

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

Summary of Survey Results

- Overall, 160 students responded to the survey (103 current student responses and 57 alumni responses). Forty-three respondents identified as a Black, Indigenous, or a Racialized person, with 33 being current students and 10 alumni. For the current student survey, 286 students were contacted and sent the survey link. For the alumni survey, 635 former students were contacted and sent the survey link.
- Of survey respondents (34/103 current student respondents and 17/57 alumni respondents) felt that in IDEV classroom discussions, BIPOC students participate about the same level as white students.
- Three current BIPOC graduate student respondents felt that their home department/program is less open, and three current BIPOC graduate student respondents indicated that that their home department addressed racism about the same compared to the IDS program.
- Seven graduate student respondents felt that students discuss racial/ethnic issues as they came up in “Some” classes
- For both current and alumni undergraduate student respondents, nine reported seeing representation of diverse voices in “All” their courses.
- None of the current or alumni BIPOC undergraduate student respondents indicated that Instructors created opportunities to openly discuss racial/ethnic issues, as they have come up in “All of my courses”.
- Five student respondents who identified as BIPOC reported experiencing micro-aggressive behaviour.
- When discussing the effects of racial harassment, the above student respondents mentioned that the experience made them feel scared/frightened, angry/upset, sad and anxious. One noted that the experience made them question their involvement in higher education and brought some mental stress to them.
- Racial discrimination/harassment at the University of Guelph and broader Guelph community was noted to be higher than within IDS by current student and alumni respondents.
- The majority of those who responded this question, (66 out of 85 current student respondents and 44 out of 49 alumni respondents) answered “No” they are not aware of or are “Not sure” about the institution's formal process/procedures for handling incidents of racial/ethnic discrimination/bias. Current student respondents report being more aware compared to alumni respondents.

Summary of Recommendations

1. Integrate discussions about racism and anti-racism into the GIDS courses, as well as provide support to course instructors for diversifying their curricula, creating safe classroom environments, and equipping instructors to appropriately handle incidents of racism/discrimination as they arise.
2. Establish mentorship and wellness supports for BIPOC faculty, staff, and students.
3. Provide mandatory anti-racism and equity training for all GIDS faculty, staff and students.
4. Improve gaps in policies and practices related to hiring BIPOC faculty and recruiting/retaining BIPOC students.
5. Improve accountability mechanisms within GIDS in relation to creating clear reporting structures, acknowledging racism and responding to it.

Survey Background and Context

Students and alumni surveys were inspired and framed within the GIDS Anti-Racism Working Group's terms of reference (read [here](#)). The survey will be used by the Guelph Institute of Development Studies (GIDS) to better understand the experiences of racism for students, faculty, and staff within the IDS programs.

The results from the student and alumni survey information/data will be used to:

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

Design

The Student Survey Sub-Working Group¹ developed two online surveys, the GIDS Student and Alumni surveys that were distributed to current students and alumni. The surveys were administered in February 2021. For the current student survey, 286 students were contacted and sent the survey link. The response rate was 36% for current students. The graduate student total was 28/65 (43%) and the undergraduate total was 75/221 (34%). For the alumni survey, 635 former students were contacted and sent the survey link.

In February 2021, we recruited students to share experiences and suggestions through emails with a survey link for students to anonymously respond. All current students were sent an email through the Qualtrics platform on behalf of the Director of GIDS by Aron Fazekas from the Office of Open Learning. We did this so that the email was sent from a neutral third party. Simultaneously, emails were sent out on behalf of the GIDS Anti-Racism Working Group through Mailchimp with an anonymous distribution link to all those who graduated from the IDS program within the past 9 years.

¹ Student Survey Sub-Working Group members include Samantha Blostein, Dr. Sharada Srinivasan, Dr. Silvia Sarapura, and Dr. Kate Parizeau.

The email message in both recruitment communications for current and former students described the survey purpose and invited students to participate. The emails outlined that the survey data will not be connected to students personally, and no identifying information will be used at any stage. The emails included an anonymous survey link. Students were given one month to respond, and the surveys closed on March 2, 2021. Aron Fazekas also supported us in the analysis of survey data.

As a point of reference to get a sense of the overall sample size, below are the student enrolment numbers for the IDS program over the past 2 academic years:

2019/2020

Full time – 195

Part time – 28

TOTAL: 223

2020/2021

Full time – 152

Part time – 34

TOTAL: 186

Unfortunately, the program/university does not collect self-identifying BIPOC information and therefore we are unable to comment on the BIPOC sample size as a proportion of their total strength.

Research Considerations/Limitations

In this report we present the findings and describe responses for BIPOC and non-BIPOC students. Although we gathered demographic data regarding race, we do not disaggregate the results by racial group to protect the respondent's identity given the small number of respondents within each group.

The survey was conducted during Covid-19, the first year undergraduate and graduate student respondents would only be engaged in the virtual setting and not have physically attended classes, interacted in the campus of classroom environment, or engaged in the broader City of Guelph. As such, students may not be able to comment on some aspects of the campus environment.

Additionally, we had a lower response rate from alumni compared to the proportion of current student respondents. While we can only speculate why this might be, the low numbers affect the results.

Finally, it is worth noting that the GIDS undergraduate program (structure and course requirements) were revised in 2019/2020. Therefore, alumni responses refer to the students in

the ID program in 2018/2019 and earlier. Because of the program’s interdisciplinary structure, undergraduate students take courses from other departments as part of their IDS program requirements. Similarly, the International Development Studies (IDS) Graduate Collaborative Specializations (Master’s and PhD) are collaborative programs and include students and courses from various Colleges and Departments. The composition of students in the program changes from year to year. Therefore, student respondents may have had differing experiences depending on the courses they took and the dynamics among instructors and peers when they were going through the program.

Survey Information

In the following sections, we present the results for each of the survey questions and offer a thematic discussion of the results. The results are descriptive while the discussion focuses on the insights we gather from the results.

Table 1 displays that in total, 160 students responded to the survey (103 current student responses and 57 alumni responses). Forty-eight students identified as Black, Indigenous, or a Racialized persons (38 responding to the current student survey and 10 for the alumni survey).

Table 1: Number of current student and alumni survey respondents

Student information	Current student	Alumni
Number contacted	286	635
Total responses	103	57
BIPOC	33	10
Graduate	28	14
Undergraduate	75	43

Student Survey Overview

The survey covered 7 areas, with sections completed by students based on their academic timing/level of study within GIDS and their experiences with racism.

1. [Demographics](#)
2. [Classroom experiences](#)
3. [Diversity in coursework](#)
4. [Student experiences of discrimination](#)
5. [Witnessing racial harassment](#)
6. [Perceptions of commitments to inclusion](#)
7. [Student recommendations](#)

Survey Results

Concept and Definition

BIPOC (Black, Indigenous, People of Colour): “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.” – Cultural Diversity Office, University of Guelph, 2020.

Demographics

Current Students

Table 2 shows that for the current student survey, 75 undergraduate and 28 graduate students responded to the survey. Table 3 shows that of the undergraduate respondents who answered this question, 63 were majoring and 10 minoring in IDS. Two undergraduate students did not respond to this question.

Table 2: Current student survey responses to “Are you an undergraduate or a graduate student in the International Development Studies (IDS) program?”

Current undergraduate student survey respondents	Current graduate student survey respondents	Total current student survey respondents
75	28	103

Table 3: Current undergraduate student responses to “As an undergraduate student in the International Development Studies (IDS) program, is the IDS program your major or minor specialization?”

Current undergraduate student respondents majoring in IDS	Current undergraduate student respondents minoring in IDS	Total undergraduate student survey respondents
63	10	73

The majority (24) of undergraduate student respondents were in their 2nd year, 17 were in 3rd year, 15 were in 4th year, 4 were in 5th year and 3 preferred not to say. One current undergraduate student respondent did not respond to this question (Table 4).

Table 4: Current undergraduate student survey responses to “What year of study in your undergraduate program are you currently in?”

What year of study in your undergraduate program are you currently in?	Number of current undergraduate student respondents
1 st year	11
2 nd year	24
3 rd year	17
4 th year	15
5 th year	4
Prefer not to say	3
No response	1
Total	75

Table 5 shows that the vast majority (57) of undergraduate respondents who answered this question had completed more than one IDEV course, 12 had completed one course, and 5 had not completed an IDEV course at the time of the survey. One current undergraduate student respondent did not respond to this question.

Table 5: Current undergraduate student survey responses to “As an undergraduate student in the International Development Studies (IDS) program, how many IDEV courses have you completed so far?”

As an undergraduate student in the International Development Studies (IDS) program, how many IDEV courses have you completed so far?	Number of current undergraduate student respondents
None so far	5
I’ve completed one course	12
I’ve completed more than one course	57
No response	1
Total	75

When asked to name their home College, Table 6 shows that 12 graduate student respondents were from the College of Social and Applied Human Sciences, followed by 9 in the Ontario Agriculture College, 5 in the College of Arts, and 2 in the Ontario Veterinary College.

Table 6: Current graduate student survey responses to “What is your home College?”

The International Development Studies (IDS) Graduate program includes students from various Colleges and Departments. What is your home College?	Number of current undergraduate student respondents
College of Social and Applied Human Sciences	12
Ontario Agriculture College	9
College of Arts	5
Ontario Veterinary College	2
Total	28

For current graduate student survey respondents, of the 23 who responded to this question, when asked to name their home Department, 4 graduate students listed Geography, Environment and Geomatics, 4 were in Political Science, 4 were in Rural Planning and Development, 2 in Population Medicine, 2 in Sociology and Anthropology, 2 in the School of Languages and Literatures (Latin American and Caribbean Studies – LACS), 1 in Capacity Development and Extension, 1 in Food, Agricultural & Resource Economics, 1 Philosophy, 1 Plant Agriculture, and 1 in History. The responses are displayed in Table 7. Five current graduate student survey respondents did not respond to this question.

Table 7: Current graduate student responses to “What is your home Department?”

What is your home Department?	Number of current graduate student respondents
Geography, Environment and Geomatics	4
Political Science	4
Rural Planning and Development	4
Population Medicine	2
Sociology and Anthropology	2
School of Languages and Literatures	2
Capacity Development and Extension	1
Food, Agricultural & Resource Economics	1
Philosophy	1
Plant Agriculture	1
History	1
No response	5
Total	28

Among all current student survey respondents who answered this question, 33 identified as a Black, Indigenous, or racialized person and 64 did not identify as BIPOC. Six current student survey respondents did not answer this question.

Table 8: Current student survey responses to “Do you identify as an Indigenous or a racialized person?”

Do you identify as Black, Indigenous, or a racialized person?	Number of current student respondents
Yes	33
No	64
No response	6
Total	103

Students who identified as a Black, Indigenous, or a Racialized person were asked to indicate the group(s) with which they identified. Table 9 shows that eight students identified as Black, 6 identified as Indigenous, 14 identified as another racialized group, and 6 preferred not to say. Respondents could indicate more than one group with which they identify.

Table 9: Current student survey responses to “Please indicate the group(s) with which you identify:”

Please indicate the group(s) with which you identify:	Number of current student respondents
Black	8
Indigenous	6
Another racialized group	14
Prefer not to say	6
Total	34

For those who indicated they identified as another racialized group, Table 10 shows the terms used to self-identify including the following:

Table 10: Responses for current student survey respondents self-identifying as “Another racialized group”

South Asian	Indians
South Asian	Filipino
South Asian	Latino
East Asian	Ambiguous
Vietnamese Chinese Pakistani	

When asked about their gender identity, Table 11 shows that 69 current students identified as a woman, 17 identified as a man, five as non-binary and one as trans masc. Eleven current student survey respondents did not respond to this question.

Table 11: Current student survey responses to “What is your gender identity?”

What is your gender identity?	Number of respondents
Woman	69
Man	17
Non-binary	5
Transmasc	1
No response	11
Total	103

Alumni

In total, Table 12 shows that 57 alumni responded to the student survey. Respondents to the alumni survey included former students who had graduated within the past 9 years, with 43 former undergraduate students and 14 former graduate students.

Table 12: Alumni survey responses to “Were you a former undergraduate or a graduate student in the International Development Studies (IDS) program?”

Undergraduate alumni survey respondents	Graduate alumni survey respondents	Total
43	14	57

Table 13 demonstrates that most alumni survey respondents graduated in the past 1-4 years (26), with 17 graduating in the past 5-8 years and 14 graduating up to 9 years ago.

Table 13: Alumni survey responses to “When did you graduate from your program?”

When did you graduate from your program?	Number of alumni respondents
In the past 1-4 years	26
In the past 5-8 year	17
At least 9 years ago	14
Total	57

Table 14 shows that among the undergraduate alumni survey respondents, 37 had majored and 6 had minored in International Development Studies.

Table 14: Undergraduate alumni survey responses to “As a former undergraduate student in the International Development Studies (IDS) program, was the IDS program your major or minor specialization?”

Undergraduate alumni respondents majoring in IDS	Undergraduate alumni respondents minoring in IDS
37	6

For graduate student alumni survey respondents, Table 15 shows that when asked about their home College, five studied in the College of Social and Applied Human Sciences, five in the Ontario Agriculture College, three in the College of Arts and one in the Ontario Veterinary College.

Table 15: Graduate alumni survey responses to “What was your home College?”

The International Development Studies (IDS) Graduate program includes students from various Colleges and Departments. What was your home College?	Number of graduate alumni survey respondents
College of Social and Applied Human Sciences	5
Ontario Agriculture College	5
College of Arts	3
Ontario Veterinary College	1
Total	14

As seen in Table 16, when asked to name their home Department, 4 graduate student alumni studied in Sociology and Anthropology, 3 in Food, Agricultural and Resource Economics, 3 in Political Science, 2 School of Environmental Design and Rural Development, 1 in Population Medicine, and 1 in the School of Languages and Literatures.

Table 16: Graduate alumni survey responses to “What is your home Department?”

What was your home Department?	Number of respondents
Sociology and Anthropology	4
Food, Agricultural & Resource Economics	3
Political Science	3
School of Environmental Design and Rural Development	2
Population Medicine	1
School of Languages and Literatures – Latin American and Caribbean Studies (LACS)	1
Total	14

Table 17 shows that ten alumni survey respondents identified as a Black, Indigenous, or a Racialized person and 47 did not.

Table 17: Alumni survey responses to “Do you identify as a Black, Indigenous, or racialized person?”

Do you identify as Black, Indigenous, or racialized person?	Number of alumni respondents
Yes	10
No	47
Total	57

The alumni respondents who identified as a Black, Indigenous, or racialized person were asked to indicate the group(s) with which they identified. As seen in Table 18, one alumni survey respondent identified as Black, three identified as Indigenous, five identified as another racialized group, and one preferred not to say.

Table 18: Alumni survey responses to “Please indicate the group(s) with which you identify:”

Please indicate the group(s) with which you identify	Number of alumni respondents
Black	1
Indigenous	3
Another racialized group	5
Prefer not to say	1
Total	10

For alumni respondents who indicated that they identified as another racialized group, the words they used to self-identify were:

Table 19: Responses for alumni survey respondents self-identifying as “Another racialized group”

Oriental Asian
South Asian
Latino
Brown

Figure 1 shows the number of those identifying as Black, Indigenous, or otherwise racialized among current and alumni survey respondents.

