institute (see Appendix A: for the list of Working Group members). The Working Group was established to understand the experiences of GIDS students, staff, and faculty in relation to racism within the Institute, with a particular focus on the perspectives and experiences of Black, Indigenous, and people of colour (BIPOC)<sup>1</sup> within the Institute. The Working Group began to meet at the beginning of July 2020, and its members approved its Terms of Reference in September 2020.

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<sup>1</sup> According to the Cultural Diversity Office at the University of Guelph (2020), "BIPOC is an acronym that represents those who are Black, Indigenous or People of Colour. Use of the acronym emphasizes solidarity between those impacted by racism while recognizing the distinct experiences of anti-Black and anti-Indigenous racism for Black and Indigenous people." At the same time, by grouping different categories of identities together, the term "BIPOC" has been criticized for failing to capture the differential ways that racialized people experience race and racism. The term "racialized people" has been used as an alternative, but has also been criticized for homogenising the identities and experiences of different groups. This report primarily uses the term BIPOC, but acknowledges its limitations.

The Terms of Reference outlines the main objectives of the Working Group:

1. To listen to GIDS students, alumni, staff, and faculty about their experiences with racism and anti-racism;
2. To identify gaps within the GIDS curriculum related to understanding racism within the field of development studies, as well as opportunities for teaching and learning around anti-racism; and
3. To make recommendations to the GIDS Director about specific policies that could help to counter and change systemic racism within the Institute.

The Terms of Reference explicitly recognised that the objectives of the Working Group are part of a broader history of efforts at the University of Guelph to identify and address racism and exclusion. There is a long history of organizing against anti-Black racism at the University of Guelph, which has historically been led by community and student groups including Ontario Public Interest Research Group (OPIRG) Guelph, the African Student Association, the South African Interest Group, Black Women's Society, and the Guelph Black Students Association (formerly known as the C.J. Munford Centre). In 2015, the Guelph Black Students Association issued a list of demands to the university administration to address systemic anti-Black racism at the University of Guelph. In 2016, the university issued the report *Supporting the Needs of Black Students at the University of Guelph: Report of Key Findings*. In September 2020, the University released its *Anti-Racism Action Plan*, which identified a number of specific initiatives to help foster a safe educational, working, and learning environment. Subsequent to the articulation of the Anti-Racism Working Group's Terms of Reference, the University became a signatory of the Scarborough Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education in November 2021. In October, 2022, the University of Guelph released its *Anti-Racism Policy Statement*, which included a number of actionable steps for identifying, dismantling, and eliminating racism within the institution, and was the first statement of its kind by an Ontario university.

Within the Anti-Racism Working Group, two sub-working groups were formed: the Student Survey Sub-Working Group and the Faculty/Staff Survey Sub-Working Group (see Appendix A). The sub-working groups conducted surveys of alumni, current students, faculty, and staff in order to understand their experiences with racism within the International Development Studies program. The surveys were designed to:

- Better understand the experiences of racism among students, faculty and staff within GIDS;
- Identify, describe, and work toward dismantling racism within GIDS; and
- Direct the work to address racism and make GIDS an anti-racist environment.



To avoid potential concerns around participant anonymity and conflict of interest, Turner Consulting Group was then contracted in November 2021 to supplement and analyze the findings from the online surveys by:

1. Conducting focus groups and interviews with students, staff, and faculty in order to collect more detailed data about the experiences of students, staff and faculty;
2. Analyzing the findings from the focus group, interviews, and survey; and
3. Preparing a report that synthesises the findings of the surveys and focus groups and identifies specific Calls to Action for making GIDS a more inclusive, equitable, safe, and anti-racist educational environment and workplace for all students, staff and faculty.

# Methodology

# 3

Multiple methods of data collection were used to capture the perspectives and experiences of GIDS alumni, students, staff, and faculty.

A Graduate Research Assistant conducted an environmental scan of all anti-racism and equity, diversity and inclusion (EDI) efforts across the University of Guelph. The environmental scan provided important context for the subsequent analysis of the survey and focus group data collected by the Working Group. The environmental scan includes university-wide initiatives implemented by the Office of the President as well as those implemented by colleges, departments and non-academic units. The environmental scan is current as of November 2022, and includes initiatives that have a public presence and can be found online.

The environmental scan is available in [Appendix B](#).

In early 2021, the Working Group developed online surveys that were sent to alumni, students, faculty, and staff. It then conducted a preliminary analysis of the data and contracted with Turner Consulting Group in Fall 2021 to supplement the data collected through focus groups and interviews held in early 2022.

## ***The surveys***

The Student Survey Sub-Working Group developed two online surveys, one for alumni and one for current students, both of which were administered in February 2021.

The Faculty/Staff Survey Sub-Working Group, in collaboration with the Office of Open Learning, developed an online survey that was distributed to staff and faculty.

The surveys covered 8 areas, with some questions specific to alumni and students, as well as staff and faculty based on their roles:

- Demographics
- Classroom experiences
- Curriculum
- Graduate student supervision
- Experiencing racial discrimination and harassment
- Witnessing racial discrimination and harassment
- Perceptions of commitments to inclusion
- Recommendations

In order to maintain the anonymity of survey respondents, survey invitations with a link to a Qualtrics survey were sent to students, alumni, staff, and faculty. The link to the survey was not connected to participants' email addresses, nor was any identifying information collected. The surveys were sent out to different groups by the Office of Open Learning. All survey participants were informed that the survey would be completely anonymous, that no data would be connected to them, and that no identifying information would be used at any stage of the research process. Upon completion of the surveys, the Office of Open Learning provided aggregated results for each survey question. To avoid any real or perceived conflicts of interest, members of the Working Group did not have access to any individual survey response. The Student Survey Sub-Working Group and the Faculty/Staff Survey Sub-Working Group used the aggregated analyses provided by the Office of Open Learning to write a summative report of the survey results. These two reports, which provided detailed aggregate data from the survey, can be accessed [here](#).

Current students received an email from the Office of Open Learning on behalf of the Director of GIDS on January 28, 2021, and were asked to complete the survey by March 2, 2021. All alumni of the program who had graduated within the past 9 years received emails with an anonymous Qualtrics survey link; this invitation was sent out by the GIDS Director through the GIDS general email account on behalf of the Anti-Racism Working Group through Mailchimp. Alumni received the survey invitation on February 18th, 2021 with a deadline of March 2, 2021. Faculty, sessional instructors and staff received an email from the Office of Open Learning on behalf of the Anti-Racism Working Group Co-Chairs on March 26, 2021, and were asked to complete the survey by April 12, 2021.

### **Response rates**

Table 1 shows the response rates for the surveys distributed to alumni, students, staff, and faculty.

<b>Group</b>	<b>Total</b>	<b>Total Responses</b>	<b>Response Rate</b>
Alumni	635	57	9%
Students	286	103	36%
Graduate	65	28	36%
Undergraduate	221	75	34%
Staff and Faculty	28	20	71%

**Alumni respondents:** 635 alumni, former students who had graduated from the program within the past 9 years, were contacted and invited to complete the survey; 57 completed the survey (a response rate of 9%).

**Student respondents:** 286 current students were contacted and invited to complete the survey. In total, 103 students responded to the survey, resulting in a response rate of 36% for all students; 28 of 65 graduate students responded to the survey (a response rate of 36%), and 75 of 221 undergraduate students responded (a 34% response rate).

Out of the total 160 current students and alumni who responded to the survey, 48 students identified as BIPOC (38 current students and 10 alumni).

Because neither the program nor the university collects self-identifying demographic information from students, we are unable to provide the response rate for BIPOC students.

**Staff and faculty respondents:** The employee survey was distributed by email to 28 present and former staff (6), faculty (15), and sessional instructors (7) who were identified as having worked with GIDS over the past 10 years.

Of the 28 employees who received the survey, 20 responded (an overall 71% response rate): 4 staff (67% response rate), 13 faculty (87% response rate), and 3 sessional instructors (43% response rate). Of the 20 respondents, 4 self-identified as people of colour. No participant self-identified as Black or Indigenous.

### ***Focus groups and interviews***

In order to explore the feedback provided through the online surveys, a series of focus groups and interviews were held in January 2022. To maintain anonymity, the process was removed from the GIDS administration and working group. Turner Consulting Group hosted, facilitated, and analyzed the information from these sessions.

Participation in these sessions was voluntary. Various measures were put in place to maintain the anonymity of focus group participants. First, emails were distributed to students, staff, and faculty inviting them to register directly with the consultants for the virtual focus groups. In addition, the Working Group was not informed of who registered to participate in the sessions, and the names and other identifying information of participants are not included in this report. Students, staff and faculty were informed that they would be in the session with other students, staff or faculty and that the information they shared during the focus groups would not be attributed to their name nor contain any other identifying information. Confidentiality was discussed in the focus groups, and participants were also asked to keep the identities of participants confidential.

One-on-one telephone interviews were also conducted with staff and the director.

To create a safe space for Indigenous, Black, and racialized students and faculty, the sessions were segmented by identity and role. In total, 18 people participated in the focus groups as follows:

- Indigenous and racialized graduate students: 2 participants

- Indigenous and racialized undergraduate students: 1 participant
- Indigenous and racialized faculty and staff: 2 participants
- White graduate students: 4 participants
- White undergraduate students: 5 participants
- White faculty and staff: 4 participants.

### ***Research considerations and limitations***

The survey was conducted during the second academic year (2020–2021) impacted by the COVID-19 pandemic. As a result, first-year undergraduate and graduate students would only have been engaged in GIDS classes in the virtual setting. They would not have attended classes in person, interacted on campus or in the classroom environment, or engaged in the broader community of the city of Guelph. As one undergraduate student pointed out, students may not have been able to comment on some aspects of the campus environment that affect experiences of racism. The impact of the pandemic and other pressures of academic life may have also contributed to the low participation in these focus groups.

In this report, while we recognize that Black, Indigenous, and racialized people have different experiences, in order to protect the identity of the respondents, the results by racialized group are not disaggregated given the small number of respondents within each group.

Additionally, the survey response rate for alumni was lower compared with the response rate for students. While we can only speculate as to why this might be, the significantly lower alumni response rate means that the survey data may be less generalizable for this group compared with students and faculty/ staff (who had much higher response rates).

It is worth noting that the GIDS undergraduate program (curriculum and course requirements/offerings) were updated in 2018–2019. Therefore, alumni responses about the curriculum primarily refer to the previous program. Additionally, the GIDS undergraduate program includes courses from across campus as required and restricted elective courses. Similarly, the GIDS graduate program is a collaborative degree that includes students and courses from various colleges and departments across the university, and the composition of students in the program changes from year to year. Therefore, student respondents may have had varied experiences depending on the courses they took and the dynamics among instructors and peers when they were in the program.

Finally, although the faculty and staff surveys asked some questions about their experiences with discrimination and racism, most of the survey questions focused on student experiences. Further research is necessary to fully understand the experiences of faculty and staff with discrimination and racism within the Institute.



