



CBS Indigenization, Equity, Diversity, and Inclusion Instructor Survey

Thank you for taking the time to complete the College of Biological Science (CBS) Indigenization, Equity, Diversity, and Inclusion (IND+EDI) Instructor Survey developed by the Office of the Associate Dean Academic for the College of Biological Science (CBS) and the Office of Teaching and Learning (OTL).

The survey was designed to learn what CBS (and Biomedical Sciences) instructors are doing to integrate Indigenous and EDI content and teaching practices into their undergraduate and graduate courses and to understand what resources are needed to support these initiatives going forward. The results will assist departments with their future cyclical program reviews.

Who is being asked to complete this survey?

All instructors of undergraduate and graduate courses offered by the three departments in CBS (and Biomedical Sciences) are being asked to complete the survey.

How long will the survey take to complete?

The survey will take about **15 minutes to complete for each course that you teach**. You can save the survey at any time by closing your browser and return to it later by clicking on the link again using the same browser.

- **What questions does the survey include?**

The survey includes questions pertaining to the following sections:

- Number of courses taught
- Inclusion of Indigenous content and teaching practices *in Course X*
- Inclusion of EDI content and teaching practices *in Course X*
- Inclusion of accessible teaching practices *in Course X*
- Barriers to including IND+EDI content and teaching practices in courses
- Resources used and needed related to IND+EDI content and teaching practices
- Perceived opportunities to include IND+EDI content and teaching practices in teaching

Note: *in Course X* indicates that survey respondents will be asked to respond to the questions in these sections for each course that they teach.



What will we do with the survey results?

Results will be presented in aggregate only (e.g., by department, major, year level, etc.) for departmental, college, and university level reporting and presentations; individual instructors or courses will not be identified without permission. Raw data will be securely stored and analysis restricted to survey managers in OTL and the ADA office. In discussions with instructors, curriculum committees, and departmental chairs for the purpose of curriculum mapping, cyclical program review, and resource planning, course-level information may be shared. Instructor identities would be shared only with permission. The results of this survey will not be used for research.

Acknowledgements

The survey developers consulted with experts from across campus. We would like to thank Dr. Cara Wehkamp (Assistant Vice-President, Indigenous Initiatives), Barry Praamsma-Townshend (Manager, Student Accessibility Services), Angela Guerra and Graham Brown (Office of Diversity and Human Rights), Anna Johnson, Dr. Jess Notwell, Dr. Paula Barata and Samantha Blostein (College of Social and Applied Human Sciences, including authors of the *Indigenizing Curricula and Pedagogies Report*); and the CBS Department EDI Committee Chairs. Finally, we also acknowledge the Indigenous Initiatives Strategic Task Force and the Pedagogy and Curriculum Working Group Report.

On Language Use

In this survey, we use key terms such as decolonization, reconciliation, equity, inclusion, accessibility, each of which are themselves the subject of debate. While we have provided operational definitions of these terms as recognized by our institutions, it is important to note that these words may not effectively convey the values of all people. For this reason, we must continue to learn from diverse communities about the terms they use to describe the various changes they would like to see.

For More Information

Please contact Brian Husband (bhusband@uoguelph.ca) or Heather Pollock (hpollock@uoguelph.ca) if you have questions about the survey content and development.

For technical assistance or if you require an alternative survey format, please contact Aron Fazekas (afazekas@uoguelph.ca) or Jennifer Reniers (jreniers@uoguelph.ca).



Number of Courses

Please indicate the number of **different** undergraduate and graduate courses that you taught in the College of Biological Science (or Biomedical Sciences) during the past year (i.e., Summer 2021, Fall 2021, Winter, 2022).

(If you taught the same course over multiple semesters please count it once)

IND+EDI+ACC Responses

[\\${Im://Field/2}](#) Course

From the list below, please select the [\\${Im://Field/2}](#) course that you taught in the College of Biological Science (CBS) during the past year (i.e., Summer 2021, Fall 2021, Winter, 2022).

Course level	<input type="text"/>
Subject	<input type="text"/>
Course code and name	<input type="text"/>



Indigenization

[Bi-Naagwad: The Indigenous Initiatives Strategy](#) was developed between May 2019 and May 2021 by the Indigenous Initiatives Strategic Task Force at the University of Guelph. The Indigenous Initiatives Strategies Report describes the University of Guelph's commitments to decolonization and reconciliation with First Nations, Inuit and Métis peoples, communities and lands.