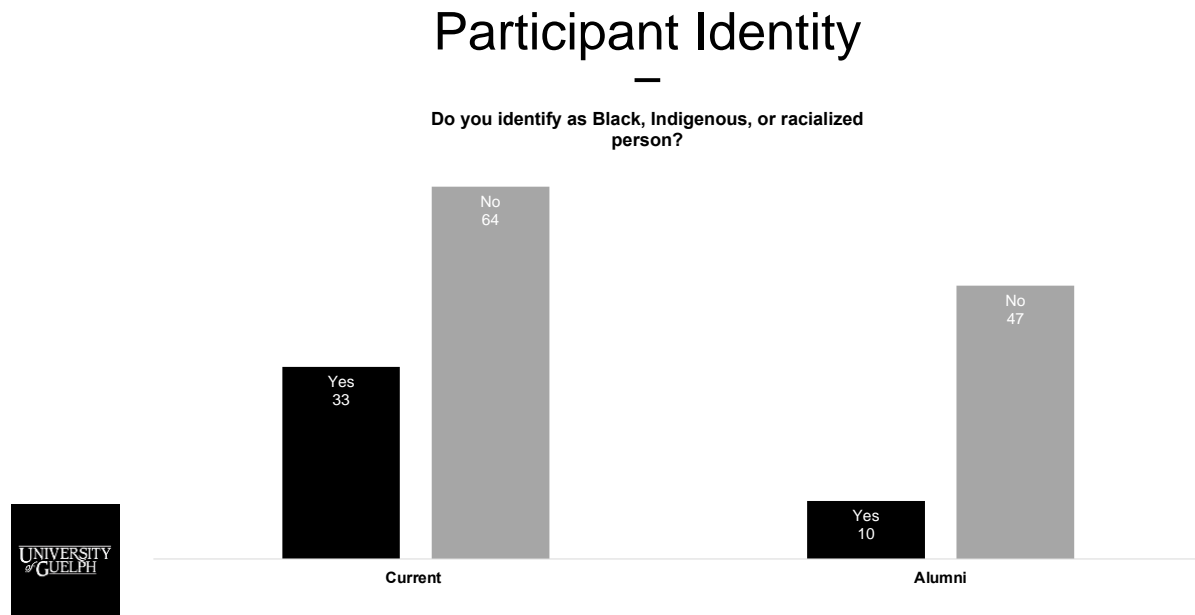


Figure 1: Comparison of those identifying as Black, Indigenous, or otherwise racialized among current and alumni survey respondents.

In terms of gender identity for alumni survey respondents, 39 respondents to the alumni survey identified as a woman, 13 identified as a man, and three respondents identified as non-binary (table 20). Two alumni survey respondents did not respond to this question.

Table 20: Alumni survey responses to “What is your gender identity?”

What is your gender identity?	Number of alumni respondents
Woman	39
Man	13
Non-binary	3
No response	2
Total	57

Classroom Experiences

Concept and Definition

Diversity: “The collection of peoples with different characteristics, ways of knowing, and ways of being. It is about recognizing the many perspectives and lived experiences that contribute to a flourishing society. Diversity has many components, including:

- Identity or internal dimensions that are individual: things like age, gender, race, ethnicity, Indigeneity, gender identity or expression, sexual orientation, and disability or ability.
- It also includes diverse aspects of our community – things like our partners, our families, and our religious communities.
- Our lived experiences inform so much of our diversity, including historical events, social structures, and our income and housing.

Finally, institutional dimensions at the university are particularly important. The University is like its own city, and the various roles and interactions we have here all shape the experiences that we have.” – Diversity and Human Rights at the University of Guelph, Principles of Anti-Oppression: Overview of Concepts Module

Results

This section reports on the area of the survey that was designed to look at the experiences of students in IDEV classes.

Figure 2 shows the comparison among BIPOC and non-BIPOC current student and alumni survey responses to the survey question “In IDEV classroom discussions, BIPOC students participate”. Thirty-two survey respondents did not respond to this question.

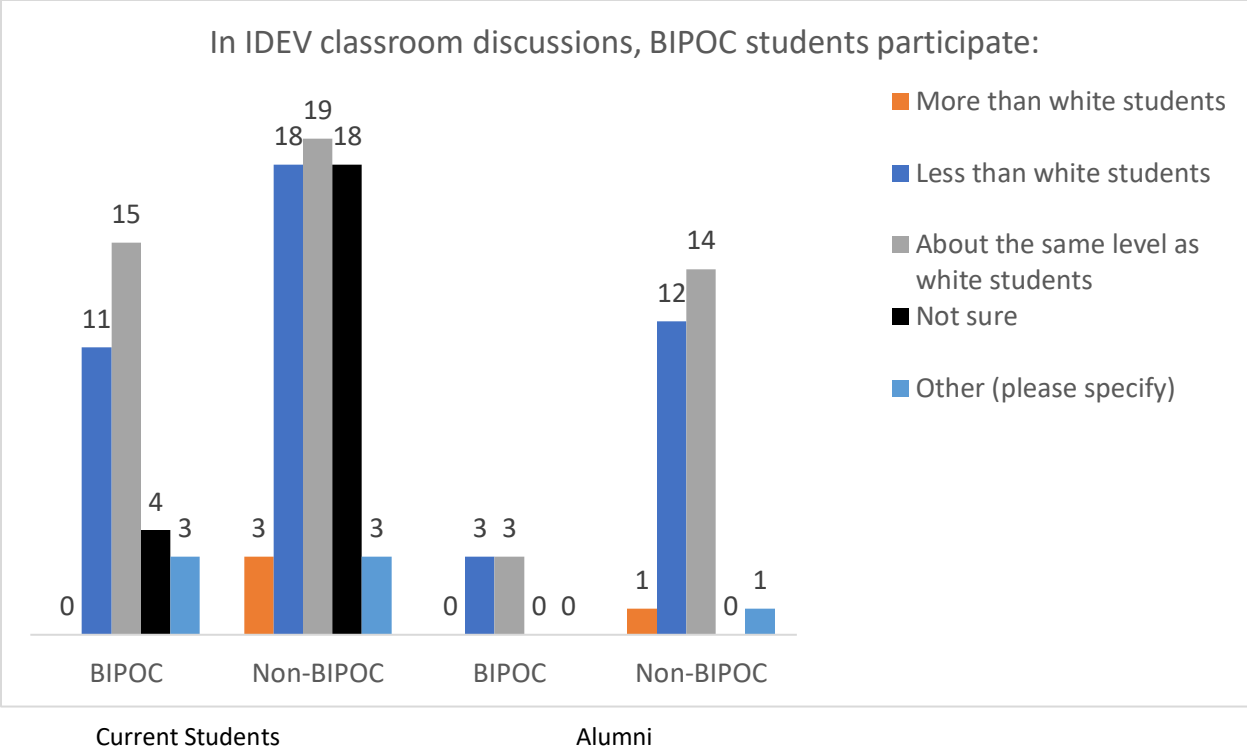


Figure 2: Comparison among BIPOC and non-BIPOC current student and alumni survey responses to "In IDEV classroom discussions, BIPOC students participate"

Table 21: Comparison among BIPOC and non-BIPOC current student and alumni survey responses to "In IDEV classroom discussions, BIPOC students participate"

In IDEV classroom discussions, BIPOC students participate:		More than white students	Less than white students	About the same level as white students	Not sure	Other (please specify)	Total
Current Students	BIPOC	0	11	15	4	3	33
	Non-BIPOC	3	18	19	18	3	61
Alumni	BIPOC	0	3	3	0	0	6
	Non-BIPOC	1	12	14	0	1	28
No response							32
Total		4	44	51	22	7	160

In addition to the data presented in Figure 2 and Table 21, when asked about BIPOC student participation in IDEV classroom discussions, three current students noted that they were unsure how to respond. One BIPOC student noted: “I am not sure because there are not that many BIPOC students overall” (Current student survey respondent 103). Another BIPOC current student survey respondent stated: “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 21).

In the alumni survey, 10 students shared a similar sentiment that it was difficult to answer this question because of the lack of diversity among their classmates.

Figure 3 shows the responses to the statement, “In an IDEV classroom, do you feel that BIPOC student(s) are put down, silenced, ignored, or dismissed by the Instructor?”. In response to this, one current BIPOC student said yes, although no one in the other groups responded “Yes.” “No” was a more common response, with 24 current BIPOC students, 49 non-BIPOC current students, and 28 non-BIPOC alumni giving this response. Thirteen non-BIPOC alumni respondents, one BIPOC alumni, six non-BIPOC current students, and two BIPOC current student respondents were “Not sure”. Twelve survey respondents did not respond to this question.

One student commented that they felt that BIPOC students were put down “[b]y their colleagues” (Current student survey respondent 56). Another student noted, “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 44).

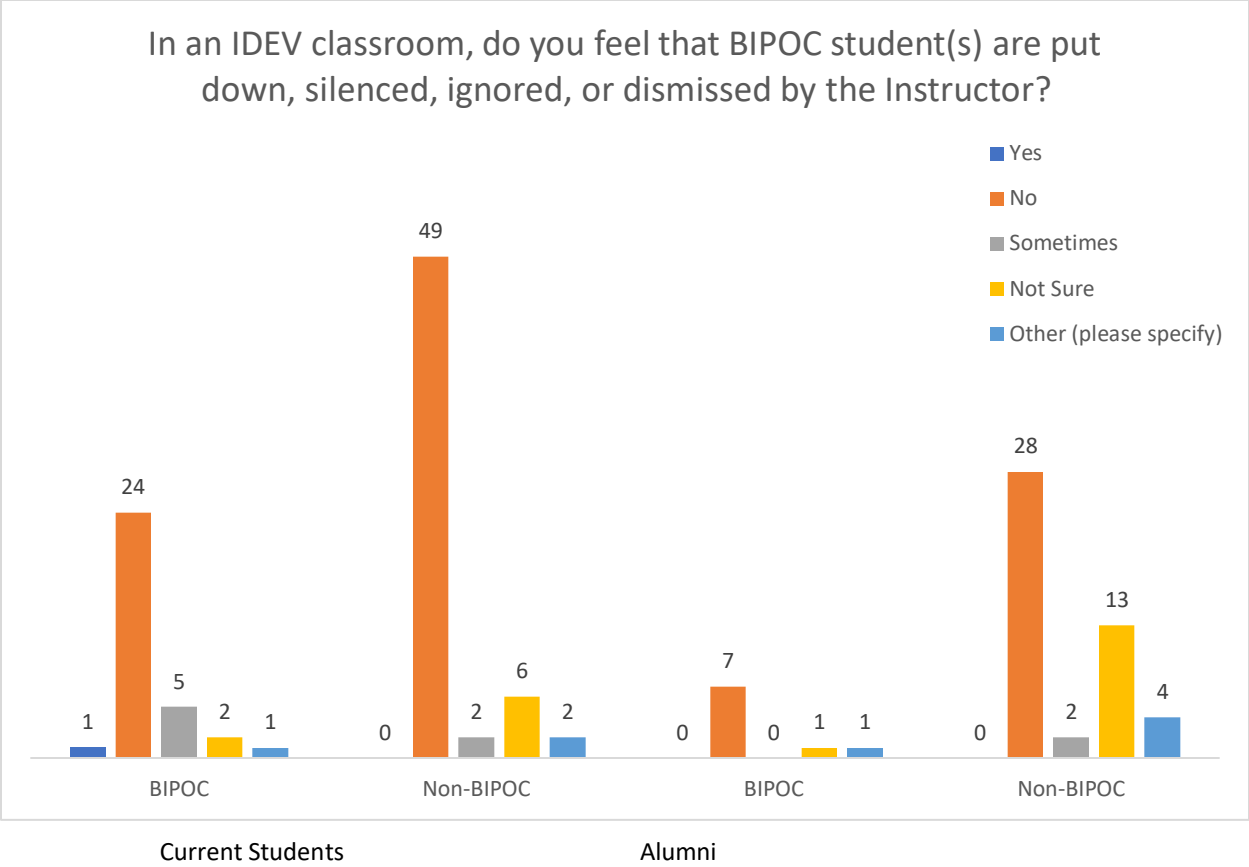


Figure 3: Comparison among BIPOC and non-BIPOC current student and alumni survey responses to “In an IDEV classroom, do you feel that BIPOC student(s) are put down, silenced, ignored, or dismissed by the Instructor?”

Table 22: Comparison among BIPOC and non-BIPOC current student and alumni survey responses to “In an IDEV classroom, do you feel that BIPOC student(s) are put down, silenced, ignored, or dismissed by the Instructor?”

In an IDEV classroom, do you feel that BIPOC student(s) are put down, silenced, ignored, or dismissed by the Instructor?		Yes	No	Sometimes	Not Sure	Other (please specify)	Total
		Current Students	BIPOC	1	24	5	2
	Non-BIPOC	0	49	2	6	2	59
Alumni	BIPOC	0	7	0	1	1	9
	Non-BIPOC	0	28	2	13	4	47
No response							12
Total		1	108	9	22	8	160

Instructor Behaviour

As seen in Figure 4, in response to the question, “Do you think this behavior is due to the students being perceived as BIPOC by the Instructor?”, nine students (including BIPOC and non-BIPOC current students and alumni) indicated that they believed that “sometimes” this behavior was due to the students being perceived as BIPOC by the Instructor. Among current BIPOC students, one respondent said “Yes,” and one non-BIPOC alumni said “Yes;” no other respondent groups answered “Yes” to this question. An overwhelming 139 survey respondents did not respond to this question. The low response rate in this section could indicate that respondents did not feel comfortable to answer the questions about experiences in the classroom. One possible reason might be the wording of the question which may be difficult to answer as we are asking students to speculate on the perception of instructors towards BIPOC students.

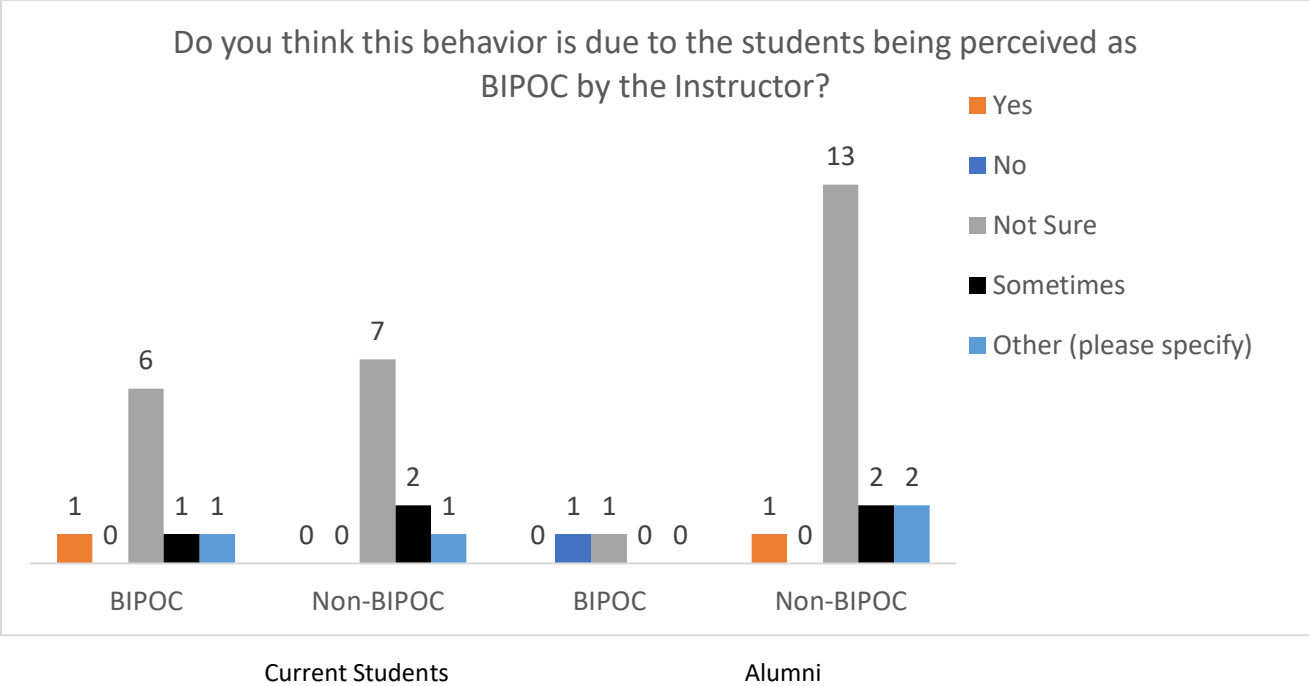


Figure 4: Comparison among BIPOC and non-BIPOC current student and alumni survey responses to “Do you think this behavior is due to the students being perceived as BIPOC by the Instructor?”

Table 23: Comparison among BIPOC and non-BIPOC current student and alumni survey responses to “Do you think this behavior is due to the students being perceived as BIPOC by the Instructor?”

