

Decolonisation of T&L (Staff) Survey Questions (APP PAR Project Cycle 3)

- **Which broad discipline do you supervise?**
 - Arts/Humanities: **11**
 - Social Sciences: **7**
 - STEMM: **12**
- **In which specific course do you supervise?**
- **Ethnicity**
- **Role at Cambridge**
- **Were you previously aware of the awarding gaps experienced by Black students at Cambridge?**
- **Do you think that the institutional patterns for Black awarding gaps are:**
 - Different for Arts/Humanities/Social Sciences and STEMM students
 - The same for Arts/Humanities/Social Sciences and STEMM student
 - Worse for STEMM students
 - Better for STEMM students
- **Do you think that decolonisation initiatives are relevant to addressing the awarding gaps experienced by Black students in your discipline?**
 - Yes (please specify why/why not)
 - No (please specify why/why not)
 - Unsure (please specify why/why not)
- **In your experience, what kinds of activities do decolonisation of the curriculum initiatives most often involve? (Rank the statements below, 1 being most common activity)**

	1	2	3	4	5	6
Re-designing the whole curriculum						
Adding supplementary content (i.e., expanded reading lists)						
Ensuring there is a diverse representation of perspectives (i.e., case studies and examples drawn from non-Western sources)						
Diversifying staff						
Diversifying perspectives with a range of staff, including non-White teachers, visiting speakers, seminars etc						

Anything else (please elaborate)

- **Do you think that decolonisation is:**
 - More relevant to Arts/Humanities/Social Sciences than to STEMM
 - Of equal relevance to Arts/Humanities/Social Sciences and STEMM
 - Less relevant to Arts/Humanities/Social Sciences than to STEMM
 - Unsure
- **Do you agree or disagree with the following statement: “STEMM is more neutral and objective, so issues related to race are less relevant to the curriculum”**
 - Agree
 - Disagree
 - Not sure
- **Have you noticed or considered the power dynamics that might be generated from your approach to teaching? (i.e., where forms of exclusion might get reproduced, is the classroom more teacher- or student-focused?)**
 - Yes (please elaborate in as much or as little detail or leave blank)

- No (please elaborate in as much or as little detail or leave blank)
 - Unsure (please elaborate in as much or as little detail or leave blank)
- **Do you purposefully seek to make the learning environment participatory? (i.e., in the way that you set up discussion opportunities to encourage and value different voices and perspectives)**
 - Yes (please elaborate in as much or as little detail or leave blank)
 - No (please elaborate in as much or as little detail or leave blank)
 - Unsure (please elaborate in as much or as little detail or leave blank)
- **Do you purposefully seek to include a variety of teaching approaches, with the aim of shaking up the power dynamics of the teaching and learning experiences? (i.e., organisation of the class space, online and asynchronous etc.)**
 - Yes (please elaborate in as much or as little detail or leave blank)
 - No (please elaborate in as much or as little detail or leave blank)
 - Unsure (please elaborate in as much or as little detail or leave blank)
- **Do you seek opportunities within the teaching context to establish points of shared connections or rapport with your students, without making assumptions about cultural traditions or social background?**
 - Yes (please elaborate in as much or as little detail or leave blank)
 - No (please elaborate in as much or as little detail or leave blank)
 - Unsure (please elaborate in as much or as little detail or leave blank)
- **Do you feel that you may have some unconscious bias you might have towards individuals in your student groups?**
 - Yes (please elaborate in as much or as little detail or leave blank)
 - No (please elaborate in as much or as little detail or leave blank)
 - Unsure (please elaborate in as much or as little detail or leave blank)
- **Do you think that the way students perceive you affects the learning environment?**
 - Yes (please elaborate in as much or as little detail or leave blank)
 - No (please elaborate in as much or as little detail or leave blank)
 - Unsure (please elaborate in as much or as little detail or leave blank)
- **Do you feel that all student voices are heard in the discussions, including those from racially minoritised groups?**
 - Yes (please elaborate in as much or as little detail or leave blank)
 - No (please elaborate in as much or as little detail or leave blank)
 - Unsure (please elaborate in as much or as little detail or leave blank)
- **How have you considered the diversity of your student groups in your assessment strategy?**
 - Yes (please elaborate in as much or as little detail or leave blank)
 - No (please elaborate in as much or as little detail or leave blank)
 - Unsure (please elaborate in as much or as little detail or leave blank)
- **Do you design and deliver your teaching activities in ways that are inclusive for diverse student perspectives and experiences?**
 - Yes (please elaborate in as much or as little detail or leave blank)
 - No (please elaborate in as much or as little detail or leave blank)
 - Unsure (please elaborate in as much or as little detail or leave blank)
- **Do you encourage your students to consider the benefit of your course content for a multicultural society and global perspective?**
 - Yes (please elaborate in as much or as little detail or leave blank)
 - No (please elaborate in as much or as little detail or leave blank)
 - Unsure (please elaborate in as much or as little detail or leave blank)
- **Do you reflect on whether, in addition to the formal curriculum, there might be a 'hidden curriculum' that inadvertently rewards or marginalises different student groups in your course?**

- Yes
- N
- Maybe
- **Are you and your colleagues encouraged to reflect on the perspectives/contexts that present to your students in your course?**
- Ye
- No
- Maybe
- **What could be done to encourage and support you and your colleagues to diversify the research/literature that you and your students draw on?**
- **Has your experience of teaching been impacted by curriculum design? For example: Some undergraduate supervisors have reported feeling the pressure to enhance representation in the curriculum without it getting reflected in the overall curriculum for the students.**
- **What enhancements, if any, would you like to see in your curriculum to support the decolonisation initiatives in your teaching practice?**
- **Finally, do you feel that the questions in this survey have helped you to understand what kinds of activities in the higher education classroom might have an impact on racially minoritised students, and inadvertently impact their academic performance and wellbeing?**
 - A little
 - A moderate amount
 - A lot
 - A great deal
 - None at all