In the sections that follow, selective results for each of the survey questions are presented, followed by a thematic discussion of the results from both the online survey and the focus groups. The results are descriptive, while the discussion focuses on the insights we gathered from the results. The suggestions for change offered by the survey, interview, and focus group participants are presented at the end of the report, followed by the Calls to Action from the consultant.

# Findings

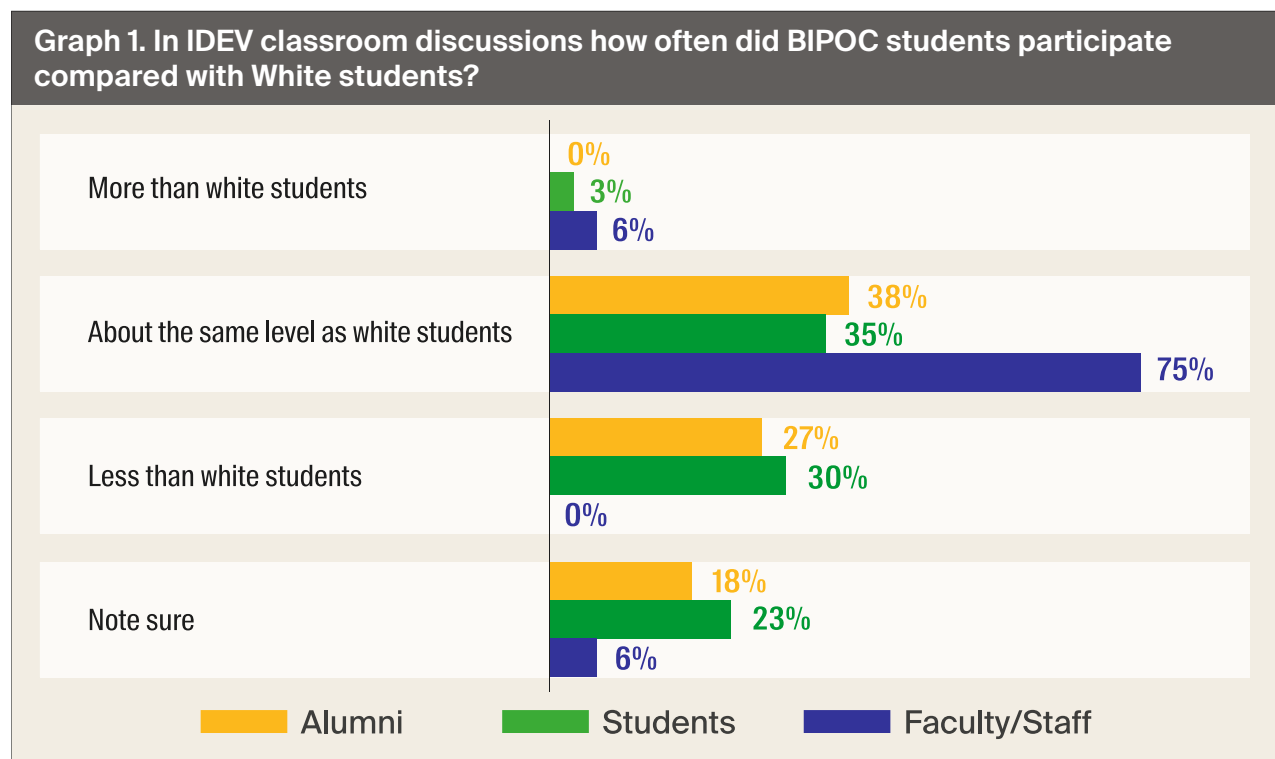
# 4

This section presents results for selected survey questions. These findings are supplemented by a thematic discussion of the comments shared in the online survey, interviews, and focus groups.

## 4.1 Classroom Experiences

### *Classroom participation*

The online surveys asked students and faculty in the International Development Studies (IDEV) program how often BIPOC students participated in classroom discussions compared with White students.



As Graph 1 shows, current students and alumni shared similar perspectives about the participation of BIPOC students in IDEV classroom discussions. A small proportion of current students (3%) and no alumni felt that BIPOC students participated more than White students. Over one-third of both groups felt that BIPOC students participated about the same level as White students (38% and 35%), and fewer than one-third felt that BIPOC students participated less than White students (27% and 30%).

By contrast, faculty were twice as likely as alumni and students to report that BIPOC students participated in IDEV classroom discussions about the same or more than White students. The vast majority of faculty (75%) felt that BIPOC students participated about the same as White students, while 6% felt they participated more, and none thought they participated less. In addition, 23% of current students, 18% of alumni, and 6% of faculty indicated that they were not sure about the classroom participation of BIPOC students in relation to their White peers.

In the focus groups, some students shared their perception that White students are much more comfortable in these classrooms and as a result participate more in IDEV classroom discussions. As these students commented:

*It is not that they are purposely treated differently. There is implicit power and positionality that I have noticed . . . White students are usually talking more in class. They may be more confident and they spend more time talking and starting conversations. They benefit from their positionality. While we talk about concepts of positionality, I don't think it translates effectively in the classroom.*  
~Student focus group participant

*In the past with regular social dynamics, even though there is space to encourage all those voices, there are hiccups where racialized students don't feel as comfortable as White students do. Professors aren't actively expanding more equal opportunities for class participation.* ~Student focus group participant

In the survey responses about the participation of BIPOC students in IDEV classrooms, students raised their concerns about the lack of diversity within GIDS undergraduate classrooms and among faculty. They felt that the small number of BIPOC undergraduate students made it difficult for them to comment on their participation. They believed that while there are more BIPOC students at the graduate level, many of whom are international students, they felt that undergraduate classrooms consist primarily of White domestic students. As they commented:

*I am not sure because there are not that many BIPOC students overall.* ~Current student survey respondent

*I would say that some participate but I am unsure about how to evaluate this because there tends to be more White students than BIPOC students in a class.*  
~Current student survey respondent

*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.* ~Instructor survey respondent

They also shared their perspective that the composition of the classrooms impacts the quality of the conversations; because many White domestic students come from small communities across the province, they have very different lived experiences than BIPOC students, including limited exposure to and interactions with Indigenous

peoples and people from diverse racial backgrounds. This lack of exposure as well as a limited understanding of the issues that Indigenous and racialized communities experience is sometimes shared in classroom discussions, which some students have found to be harmful. While they value classroom discussions, students shared that professors don't always effectively facilitate these discussions, and many fail to address inappropriate or offensive comments made by students. They shared that they have heard inappropriate comments related to a topic being discussed, directed at other students, or directed at the professor. They also noted that while White instructors have the option of ignoring racist comments, their racialized colleagues do not. In addition, when White professors don't address these comments, students may feel that their attitudes and perspectives are permitted to be shared in their other classes. As students commented in a focus group:

*There is a standing joke among GIDS students—those who are more aware of racist behaviour—our joke is that there is always the White guy at the front of the class who is going to say the racist thing. There is always that guy, and profs don't know how to deal with it. ~Student focus group participant*

*White profs have the privilege of being more ignorant of racism issues. Racialized profs have to mitigate that space while keeping themselves safe at the same time. ~Student focus group participant*

Some students felt that because instructors are for the most part teaching to White students at the undergraduate level, they don't feel the need to address inappropriate comments when they arise or to incorporate diverse perspectives into the curriculum. As one person commented:

*Because there is such a huge White population in this university, representation is not taken into account because they are teaching to a White audience. It is problematic. ~Student focus group participant*

Faculty also reflected on the difference in the experiences and perspectives that racialized international students and White domestic students bring to the discussions in class. Some faculty noted that when students share their experiences with international development in class, it highlights the different experiences of international students, who have lived experience, and White domestic students, who may have limited exposure to the realities of people in developing countries. This limited exposure may mean that some students view the developing world through a deficit lens (i.e., as “deficient” or “lacking”) and may take a white saviour approach to international development, which they feel is challenged through the program. As a few commented:

*The students come in and they want to improve the world and build a school. Through the program they get confronted with how damaging their perspective is. They fall into a deep depression and don't want to continue in development because they see themselves as part of the problem. ~Faculty focus group participant*

*A big part of international development is that White people see themselves as white saviours and want to do something about that, and they feel that international development is the right avenue for them to take. The program has broken down that white saviourism, but when you are 18 and trying to do something with your life, international development is seen as an option. We have just started to include Canadian development issues in the program, but the attitude is that other people are having the issues and we are going to solve it. ~Student focus group participant*

*My observation is that the experiences of BIPOC students are simply not seen by non-BIPOC students, and therefore these experiences are not understood. There is a lot of goodwill and good intentions from the majority of non-BIPOC students, but they simply do not have the same reference points. ~Faculty focus group participant*

While GIDS currently has no data to support this perspective, students expressed the perception that enrollment of Indigenous and racialized undergraduate students has been declining as overall student enrollment in the program has declined. They attributed this trend to more universities offering international development programs, giving BIPOC students more options. They shared that in previous years, the University of Guelph was one of very few universities offering a program in international development. Currently, however, this type of program is offered at many other universities. This gives Indigenous and racialized students more options of universities, including the option to attend universities in cities with larger Indigenous populations and much more racial diversity.

Students felt that the program at the graduate level is much more diverse with a greater proportion of international students, with some estimating that as many as half of the graduate students are Indigenous and racialized. However, they shared their concern that while GIDS admits many international students (who tend to primarily be racialized), international students' interests and experiences are not reflected in the curriculum. Some shared their perspective that the curriculum has been created primarily from a White male perspective and does not take into account other worldviews.

Student focus group participants also expressed their perception that the quality of classroom conversations is also affected by the diversity of GIDS faculty, which they described as predominantly White. While many faculty felt that this lack of diversity was a reflection of the applicant pool, others felt that GIDS can do more to encourage applications from, and the hiring of, Indigenous and racialized applicants. They shared that unless GIDS takes a different approach to hiring, it will continue to experience a lack of representation of Indigenous and racialized faculty and will miss opportunities to offer students different perspectives. Some also felt that the department privileges knowledge from the Global North and may not value the perspectives offered by racialized professors and those from the Global South.