Do you think this behavior is due to the students being perceived as BIPOC by the Instructor?	Yes	No	Not Sure	Sometimes	Other (please specify)	Total
All current student respondents	1	0	6	1	1	9
	0	0	7	2	1	10
All alumni respondents	0	1	1	0	0	2
	1	0	13	2	2	
No response						139
Total	2	1	27	5	4	160

In an open-ended response following this question, one Indigenous student commented on the differential behaviour they experienced based on their perceived 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 49)

Discussion

Some student respondents have observed problematic issues in their IDEV classrooms, including reduced participation from BIPOC classmates and discriminatory behaviour on the part of instructors and peers. While most survey respondents did not observe these behaviours, it is concerning that any current or former students had noticed these problems. Notably, a substantial number were “not sure” whether they had observed these classroom dynamics; this result likely speaks to the insidious nature of microaggressions, and the difficulties that many bystanders experience in discerning whether or not a coded comment is discriminatory or oppressive.

The patterns among survey respondent groups are not clear or consistent with respect to classroom behaviours. It is not apparent that BIPOC students have observed more problematic classroom behaviours than their non-BIPOC peers, and there is not a clear increase or decline in these behaviours over time (based on comparing the responses of current and alumni survey respondents).

Graduate Students Diversity in Coursework

This section reports on the area of the survey that was designed to look at the experiences of graduate students in GIDS.

Openness to Addressing Racism in Home Departments

As seen in Figure 5 and Table 24, when asked, “How open is your home department/program to addressing racism compared to the IDS program?”, three BIPOC current graduate student respondents felt that their home department/program is less open and three indicated that their home department is open to addressing racism about the same compared to the IDS program. Sixteen current and alumni graduate student respondents did not respond to this question.

For non-BIPOC current graduate student survey respondents, five felt that their home department addressed racism about the same as GIDS.

In the alumni survey responses, one former BIPOC student respondent felt that their home department addressed racism about the same as GIDS.

For non-BIPOC alumni respondents, four indicated that their home departments addressed racism about the same compared to GIDS. One former student noted, “the sociology department was very white” (Alumni survey respondent 40).

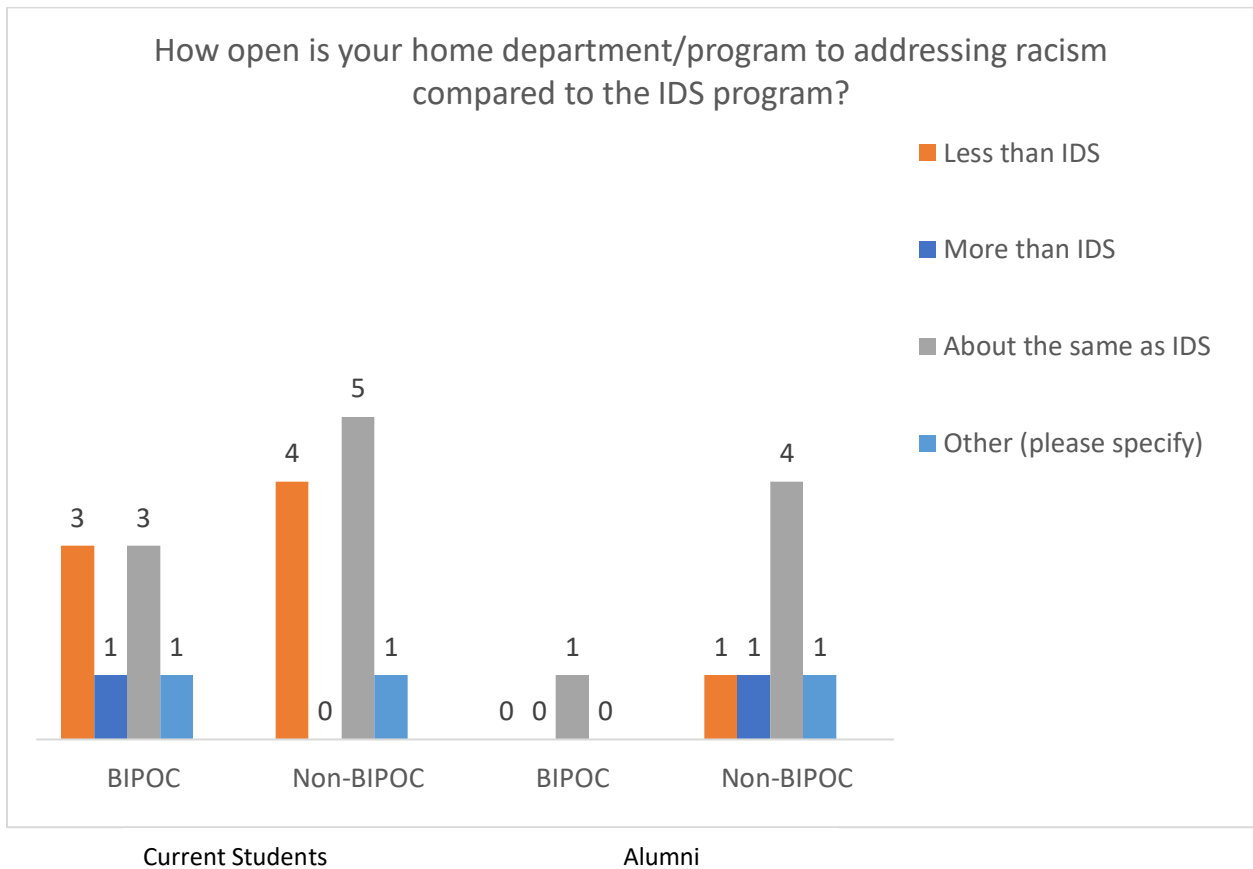


Figure 5: Comparison among BIPOC and non-BIPOC current and alumni graduate student survey responses to “How open is your home department/program to addressing racism compared to the IDS program?”

Table 24: Comparison among BIPOC and non-BIPOC current and alumni graduate student survey responses to “How open is your home department/program to addressing racism compared to the IDS program?”

How open is your home department/program to addressing racism compared to the IDS program?		Less than IDS	More than IDS	About the same as IDS	Other (please specify)	Total
Current Graduate Students	BIPOC	3	1	3	1	8
	Non-BIPOC	4	0	5	1	10
Alumni Graduate Students	BIPOC	0	0	1	0	1
	Non-BIPOC	1	1	4	1	7
No response						16
Total		8	2	13	3	42

Exposure in Home Department Courses

Figure 6 and Table 25 show the responses for the statement, “In the courses in my home department, I am exposed to history, culture, and/or perspectives of Black, Indigenous, and racialized people”. When responding to this, one non-BIPOC current graduate student respondent and one current BIPOC graduate student respondent indicated “All of my courses”, one BIPOC student also indicated “None of my courses, one BIPOC alumni graduate student indicated that they were exposed to history, culture, and/or perspectives of Black, Indigenous, and racialized people in “Some of my courses”. Eleven current and alumni graduate student survey respondents did not respond to this question.

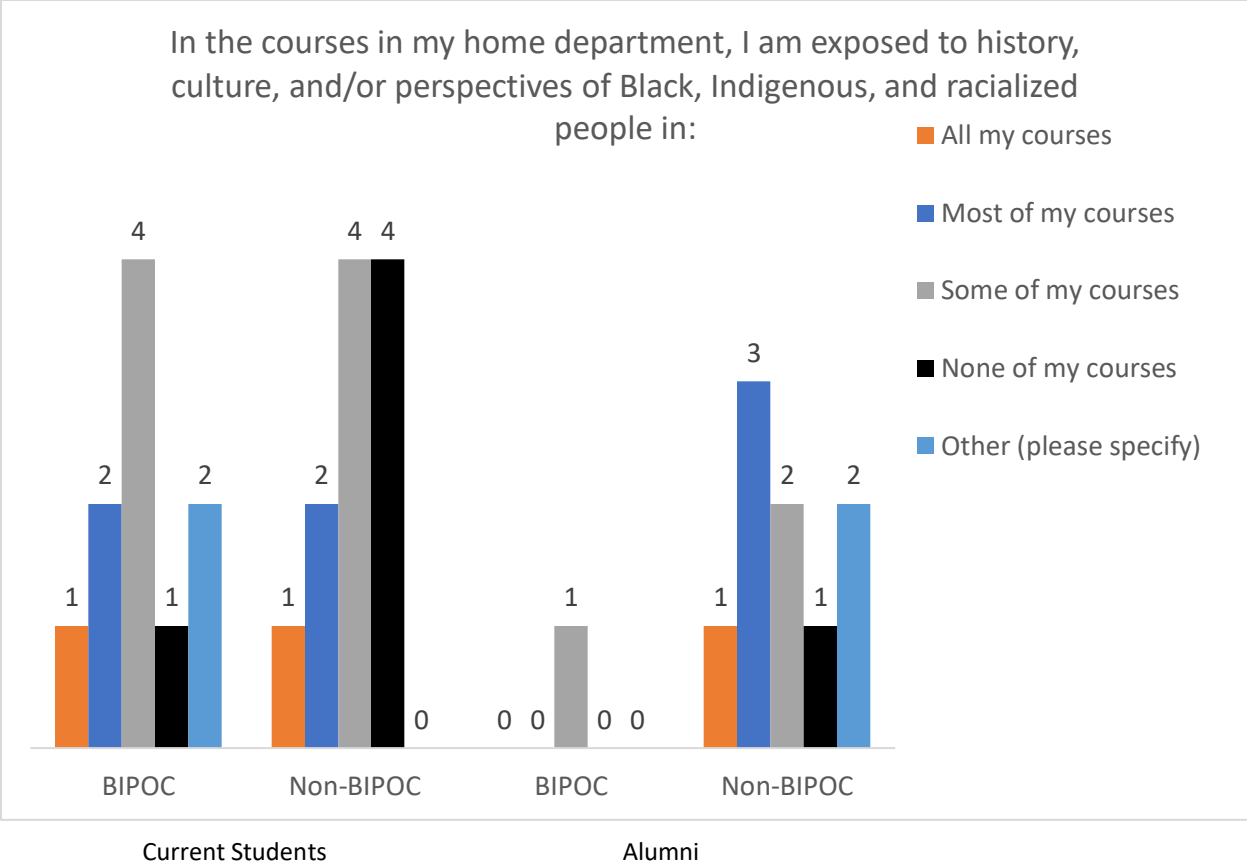


Figure 6: Comparison among BIPOC and non-BIPOC current and alumni graduate student survey responses to “In the courses in my home department, I am exposed to history, culture, and/or perspectives of Black, Indigenous, and racialized people”

Table 25: Comparison among BIPOC and non-BIPOC current and alumni graduate student survey responses to “In the courses in my home department, I am exposed to history, culture, and/or perspectives of Black, Indigenous, and racialized people”

In the courses in my home department, I am exposed to history, culture, and/or perspectives of Black, Indigenous, and racialized people in:		All my courses	Most of my courses	Some of my courses	None of my courses	Other (please specify)	Total
Current Students	BIPOC	1	2	4	1	2	10
	Non-BIPOC	1	2	4	4	0	11
Alumni	BIPOC	0	0	1	0	0	1
	Non-BIPOC	1	3	2	1	2	9
No response							11
Total		3	7	11	6	4	42

Additional comments from BIPOC current student respondents noted:

“There have been mentions in all courses, but not nearly enough. There are several courses on Indigenous planning which is great. Black and racialized peoples' histories and heritage must feature more. Indigenous peoples also should be a bigger part of core courses too, not just learnt about through electives” (Current student survey respondent 98)

Another BIPOC student respondent noted that, “it would be generous to characterize the amount of content that is included as “exposure” to BIPOC perspectives” (Current student survey respondent 56).

Students Discussing Racial Issues in Home Department

Figure 7 and Table 26 show the responses for the survey statement, “In my home department, students openly discuss racial/ethnic issues, as they have come up”. When considering the statement, seven current graduate student respondents indicated “Some of my classes”, five said “Most of my courses”, two said in “All my courses”, while five said that in their home departments, students openly discussed racial/ethnic issues, as they have come up in “None of their courses”. This is compared with alumni graduate student respondents, among who five indicated “Some of my courses”. Twelve current and alumni graduate student respondents did not respond to this question.

As demonstrated in Figure 7, for non-BIPOC survey respondents, there is a change in responses for current students and alumni survey respondents, one non-BIPOC current student respondent indicated “All of my courses” with no alumni non-BIPOC respondent indicating this response.

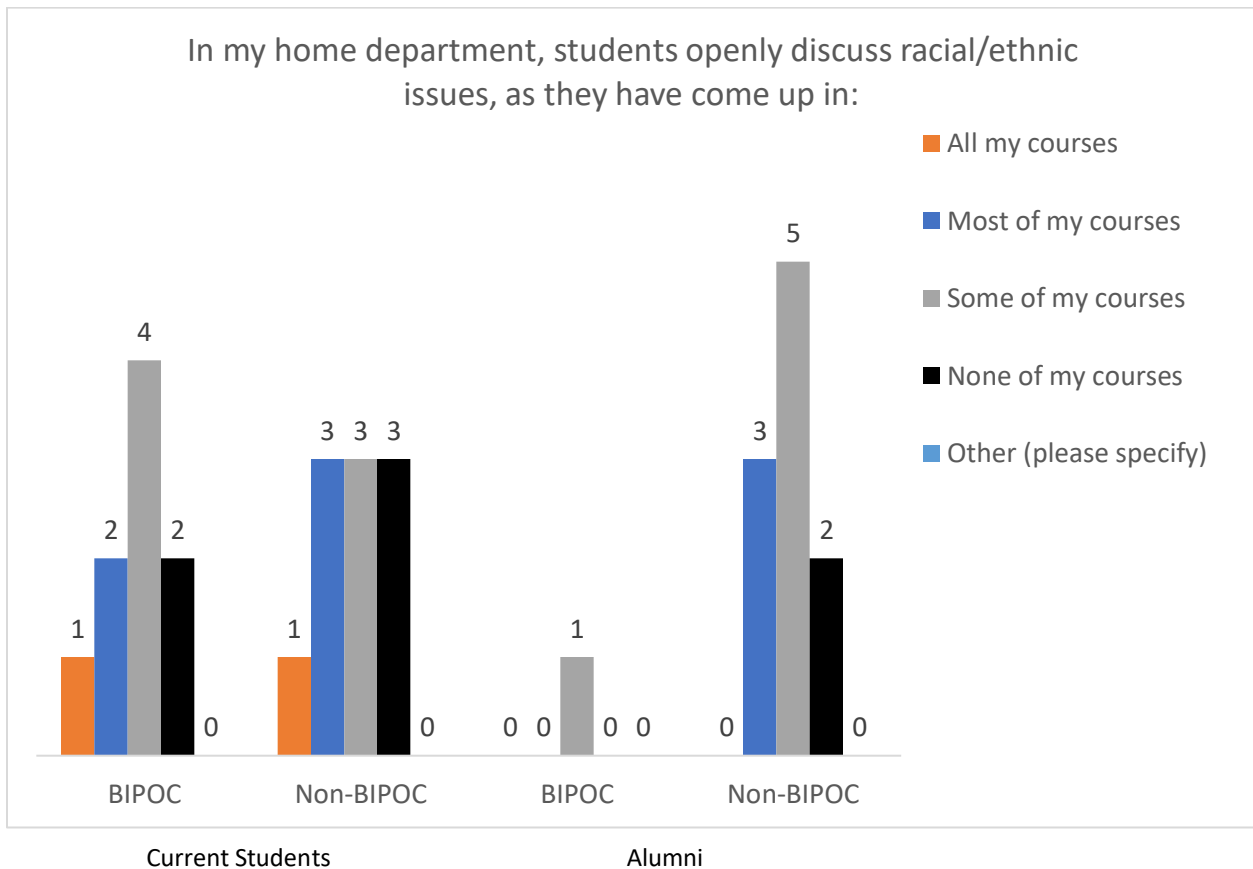


Figure 7: Comparison among BIPOC and non-BIPOC current and alumni graduate student survey responses to “In my home department, students openly discuss racial/ethnic issues, as they have come up”

Table 26: Comparison among BIPOC and non-BIPOC current and alumni graduate student survey responses to “In my home department, students openly discuss racial/ethnic issues, as they have come up”

In my home department, students openly discuss racial/ethnic issues, as they have come up in:		All my courses	Most of my courses	Some of my courses	None of my courses	Other (please specify)	Total
Current Students	BIPOC	1	2	4	2	0	9
	Non-BIPOC	1	3	3	3	0	10
Alumni	BIPOC	0	0	1	0	0	1
	Non-BIPOC	0	3	5	2	0	10
No response							12
Total		2	8	13	7	0	42

Instructor Opportunities to Discuss Racial Issues in Home Department

Figure 8 and Table 27 show the responses for the statement, “In my home department, instructors create opportunities to openly discuss racial/ethnic issues, as they have come up”. In response to the statement, eight current BIPOC graduate student respondents and one BIPOC alumni respondent felt that instructors created opportunities to openly discuss racial/ethnic issues, as they came up in some courses. None of current and alumni non-BIPOC graduate student respondents, said “All of my courses”. Two current non-BIPOC graduate student respondents and four non-BIPOC alumni survey respondents said, “Most of my courses”. Twelve current and alumni graduate student survey respondents did not respond to this question.