The Pedagogy and Curriculum Working Group defined indigenization as:

- 1) intentionally valuing First Nations, Inuit and Métis faculty, staff and students, and braiding together their voices, knowledges and materials with existing scholarly and civil discourse; and**
- 2) establishing learning spaces that facilitate the ethical stewardship of Indigenous knowledges and practices so as to constitute an essential element of the university.**

Indigenization encompasses all students, faculty and staff for the health of our academic community and society at large.

(adapted from The Pedagogy and Curriculum Working Group, modified from Indigenous Advisory Circle, University of Regina, 2018).

A related priority of the [Bi-Naagwad: Indigenous Initiatives Strategy](#) is to:

"Increase access to course content that relates to Indigenous history, culture, past and current, and ways of knowing, being and doing for diploma, graduate and undergraduate students."

(from The Pedagogy and Curriculum Working Group, modified from Indigenous Advisory Circle, University of Regina, 2018).



The following questions relate to [\\${Q3/ChoiceGroup/SelectedAnswers/13}](#).

Indigenization

Do you currently incorporate any **content (i.e., subject matter) related to Indigenous ways of knowing, being, and doing**, either from a contemporary or historical perspective, including any of the following? We acknowledge that this list is not exhaustive and welcome you to add other topics as applicable.

Please select all that apply.

- Indigenous epistemologies, worldviews, ways of knowing
- Indigenous geographical, evolutionary, social systems and institutions, law, politics, economics, Indigenous science, governance, spirituality
- Indigenous cultures, traditions, ceremonies
- Indigenous languages and communication
- Indigenous education, learning, teaching
- Indigenous food systems and nutrition
- Indigenous medicine and health
- Indigenous environmental stewardship, relationships with land, water, and all More-than-Human Relations
- Indigenous-settler relations and impacts of colonization
- Other (please specify)

- I do not currently incorporate any Indigenous topics or content into this course

What degree of emphasis does the course place on Indigenous content, with respect to **teaching time**?

- None
- Minor: Includes Indigenous content in passing
- Moderate: Includes at least one significant topic related to Indigenous content (e.g., a lecture, module)
- Major: Includes more than one significant topic related to Indigenous content

What degree of emphasis does the course place on Indigenous content, with respect to **assessment**?

- None
- Minor: Indigenous content forms a small component of one course assessment
- Moderate: Indigenous content forms a considerable part of at least one course assessment
- Major: Indigenous content forms a significant part of more than one course assessment

The following four questions explore three components of teaching, that collectively, are consistent with Indigenous teaching practices:

- general teaching practices,
- intentionality,
- consultation and relationship building with Indigenous knowledge holders or resources created by Indigenous peoples.

Regardless of your intention, do you currently incorporate any of the following general teaching practices into [Q3/ChoiceGroup/SelectedAnswers/13](#)? Please select all that apply.

- Case studies
- Creation of safe or brave spaces to learn
- Intergenerational interactions
- Land acknowledgement
- Field experiences, land-focused lessons, or land-based/place-based learning
- Learning maps
- Reflection
- Sharing or learning circles
- Story sharing or narrative-driven pedagogy
- Experiential learning
- Non-hierarchical teaching and learning
- Self-directed learning
- Opportunities for low-stakes learning and formative assessment
- Opportunities for applying Indigenous research methods in independent study courses
- Other (please specify)

- I do not currently incorporate any of the above teaching practices into this course

What proportion of your course incorporates **the general teaching practices you selected above?**

- A minor proportion: Less than half of the time devoted to teaching
- A moderate proportion: Approximately half of the time devoted to teaching
- A major proportion: More than half of the time devoted to teaching

Are any of the teaching practices you selected specifically intended to bring Indigenous teaching into your course?

- Yes, all of the selected teaching practices are intended to bring Indigenous teaching into my course
- Yes, some of the selected teaching practices are intended to bring Indigenous teaching into my course
- No, I wasn't aware that the selected teaching practices may align with Indigenous teaching
- No, I incorporated the selected teaching practices for other reasons
- I'm not sure
- Other (please specify)

Which teaching practices that you selected are intended to bring Indigenous teaching into your course?

Please check any teaching practices that you use with the intention of bringing Indigenous teaching practices into your course.

If you use the teaching practice for another reason, please do not check the box.