In the focus groups, some students also discussed the significant impact on student experiences of the lack of racial diversity among faculty. They shared that faculty diversity impacts not only the courses offered, but also the perspectives presented in these courses. It impacts not only the experiences of BIPOC students, but also the mentorship opportunities available to them. As such, they feel that this limited diversity further contributes to the low representation of Indigenous and racialized domestic students among GIDS students. Increasing the diversity among GIDS faculty and staff was often identified by students as an issue that needs to be addressed:

*More BIPOC staff and faculty (representation works!) ~Student survey respondent*

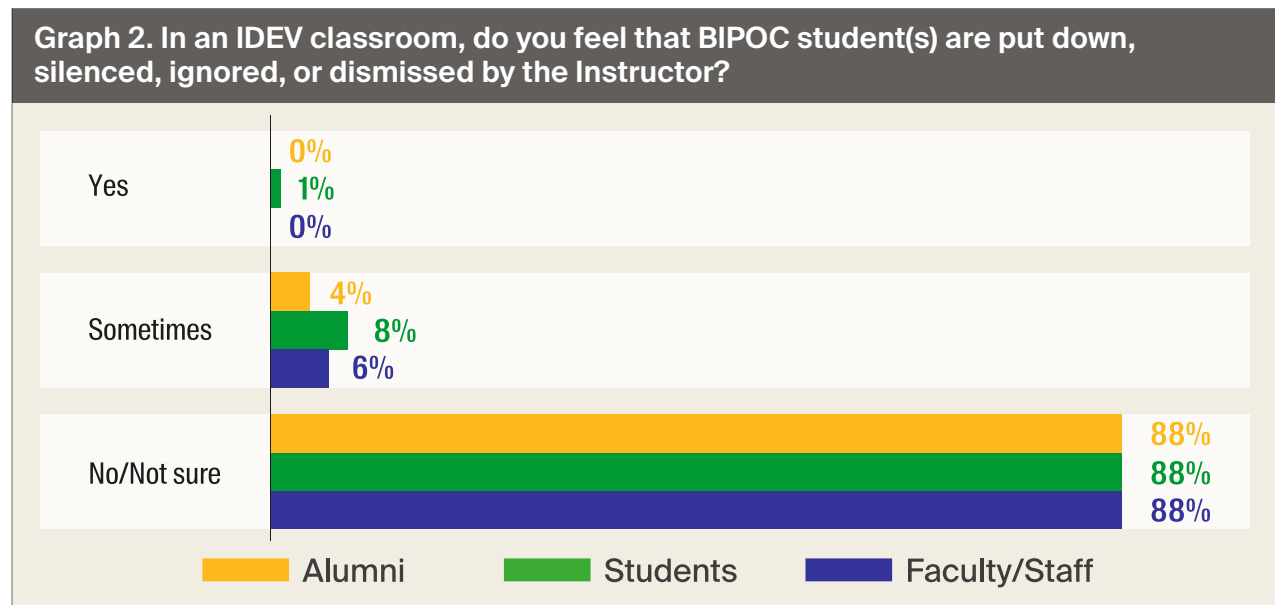
*Increase the intersectional hiring of BIPOC faculty and staff. ~Student survey respondent*

*Have BIPOC TAs and guest lectures. ~Student survey respondent*

It was also noted by faculty that GIDS has only been directly involved in the hiring of three tenure-stream faculty members and one contractually limited appointment, which means that there are limited opportunities to make changes to the faculty complement. The majority of faculty are hired into other departments and may teach courses in GIDS. As such, they noted that the diversity of faculty teaching courses that are offered through GIDS remains connected to the diversity of faculty within other departments.

### ***Treatment of BIPOC students by instructors***

The surveys also asked students and faculty whether, in an IDEV classroom, they feel that BIPOC students are put down, silenced, ignored, or dismissed by the instructor.



In response to this question, one current student respondent, who identified as BIPOC, agreed that these behaviours do occur. A few felt that these behaviours occurred sometimes (4% of alumni, 8% of current students, and 6% of faculty).

The vast majority of all survey respondents did not feel that, or were not sure whether, these behaviours occurred (88% of each group).

In the comments on the survey, some students shared comments about their experiences:

*I have witnessed this a few times at undergrad and grad level in situations where instructors have commented on how empirical findings may not align with a lived experience expressed. In these situations, I think students could feel dismissed or silenced. ~Current student survey respondent*

Some also felt that while they are not treated any differently by faculty, they feel they are treated differently by other students once they disclose their identity:

*Yes, I am someone who is white-coded and I often feel like I am treated differently not only from other visibly BIPOC students but that my treatment also changes after I disclose my identity. ~Current student survey respondent*

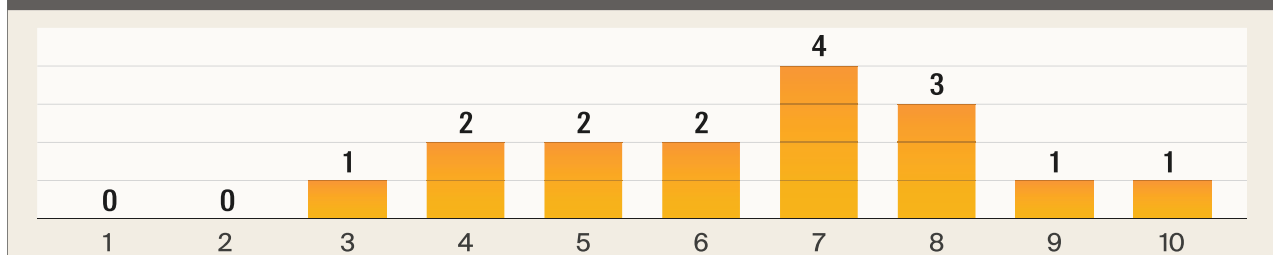
The student survey asked whether the respondent felt that this behaviour is because the students are perceived as BIPOC by the instructor. Six percent felt that it was at least sometimes the case: 1 student indicated “yes” and 9 students indicated that they believed that “sometimes” this behaviour was due to the students’ being perceived as BIPOC by the instructor. The vast majority of survey respondents (87%, or 139 individuals) did not respond to this question.

The employee survey also asked faculty additional questions regarding their perceptions of how students treat each other. A majority of course instructors 85% (11 of the 13 instructor respondents) agreed that BIPOC students are treated with the same level of respect as non-BIPOC peers. At the same time, however, 62% (8) of survey respondents have heard students express stereotypes based on perceived BIPOC identity or background in class.

### **Ability of faculty to address instances of racism**

Faculty were asked to rate on a scale of 1 to 10 how equipped they feel they are to address instances of racism in various teaching contexts (i.e., classrooms, qualifying exams, defenses, or advisory committee meetings). (1 = “Not at all equipped” and 10 = “Very well equipped”).

**Graph 3. How well-equipped do you feel you are/were to address instances of racism and discrimination (e.g., within the classroom, qualifying exams, final defences, advisory committee meetings)?**



Most faculty respondents report low to moderate levels of confidence in their ability to address instances of racism and discrimination. Of the 20 faculty respondents, no one selected the lowest ratings of 1 and 2; 35% participants rated themselves in a range between 3 and 6, and another 35% rated themselves at 7 or 8. Only two participants (10%) reported high levels of confidence (9 and 10). When asked about their confidence in addressing issues of racism in the classroom when they do occur, some did share that they take the opportunity when inappropriate comments are made to be teachable moments; however, many others shared that they are not fully prepared to address the comments immediately as they arise:

*We spoke of Indigenous issues and there was a microaggression shared . . . I froze, What do I do? And I let it go. In my course evaluation, an anonymous feedback said the professor should call out students who make inappropriate statement about Indigenous persons. But an anonymous evaluation at the end of the class is much too late. ~Faculty focus group participant*

*My confidence is a little low, I'm a little bit of a type that is not so good talking on my feet and I have to process and think of a way to say something. ~Faculty focus group participant*

Throughout the student surveys, respondents raised concern about the lack of intervention by faculty when inappropriate comments are made. As one student commented:

*Every instance I have experienced racial harassment within the classroom my professors (who are almost exclusively White) have done nothing to intervene. ~Current student survey respondent*

### ***Work harder in class***

The survey also asked faculty the extent to which they agreed that BIPOC students work harder than other students to achieve the same recognition as non-BIPOC students. Seven faculty (3 BIPOC, 4 non-BIPOC), representing 64% of the 11 faculty who answered this question, agreed that BIPOC students work harder than other students to achieve the same recognition as other students; 3 disagreed with this statement, and 3 neither agreed nor disagreed.

### ***Discussion***

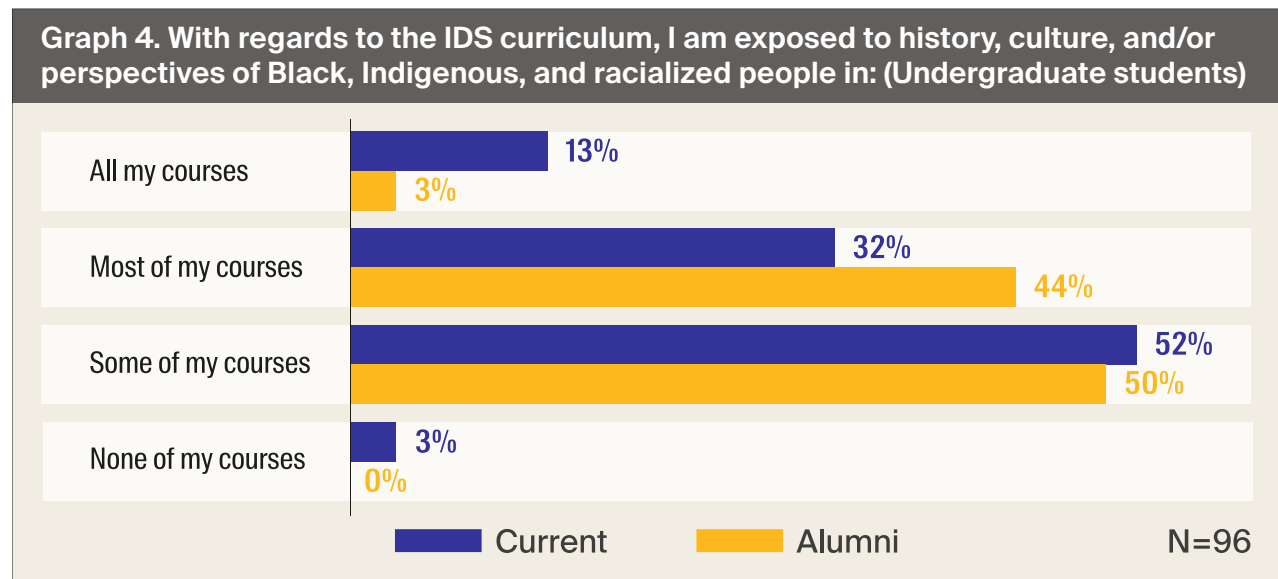
While most survey respondents have not observed problematic issues in the IDEV classrooms, it is concerning that some students have noticed these issues. Most concerning is that students have identified that when racist and inappropriate comments have been made, instructors have not always disrupted or addressed the comments. Instructors themselves have identified the need for anti-oppression and equity training in order to deepen their understanding of racism and develop the competence and confidence to immediately address these issues when they do occur.

The lack of diversity in the classroom and among faculty was identified as a concern owing to its far-reaching implications, including its impact on the quality of classroom discussions and the availability of mentorship opportunities afforded to graduate students.

## 4.2 Curriculum and Classroom Discussions

### *Undergraduate students' perceptions of exposure to BIPOC perspectives*

The student survey asked current and alumni undergraduate students whether, within the IDS curriculum, they are exposed to history, culture, and/or perspectives of Black, Indigenous, and racialized people.