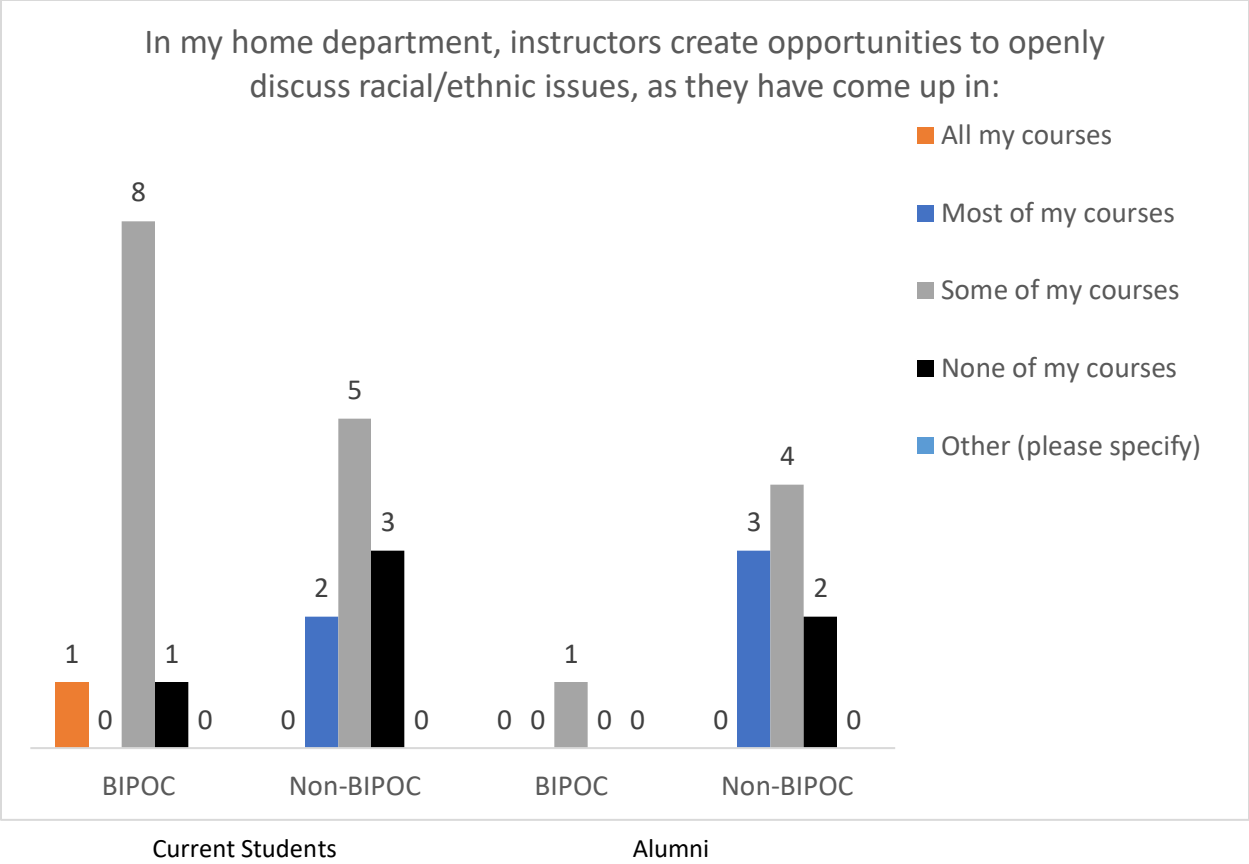


Figure 8: Comparison among BIPOC and non-BIPOC current and alumni graduate student survey responses to “In my home department, instructors create opportunities to openly discuss racial/ethnic issues, as they have come up”

Table 27: Comparison among BIPOC and non-BIPOC current and alumni graduate student survey responses to “In my home department, instructors create opportunities to openly discuss racial/ethnic issues, as they have come up”

In my home department, instructors create opportunities to openly discuss racial/ethnic issues, as they have come up in:		All my courses	Most of my courses	Some of my courses	None of my courses	Other (please specify)	Total
Current Students	BIPOC	1	0	8	1	0	10
	Non-BIPOC	0	2	5	3	0	10
Alumni	BIPOC	0	0	1	0	0	1
	Non-BIPOC	0	3	4	2	0	9
No response							12
Total		1	5	18	6	0	42

Discussion

The ID graduate programs (MA and PhD) are collaborative, with students spending proportionately more time with home departments. While the sample sizes of current and alumni graduate students are extremely small (42) and a high number has not responded to many questions to allow us to draw robust conclusions, they nevertheless offer important pointers. There is an uneven learning landscape. Students have different experiences depending on their home departments, and instances of overt racism are not consistent across IDS courses. BIPOC and non-BIPOC current graduate students as well as alumni respondents point to the varying extent to which programs and instructors are open to addressing BIPOC issues in courses and classrooms. Even when there has been willingness to address BIPOC issues, they are limited and there is a need to do more and better.

Additionally, in interpreting the results it is important to keep in mind that response rates to the questions in this section are low. Further, as mentioned above, the IDS graduate program is a collaborative degree and includes students from various Colleges and Departments. The composition of students in the program changes from year to year. The results indicate that experiences among graduate student survey respondents vary depending on the courses/curriculum, composition and relationships within graduate committees, and as well as the dynamics among instructors and peers when they were in IDS graduate studies.

Undergraduate Students Diversity in Coursework

This section reports on the area of the survey that was designed to look specifically at the experiences of undergraduate students in GIDS and follows the same format as the areas of inquiry in coursework outlined above in the graduate student section.

Exposure to BIPOC Perspectives

Figure 9 and Table 28 show responses for the statement, “With regards to the IDS curriculum, I am exposed to history, culture, and/or perspectives of Black, Indigenous, and racialized people”. When thinking about this question, 32 current undergraduate student respondents and 17 alumni respondents indicated “Some of my courses”. For both current students and alumni, as well as BIPOC and non-BIPOC students, eight current student respondents and one alumni respondent are seeing representation of diverse voices in all their courses. Twenty-two current and alumni undergraduate student survey respondents did not respond to this question.

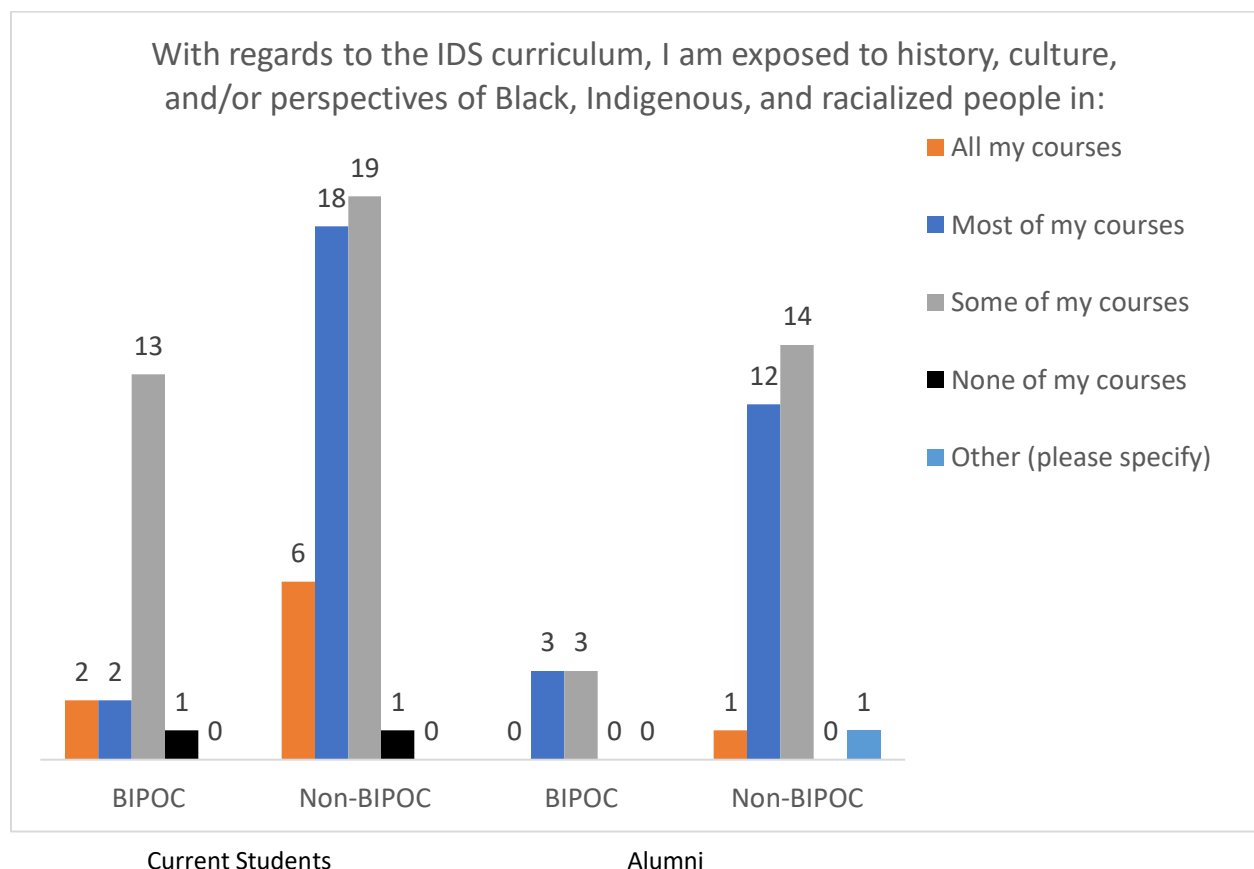


Figure 9: Comparison among BIPOC and non-BIPOC current and alumni undergraduate student survey responses to “With regards to the IDS curriculum, I am exposed to history, culture, and/or perspectives of Black, Indigenous, and racialized people”

Table 28: Comparison among BIPOC and non-BIPOC current and alumni undergraduate student survey responses to “With regards to the IDS curriculum, I am exposed to history, culture, and/or perspectives of Black, Indigenous, and racialized people”

With regards to the IDS curriculum, I am exposed to history, culture, and/or perspectives of Black, Indigenous, and racialized people in:		All my courses	Most of my courses	Some of my courses	None of my courses	Other (please specify)	Total
Current Students	BIPOC	2	2	13	1	0	18
	Non-BIPOC	6	18	19	1	0	44
Alumni	BIPOC	0	3	3	0	0	6
	Non-BIPOC	1	12	14	0	1	28
No response							22
Total		9	35	49	2	1	118

Three current undergraduate student respondents provided additional comments regarding the extent that they are exposed to history, culture, and/or perspectives of Black, Indigenous, and racialized people in IDS curriculum.

“Most of my courses but it still feels very Western somehow” (Current student survey respondent 103)

“All of my courses, for one week in about the 9th or 10th week typically” (Current student survey respondent 49)

“I am exposed to history and culture, but the BIPOC perspective is lacking” (Current student survey respondent 29)

Alumni undergraduate student respondents’ comments include:

“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 56)

“It was discussed when relevant to the course material” (Alumni survey respondent 49)

“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 41)

“VERY FEW of my courses” (Alumni survey respondent 20)

“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 18)

Students Discussing Racial Issues in IDS Courses

The responses to the statement, “Students openly discuss racial/ethnic issues, as they have come up” are displayed in Figure 10 and Table 29. For overall survey respondents, 28 current undergraduate student survey respondents and 16 undergraduate alumni survey respondents indicated that this happened in “Some of my courses”, with two current undergraduate student survey respondents and one undergraduate alumni survey respondents indicating that this happened in “All my classes”. Twenty-four current and alumni undergraduate student survey respondents did not respond to this question.

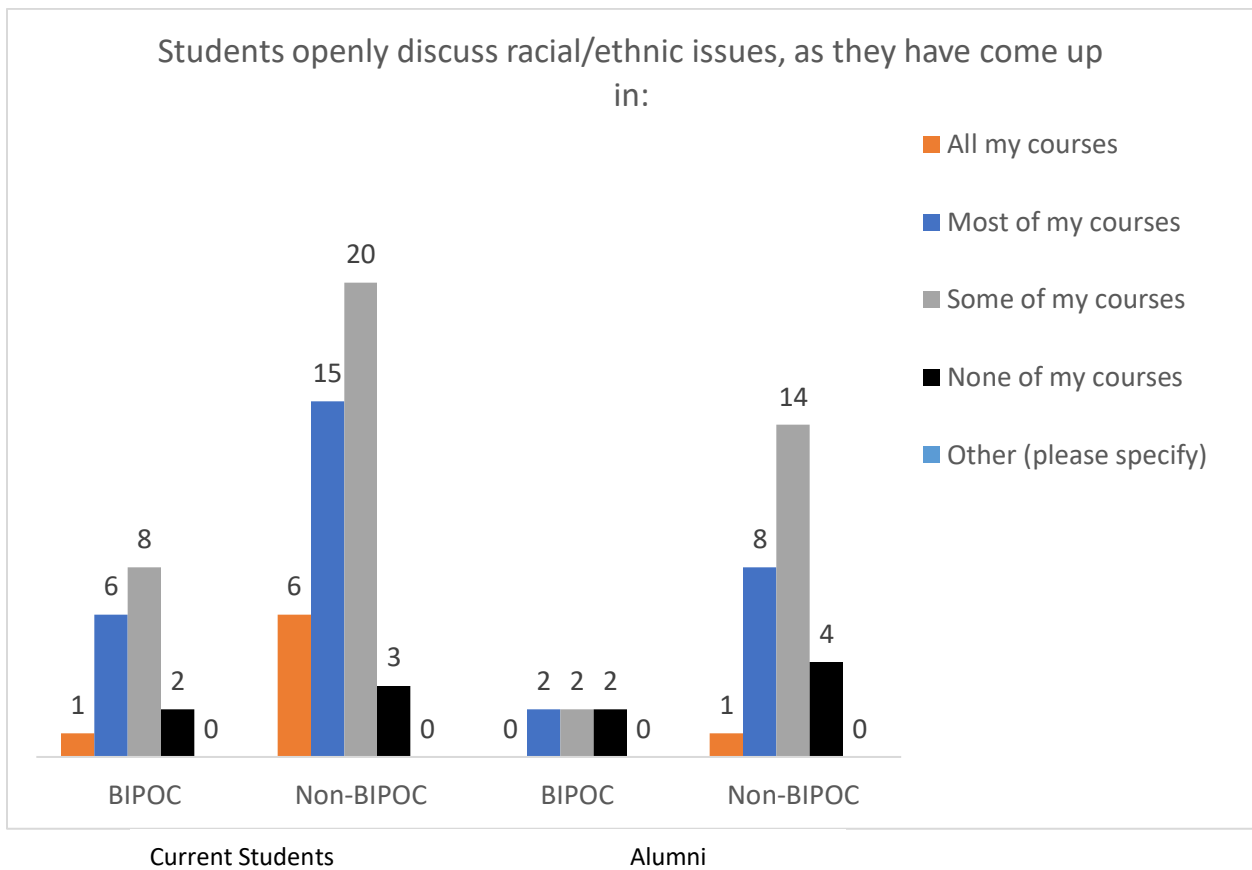


Figure 10: Comparison among BIPOC and non-BIPOC current and alumni undergraduate student survey responses to “Students openly discuss racial/ethnic issues, as they have come up”

Table 29: Comparison among BIPOC and non-BIPOC current and alumni undergraduate student survey responses to “Students openly discuss racial/ethnic issues, as they have come up”

Students openly discuss racial/ethnic issues, as they have come up in:		All my courses	Most of my courses	Some of my courses	None of my courses	Other (please specify)	Total
Current Students	BIPOC	1	6	8	2	0	17
	Non-BIPOC	6	15	20	3	0	44
Alumni	BIPOC	0	2	2	2	0	6
	Non-BIPOC	1	8	14	4	0	27
No response							24
Total		8	31	44	11	0	118

Instructor Creating Opportunities to Discuss Racial Issues in IDS

When reflecting on if, “Instructors create opportunities to openly discuss racial/ethnic issues, as they have come up”, as seen in Figure 11 and Table 30, zero BIPOC current student or alumni survey respondents indicated that this happens in “All my classes”. Overall, most students indicated that Instructors create opportunities to openly discuss racial/ethnic issues, as they have come up in “Some” or “Most of my courses”. Twenty-four alumni and current undergraduate students did not respond to this question. This could indicate that some respondents did not feel able or comfortable to answer this question.