- Case studies
- Creation of safe or brave spaces to learn
- Intergenerational interactions
- Land acknowledgement
- Field experiences, land-focused lessons, or land-based/place-based learning
- Learning maps
- Reflection
- Sharing or learning circles
- Story sharing or narrative-driven pedagogy
- Experiential learning
- Non-hierarchical teaching and learning
- Self-directed learning
- Opportunities for low-stakes learning and formative assessment
- Opportunities for applying Indigenous research methods in independent study courses
- Other (please specify)
- I **do not** currently incorporate any of the above teaching practices into this course

Did you build relationships with anyone (e.g., Indigenous knowledge holder, Indigenous education specialist) or review any resources (e.g., literature) to learn about incorporating Indigenous content and/or teaching practices into your course?

Yes

No

I'm not sure

Other _____

With which specific expert(s) or kinds of resource(s) did you consult to learn about incorporating Indigenous content and/or teaching practices into your teaching?

Equity, Diversity, and Inclusion

Equity is about recognizing that there are individuals and groups who encounter individual, interpersonal, institutional, and systemic barriers to full participation, and working to identify and remove them.

Diversity refers to peoples' different characteristics, ways of knowing, and ways of being. It is about recognizing the many perspectives, identities, and lived experiences that contribute to a flourishing society.

Inclusion is ensuring that all campus community members are respected, valued, and empowered to fully participate in all functions of the institution.

(adapted from *Principles of Belonging*, The Office of Diversity and Human Rights)

Do you currently incorporate any **content (i.e., subject matter) related to equity, diversity, and/or inclusion** into [\\${Q3/ChoiceGroup/SelectedAnswers/13}](#), including any of the following?

We acknowledge that this list is not exhaustive and welcome you to add other topics as applicable.

Please select all that apply.

- Sex and gender (e.g., representation in science disciplines)
- LGBTQI2A+ peoples or communities (e.g., representation/participation in science disciplines)
- Culture, race, or ethnicity (e.g., representation/participation in science disciplines)
- Religion/spirituality (e.g., representation/participation in science disciplines)
- Disability (e.g., representation/participation in science disciplines)
- Human rights concepts
- Other (please specify)

- I **do not** currently incorporate any content or topics related to equity, diversity, or inclusion into this course

What degree of emphasis does this course place on content related to equity, diversity, and inclusion with respect to **teaching time**?

- None
- Minor: Includes EDI content in passing
- Moderate: Includes at least one significant topic related to EDI (e.g., a lecture, module)
- Major: Includes more than one significant topic related to Indigenous content

What degree of emphasis does this course place on content related to equity, diversity, and inclusion with respect to **assessment**?

- None
- Minor: EDI content forms a small component of one course assessment
- Moderate: EDI content forms a considerable part of at least one course assessment
- Major: EDI content forms a significant part of more than one course assessment

Do you currently incorporate any of the following **inclusive teaching practices** into [\\$Q3/ChoiceGroup/SelectedAnswers/13](#)?

We acknowledge that the following list of inclusive teaching practices is not exhaustive and welcome you to add other topics as applicable.

Please select all that apply.

- Optimize student choice and autonomy in learning
- Provide multiple means of engagement with course content (e.g., readings, lectures, videos, etc.)
- Highlight the relevance, value, and authenticity of course content
- Allow students some choice in assessment format
- Provide multiple types of assessments throughout the course (e.g., exams, presentations, or papers)
- Develop assignments with formative (e.g., feedback throughout the course with low or no stakes) and summative (e.g., culminating assessments, often high stakes) feedback
- Set clear expectations for assignments (e.g., provide instructions and rubrics)
- Set clear expectations (e.g., learning outcomes) for the course
- Vary demands and resources to enhance student motivation
- Use language that creates shared understanding (e.g., clarify vocabulary, symbols, syntax, structure, decode text, mathematical notations and symbols)
- Use inclusive language (e.g., avoid gendered language)
- Use open educational resources (OER)
- Provide optional access to resources and/or course materials based on students' financial need (e.g., place textbooks on reserve in the Library, provide site licenses, provide lab equipment)
- Share resources and support information to maximize student success in a course
- For group assignments, include team charter/agreement with clear expectations of professionalism or collaboration

- For group assignments, teach teamwork/collaboration skills
- Create a welcoming and collaborative class culture
- Communicate (in syllabus or lectures) that diverse perspectives are welcome
- Think about how diverse students will see themselves in the course or classroom
- Create safe and supportive space and time for reflection and processing traumatic content or events
- Interact with students in a personable and empathic manner
- Other (please specify)

- I **do not** currently incorporate any of the above teaching practices into this course

What proportion of your teaching practices in this course could be considered inclusive?

- A minor proportion: Less than half of the time devoted to teaching
- A moderate proportion: Approximately half of the time devoted to teaching
- A major proportion: Most of the time devoted to teaching

Are the teaching practices you selected intended to make the course more inclusive?