As Graph 4 shows, undergraduate students (current and alumni) shared mixed perceptions about the extent to which they were exposed to these perspectives. Of the 118 undergraduate students that responded to this question, 13% of current students and 3% of alumni indicated that they are exposed to history, culture, and/or perspectives of Black, Indigenous, and racialized people in all their courses, while 32% and 44%, respectively, reported the same for most of their courses. Close to half of both groups (52% of current students and 50% of alumni) reported that they were exposed to history, culture, and/or perspectives of BIPOC people in some of their courses. Only 3% of current students and none of the alumni reported that they were not exposed to these topics in any of their IDS courses.

Student comments on this question suggested that while they felt that there was some exposure to these topics in the IDS curriculum, more could be done to fully integrate these topics and diverse perspectives throughout all courses.

Those who felt that these perspectives are already embedded throughout the curriculum shared the following:

*The curriculum is beautiful especially in international development. It is very critical in a way that it looks at mainstream Western thought and looks at taking rational theory and dissecting it and figuring out what is wrong within that system and how it ignores other modes of knowledge. ~Student focus group participant*

*Non-White Western knowledge is at the core of these courses. ~Student focus group participant*

*All research methods are from Western rational perspective . . . Our first assignment was based on positionality and doing these different activities and knowledge thought in these sessions and bringing it into positionality perspective—why are you interested, how does your identity impact those, the curriculum is very aware and keeps it at the forefront of it. That is the core. ~Student focus group participant*

Other students felt that more could be done to integrate the perspectives of Black, Indigenous, and racialized people throughout all their courses:

*It happens in most of my courses but it still feels very Western somehow. ~Current student survey respondent*

*All of my courses, for one week, in about the 9th or 10th week typically. ~Current student survey respondent*

*I am exposed to history and culture, but the BIPOC perspective is lacking. ~Current student survey respondent*

Alumni undergraduate students also shared their perspective that more needs to be done to integrate these perspectives into their courses:

*If at all, usually for one lecture that focused on deficits and negative experiences. The exception being [Instructor Name] of [Course Name] . . . which was disappointing in its own lack of diversity represented and opportunities for students to express their own understandings and experiences. ~Alumni survey respondent*

*It was discussed when relevant to the course material. ~Alumni survey respondent*

*Few courses were offered 2006–2010. I did take some ANTH courses that focused on Indigenous peoples but that was my choice and few of my other classes had centered on the BIPOC voice. ~Alumni survey respondent*

*VERY FEW of my courses. [Emphasis in the original] ~Alumni survey respondent*

*Very little but in fourth year it was advocated for to discuss Canadian relevance for Indigenous people by an Indigenous classmate. From then on, that class we discussed it more, but otherwise I remember it being very little. ~Alumni survey respondent*

*Syllabi in GIDS, and at UoG generally, should include more BIPOC authors and content. There is no use in railing against the dominance of occidental*



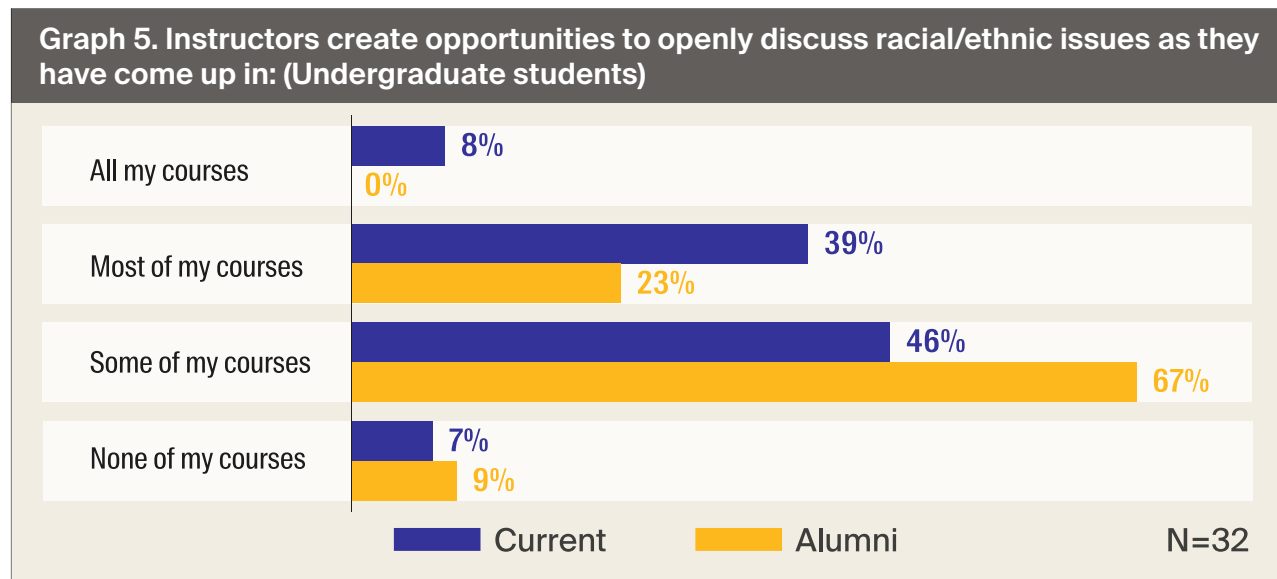
*perspectives when that is the content saturating the majority of syllabi. ~Current student survey respondent*

While students felt that being exposed to the history, culture, and/or perspectives of Black, Indigenous, and racialized people was important, they felt that instructors also need to develop the competence and confidence to address racist comments expressed during those conversations. Otherwise, instructors may be creating unsafe learning environments for students. As one student commented:

*As it stands, the current professors in the program do not have the proper knowledge, exposure, or language to speak about development in a Canadian context, which I'm assuming is largely focussed on issues pertaining to FNMI (First Nations, Métis, and Inuit) peoples, in a way that doesn't create unsafe and sometimes violent environments for Indigenous students. I was completely shocked when I saw that was a new addition because I know that I don't feel safe anytime anything about FNMI peoples is brought up in my courses because I know it won't be handled correctly. ~Current student survey respondent*

### **Student perceptions of discussing racial/ethnic issues in IDS**

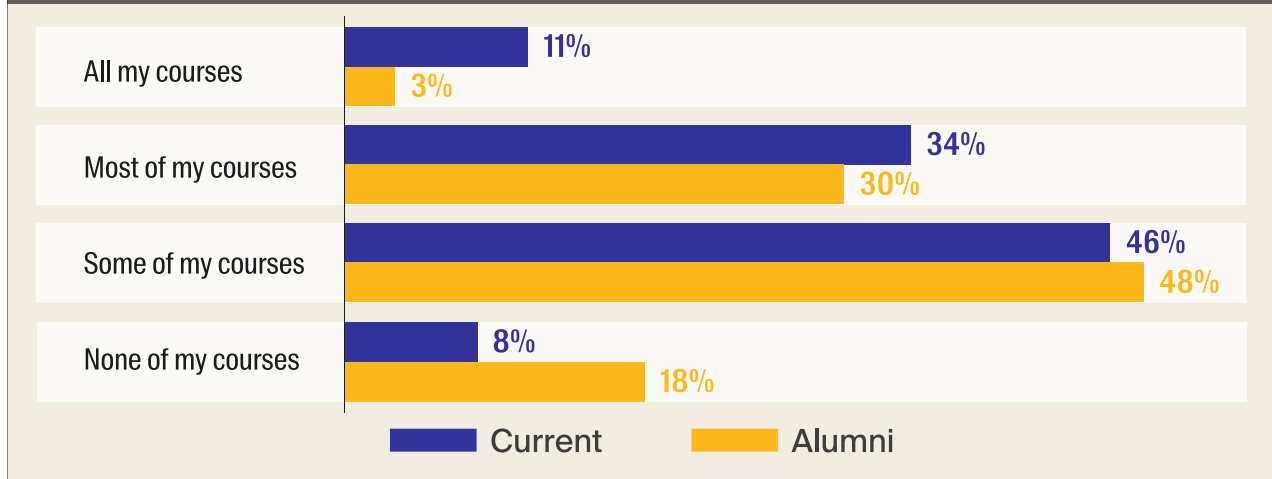
The student survey also asked respondents whether instructors create opportunities to openly discuss racial/ethnic issues as they have come up.



The largest proportion of current undergraduate students (46%) and alumni (67%) reported that in some of their courses, instructors create opportunities to openly discuss racial/ethnic issues as they come up in class. While 47% of current students report that this was the case in all or most of their courses, this was the case for 23% of alumni.

The survey also asked students whether their peers openly discussed racial/ethnic issues as they have come up in their courses.

**Graph 6. Students openly discuss racial/ethnic issues as they have come up. (Undergraduate students)**



As Graph 6 shows, the largest proportion of current undergraduate students (46%) and alumni (48%) reported that students openly discuss racial/ethnic issues as they have come up in some of their courses. While only 11% and 3%, respectively, reported that this occurs in all their courses, about one-third reported that these topics are openly discussed in most of their courses (34% and 30%, respectively).

It is important to note, as some students pointed out, that openly discussing racial/ethnic issues does not mean that these discussions are informed, sensitive to BIPOC students, or well facilitated by the instructor. As a few students commented, these topics are openly discussed, but because inappropriate comments are not addressed, the discussions are causing harm:

*Openly (as in without consequence or questioning of racist/violent behaviour) in all of my courses. ~Student survey respondent*

*Stop treating upper-year seminars as places where students can say whatever they want without consequence, and expecting fellow students to interrupt, question, and denounce their classmate's racism. This is not only exhausting, but unsafe and actually leads me to considering whether my attendance will be safe based on the conversations we might have. ~Student survey respondent*

Students shared that instructors needed to not only create opportunities to openly discuss racial/ethnic issues, but must also:

*Not victimize BIPOC students indirectly when talking about topics surrounding race. ~Student survey respondent*

*Teach people how to communicate about these issues. ~Student survey respondent*

*Actively combat racist ideas in the classroom. ~Student survey respondent*

### ***Instructor perceptions of exposure to BIPOC perspectives***

All course instructors strongly agreed (69%, 11) or agreed (31%, 5) that it is important to integrate the history, culture, perspective, and/or pedagogies of Black, Indigenous, and racialized people into their IDEV courses.

The majority (75%) of course instructors indicated that they integrate BIPOC history, culture, perspective, and/or pedagogies into all or most of their IDEV courses. The most prevalent strategy shared by survey respondents is to include diverse perspectives through course readings. Fewer instructors indicate that they 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).

Survey respondents were asked about their level of awareness and use of University of Guelph resources that support the integration of the history, culture, perspectives, and/or pedagogies of Black, Indigenous, and racialized people into their IDEV teaching activities. Their responses indicate that there is a very low level of awareness of pedagogical resources for supporting the diversification of curricula. Only two instructors indicated that they are aware of and have used the University of Guelph resources in their IDEV teaching, while another two indicated that they are aware of but have not used these resources. The majority (69%, 11) responded that they are not aware of these resources.

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 indicated that they 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 survey questions provided an opportunity for faculty to provide further details about how their current courses include BIPOC perspectives. The first question 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. Nine participants answered this question, resulting in 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).