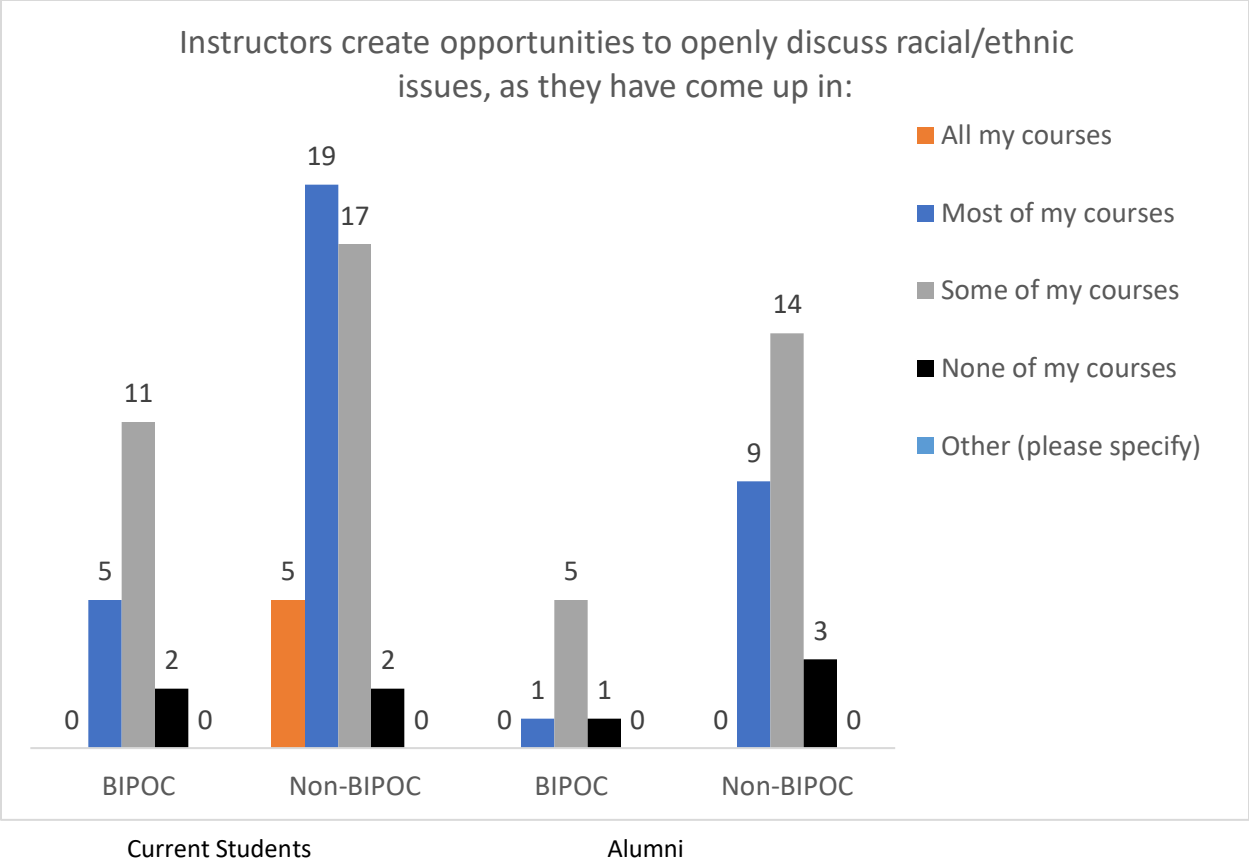


Figure 11: Comparison among BIPOC and non-BIPOC current and alumni undergraduate student survey responses to “Instructors create opportunities to openly discuss racial/ethnic issues, as they have come up”

Table 30: Comparison among BIPOC and non-BIPOC current and alumni undergraduate student survey responses to “Instructors create opportunities to openly discuss racial/ethnic issues, as they have come up in:”

Instructors create opportunities to openly discuss racial/ethnic issues, as they have come up in:		All my courses	Most of my courses	Some of my courses	None of my courses	Other (please specify)	Total
Current Students	BIPOC	0	5	11	2	0	18
	Non-BIPOC	5	19	17	2	0	43
Alumni	BIPOC	0	1	5	1	0	7
	Non-BIPOC	0	9	14	3	0	26
No response							24
Total		5	34	47	8	0	118

One current BIPOC undergraduate student respondent further explained that Instructors openly discussing these issues without addressing racist behaviour does not necessarily create a safe space or positive environment for students:

“Openly (as in without consequence or questioning of racist/violent behaviour) in all of my courses” (Current student survey respondent 30)

Discussion

For undergraduate IDEV program and courses, the survey results with current and alumni undergraduate students once again point to an uneven learning landscape. Notwithstanding the relatively small sample sizes (current and alumni undergraduate respondents), it is evident that representation of diverse voices in courses, classroom discussions, and opportunities to discuss race issues are wanting. While there is variation in the extent to which this happens across courses and instructors, no course or instructor avoid such content and topics for discussion. The open-ended responses indicate that though racial issues may be discussed as

they come up in the classroom, issues may be addressed in a superficial well and BIPOC students indicate that the situations are not handled well.

It is important to note that at the undergraduate level, the International Development Studies program is collaborative with most courses offered by other departments in the College of Social and Applied Human Sciences. The IDS curriculum was changed in 2019, therefore the alumni and current students would have a variation in required and elected courses.

Experiences of Discrimination

Concepts and Definitions

Racial/Ethnic Discrimination: Institutional and/or individual actions that favour or disadvantage a person based substantially on their race/ethnic origin.

Racial harassment: Has been taken to mean when someone engages in unwanted behaviour which is related to a person's perceived or actual race, and which has the purpose or effect of: violating that person's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person. – Equality and Human Rights Commission Racial, Harassment Inquiry: Survey of University Students, 2020

Micro-aggression: "Brief and commonplace daily verbal, behavioural or environmental indignity, whether intentional or unintentional, that communicates a hostile, derogatory, or negative slight or insult toward people of non-dominant identities" (Sue et al. 2007)

Results

This section of the survey was specifically for current students and alumni who identified as BIPOC. They were asked further about experiences within the IDS program.

Personal Experiences of Racial Discrimination

In response to the questions "Have you personally experienced racial discrimination and/or harassment?", five students who identified as BIPOC reported experiencing micro-aggressive behaviour referring to subtle derogatory, or negative racial slights such as: assumptions / questions / comments about where someone is from, level of assumed intelligence based on race, signaling those experiences of a BIPOC person are no different from the experience of people of other races, and discrediting the impacts of racism and systemic barriers on BIPOC individuals.

- 2 current undergraduate students
- 2 current graduate students
- 1 undergraduate alumni

In response to the question, "What type of racial harassment did you experience within the IDS program?" One student commented that they have experienced all of the behaviour previously noted and that in these situations, the Instructor failed to respond to support the student.

“...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 49)

When discussing the effects of racial harassment, the five students mentioned above identified that the experience made them feel scared/frightened, angry/upset, sad and anxious. One noted that the experience made them question their involvement in higher education:

“Left me wondering why I am even at university, or more specifically UoG as it is overwhelmingly white” (Current student survey respondent 49)

When asked to provide any other feedback about lived experiences as a BIPOC individual within the GIDS department, several current BIPOC students reported that their lived experience as a BIPOC graduate student within GIDS has overall been positive.

“GIDS people are welcoming. I experienced discrimination outside of GIDS” (Current student survey respondent 77)

“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” (Current student survey respondent 24)

One student compared the handling of issues related to race experience as better within GIDS compared to other units at the university.

“I think the GIDS department is better at handling race issues than many other departments on campus” (Current student survey respondent 98)

Another student who identifies as a racialized person mentioned that an area for development at GIDS and the university more broadly is to incorporate racialized authors and content into course curriculum.

“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 56)

Experiences for BIPOC Graduate Students

Current BIPOC graduate students were asked, “On a scale of 1 to 10 (with 1 being not at all concerned and 10 being very concerned), how concerned are you about being personally subjected to racial discrimination and/or harassment in the IDS program?” The responses were:

- 2 students said 1/10
- 3 students said 2/10
- 3 students said 3/10
- 1 student said 5/10
- 1 student said 9/10

In the alumni survey, one former BIPOC graduate student indicated ‘7’ on a scale of 1 to 10 (with 1 being not at all concerned and 10 being very concerned) regarding their concern about being personally subjected to racial discrimination and/or harassment in the IDS program.

Experience with Graduate Committees

In response to the question, “In your experience with your graduate committee and academic advisor, have you personally experienced racial discrimination and/or harassment?”, in the current student survey nine BIPOC graduate students said “No” and two current BIPOC graduate students said “Yes”. When asked, “What type of racial harassment did you experience in your interactions with your graduate committee and academic advisor?”, 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”.

In the alumni survey, one BIPOC graduate student answered “No” to the question they have not personally experienced racial discrimination and/or harassment with their graduate committee and academic advisor. One former student indicates that beyond GIDS and affiliated departments on campus, the broader campus community may not be inclusive:

“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” (Alumni survey respondent 30)

Discussion

BIPOC students, who were minority and underrepresented, shared their personal experiences with discrimination. While some students revealed that they suffered microaggressions from peers, others stated that their experience in the program was excellent. Students who were in collaborative programs specified that IDS has better treatment towards BIPOC students.

On the other hand, several students stated that they suffered discrimination. These were hostile, derogatory, and negative, and had racial connotation with emphasis on the country or

place of origin of the student. These acts of racial harassment influenced their sense of insecurity, stress, and anxiety due to the intimidating atmosphere associated with racial insults and slights. This is aggravated with the lack of support and indifference of professors who were white. This issue has not been taken seriously.

Witnessing Racial Harassment

This section of the survey was for all respondents, including BIPOC and non-BIPOC graduate, undergraduate, current, and former students. As seen in Figure 12 when asked, “Have you witnessed any incidents of racial harassment and/or discrimination of other IDS students, faculty, and staff because of their BIPOC identity?”, four of current BIPOC students said “Yes”, with nine indicating “Not sure”. One current non-BIPOC student respondent indicated “Yes” and eleven were “Not sure”. Though most students responded “No” to this question, many also said “Not sure” which could indicate that racial harassment and micro-aggression can be hard to identify. Twenty-five survey respondents did not respond to this question.

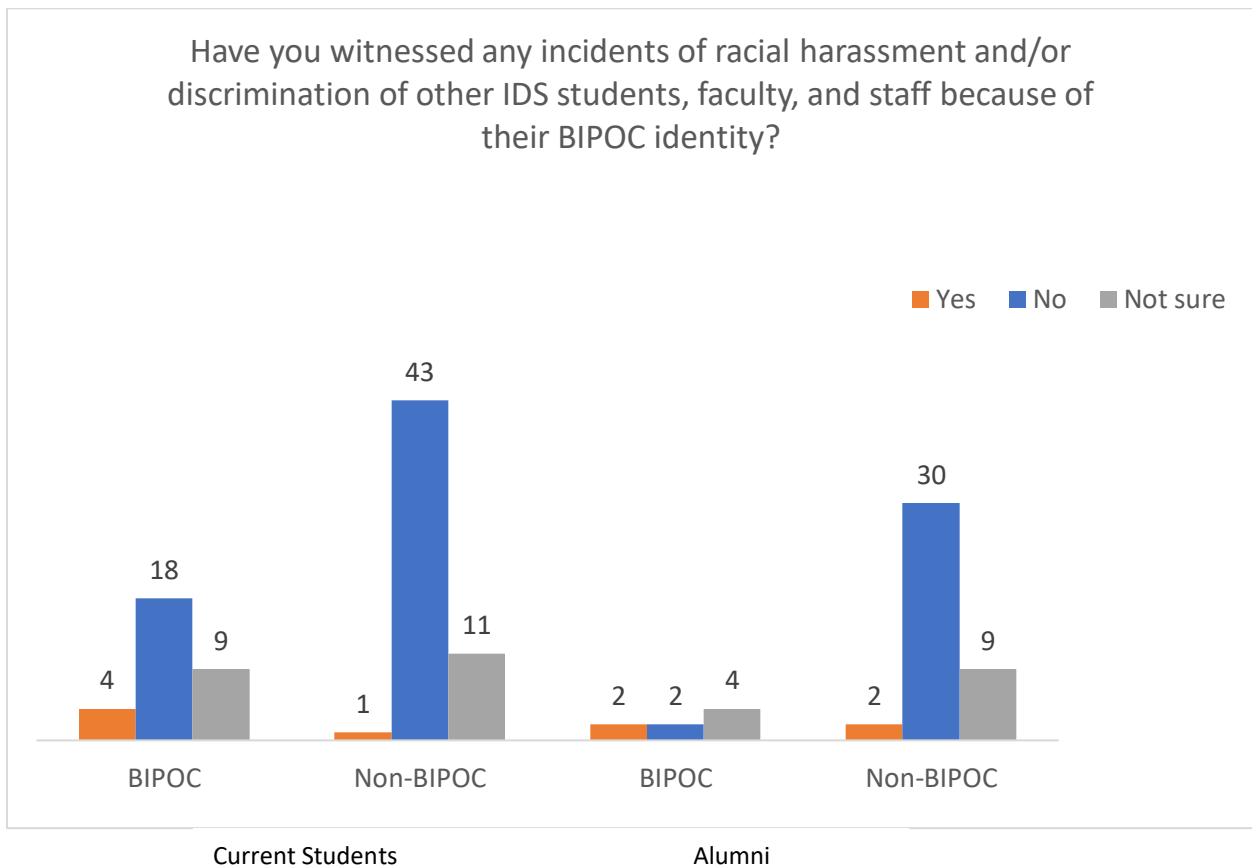


Figure 12: Comparison among BIPOC and non-BIPOC current student and alumni survey responses to “Have you witnessed any incidents of racial harassment and/or discrimination of other IDS students, faculty, and staff because of their BIPOC identity?”

Table 31: Comparison among BIPOC and non-BIPOC current student and alumni survey responses to “Have you witnessed any incidents of racial harassment and/or discrimination of other IDS students, faculty, and staff because of their BIPOC identity?”

Have you witnessed any incidents of racial harassment and/or discrimination of other IDS students, faculty, and staff because of their BIPOC identity?		Yes	No	Not sure	Total
		Current Students	BIPOC	4	18
	Non-BIPOC	1	43	11	55
Alumni	BIPOC	2	2	4	8
	Non-BIPOC	2	30	9	41
No response					25
Total		9	93	33	160

In response to the question, “What type of racial harassment have you witnessed?”, one current student reported witnessing discriminatory behaviour (being ignored or excluded from group conversation or activities). Additionally, three students reported witnessing micro-aggressive behaviour (subtle derogatory, or negative racial slights such as: assumptions/questions/comments about where someone is from, level of assumed intelligence based on race, signaling that experiences of a BIPOC person are no different from the experience of people of other races, discrediting the impacts of racism and systemic barriers on BIPOC individuals).

In the comments, one student indicated that they have witnessed, “All of the above [racist name-calling, insults or jokes, discriminatory behaviour, and micro-aggressive behaviour] except for physical attack.”

Figure 13 and Table 32 show the responses to, “Please indicate the degree to which you think racial discrimination / harassment is a problem within IDS, within the University of Guelph and within the Guelph community”.

As seen in Figure 13, overall racial discrimination/harassment at the University of Guelph and broader Guelph community are noted to be higher than within IDS for current and former students. For the alumni respondents it is important to remember that many noted that there were not a lot of BIPOC students when they were studying in IDS.

