

University of Toronto

# **ANTI-ASIAN RACISM WORKING GROUP**

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Final Report



UNIVERSITY OF  
TORONTO

# Letter from the Co-Chairs

**Dear President Gertler, Provost Regehr, and Vice-President Boon,**

We are honoured to have been asked to co-chair the Anti-Asian Racism Working Group. We appreciate the commitment that the University is making to identify and address the many forms of anti-Asian racism that occur in our community.

We are grateful to all the members of the Working Group for their time, energy, and dedication; to members of the Steering Committee, who led the subcommittees' community consultations and researched the university's policies and initiatives; and to all the members of the subcommittees, who conducted extensive consultations with various University constituencies. We would like to thank all the members of the University community who responded to the survey, participated in focus groups and interviews, and contributed their stories, ideas, and aspirations. Finally, we are deeply grateful to the members of the core team. David Pereira, Project Lead, and Carmen Kehman, Project Coordinator, have been with us every step of the way, organizing all the stages of the process, managing the consultations and other logistics, and helping give shape to the final report. Our colleagues from the Division of People Strategy, Equity & Culture were instrumental in developing the report, including Melinda Mattos, who provided writing and editing support, Laura Hagglund, who oversaw graphic design, and Lesa Holmes, who

guided our communications. Jodie Glean-Mitchell and Allison Burgess, Executive Director and Acting Executive Director of Equity, Diversity, and Inclusion, provided oversight and guidance.

Throughout our consultations we heard that Asian-identifying faculty, librarians, staff, and students recognize the work that the University is doing to address anti-Black racism and to respond to the calls of the Truth and Reconciliation Commission but feel that often the category of BIPOC (Black, Indigenous, and People of Colour) renders Asians invisible. Global and national events of the last few years have brought greater awareness of anti-Asian racism, but the phenomenon existed long before COVID-19. Members of the University community were very forthcoming in sharing with us their lived experience of anti-Asian racism on both a personal and a structural level, and we heard that the opportunity to give voice to their experience and to be heard was an important step in healing for many of our participants. They were also very engaged in suggesting potential solutions, whether new initiatives or changes to existing practices. We have done our best to distil those ideas into specific, achievable recommendations covering various areas in the life of the University community. We firmly believe that dismantling racism and addressing discrimination creates a better environment for all members of the University to thrive.



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# Introduction

## MANDATE

The University of Toronto [commissioned](#) a Presidential, Provostial, and Vice-Presidential Working Group to review programming, activities, processes, and practices in place at the institution and make recommendations to support the University's response to anti-Asian racism.

In announcing this Working Group, the President, Vice-President & Provost, and Vice-President of People Strategy, Equity, and Culture issued a statement saying, "As an institution and as a community, we have been concerned by recent incidents of anti-Asian racism here at U of T, in our city-region, and indeed across North America. It is our collective responsibility to develop strategies to dismantle barriers and enhance inclusivity for Asian members of the U of T community."

### **The Working Group's primary aims were to:**

- Consult with University of Toronto students, staff, faculty, and librarians about their experiences of anti-Asian racism on our three campuses, and invite their recommendations on how to foster an inclusive and respectful environment for Asian community members;
- Develop a tri-campus inventory of existing resources, initiatives, and projects that are addressing systemic and individual anti-Asian racism and advancing inclusion and excellence for Asian community members;
- Review the University's existing practices, processes, and policies to determine whether existing tools are appropriate to i) address anti-Asian racism and ii) advance inclusion and excellence for Asian community members; and to determine whether additional policies and processes are required;

- Review previous recommendations regarding anti-racism practices made by members of the U of T community and make recommendations based on best practices and policies identified by our community and at other research-intensive universities for addressing anti-Asian racism and fostering inclusion and excellence for Asian community members; and
- Recommend an institutional strategy and actionable steps to help the University achieve a more respectful, accountable, equitable, and inclusive community, and to help combat anti-Asian racism on its three campuses.

See [Appendix A](#) for full Terms of Reference.

## BACKGROUND

The Anti-Asian Racism Working Group (AARWG) fits within a series of past and planned community-focused efforts by the University to understand the experiences of specific equity-deserving communities at the University and its aim to address the needs of students, faculty, librarians, and staff from these communities. Furthermore, it builds on the foundation laid by various individuals and groups at the University who have worked to support and connect Asian members of the U of T community, including, for example, the student-organized Asian Alliance.