The next question asked participants to provide specific examples of authors, histories, and perspectives that they have used. Emergent coding was used to identify pedagogical strategies. Ten participants answered this question, resulting in a total of 13 separate codes. The largest number of responses (7) referred to including multiple

perspectives in their courses, with 5 of these participants providing examples of specific 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).

While the survey respondents of faculty suggests that the majority are integrating BIPOC history, culture, perspectives, and/or pedagogies into their IDEV teaching activities, this was not what students reported. In addition, the few faculty who did participate in the focus groups shared their concern that BIPOC issues have not been integrated throughout all GIDS courses. As one person noted:

*My impression is that there is more attention being paid to Indigenous issues, lots of talk about Indigenization and people are including a week on Indigenous issues, women and politics and women in development, but they're only spending a week and silo it as a special issue. Like gender mainstreaming, it needs to be mainstream through all courses. ~Faculty focus groups*

In the focus groups and interviews, faculty and staff also shared concern about the impact on BIPOC faculty who are expected to take the lead on issues of racism, teach about anti-racism, and support BIPOC students who come to them with issues. Because these haven't been the responsibilities of all faculty, they felt that it requires additional labour from BIPOC faculty and sets them up for failure and burnout.

## **Discussion**

Feedback from students points to an uneven learning landscape within undergraduate IDEV courses. Notwithstanding the relatively small sample sizes, students reported insufficient representation of diverse voices in courses, classroom discussions, and opportunity to discuss issues related to race. While there is variation in the extent to which this happens across courses, faculty are more likely to report that they address these topics in their courses. Students also reported that while racial issues may be discussed in class as they arise, discussions are not always appropriately facilitated and inappropriate comments are not always addressed.

It is important to note that at the undergraduate level, the IDS program has a core of required IDEV courses and additionally some required and restricted elective courses that are offered by other departments. The IDS curriculum was changed in 2019, and therefore the alumni and current students would have different required and elective courses.

Instructors reported varying levels of confidence in addressing racism and discrimination when interacting with students, with most feeling ill-equipped to effectively manage these classroom discussions.

## 4.3 Graduate Students

### ***Graduate student experiences***

Graduate students were also asked, “In your experience with your graduate committee and academic advisor, have you personally experienced racial discrimination and/or harassment?” Of the 11 BIPOC graduate students who answered this question, 9 reported that they had not, while 2 reported that they have experienced racial discrimination and/or harassment. Students were also asked to specify the type of racial harassment experienced, with answer options including racist name-calling, experiencing discriminatory behaviour, micro-aggressive behaviour, physical attack, or other (please specify). These two students indicated that they had experienced micro-aggressive behaviour. One student indicated that the effects of racial harassment were feelings of being “scared/frightened,” while the other student reported feeling “anxious.”

### ***Experience as a graduate supervisor or advisory committee member***

The survey asked faculty whether they have witnessed instances (e.g., qualifying exams, final defences, advisory committee meetings) in which BIPOC students were unusually or unfairly treated by members of faculty. Of the 13 faculty that responded to this question, four (31%) have witnessed instances where BIPOC graduate students were unusually or unfairly treated by members of faculty. The majority (8, or 62%) reported that they have not witnessed unfair or unusual treatment.

The online survey also asked about whether, as a graduate supervisor or advisory committee member, they felt that BIPOC students face greater challenges than non-BIPOC students. Of the 13 faculty who responded to these questions, 38% (5) perceived that BIPOC students face greater challenges than non-BIPOC students, with an additional 15% (2) participants perceiving that they “sometimes” experience greater challenges. An additional 15% participants specified that international BIPOC students face distinct challenges compared with domestic BIPOC students, with 1 participant specifying that these challenges are from sources “external to Guelph.” Through their comments, two faculty suggested that the difficulties relate primarily to their being international 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.  
~Faculty survey respondent*

*Many of the BIPOC students that I have supervised have also been international students, and these students definitely face greater challenges compared with non-BIPOC domestic students. I do not have any graduate supervision experience with BIPOC domestic students, so cannot speak to this. ~Faculty survey respondent*



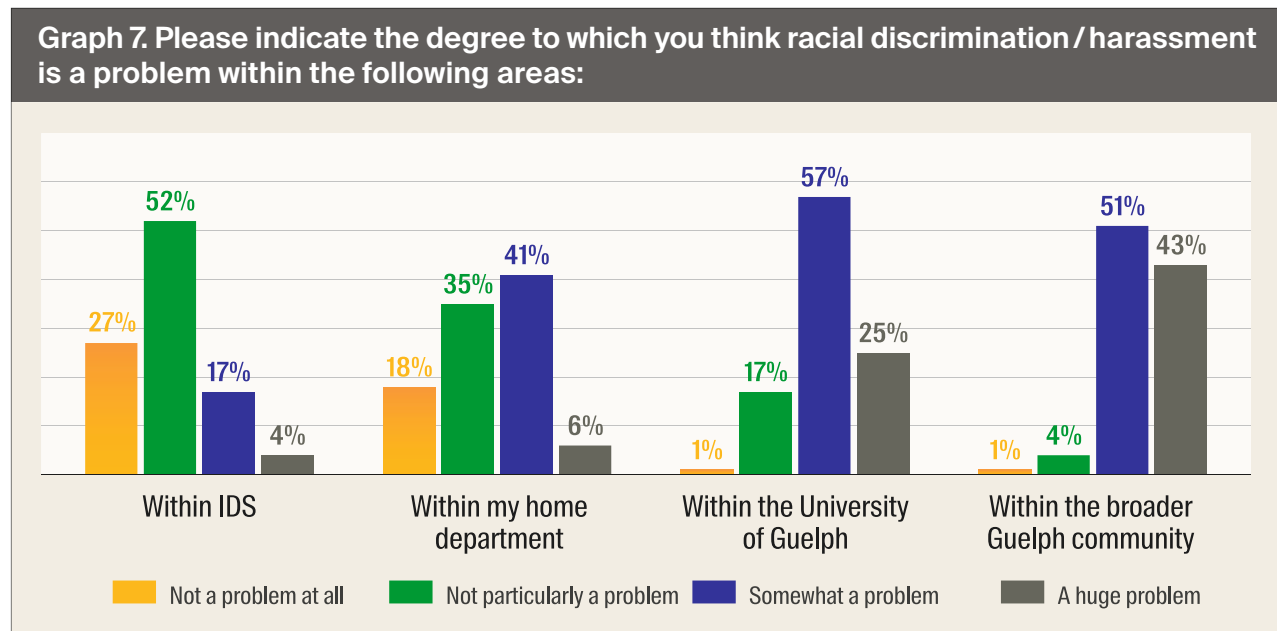
The survey also asked whether they have witnessed instances (e.g., qualifying exams, final defences, advisory committee meetings) in which BIPOC students were unusually or unfairly treated by members of faculty. Thirty percent responded that they have witnessed these instances of unusual or unfair treatment by other faculty. In addition, 44% (7) reported that they feel that BIPOC students face greater challenges than non-BIPOC students.

## 4.4 Experiencing and Witnessing Racial Discrimination and Harassment at GIDS

### Students

The survey asked students about the degree to which they think racial discrimination and harassment are a problem within IDS, within their home department (for graduate students enrolled in the Collaborative Specialization), within the University of Guelph, and within the broader Guelph community.

As Graph 7 shows students were less likely to believe that racial discrimination and harassment are a problem in IDS than within their home department, within the University of Guelph, and within the broader Guelph community. Of all students who responded to this question, 79% felt that racial discrimination and harassment are not a problem or not particularly a problem within IDS. By contrast, 82% and 94% respectively, agreed with racial discrimination and harassment are somewhat a problem or a huge problem within the University of Guelph and the broader Guelph community.



Students were also asked whether they think racial discrimination and harassment are a problem within their home department. Because IDS is the home department for undergraduate students, this question would only apply to graduate students.

Of the 17 graduate students who responded to this question, they were about evenly split, with 53% agreeing that racial discrimination and harassment are not a problem at all or not particularly a problem in their home department, and 47% believing that racial discrimination and harassment are somewhat a problem or a huge problem.

In the comments shared on the survey, students provided various perspectives about their perceptions of racial discrimination and harassment within the department, on campus, and in the Guelph community.

One student did share their perspective that the broader campus community may not be as inclusive as GIDS and affiliated departments on campus:

*I think my experience in the GIDS department was very good. But I do not think that represents the whole U of Guelph experience. Since I studied Latin American Studies and Development Studies, I found people more open and welcoming with BIPOC people. But outside that "bubble" the experience could be different. For example, when you use other services on campus. ~Student survey respondent*

Some students shared that as White people, they were not aware of whether racialized students experience racism, and they would not be able to identify these issues. Others shared their perception that there is no difference in the way that BIPOC and White students are treated. As one student commented:

*No, I don't see it. The [graduate] faculty are well experienced in international development, the profs are White, but they are very involved in international development and there is not different treatment really. Everyone is treated with the same level of respect and opportunity. ~Student focus group participant*

Some White students who participated in the focus groups shared that while they have not witnessed blatant racism in classes, there have been times when they have experienced ignorant comments made by their classmates or the professors themselves. They also shared that when problematic things are said by students, many professors don't know how to appropriately address them. As one student commented:

*When problematic things are said, professors don't know how to mitigate that in an appropriate way—they either dismiss a comment or try and talk in a different direction, they realize something inappropriate is being said or making generalizations of a certain demographic—the professor turned it into a joke rather than addressing it. ~Student focus group participant*

Some of the students and faculty who participated in the focus groups shared that the number of racist incidents declined when classes were held virtually due to the pandemic. From their perception, students have been more careful when participating in class discussions virtually because the classes are recorded. In their experience, students have been more open to sharing ignorant or racist perspectives when classes are in person.

Some also commented that at times instructors are the source of inappropriate comments. They expressed their frustration that these instructors are permitted to continue teaching in GIDS and that their attitudes are not addressed:

*There are racist profs out there. Not within GIDS profs—they are not racist and try to create as safe of a space as possible. But affiliated profs are blatantly racist, and they need to be held accountable. ~Student focus group participant*

Another student shared that despite sometimes knowing that comments are inappropriate, they themselves don't know how to what to say in the moment to address it and instead leave it to the instructor to address:

*What are people willing to go to the wall for? As White students we have the privilege of being ignorant and we put the responsibility of stepping in on the prof, but because of the power dynamic we rely on the prof to re-organize the conversation—the bystander syndrome—we were all looking at the prof to respond appropriately. But when that doesn't happen, there is a responsibility on White students to say something when this is not what we want to tolerate. But the profs don't set up the space to say something. ~Student focus group participant*

*In terms of making classrooms more of a safe space, more education training for profs is needed, not just on how to teach a class, but how to set up an anti-racism, anti-oppression or allyship that profs need to do on their part—they are in academia in their own bubble, and things do change between semesters very quickly, if it is a regular training thing that the department organizes or a regular part of gaining tenure for professors and also for students. ~Student focus group participant*

Some professors echoed the need to address inappropriate comments in the moment, but felt ill-equipped to do so. Some felt that professors could benefit from professional learning to help foster safe learning environments and to develop the skills needed to address inappropriate comments when they do occur.