Please indicate the degree to which you think racial discrimination / harassment is a problem within the following areas:

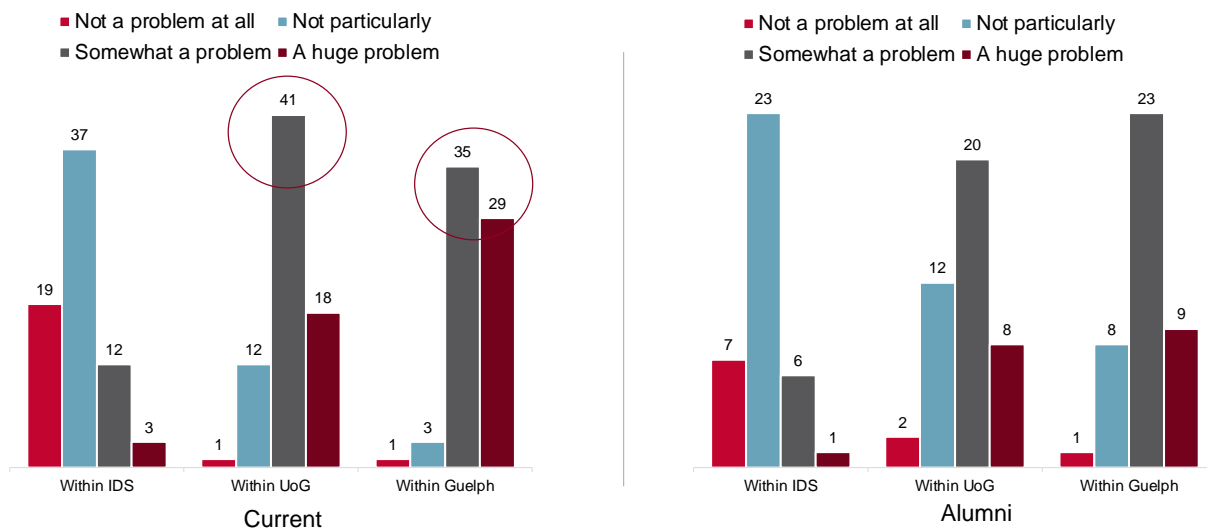


Figure 13: Comparison among all current students and all alumni survey responses to “Please indicate the degree to which you think racial discrimination / harassment is a problem within IDS, within the University of Guelph and within the Guelph community”

Table 32: Comparison among all current student survey responses to “Please indicate the degree to which you think racial discrimination / harassment is a problem within IDS, within the University of Guelph and within the Guelph community”

Current Students	Not a problem at all	Not particularly	Somewhat a problem	A huge problem	Total
Within IDS	19	37	12	3	71
Within UoG	1	12	41	18	72
Within Guelph	1	3	35	29	68
Total	21	52	88	50	211

Table 33: Comparison among all alumni survey responses to “Please indicate the degree to which you think racial discrimination / harassment is a problem within IDS, within the University of Guelph and within the Guelph community”

Alumni	Not a problem at all	Not particularly	Somewhat a problem	A huge problem	Total
Within IDS	7	23	6	1	37
Within UoG	2	12	20	8	42
Within Guelph	1	8	23	9	41
Total	10	43	49	18	120

Within IDS

As seen in Figure 14 and Table 34, when looking specifically at the degree to which racial discrimination / harassment is a problem within IDS, for BIPOC current student respondents, four indicated it is “Somewhat a problem” and two said it was a “A huge problem” within IDS. Similarly, eight non-BIPOC current student survey respondents consider that racial discrimination is “Somewhat a problem” and one said it is a “A huge problem”. For BIPOC current student survey respondents, seven indicated that it is “Not a problem at all” in the IDS program.

For alumni, three BIPOC survey respondents indicated that racial discrimination is “Somewhat a problem” in IDS. For non-BIPOC alumni survey respondents, four considered that racial discrimination is “Somewhat a problem” and one said it is a “A huge problem” in the department.

Many alumni BIPOC and non-BIPOC respondents noted that it was hard to comment on some of the questions because there were not many BIPOC students in their IDS classes. Fifty-two survey respondents did not respond to this question.

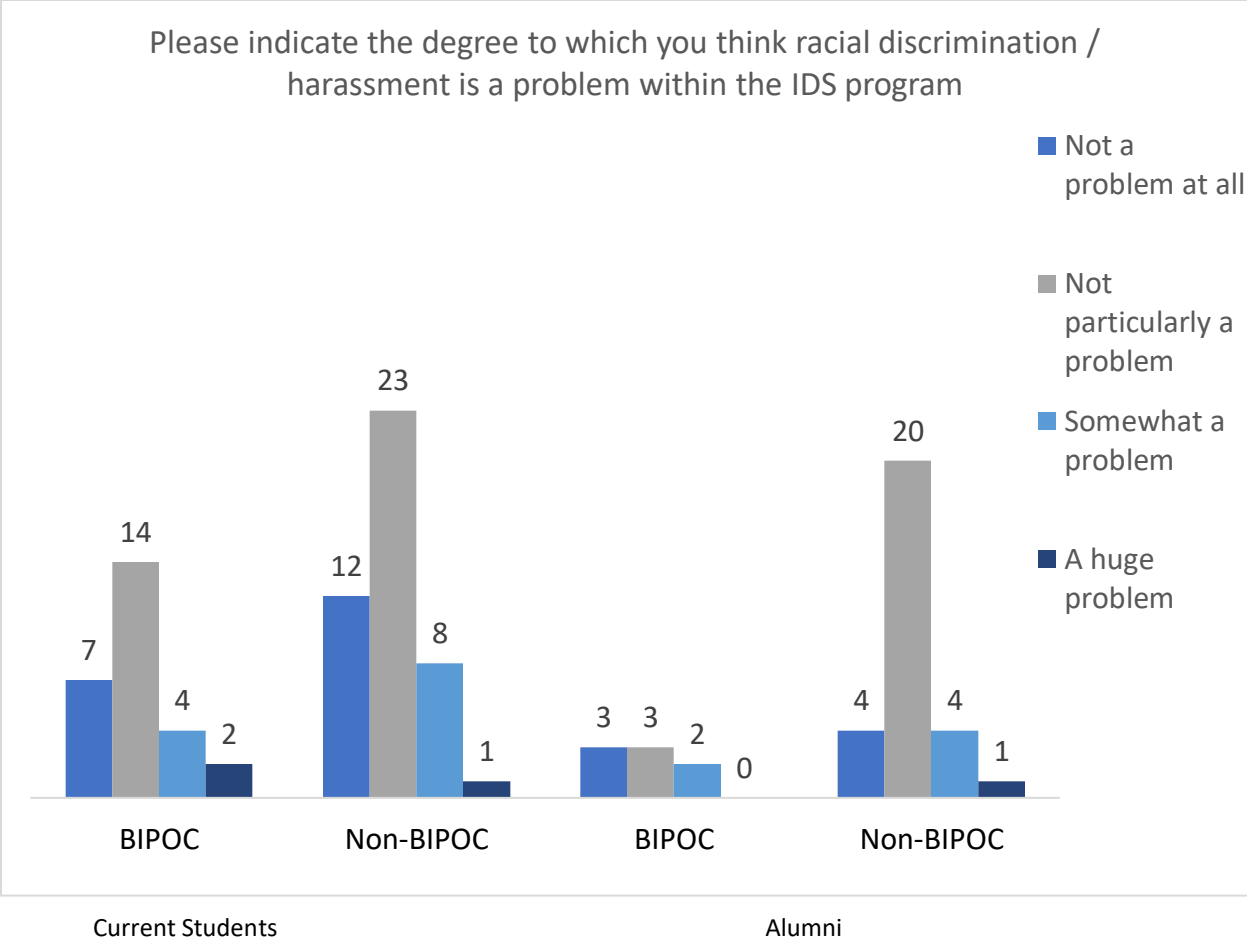


Figure 14: Comparison among BIPOC and non-BIPOC current students and alumni survey responses to “Please indicate the degree to which you think racial discrimination / harassment is a problem within IDS”

Table 34: Comparison among BIPOC and non-BIPOC current students and alumni survey responses to “Please indicate the degree to which you think racial discrimination / harassment is a problem within IDS”

Please indicate the degree to which you think racial discrimination / harassment is a problem within the IDS program:		Not a problem at all	Not particularly a problem	Somewhat a problem	A huge problem	Total
Current Students	BIPOC	7	14	4	2	27
	Non-BIPOC	12	23	8	1	44
Alumni	BIPOC	3	3	2	0	8
	Non-BIPOC	4	20	4	1	29
No response						52
Total		26	60	18	4	160

Within the University of Guelph

Figure 15 and Table 35 show the responses when specifically looking at BIPOC and non-BIPOC current and former students’ responses considering racial discrimination/harassment at the University of Guelph.

For current student BIPOC respondents, fifteen indicated that racial discrimination is “Somewhat a problem” and 6 said it is a “A huge problem” in the broader University of Guelph. Similarly, 26 non-BIPOC current student survey respondents considered that racial discrimination is “Somewhat a problem” and 12 indicated that it is a “A huge problem” in the university.

For alumni BIPOC survey respondents, five indicated that racial discrimination is “Somewhat a problem” and one said it is a “A huge problem” in the broader University of Guelph. For non-BIPOC alumni, 15 considered that racial discrimination is “Somewhat a problem” and seven said it is a “A huge problem” at the University of Guelph. Forty-six respondents did not respond to this question.

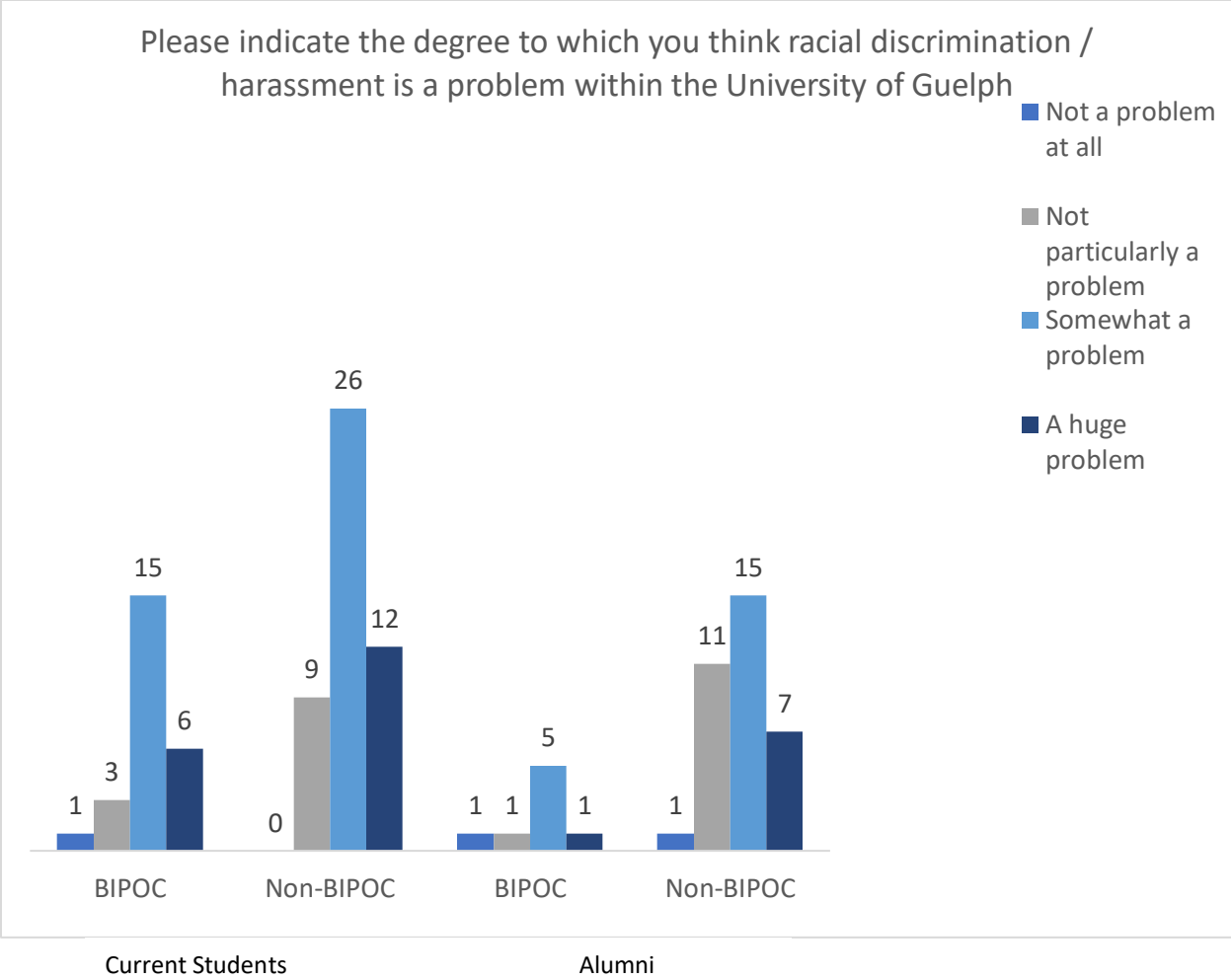


Figure 15: Comparison among BIPOC and non-BIPOC current students and alumni survey responses to “Please indicate the degree to which you think racial discrimination / harassment is a problem within the University of Guelph”

Table 35: Comparison among BIPOC and non-BIPOC current students and alumni survey responses to “Please indicate the degree to which you think racial discrimination / harassment is a problem within the University of Guelph”

Please indicate the degree to which you think racial discrimination / harassment is a problem within the University of Guelph:		Not a problem at all	Not particularly a problem	Somewhat a problem	A huge problem	Total
Current Students	BIPOC	1	3	15	6	25
	Non-BIPOC	0	9	26	12	47
Alumni	BIPOC	1	1	5	1	8
	Non-BIPOC	1	11	15	7	34
No response						46
Total		3	24	61	26	160

Within Guelph

Figure 16 and Table 36 demonstrate survey respondents considering racial discrimination/harassment within the broader Guelph community. Eleven current BIPOC student respondents considered it is “Somewhat a problem” and said it is a “A huge problem” in the broader Guelph community. Similarly, twenty-four current non-BIPOC student respondents considered that racial discrimination is “Somewhat a problem” and an equal number indicated that it is a ‘A huge problem’ in the city.

Among alumni, five BIPOC respondents indicated that racial discrimination is “Somewhat a problem” and one said it is a “A huge problem” in the broader Guelph community. Eighteen non-BIPOC alumni considered that racial discrimination is “Somewhat a problem” and eight indicated that it is “A huge problem” in the Guelph community. Fifty-one respondents did not respond to this question.