- Yes, all of the selected teaching practices are intended to make the course more inclusive
- Yes, some of the selected teaching practices are intended to make the course more inclusive
- No, I wasn't aware that the teaching practices I use could make the course more inclusive
- No, I incorporate these teaching practices for other reasons
- I'm not sure
- Other (please specify)

Which of the teaching practices that you selected are intended to make your course more inclusive?

Please check any teaching practices that you use with the intention of making your course more inclusive.

If you use the teaching practice for another reason, please do not check the box.

- Optimize student choice and autonomy in learning
- Provide multiple means of engagement with course content (e.g., readings, lectures, videos, etc.)
- Highlight the relevance, value, and authenticity of course content
- Allow students some choice in assessment format
- Provide multiple types of assessments throughout the course (e.g., exams, presentations, or papers)
- Develop assignments with formative (e.g., feedback throughout the course with low or no stakes) and summative (e.g., culminating assessments, often high stakes) feedback
- Set clear expectations for assignments (e.g., provide instructions and rubrics)
- Set clear expectations (e.g., learning outcomes) for the course
- Vary demands and resources to enhance student motivation
- Use language that creates shared understanding (e.g., clarify vocabulary, symbols, syntax, structure, decode text, mathematical notations and symbols)
- Use inclusive language (e.g., avoid gendered language)
- Use open educational resources (OER)
- Provide optional access to resources and/or course materials based on students' financial need (e.g., place textbooks on reserve in the Library, provide site licenses, provide lab equipment)
- Share resources and support information to maximize student success in a course
- For group assignments, include team charter/agreement with clear expectations of professionalism or collaboration

- For group assignments, teach teamwork/collaboration skills
- Create a welcoming and collaborative class culture
- Communicate (in syllabus or lectures) that diverse perspectives are welcome
- Think about how diverse students will see themselves in the course or classroom
- Create safe and supportive space and time for reflection and processing traumatic content or events
- Interact with students in a personable and empathic manner
- Other (please specify)
- I **do not** currently incorporate any of the above teaching practices into this course

Accessibility

Accessibility refers to the degree of ease that something (e.g., device, service, physical environment and information) can be accessed, used and enjoyed by **persons with disabilities**. Accessibility is a **specific form of inclusion** that implies conscious planning, design and/or effort to make sure something is barrier-free to persons with disabilities.

(Adapted from the *Ontario Human Rights Commission*)

Which of the following **accessible teaching practices** do you incorporate into [Q3/ChoiceGroup/SelectedAnswers/13](#) regardless of whether a specific request has been received from Student Accessibility Services?

We acknowledge that this list is not exhaustive and welcome you to add other topics as applicable.

Please select all that apply.

- Highlight all deadlines and dates in syllabus
- Identify any technology needed to meet course expectations in syllabus
- Ensure that syllabus document meets accessibility requirements
- Include policies related to accessibility in course outline
- Normalize accommodations by talking openly about the rationale for the accommodations
- Encourage students with visible and invisible disabilities to come forward and speak to you about their needs for accommodation
- Provide alternate assessment dates to accommodate students who missed an assessment due to a disability
- Provide extra time on exams
- Provide flexible documentation and process requirements for missed assessments
- Post lecture notes or engage a class note taker

- Provide closed captioning and transcripts for videos or recorded lectures
- Record and share lectures
- Ensure your course material meets accessibility standards (AODA compliance) or provide options for materials to be provided in alternative means to accommodate a disability
- Use library services to convert textbooks to audio format
- Allow the use of calculators or memory aids on assessments
- Reserve seating in the classroom
- Always use a microphone when teaching
- Provide multiple modes for students to contact you (e.g., phone, email, office hours)
- Include breaks during lectures for students to catch up on note-taking or to take a physical break
- Minimize distractions in the (in-person or online) classroom
- Provide support for self-regulation (e.g., set clear expectations, help students develop a plan to be successful in the course)
- Allow students to interact with accessible materials and tools
- Communicate information in multiple ways (e.g., written, spoken)
- Other (please specify)

- I **do not** currently incorporate any of the above teaching practices into this course

What proportion of your teaching practices in this course could be considered accessible?

- A minor proportion: Less than half of the time devoted to teaching
- A moderate proportion: Approximately half of the time devoted to teaching
- A major proportion: Most of the time devoted to teaching

Are the teaching practices you selected intended to make the course more accessible?