Some faculty also reflected on the systemic issues that negatively affected racialized students from the Global South, who are expected to work to the hours of people in the Global North during the pandemic when classes were held virtually. They noted that the expectation that international students were expected to participate virtually from around the world, on local time, had a negative impact on students as classes were in the middle of the night for some students. They noted that along with the time difference, the quality of their internet connection and other issues created barriers to the full participation of these students. These factors put them at a disadvantage, particularly when their class participation was graded. In September 2022, the university mostly returned to in-person learning, but many international students have faced significant delays in obtaining their student visas. This presents additional challenges for international students to register for their courses,

participate in orientation programs, obtain accommodation and adjust to their new environment.

BIPOC undergraduate students were asked about how concerned they are about being personally subjected to racial discrimination and/or harassment at GIDS, on a scale of 1 (not at all concerned) to 10 (very concerned). Fifteen undergraduate students responded to this question, with 73% (11) reporting low levels of concern (i.e., ratings of 1 to 4), and 27% reporting higher levels of concern (5 to 9). No one rated their concern as a 10.

BIPOC graduate students were also asked this question. They reported lower levels of concern about being subjected to racial discrimination and/or harassment at GIDS. However, while no undergraduate BIPOC students rated their concern a 10, this was the case for one graduate student. Of the 10 BIPOC graduate students who responded to this question, the majority (8 people) rated their concern as low (from 1 to 3); one student reported a medium level of concern, and one student rated their concern as very high (10).

The survey asked BIPOC undergraduate students about their experience and whether they had personally experienced discrimination and/or harassment within the IDS program and what type (e.g., racist name-calling, discriminatory behaviour, micro-aggressive behaviour, physical attack, and other (please specify)). Two BIPOC undergraduate students reported experiencing discrimination and/or harassment. When asked what type of racial harassment, one person indicated micro-aggressive behaviours, and one person indicated that they have experienced all the types of racial harassment listed other than physical attack, including racist name-calling, insults or jokes, discriminatory behaviours, and micro-aggressive behaviours. In the comments, this person noted that while they have experienced these forms of racial harassment in the classroom, their professors have done nothing to intervene.

The survey also asked the students who experience racial harassment about how the experience affected them. These two undergraduate students indicated that the racial harassment impacted them in a number of ways: the incidents left them feeling angry/upset, scared/frightened, sad, and anxious. In addition, one person commented:

*Left me wondering why I am even at university, or more specifically at UoG as it is overwhelmingly White. ~Student survey respondent*

When asked to provide any other feedback about their lived experiences as a BIPOC student within the GIDS department, a few current BIPOC students reported that their lived experience as BIPOC graduate students within GIDS has been positive overall, despite negative experiences at the university:

*GIDS people are welcoming. I experienced discrimination outside of GIDS. ~Student survey respondent*

*My lived experience as a BIPOC within GIDS has overall been great. I have always felt welcome and supported by everyone I have met in the department. ~Student survey respondent*

### **Reporting racial discrimination and harassment**

Students were asked whether they are aware of the institution's formal process/procedures for handling incidents of racial/ethnic discrimination/bias. The majority of both current students (58%) and alumni (73%) indicated that they were not aware of the process/procedures for handling such complaints. Only 22% (19 students) of current students and 4% (2) of alumni indicated that they were aware of these processes and procedures.

Students were also asked whether they would feel comfortable reporting an experience of racial harassment or discrimination at GIDS to a faculty, staff, or administrator. About half (49%) of the 43 students who responded to this question agreed that they would (strongly agree, agree, or somewhat agree). The survey also asked whether students would feel confident that the institution would respond appropriately if they were to report racial harassment or discrimination at GIDS. Of the 160 student respondents to this question, fewer than half (44%, or 70) felt confident that the institution would respond appropriately; 27% (43 people) disagreed that the institution would respond appropriately, while 8% (12) were unsure.

Students who participated in the focus groups shared their perception that there is no clear process for making a complaint and that students wouldn't know whom to bring a complaint to. They also shared that students may also be concerned about the impact of a complaint on relationships with other students and their professors as well as how it would impact their grades. As a result, some felt that students would prefer to live with the issue rather than make a complaint. One White student shared an example of an Indigenous friend who stopped attending a class because of the issues in the classroom. While this person offered to speak to the professor on the Indigenous student's behalf, the Indigenous student didn't want to pursue the issue and felt it best to instead drop the class. One student reflected on how taxing it is to come forward with a complaint of any nature:

*As someone who has had a history of sexual harassment, having unsafe situations dismissed or not acknowledged, coming forward in that space from a student perspective, they worry about how that would affect their grades, but there is also the fact that you are dealing with a mentally taxing trauma within the classroom and you have to relive it in order to complain about it, all while doing your work. ~Student focus group participant*

## **Staff and Faculty**

### ***Experiences of discrimination***

BIPOC staff and faculty were asked about their experiences of discrimination and/or harassment.

While there is a relatively small number of BIPOC survey participants (which is itself a reflection of the low number of BIPOC staff and faculty in GIDS), 2 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 (e.g., being ignored or excluded from group conversation or activities). One also shared that they have been treated like a student because they don't fit the White male professor stereotype. They shared that these experiences led to feelings of anger, sadness, and anxiety. One participant reported that the experience left them unable to work.

When asked to rate on a scale of 1 to 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 faculty survey participants rated themselves at the maximum value of 10.

### ***Witnessing racial harassment***

The employee survey asked whether survey respondents have witnessed incidents of racial harassment and/or discrimination directed at GIDS students, faculty, and staff because of their BIPOC identity.

Of the 18 people who responded to this question, 44% (8) reported witnessing incidents of racial discrimination or harassment at GIDS, while 39% (7) participants reported that they have not witnessed such incidents, and 17% (3) participants were "Not sure." Respondents were asked to specify the type of racial harassment they witnessed. 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).

### ***Perception of racism within the Guelph community***

The survey also asked whether survey respondents felt that racial discrimination and/or harassment is a problem within GIDS, within their home department, within the University of Guelph, and within the broader Guelph community. The survey responses provide strong evidence that racial discrimination and harassment are perceived to be a problem both within the University of Guelph and the broader community. Of the 17 survey participants who answered this question, the majority identified racial discrimination/harassment as "Somewhat a problem" or "A huge problem" within GIDS (65%, or 11), within their home department (53%, or 9), within the University of Guelph (88%, or 15), and within the broader Guelph community (88%, or 15).



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); by comparison, all BIPOC participants perceive that racial discrimination and harassment are “a huge problem” at the University of Guelph and within the wider Guelph community.

### ***Reporting racial discrimination and harassment***

Staff and faculty were also asked whether they are aware of the University of Guelph’s process/procedures for handling incidents of racial/ethnic discrimination or bias. Of the 18 people who responded to this question, 61% (11 people) reported that they are aware of the University of Guelph’s formal process and procedures for handling incidents of racial/ethnic discrimination or bias, with 39% (7 people) indicating that they are either “not sure” or “unaware” of these processes and procedures.

The survey also asked staff and faculty whether they would feel confident that the institution would respond appropriately if they were to report racial harassment or discrimination at GIDS. Of the 19 respondents to this question, 58% (11) expressed a lack of confidence that the institution would respond appropriately; 26% (5 people) agreed that the institution would respond appropriately, and 17% (3) were unsure.

Survey respondents 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 to their Dean or the University of Guelph’s Diversity and Human Rights Office.

In the focus groups and interviews, White participants also shared their own experiences of harassment and of departmental colleagues making inappropriate comments regarding race. They shared that a lack of knowledge of the complaint process and the lack of action when issues were raised was a significant failing of the Institute. In addition, the failure to address the behaviours when they did occur meant that further harm was allowed to occur because the person’s inappropriate behaviours continued. They shared that it not only impacted the mental health and well-being of individuals, but also affected overall morale, the working environment, and the sense of community at GIDS.

In the focus groups and interviews, some White participants also spoke about the negative experiences of their racialized colleagues. They shared that there have been incidents of racism directed at their racialized colleagues that have not been adequately addressed and that the victim of the behaviours have not been adequately supported. This has left many feeling that GIDS is not being a safe space for BIPOC staff and faculty. They also reflected on the chilling effect this might have when these staff and faculty experience inappropriate behaviours in the future.

When people see that inappropriate behaviours are not addressed, they would be less likely to come forward when they experience inappropriate behaviours in the future. There was also concern expressed that GIDS leaders, staff, and faculty are not adequately trained on harassment and discrimination, their roles and responsibilities to address these behaviours, their legal obligations under the Ontario *Human Rights Code*, and the university's complaint process. In addition, concern was raised that there was a lack of courage to immediately and directly address racism as it was occurring.

At the same time, there were those who shared that when they have attempted to address inappropriate behaviours were not given the needed supports to do so, including receiving little support from senior leaders within the university and from other departments to which they reached out for help, such as Human Resources. They shared that those they reached out did not follow-up nor offer support to help resolve the issue. The lack of intervention allowed the behaviours to get worse. It was only after the situation got increasingly serious that there was an intervention. However, they noted that the intervention did not address the inappropriate behaviours.

### ***Discussion***

Through the online survey and consultations, a number of respondents identified that they have witnessed or experienced racial harassment or discrimination. While the numbers were low, these incidents have had a significant impact on the victims of this behaviour, impacting their mental health, their course selection, their participation in classes, and their ability to work. In addition, given the small number of BIPOC students, staff, and faculty, these feelings are accentuated when they don't have a community to reach out to for support.

It is clear from the consultations that not only is there a need for training on how to address issues among students, but also among staff and faculty. This, however, needs to be grounded in clear communication about the authority and responsibility to deal with not only inappropriate behaviours, but more specifically inappropriate behaviours that may be violation of the Ontario *Human Rights Code*, as this exposes the university to legal, financial, and reputational risk.

The complex nature of the university means that an issue that involves the Institute, would include the Director and the Dean, but could also involve Human Resources, Faculty and Staff Relations, the unions, as well as the Office of Human Rights and Diversity. While there is a need for due process to complete the investigation, when there is a finding of discrimination or harassment, addressing the behaviour is further complicated by the need for progressive discipline and an incremental approach to correcting behaviours. This can make the ability to address inappropriate behaviours slow and cumbersome.

In addition, the channels and mechanisms to addressing inappropriate behaviours is

different for students, staff, and faculty. As such, there is no single formal channel for handling discrimination and harassment.

This complexity highlights the need for Directors to clearly understand their roles and responsibilities, the roles and responsibilities of others that should be involved in the process, and the tools and resources available to them.

The lack of clear information along with the lack of responsiveness by other departments, the lack access to the necessary supports, the need for due process, and other factors make it difficult to immediately address instances of discrimination and harassment. This can leave leaders, staff, and faculty to struggle in what is already a stressful and harmful situation. These delays can also allow inappropriate behaviours to continue and even worsen, causing further harm to the victim and others.

There is also a need to maintain confidentiality, which may mean that those not involved in the investigation and other processes may know of the actions being taken to address the behaviours.