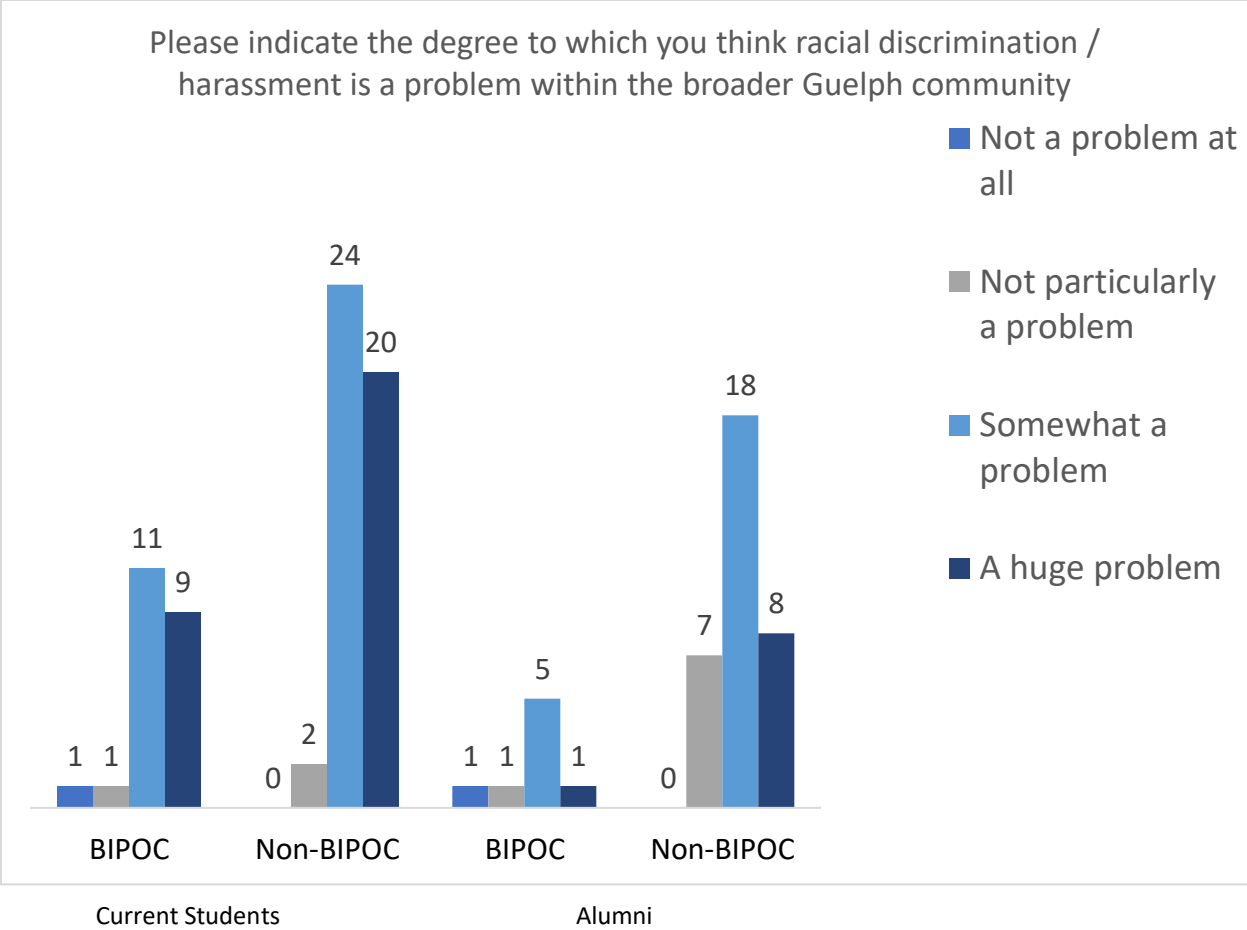


Figure 16: Comparison among BIPOC and non-BIPOC current students and alumni survey responses to “Please indicate the degree to which you think racial discrimination / harassment is a problem within the Guelph community”

Table 36: Comparison among BIPOC and non-BIPOC current students and alumni survey responses to “Please indicate the degree to which you think racial discrimination / harassment is a problem within the Guelph community”

Please indicate the degree to which you think racial discrimination / harassment is a problem within the broader Guelph community:		Not a problem at all	Not particularly a problem	Somewhat a problem	A huge problem	Total
Current	BIPOC	1	1	11	9	22
	Non-BIPOC	0	2	24	20	46
Alumni	BIPOC	1	1	5	1	8
	Non-BIPOC	0	7	18	8	33
No response						51
Total		2	11	58	38	160

Discussion

On witnessing racial harassment, it appears that experiences of BIPOC and non-BIPOC respondents are similar among current students as well as among alumni. The results within the responses, however, revealed different experiences with varying outcomes. Most respondents identified that there were experiences related to racial harassment. Fewer students were able to identify racial harassment. This could be due to the lack of understanding about racial harassment or may be due to their reluctance to openly talk about racial harassment which in turn could be closely linked to their race and racial group. These views and experiences may represent missed opportunities to detect, inform and address or resolve problems on time. Also, they may represent opportunities for issues to be misunderstood or dismissed, leaving those who have experienced racial harassment with the impression that they have not been heard. If people do not engage with or understand the issues, these problems cannot be addressed effectively.

There is a close relationship between identification and acknowledgement of witnessing racial harassment and types of harassment identified. The students representing different social identity groups experience or at least perceive, IDS, UoG, and the City of Guelph environments differently. Even though we have not assessed educational or developmental outcomes, responses reveal some tension and stress when students feel harassed in the classroom and

within IDS due to their racialized identity. These in turn create anxiety among students of color and mental health concerns.

These experiences seem to have interdependence of one structure to another. They become more apparent as students talk about bigger structures outside the IDS dimension such as the University of Guelph and the City of Guelph. Racism that affects the structure of society is called systemic racism. As we recollect from what we mentioned earlier, it is difficult to detect or admit. In fact, racism builds into every level of society and its structures.

The low response numbers to the questions in this section could indicate that students did not feel comfortable responding.

Perceptions of Commitment to Inclusion

Regarding the statement, “I am aware of my institution's formal process/procedures for handling incidents of racial/ethnic discrimination/bias”, 49 current student survey respondents and 36 alumni survey respondents indicated “No”.

Overall, it may appear that current student respondents report being more aware compared to alumni. For current student respondents, 16 undergraduates and three graduate students reported being aware, compared to one undergraduate alumnus and one graduate student alumni survey respondent.

Figure 17 and Table 37 show the results for overall current student and alumni survey respondents. Twenty-six participants did not respond to this question.

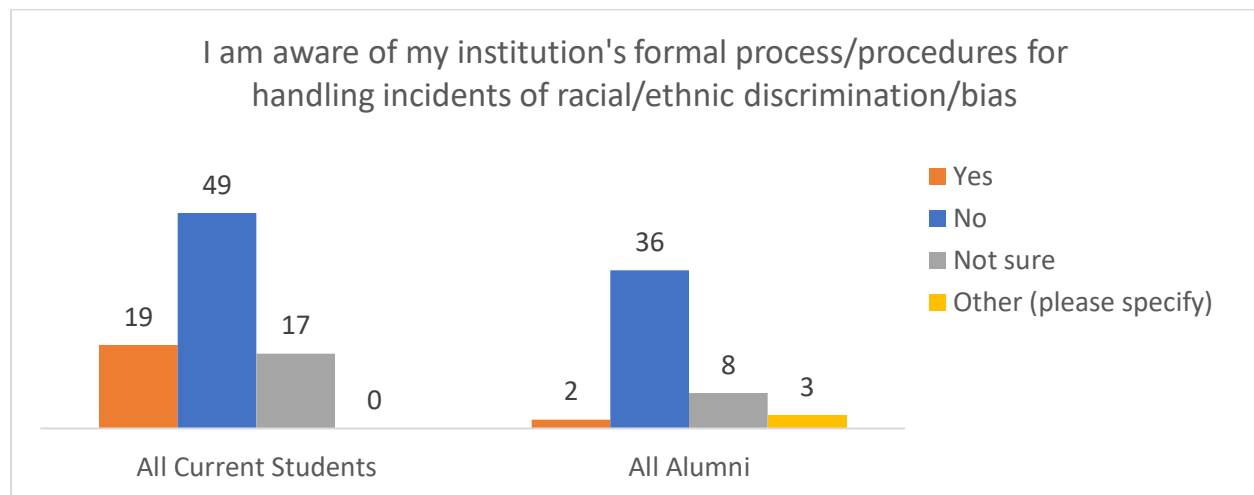


Figure 17: Comparison among all current students and all alumni survey responses to “I am aware of my institution's formal process/procedures for handling incidents of racial/ethnic discrimination/bias”

Table 37: Comparison among all current students and all alumni survey responses to “I am aware of my institution's formal process/procedures for handling incidents of racial/ethnic discrimination/bias”

I am aware of my institution's formal process/procedures for handling incidents of racial/ethnic discrimination/bias:					Total
	Yes	No	Not sure	Other (please specify)	
All Current Student Respondents	19	49	17	0	85
All Alumni Respondents	2	36	8	3	49
No response					26
Total	21	85	25	3	160

Figure 18 and Table 38 demonstrate that there is a change in this response when comparing current and alumni BIPOC student respondents. While most students still largely reported not being aware of formal procedures for handling racial discrimination, six current BIPOC student survey respondents, compared to zero BIPOC alumni survey respondents reported being aware.

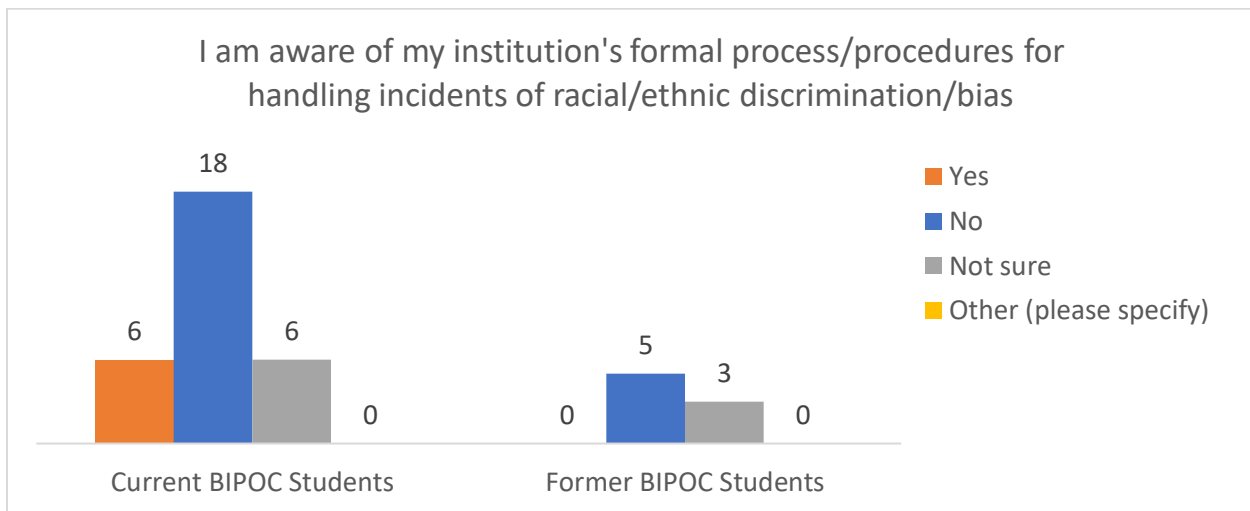


Figure 18: Comparison among current BIPOC students and BIPOC alumni survey responses to “I am aware of my institution's formal process/procedures for handling incidents of racial/ethnic discrimination/bias”

Table 38: Comparison among current BIPOC students and BIPOC alumni survey responses to “I am aware of my institution's formal process/procedures for handling incidents of racial/ethnic discrimination/bias”

I am aware of my institution's formal process/procedures for handling incidents of racial/ethnic discrimination/bias	Yes	No	Not sure	Other (please specify)	Total
Current BIPOC Students	6	18	6	0	30
BIPOC Alumni	0	5	3	0	8
No response					5
Total	6	23	9	0	43

Reporting Racial Harassment

Figure 19 and Table 39 demonstrate responses to the statement, “If I were to experience racial harassment or discrimination at GIDS, I would feel comfortable to reporting it to a faculty, staff or administrator”. For current BIPOC student survey respondents, zero strongly agree, while four “Disagree” and three “Strongly disagree”. For alumni BIPOC survey respondents, two “Strongly agree”, while zero “Disagree” or “Strongly disagree”. Six BIPOC survey respondents did not respond, perhaps because they felt they didn’t have enough information to adequately answer this question or for concern of being identified.

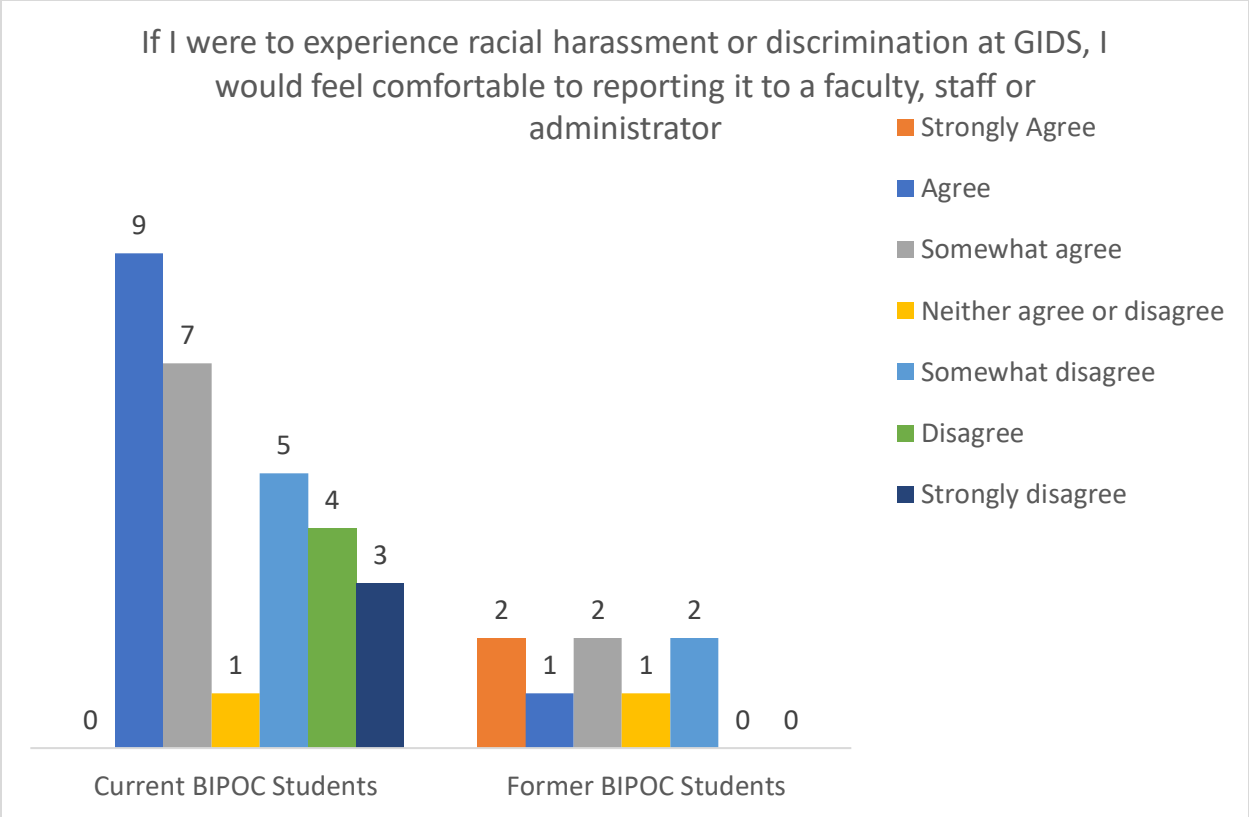


Figure 19: Comparison among current and alumni BIPOC student survey responses to "If I were to experience racial harassment or discrimination at GIDS, I would feel comfortable to reporting it to a faculty, staff or administrator"

Table 39: Comparison among current and alumni BIPOC student survey responses to "If I were to experience racial harassment or discrimination at GIDS, I would feel comfortable to reporting it to a faculty, staff or administrator"

If I were to experience racial harassment or discrimination at GIDS, I would feel comfortable to reporting it to a faculty, staff or administrator	Strongly Agree	Agree	Somewhat agree	Neither agree or disagree	Somewhat disagree	Disagree	Strongly disagree	Total
Current BIPOC Students	0	9	7	1	5	4	3	29
BIPOC alumni	2	1	2	1	2	0	0	8
No response								6
Total	2	10	9	2	7	4	3	43

Institutional Response

Figure 20 and Table 40 show responses to the statement, "If I had witnessed and reported racial harassment or discrimination at GIDS, I am confident that my institution would respond to it appropriately". Ten current BIPOC student survey respondents "Agree" and six "Somewhat agree", while five "Somewhat disagree", five "Disagree" and one respondent said, "Strongly disagree". In comparison, one alumni BIPOC survey respondent said "Agree", three "Somewhat agree", while two "Somewhat disagree".

For non-BIPOC current student survey respondents, seven "Strongly agree", 12 "Agree" and 13 "Somewhat agree", while ten "Somewhat disagree", four "Disagree" and one indicated "Strongly disagree". For non-BIPOC alumni survey respondents, two "Strongly agree", seven "Agree", nine "Somewhat agree", while five "Somewhat disagree", five "Disagree" and five "Strongly disagree". Thirty-five survey respondents did not respond to this question.