- Yes, all of the selected teaching practices are intended to make the course more accessible
- Yes, some of the selected teaching practices are intended to make the course more accessible
- No, I wasn't aware that these teaching practices could make the course more accessible
- No, I incorporate these teaching practices for other reasons
- I don't know
- Other (please specify)

Which of the teaching practices that you selected are intended to make the course more accessible?

Please check any teaching practices that you use with the intention of making the course more accessible.

If you use the teaching practice for another reason, please do not check the box.

- Highlight all deadlines and dates in syllabus
- Identify any technology needed to meet course expectations in syllabus
- Ensure that syllabus document meets accessibility requirements
- Include policies related to accessibility in course outline
- Normalize accommodations by talking openly about the rationale for the accommodations
- Encourage students with visible and invisible disabilities to come forward and speak to you about their needs for accommodation
- Provide alternate assessment dates to accommodate students who missed an assessment due to a disability
- Provide extra time on exams
- Provide flexible documentation and process requirements for missed assessments
- Post lecture notes or engage a class note taker
- Provide closed captioning and transcripts for videos or recorded lectures
- Record and share lectures
- Ensure your course material meets accessibility standards (AODA compliance) or provide options for materials to be provided in alternative means to accommodate a disability
- Use library services to convert textbooks to audio format

- Allow the use of calculators or memory aids on assessments
- Reserve seating in the classroom
- Always use a microphone when teaching
- Provide multiple modes for students to contact you (e.g., phone, email, office hours)
- Include breaks during lectures for students to catch up on note-taking or to take a physical break
- Minimize distractions in the (in-person or online) classroom
- Provide support for self-regulation (e.g., set clear expectations, help students develop a plan to be successful in the course)
- Allow students to interact with accessible materials and tools
- Communicate information in multiple ways (e.g., written, spoken)
- Other (please specify)
- I **do not** currently incorporate any of the above teaching practices into this course

Barriers to Incorporating

The following four questions focus on the barriers to incorporating IND+EDI content and teaching practices within your courses and understanding what resources may have been helpful or are needed related to this topic.

What barriers, if any, exist to incorporating **content and teaching practices related to indigeneity, equity, diversity, inclusion and/or accessibility** into your teaching?

Select all barriers that apply.

	Indigenous content/teaching practices	EDI content/teaching practices	Accessible content/teaching practices
Lack of knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of educational resources (e.g., fact sheets, training)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fear of incorporating materials inappropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of support from the institution, department, or College	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of recognition for this work (e.g., through Tenure and Promotion or other mechanisms)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concern about poor instructor evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concern that course could become less rigorous	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of time to revise course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

content/teaching practices

Too much other content to cover in the courses

I don't want to change my content/teaching practices

Content does not align with course or program learning outcomes

Teaching practices would not fit into my courses

May have a negative impact on student engagement /satisfaction in course

Other (please specify)



What resources, if any, **have been helpful to you when** incorporating content and teaching practices related to IND+EDI in your teaching?

These resources could be from CBS, Indigenous Initiatives, The Office of Teaching and Learning, Student Accessibility Services, The Office of Diversity and Human Rights, or other units on campus or externally.

What resources, if any, **would be helpful** to you to incorporate content and teaching practices related to IND+EDI in your teaching?

These resources could be from CBS, Indigenous Initiatives, The Office of Teaching and Learning, Student Accessibility Services, The Office of Diversity and Human Rights, or other units on campus or externally.



Based on your experience in completing this survey, do you intend to incorporate any new content or teaching practices into your course(s) in the fall or winter semesters?

- Yes
- Maybe
- No

What new content or teaching practices are you thinking about incorporating into your course?

What else would you like us to know about your course content and teaching practices related to IND+EDI?



The following questions relate to your perceptions of the importance of including content and teaching practices related to IND+EDI in the CBS curriculum.

Your responses will help us to plan and create resources to support CBS faculty and instructors.

Please note that **your responses to these questions will be reported in aggregate only** and your responses will not be tied back to your course or courses regardless of the audience. Only the Office of Teaching and Learning project team members will have access to the raw survey data for this section of the survey. **The OTL team members will de-identify the data in this section before sharing it with the CBS project team members.**

You do not have to answer any questions that you are not comfortable answering.

Please indicate the extent to which you agree or disagree with the following statements:

There are opportunities within the CBS curriculum to incorporate Indigenous content and/or teaching practices.

- Strongly disagree
- Disagree
- Neither disagree nor agree
- Agree
- Strongly agree

There are opportunities within the CBS curriculum to advance equity, diversity, and inclusion on campus.

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