Despite this complexity, the university, has a legal obligation to address discrimination and harassment, take measures to stop inappropriate behaviours, and put interim measures in place to ensure that the victim of harassment experiences no further harm or reprisal during and after an investigation.

In addition, students, staff, and faculty should be aware of the formal process/ procedures for handling incidents of racial discrimination at the University of Guelph, and should feel confident that if they did make a complaint, it would be immediately and appropriately handled.

## **4.5 Commitment to Inclusion**

As the responses in the previous section illustrate, students, staff, and faculty did not express a great degree of confidence in GIDS's capacity to address issues of harassment and/or discrimination. In addition, through the focus groups and interviews, some shared their perception that GIDS lacks an organizational commitment to addressing these issues. At the same time, they also shared their perceptions that individuals within the GIDS community also lack a willingness to engage in courageous conversations about issues of equity, anti-racism, and anti-oppression. Some shared their perception that conversations about race are difficult to engage in and also easy to avoid because there is no expectation for staff or faculty to engage in these conversations and in continuous learning on these topics. They shared their perception that some within the GIDS community actively avoid these discussions, believing that the current focus on these topics is temporary and will eventually fade away.

Some are fully supportive of this work and want it extended into all GIDS classrooms, as they see a need to change what is taught, who teaches, and how they teach. But

they shared that not all of their colleagues are welcoming of efforts to decolonize GIDS courses and were unwilling to engage in this work. These attitudes, they feel, will undermine the ability of GIDS to make any significant change in the curriculum and in the learning environments, which they feel will ultimately impact the students and faculty they are able to attract and also their retention and success.

As one student commented:

*We like to preach that we are a very progressive space, and we are making a more accessible university setting, but as a university we aren't doing the work within our systems to prove that. ~Student focus group participant*



- The majority of responses (60) focused on review of the GIDS curriculum to diversify the curriculum, centre BIPOC expertise, and include equity, diversity, and inclusion practices to improve the classroom environment. This theme focused on **incorporating anti-racism and equity principles and content into pedagogy and curricular design**, and **equipping faculty to create safe spaces to openly recognize/acknowledge and address racism** and other forms of inequity in the classroom. This was mentioned as the first recommendation by 50% of participants.
- The second most common theme of responses (32) focused on improving gaps in policies and practices related to **hiring BIPOC faculty and recruiting BIPOC students**, specifically with regard to enhancing efforts to increase diversity and BIPOC representation among GIDS students, faculty, and staff.
- The third most frequently mentioned recommendation (26) was to **acknowledge racism and ensure accountability to address it**. Comments focused on publicly recognizing racism within GIDS, taking action to improve the classroom experience and BIPOC representation, and ensuring there are clear structures for reporting racism.
- The fourth most frequently mentioned recommendation (17) was related to **addressing gaps in culturally appropriate formal and informal supports for students** (including culturally specific emotional, academic, and financial supports for BIPOC students that focus on individual communities within the larger BIPOC community).
- In addition, **offering anti-oppressions/equity training and events** (10) was also identified, including training for faculty on equity, diversity, and inclusion concepts to create safe classroom environments and appropriately handle situations as they arise.

Survey respondents were also asked to identify programs, trainings, or supports that are needed to promote the success of BIPOC students, staff, and faculty. Twenty-six current student respondents provided a total of 59 recommendations. Twenty-three alumni survey respondents offered 39 recommendations. Combined, 49 student respondents provided 98 suggestions:

- The most frequently mentioned recommendation (32) focused on a call for **anti-racism, allyship, bystander intervention, and equity training and events**, with 5 participants specifying this should be mandatory for all faculty, staff, and students.
- The second most frequently mentioned recommendation (28) referred to providing **culturally appropriate formal and informal supports for students**, with a focus on accessible therapy, counselling support, scholarships, designated safe spaces, and mentorship opportunities for international students and BIPOC students, staff, and faculty.



- The third most frequently mentioned recommendation (19) was in relation to **curricula**, with comments about Indigenizing and decolonizing curriculum; incorporating BIPOC scholarship, guest speakers, and community expertise; and including non-Western experiences in courses, training to support faculty to better respond to racism in the classroom, and talking about systemic racism within the IDEV context of the course.
- The fourth most frequently mentioned recommendation (8) relates to **identifying and addressing gaps in policies and practices related to admissions, hiring, and recruitment** in GIDS, with most comments focused on increasing diversity and the inclusion of BIPOC students, staff, and faculty. Increased hiring and promotion of racialized community members was also mentioned, so that faculty and administration would better reflect the communities GIDS serves.
- The fifth most mentioned recommendation (7) relates to calls for **acknowledgement, solidarity, and action against racism** as well as departmental accountability, including creating equity policies and action plans as well as tracking progress.

### ***Staff and faculty suggestions for change***

The survey asked employees to identify up to three recommendations for how to make GIDS an anti-racist environment. On the staff/faculty survey, 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 by half of participants.
- The second most frequently mentioned recommendation (9) was in relation to accountability: the comments concerned 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 (7) was related to the GIDS curriculum, 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.

The next question 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 specifying that this should be mandatory for all faculty, staff, and students.
- The second most frequently mentioned recommendation (6) was related to **curricula**, 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 most common recommendation (5) was around **cultural supports**, 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.

Focus group participants were also asked to share any other recommendations they had. Their recommendations included the following:

- Training for instructors on how to respond to racism when it occurs in the classroom
- A mandatory course on anti-racism and anti-oppression for all first-year students to address some of the dynamics in the classroom
- Clear and clearly communicated process, which is consistently followed, for handling issues of racism when they do occur
- The need to teach intercultural competence, but first for instructors to develop it themselves. Students shared that if GIDS is to diversify the curriculum, the instructors must first receive the training needed to appropriately deliver the curriculum and handle issues in the classroom when they do occur.
- Many noted that training on its own will not be sufficient. Training needs to be supported by concrete tools that allow instructors to apply the learnings; practise and develop their skills; and debrief about their experiences.
- GIDS should advocate for change in the larger university community to ensure that all faculty are creating safe learning environments and are equipped to appropriately handle issues when they do occur
- Advocate for an ombudsperson on campus who can field questions for any kind of discrimination, including sexual assault and bullying, that will not impact students' marks or tenure and promotion of faculty

- Develop a process by which students can raise concerns about their professors, and a mechanism to hold professors accountable
- Diversify faculty and students
- Through course evaluations, assess the atmosphere of the classroom and the professor's ability to effectively address issues when they do occur.

# Calls to Action

# 6

The findings from the consultations with alumni, students, staff, and faculty point to the need for GIDS to do more to not only create safe and inclusive learning and working environments, but also proactively foster an anti-racist environment. This requires that GIDS develop a commitment to directly confronting and addressing racism when it does occur, as well as embedding anti-racism throughout the curriculum.

Given the findings from the consultations, the consultants have identified the following Calls to Action.

## **Call to Action 1: Communicate GIDS' commitment to anti-racism and anti-oppression**

In order to lead the change throughout the Institute, GIDS needs to articulate a clear commitment to anti-racism and anti-oppression and what this means for student, staff, and faculty behaviours, what and how instructors teach, as well as the learning and working environments created.

This means acknowledging the social construct of race and racism and the ideology of white supremacy so that all students, staff, and faculty can join in doing anti-racist work together rather than leaving it as work only for Indigenous, Black, and racialized people.

This commitment ought to also include an action plan that includes departmental accountability to implementing these Calls to Action and fostering change within the Institute.

This commitment also ought to include advocating for change within the university and the Guelph community to ensure that Indigenous, Black, and racialized students, staff, and faculty feel a sense of belonging not only within the Institute, but also at the university and within the broader Guelph community.

## **Call to Action 2: Communicate university policies and procedures for addressing discrimination and harassment, and establish prompt, effective, and confidential channels to address these issues when they do occur**

Students, staff, and faculty should also know about and have confidence in the university policies and processes for address discrimination and harassment when they do occur.

Given the lack of general awareness about the university policies and procedures for addressing issues of harassment and discrimination, GIDS should communicate this information to all incoming students. In addition, the Institute should communicate its own commitment to addressing issues of harassment and discrimination when they do occur and ensure that processes are in place within GIDS to do so.

Staff and faculty should also be reminded periodically of their roles and responsibilities in fostering working and learning environments free from harassment and in interrupting and addressing issues of racism when they do occur.

However, this requires that the University of Guelph share communication about university policies and processes and provide adequate support when issues arise. This may require that GIDS advocate with the university to ensure these supports are adequate and more responsive when issues arise.

### **Call to Action 3: Increase diversity among IDS faculty and advocate for increased diversity in other departments**

The lack of racial diversity among GIDS faculty and its far-reaching implications was an issue of importance not only to Indigenous, Black, and racialized students and faculty, but also to White students and faculty. This means changing the ways in which GIDS traditionally has recruited and hired so that faculty and administration reflect the communities GIDS serves. GIDS could also benefit from understanding the university's Employment Equity Goals and identifying the ways in which the Institute can support the achievement of these goals. Because the GIDS graduate program is a collaborative degree that includes students and courses from various colleges and departments across the university, this also requires GIDS to advocate with other colleges and departments to increase racial diversity.

### **Call to Action 4: Diversify the undergraduate student population**

The consultations also highlighted the need to diversify the undergraduate student population by attracting Indigenous, Black, and racialized students. Admission decisions at the undergraduate level, however, are not something GIDS has full control over, given that it is the university that selects and admits undergraduate students, not the Institute itself. As such, the Institute can advocate with the university in an effort to ensure that more Indigenous and racialized undergraduate students are admitted to the program.

The University of Guelph is currently undertaking a Community Census which will collect demographic data from all students, staff, and faculty. This will provide the data needed to assess the diversity within the GIDS community and to advocate with the university for changes to diversify the undergraduate student population. The data would also allow for an intersectional analysis of the diversity of students, staff, and faculty to understand and address their differential experiences and needs.

## **Call to Action 5: Diversify and decolonize the curriculum**

While some students and faculty report that good work is already being done to integrate non-Western experiences into courses, many report that more can be done to ensure that diverse and Indigenous perspectives are integrated throughout all IDEV courses. Some also support creating a decolonial and anti-racist approach to international development. This approach would decentre the White gaze and Western perspectives that inform indicators, systems, and frameworks, all of which assume that White and Western perspectives are neutral and therefore universally applicable and appropriate. While students are more likely to report that this is occurring at the graduate level, few believe that it is occurring at the undergraduate level.

The majority of student survey respondents identified a desire for GIDS to diversify and decolonize the curriculum, centre BIPOC expertise, and include equity practices to improve the classroom environment. This theme focused on incorporating anti-racism and equity principles and content into pedagogy and curricular design, and equipping faculty to create safe spaces to openly recognize/acknowledge and address racism and other forms of inequity in the classroom.