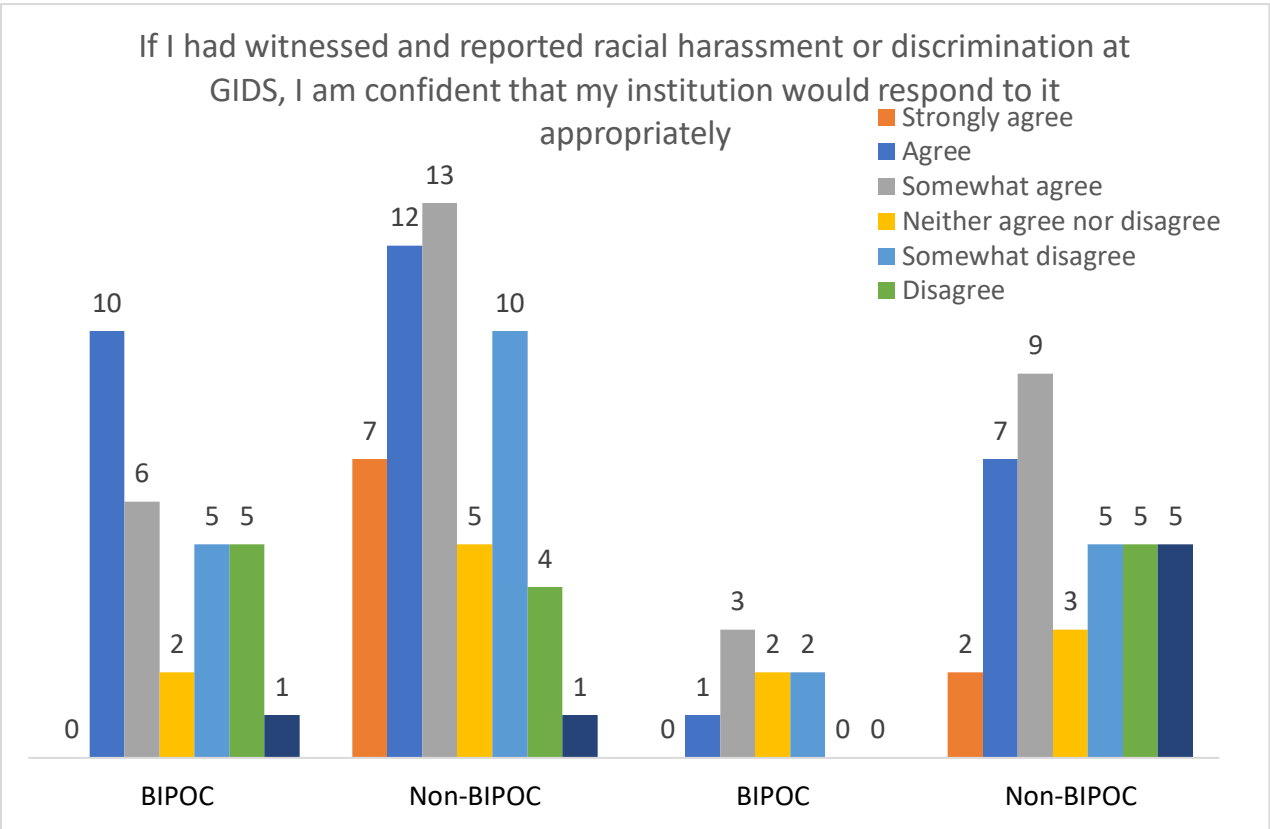


Figure 20: Comparison among BIPOC and non-BIPOC current student and alumni survey responses to “If I had witnessed and reported racial harassment or discrimination at GIDS, I am confident that my institution would respond to it appropriately”

Current Students

Alumni

Table 40: Comparison among BIPOC and non-BIPOC current student and alumni survey responses to “If I had witnessed and reported racial harassment or discrimination at GIDS, I am confident that my institution would respond to it appropriately”

If I had witnessed and reported racial harassment or discrimination at GIDS, I am confident that my institution would respond to it appropriately									
		Strongly agree	Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Disagree	Strongly Disagree	
Current Students	BIPOC	0	10	6	2	5	5	1	29
	Non-BIPOC	7	12	13	5	10	4	1	52
Alumni	BIPOC	0	1	3	2	2	0	0	8
	Non-BIPOC	2	7	9	3	5	5	5	36
No response									35
Total		9	30	31	12	22	14	7	160

Discussion

The majority of respondents for all groups (BIPOC and non-BIPOC students, as well as current students and alumni) reported not being aware of the formal process/procedures for handling incidents of racial discrimination at the University of Guelph. Non-BIPOC alumni appear to be the least aware of reporting mechanisms.

Overall, these results provide evidence to suggest that there is an uneven environment for student experiences inside and outside of GIDS classrooms and the university at large. Students reported having different experiences depending on many factors including intersecting identities, home department, courses taken, as well as the dynamic of peers and colleagues in classes. Through this survey we learned that experiences of racism are not consistent across IDS courses.

Recommendations

Concepts and Definitions

Underpinning of Racism: “The actual foundation of racism is not ignorance and hate, but self-interest, particularly economic and political and cultural. Self-interest drives racist policies that benefit that self-interest. When the policies are challenged because they produce inequalities, racist ideas spring up to justify those policies. Hate flows freely from there.” – as cited in The Undeclared article ‘Ibram Kendi, one of the nation’s leading scholars of racism, says education and love are not the answer.’”

Anti-racism: "Anti-racism is the active process of identifying and eliminating racism by changing systems, organizational structures, policies and practices and attitudes, so that power is redistributed and shared equitably." – NAC International Perspectives: Women and Global Solidarity

“Anti-racism is a powerful collection of anti-racist policies that lead to racial equity and are substantiated by anti-racist ideas. Racial equity in institutions and community happens when people believe racial groups are equal. Individuals and institutions cannot identify as anti-racist, we can only strive to be anti-racist. These are not fixed categories or identities. They are descriptive terms and describe what a person or institution is doing or not doing at any given moment. When an institution is instituting an anti-racist policy that is leading to equity or justice, they are being anti-racist. When an institution is expressing the equality of racial groups in a statement, they are being anti-racist. If an institution has racial parity or equity, staff is reflective of region. They are anti-racist if policies, external communications, branding and practices of the institution are maintaining equity and defending justice in their sphere of influence. Being anti-racist at an institutional level is internally and externally promoting ideas of racial equity, maintaining racial equity and fighting for justice.” – Dr. Ibram X. Kendi (Keynote speech ‘Being an Anti-Racist in the Global Education Context’ at Diversity Abroad Conference 2020

Anti-racist: “The term “antiracist” refers to people who are actively seeking not only to raise their consciousness about race and racism, but also to take action when they see racial power inequities in everyday life.” – Racial Healing Handbook: Practical Activities to Help You Challenge Privilege, Confront Systemic Racism, and Engage in Collective Healing

“An anti-racist is someone who is supporting an antiracist policy through their actions or expressing antiracist ideas. This includes the expression or ideas that racial groups are equals and do not need developing and supporting policies that reduce racial inequity.” – Dr. Ibram X Kendi, How to be an Antiracist, Random House, 2019

Results

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

Creating an Anti-Racist Environment at GIDS

Participants were asked to identify up to three recommendations for how to make GIDS a more anti-racist environment. Forty-one current student survey respondents offered 91 recommendations. In addition, twenty-three alumni survey respondents offered 54 recommendations. A total of sixty-four students provided 145 suggestions in all.

The majority of responses (60) focused on review of GIDS curriculum to diversify curriculum, centre BIPOC expertise, and include Equity, Diversity and Inclusion practices to improve the classroom environment. This theme focused on incorporating anti-racism, 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 (32) responses 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 in GIDS students, faculty and staff.

The third most frequently mentioned recommendation (26) was to acknowledge racism and ensure accountability to address it: comments related to publicly recognizing racism within GIDS, taking action to improve classroom experience and BIPOC representation, and ensuring there are clear structures for reporting racism.

The fourth most frequently mentioned recommendation (17) was in relation 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) and offering anti-oppressions/equity training and events (10) including training for faculty on Equity, Diversity and Inclusion concepts to create safe classroom environments and appropriately handle situations as they arise.

Promoting Success in GIDS

Participants were 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, focused 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 was in relation to curricula (19), with comments about indigenizing and decolonizing curriculum, incorporating BIPOC scholarship and guest speakers and community expertise, as well as non-Western experiences into courses, training to support faculty to better respond to racism in the classroom and talking about systemic racism within the ID 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. Increase hiring and promotion of racialized community members, so that faculty and administration 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.

In the words of one BIPOC graduate student: “I hope our suggestions and recommendations are translated into a genuine action plan and progress should be monitored” (Current student survey respondent 77).

Illustrative Data from Student Survey Responses

1. Curricular review and classroom environment

Create safe spaces to talk about lived experiences in courses and openly recognize/acknowledge and address racism and other forms of inequity in classroom

*“Create spaces by **giving tools to faculty and students.**”*

*“Providing **safe spaces** through which BIPOC students can **express racism concerns or experiences.**”*

*“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.”*

*“Speak about **micro-aggressions** to educate individuals on what is **appropriate conversation.**”*

*“**Not victimizing BIPOC students** indirectly when talking about topics surrounding race.”*

*“Teach people how to **communicate** about these issues”*

*“Actively **combat racist ideas** in the classroom.”*

Incorporate anti-racism, decolonization, equity principles and content into pedagogy and curricular design

*“At the beginning of all IDS courses, hold a mini seminar about the **importance of an anti-racist environment and how to create it in and out of class.**”*

*“**Teaching about racism** and its effects in class and seeking ways to fight it. Should involve students, staff, faculty.”*

*“**...Discussing systemic racism** within the context of the course and ways we can take action in our own lives.”*

*“Intertwine **anti-racist** and **anti-homophobic/transphobic** content.”*

*“A course for undergrad students on **systematic racism** in Canada and **anti-racist behaviour**.”*

*“**Decolonize curriculum** and incorporate BIPOC scholarship, guest speakers and community expertise into courses.”*

*“**Educate from different perspectives**, not just the white perspective.”*

*“Have a class that is **mandatory** for all **GIDS students** that just **overviews Canada’s history of racism** and how **racism must be tackled and addressed**.”*

*“Ensuring the **readings, course work, theories**, etc. we learn **present diversity** including **authors and scholars with different ethnic and racial backgrounds and understandings**.”*

“Review all courses and add way more literature by BIPOC and feminist authors.”

*“As someone with an IDEV area of emphasis in history, we need to work on **further decolonizing our curriculum** and the **settler-colonialism underpinnings of Canada**.”*

2. Opportunities for anti-oppression and equity training within GIDS

Anti-racism and equity training for all students, staff, and faculty

*“**Anti-Racism course** for staff, students and faculty”*

*“**Mandatory course** on Anti-Racism for **all GIDS students**.”*

*“Anti-Racism events run by **BIPOC speakers from the Guelph (and surrounding areas)** community.”*

*“Offer training on what is white privilege and how **it affects us all**.”*

*“Reflexivity, intersectionality, and cultural sensitivity **training for all.**”*

Fostering Support for Allies

“Supports for allies (students, faculty and staff)”

“Support to allies (sometimes I don't know how to approach situations of racism).”

Training for faculty on EDI concepts to create safe classroom environments and appropriately handle situations as they arise

*“Including **open discussions** about race **instead of shying away**”*

*“**Require training for all instructors** on white privilege and anti-racism”*

*“Making **anti-racism declarations** part of the ethics declaration included at the end of each course outline.”*

*“Make a survey strictly for faculty at U of G with questions on instances of racism, to **quiz faculty on how to react** to the situations.”*

Faculty training on how to incorporate EDI principles, diversify coursework to include race, and decolonialize course content

*“Faculty training on **how to include race in course content.**”*

*“Including **more BIPOC scholars** in the readings/assignments for courses.”*

*“Discuss specifically **Indigenous spirituality, scholarship, history, success and discrimination** (a lot of white students have the need to define Indigenous experience, without enough educational background).”*

*“There have been mentions in all courses, but not nearly enough. There are several courses on Indigenous planning which is great. **Black and racialized peoples' histories and heritage must feature more.** Indigenous peoples also should be a bigger part of core courses too, not just learnt about through electives.”*

3. Identifying gaps in policies and practices related to admissions, hiring and recruitment in GIDS

Increase diversity and BIPOC representation in GIDS faculty and staff

*“More **BIPOC staff and faculty (representation works!)**”*

*“Increase the **intersectional hiring of BIPOC faculty and staff.**”*

*“Have **BIPOC TA's and guest lectures.**”*

Proactive, targeted recruitment and hiring of BIPOC instructors and professors

*“We need **more professors who identify as BIPOC.** I've had courses on indigenous issues and African politics both taught by white men from Canada. They have been great, well-educated professors, but I think courses specifically about **Black or Indigenous issues** could be **better taught** by those with **first-hand experience.**”*

*“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.”*

Increase representation and diversity in student body and opportunities for BIPOC students

*“More **diversity in student body** and future faculty hires.”*

*“**Hire and fund** more BIPOC students, staff, and faculty.”*

*“Ensuring that there are **actually BIPOC in the room!** I often am **the only one** and feel like I have to **take responsibility for calling out** everything racist that happens because otherwise it **would go unnoticed and unchallenged**. Perhaps this would be an opportunity to **bring in guest speakers** with actual lived experience - as long as there were **appropriate actions taken to safeguard the guest** to ensure they aren't being subjected to the same sorts of unchecked racism as the students are.”*

4. Addressing gaps in culturally appropriate formal and informal supports for students

Mental health and wellness support for BIPOC students

*“Launching of **confidential counselling** for **international students** who were victims of racism and enlisting counsellors from non-dominant culture.”*

*“Offer **BIPOC students free therapy sessions or counselling** on campus to discuss any concerns or experiences they've experienced regarding racism on campus.”*

*“**Free therapy/support mentor** for BIPOC students, staff and faculty.”*

*“More than 3 hours a week **designated to supporting BIPOC students' mental wellbeing**. Also, it would be nice if students knew specifically what racial/ethnic background their counsellors come from instead of advertising it as a chance to see a BIPOC counsellor.”*

*“**Mental health counseling** specifically for BIPOC students.”*

Culturally specific designated space and supports (including academic and financial) for BIPOC students

*“Provide **safe space for BIPOC students, staff and faculty** to ongoingly share their concerns and **experiences with racism**.”*

Specialized academic and financial supports for racialized students

*“Having a **GIDS BIPOC support advisor.**”*

*“**Paid Opportunities Targeted to BIPOC Students Only.**”*

*“Seminars to BIPOC members to make them feel they are in a **SAFE area** with teaching them their **rights and freedoms** they own.”*

5. Departmental accountability – acknowledgement, solidarity, and action

GIDS amplify BIPOC voices

*“Talk about real-life events happening, **give BIPOC a voice.**”*

*“Make GIDS a department that **amplifies the voices** of BIPOC community.”*

Take a stand on issues affecting BIPOC students, faculty, and staff

*“**Align** with BIPOC issues.”*

*“**Taking a stand** on police accountability and supporting calls to defund the police.”*

Engage/share findings with University at large and other departments; promote call to action

*“GIDS should **promote antiracism work for all majors** at Guelph by holding seminars and encouraging more discussions.”*

*“Participate in anti-racist behaviour as a university, **where racist behavior is not tolerated and has consequences.**”*

Ensure recognition and accountability

“Recognize it.”

*“Body within GIDS to deal with **specific incidents of discrimination and racism in classes/the program** to make sure they are **not overlooked by the university.**”*

*“We need to **take more responsibility**. Instead of just focusing on what to do now the school needs to apologize for the generational treatment of students. It doesn't matter if it was Guelph or not, Black students throughout Canadian history need to be commended and celebrated for.”*

*“I hope our suggestions and **recommendations** are translated into a genuine **action plan and progress should be monitored.**”*

“Campus wide Anti-Racism policy, programs etc.”

Create a clear anti-racist policy that streamlines the reporting process for those experiencing racism, ensure students are aware of the formal reporting structure; ensure confidentiality and action

*“We need more transparency on **how to report racism and discrimination** that occurs at the University. Most students, myself included, **do not currently know where to go if we wanted to report an incident.**”*

*“**Portal for confidential reporting** of racism incidents because many are afraid to report incidents.”*

*“**Anonymous online Dropbox/survey/reporting system to for ongoing and up to date documentation of racism on campus.**”*

“Regularly providing channels by which BIPOC students can share thoughts with GIDS in regard to the addressing issue.”