## **Call to Action 6: Enhance capacity of faculty to create and maintain respectful and inclusive classroom environments, facilitate discussions about race, and address issues when they do arise**

Throughout the consultations, students shared their concern about the lack of capacity of faculty to foster inclusive classroom environments, facilitate discussions about race, and address issues when they do arise. Instructors themselves shared that they felt discomfort and a lack of competence in addressing issues when they do occur. This leaves BIPOC students to deal with the impact of inappropriate comments on their own, which impacts their participation in class, possibly their grades, and also their willingness or ability to continue in the class.

If faculty are to create anti-racist and decolonized curriculum as well as foster anti-racist learning and working environments, they must first increase their understanding of anti-racism and decolonization. This requires ongoing training and support to appropriately develop and deliver the curriculum, facilitate classroom discussions related to issues of race, and address inappropriate behaviours in the classroom when they do occur.

While training is necessary, it is not sufficient on its own. Training needs to be supported by concrete tools to help instructors apply the learnings, practise and develop their skills, and debrief their experiences. These trainings and supports will be critical to ensuring that instructors are able to balance commitments to freedom of expression, academic freedom, respect, and inclusion.



## **Call to Action 7: Raise student awareness and understanding of racism, oppression, and their impacts**

Students also need to be supported to increase their awareness and understanding of racism, oppression, and their impacts on Black, Indigenous, and racialized communities. These lessons could be incorporated into the curriculum. In addition, expectations regarding classroom interactions could be more explicitly communicated through modules that all incoming students are required to take.

## **Call to Action 8: Create opportunities for BIPOC students and faculty to gather**

If GIDS wishes to increase the representation of BIPOC students and faculty, attention also needs to be paid to their experiences at the university. Critical to increasing their sense of belonging is creating and supporting opportunities for them to gather, share experiences, and support one another.

GIDS can create opportunities for BIPOC students and faculty to come together in shared social and networking spaces. It can also create alumni mentorship networks for all students that recognize and account for the experiences, needs, and interests of students from BIPOC communities. Through these networks, GIDS can develop opportunities for students and faculty from BIPOC groups to convene, share experiences, and explore career opportunities and pathways.

## **Call to Action 9: Provide information about available supports for BIPOC students, staff, and faculty**

GIDS should ensure that BIPOC students, staff, and faculty are informed of the culturally appropriate supports that are available to them on campus, in the broader Guelph community, and virtually, including accessible therapy, counselling support, scholarships, designated safe spaces, and mentorship opportunities.

International students contribute to the racial diversity within GIDS and should also be connected to the supports that they need to be successful. This may require GIDS to advocate within the university for enhanced and culturally appropriate supports for international students to address their unique experiences and needs.

# Appendix A: Anti-Racism Working Group Members

## Co-Chairs

Lisa Blenkinsop (Staff)

Matthew Chegahno (Undergraduate Alumnus and GIDS External Advisory Board Member)

Andrea Paras (Faculty)

Sharada Srinivasan (Faculty)

## Members

Angela Asuncion (Graduate Student)

Samantha Blostein (Staff)

Mary Anne Chambers (GIDS External Advisory Board Member\*)

Rosario Gomez (Faculty)

Erika Inglis (IDS Undergraduate Student)

Craig Johnson (GIDS Director, Faculty)

Kate Parizeau (Faculty)

Matilda Ofori (IDS Graduate Student)

Silvia Sarapura (Faculty)

Yvonne Su (Graduate Alumna)

## Student Survey Sub-Working Group

Samantha Blostein

Erika Inglis

Kate Parizeau

Silvia Sarapura

Sharada Srinivasan

## Faculty/Staff Survey Sub-Working Group

Lisa Blenkinsop

Matthew Chegahno

Craig Johnson

Andrea Paras

\*Mary Anne Chambers' term on the GIDS External Advisory Board ended in summer 2022.

# Appendix B: Environmental Scan

## EDI at the University of Guelph

Initiative or Action	Responsible Unit	Date	Classification	Purpose and/or Objective	Status	Initiative Outcome
<a href="#"><u>Anti-Racism Policy Statement</u></a>	The Office of Diversity and Human Rights (DHR)	June 2022	Policy	The purpose of this statement is to articulate the University's deep and ongoing commitment to identifying, dismantling, and eliminating racism in all its forms.	Ongoing	
<a href="#"><u>Appointment of Academic Equity, Anti-Racism Associate Dean</u></a>	The Office of the President	May 2022	Position Appointment	Advise on best practices for combatting racism, and promoting equity and inclusivity in teaching, learning, and student and faculty recruitment and support.	2-year term	
<a href="#"><u>Scarborough Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education Signatory</u></a>	The Office of the President	November 2021	Action Plan/Framework	The Charter is a national action plan for fighting structural racism and inspiring positive change in Canada's post-secondary sector and outlines principles, accountability, and actions. It also provides a framework to guide planning and strategies.	Ongoing	<a href="#"><u>Scarborough Charter</u></a>
<a href="#"><u>U of G Awards Supporting Students from Black, Indigenous and People of Colour Communities</u></a>	Student Financial Services	February 2021	Funding	The financial awards spanning many of the colleges and departments across campus are part of Anti-Racism Action Plan to address racism and discrimination at the University by promoting equity, diversity and inclusivity.	Ongoing	<a href="#"><u>Awards &amp; Programs for Students Who Are Black, Indigenous or People of Colour (uoguelph.ca)</u></a>
<a href="#"><u>University's Anti-Racism Action Plan</u></a>	The Office of the President	2020	Action Plan/Framework	The University of Guelph is committed to fostering a safe educational, working, and living environment, where all University community members experience an authentic sense of inclusion and belonging. To that end,	Ongoing	<a href="#"><u>U of G's Anti-Racism Action Plan</u></a>

Initiative or Action	Responsible Unit	Date	Classification	Purpose and/or Objective	Status	Initiative Outcome
				the University commits to taking swift and deliberate steps to address racism, hatred and discrimination, with a particular emphasis on anti-Black, Indigenous and People of Colour (BIPOC) racism, on all U of G campuses and in its policies, procedures and practices. The Action Plan outlines some of those key initiatives.		
<a href="#"><u>President's Advisory Committee on Anti-Racism</u></a>	The Office of the President	2020	Committee/ Working Group	To advise the President and senior leadership team on how to address racism and discrimination in the University community. Recognizing that racism occurs as both micro-aggressions and overt and systemic discrimination, the committee will provide suggestions about how to adjust, improve and implement the anti-racism action plan	Ongoing	<a href="#"><u>President's Advisory Committee on Anti-Racism</u></a>
Equity, Diversity and Inclusion Enhancement Fund	Diversity and Human Rights (DHR)	2020	Funding	This fund provides opportunities for members of our community to submit proposals that aim to enhance inclusion and equity on campus. Proposals can include but are not limited to creative activities, educational projects, speaker/lecture series, special events, curriculum initiatives or to better support members of our community who traditionally have been marginalized.	Ongoing	<a href="#"><u>Equity, Diversity &amp; Inclusion Enhancement Fund   Diversity and Human Rights (DHR) (uoguelph.ca)</u></a>
<a href="#"><u>Indigenous Initiatives Strategic Task Force</u></a>	President's Advisory Committee on Indigenous Initiatives (PACII)	May 2019 to May 2021	Committee/ Working Group	The Indigenous Initiatives Strategic Task Force was established as a working body serving as a subset of the President's Advisory Committee on Indigenous Initiatives (PACII). The mandate of the Task Force was to develop an Indigenous Initiatives Strategy aimed at guiding the advancement of reconciliation and decolonization efforts at the University of Guelph.	Completed	<a href="#"><u>Bi-Naagwad It comes into view Onaakonige Dibaajimon Indigenous Initiatives Strategy Summary Report</u></a>

Initiative or Action	Responsible Unit	Date	Classification	Purpose and/or Objective	Status	Initiative Outcome
				Five working groups were formed to review and discuss policies and practices across the themes of governance, campus environment, Indigenous student support, research and scholarship and pedagogy and curriculum.		
<u>Inclusion Framework</u>	Diversity and Human Rights (DHR)	April 2017	Action Plan/ Framework	The framework "proposes a framework to foster a culture of inclusion at the University of Guelph, which encompasses the Guelph, Ridge town and Guelph-Humber campuses."	Completed	<u>Fostering a Culture of Inclusion at the University of Guelph: An Institutional Imperative (Report)</u>
Supporting the Needs of Black Students at the University of Guelph	Office of Intercultural Affairs	May 2016	Action Plan/ Framework		Completed	<u>Supporting the Needs of Black Students at the University of Guelph (Report)</u>
<u>President's Advisory Committee on Indigenous Initiatives (PACII)</u>	The Office of the President	April 2013	Committee/ Working Group	The University of Guelph established the President's Advisory Committee on Indigenous Initiatives (PACII) to identify, develop, and advance strategic institutional priorities that will: (1) promote greater awareness and recognition of First Nations, Inuit and Métis Peoples (FNIMP), (2) improve access of the FNIMP in post-secondary education, (3) enrich the curriculum and pedagogy through greater inclusion, (4) further innovative research based on ethical and reciprocal relationships, (5) foster and sustain relationships for meaningful engagement between the University and Indigenous communities, (6) help to identify and secure funding to support Indigenous learners, and institutional initiatives that promote greater engagement of FNIMP.	Ongoing	<u>Indigenous Initiatives Strategy Recommendations, January 2021</u>

## EDI Efforts at Colleges

Initiative or Action	Responsible Unit	Date	Classification
<u>Indigenous Initiatives</u>	Indigenous Initiatives	2018	Indigenization Committee
<u>Equity, Diversity and Inclusion Representative</u>	Equity, Diversity and Inclusion Representative	2022	Position Appointment

## EDI Efforts at Departments and Schools

Initiative or Action	Department	Date	Classification
<u>Statement of Commitment to the Values of Equity, Diversity and Inclusion</u>	School of Environmental Sciences	August, 2022	Statement
<u>Athletics Equity, Diversity and Inclusion Advisory Council</u>	University of Guelph Gryphons (Athletics)	November, 2020	Committee/Working Group
<u>Equity, Diversity and Inclusion Statement</u>	Department of Integrative Biology	March, 2020	Statement
<u>Inclusion and Equity Committee</u>	Department of Philosophy	May, 2018	Committee/Working Group
<u>Equity, Diversity and Inclusion in the Department of Psychology</u>	Department of Psychology	Not defined	Committee/Working Group
<u>Vision and Action Statement for Equity, Diversity and Inclusion</u>	Geography	Not defined	Statement
<u>Equity, Diversity and Inclusion Statement</u>	Department of Molecular and Cellular Biology	Not defined	Statement
<u>Equity, Diversity and Inclusion Statement and Committee</u>	Department of Animal Biosciences	Not defined	Committee/Working Group
<u>HHNS Equity, Diversity and Inclusion Committee</u>	Human Health and Nutritional Sciences	Not defined	Committee/Working Group
<u>Equity, Diversity and Inclusion Statement</u>	Department of Molecular and Cellular Biology	Not defined	Statement
<u>Equity, Diversity and Inclusion Statement</u>	Department of Biomedical Sciences	Not defined	Statement
<u>Centering Inclusion Statement</u>	Registration Service	Not defined	Statement