The insights and recommendations in the following report respond to the tasks outlined in the AARWG's mandate. The report also aims to raise awareness of forms of anti-Asian racism and how these can impact the lives and careers of Asian members of the University of Toronto. Additionally, this report aims to reflect the diversity contained in the term Asian.

Asian is used to describe a rich and diverse range of identities. Despite the term's complexity, it is often

used and thought to refer to one or only a few of the many identities the term encompasses. This can obscure the wide range of people and communities who identify as Asian and make it difficult to identify and address anti-Asian racism. Similarly, Asian identities are often erased and conflated through the use of terms such as BIPOC (Black, Indigenous and People of Colour).

Throughout the work of the AARWG, including its consultation phase, members were guided by the definition of anti-Asian racism used by the federal government: “In Canada, anti-Asian racism refers to historical and ongoing discrimination, negative stereotyping, and injustice experienced by peoples of Asian heritage, based on others’ assumptions about their ethnicity and nationality.”

Anti-Asian racism and hostilities have long existed, and Asian-identified people in Canada have endured historical exclusion and marginalization as a result of societal and political anti-Asian sentiment. For instance, a past period of intense discrimination and xenophobia against Asians, especially people of East and South Asian descent, happened in Canada from the late 19th century to the mid 20th century. Early immigrants from Asian countries mostly lived in British Columbia, which disenfranchised Chinese, Japanese, and South Asian Canadian citizens, including both the Canadian-born and also naturalized British subjects. Racism against some Asian-identified individuals and families also often resulted in job, housing, and social discrimination. For example, in the past Chinese, Japanese, and South Asian Canadians could not become lawyers or pharmacists.

Historically, Canada also limited the entry of Asians while at the same time it aggressively recruited European immigrants. Examples of historical acts of anti-Asian racism include—but are certainly not limited to—the head tax imposed on Chinese immigrants from 1885 to 1923, the banning of Chinese immigrants through the Chinese Exclusion Act from 1923 to 1947, the internment of Japanese Canadians during the Second World War, and the “continuous journey regulation” that prevented the immigration of people from India and led to the

Komagata Maru incident. Anti-Asian sentiment was evident not only in Canadian government policies but on the streets of major cities such as Vancouver, where thousands of people participated in violent anti-Asian riots in 1907.

Recent tensions in Canada-China relations and allegations of Chinese spying and political interference have revived old stereotypes of “divided loyalty” on the part of Chinese Canadians. Hostility and violence towards Asians have also intensified as a result of disease, including Toronto’s 2003 SARS outbreak and the global COVID-19 pandemic that reached Canada in 2020.

The University of Toronto established the AARWG in 2022, at a time when several specific incidents at the University highlighted the need to address anti-Asian racism and increase cultural awareness within the University community. In February 2022, joss paper or “hell money” was distributed to graduate students to mark the Lunar New Year. This incident was hurtful and offensive to many Asian members of our community, as these notes are meant to be burnt in offering to deceased ancestors. When a virtual session was held to support Asian students and employees following the incident, this session was interrupted by a “Zoom bombing” and attendees were subjected to violent anti-Asian threats. These incidents, along with many unreported incidents shared with the AARWG, demonstrate that anti-Asian racism exists at the University.

The AARWG sought to learn about the community’s understanding and experiences of anti-Asian racism through the many stories shared by survey respondents and participants in the consultation process. Participants shared examples and personal experiences of anti-Asian racism. These included having one’s skills or expertise underestimated based on one’s Asian identity or accent, being exoticized or sexually harassed, being perceived as a “model minority” and thus invisible as an equity-deserving group, frequently encountering racist portrayals online and on social media, and being ostracized for cultural practices and religious beliefs.

# STRUCTURE

The AARWG was planned in early 2022 and began its work in April 2022, as part of the University's commitment to addressing forms of racism and discrimination faced by members of our community. Two Co-Chairs were appointed to lead this work: Carol Chin, Principal, Woodsworth College and Associate Professor, Department of History, and Vikram Chadalawada, Assistant Director, Student Information Systems, Enterprise Applications and Solutions Integration.

In June 2022, the AARWG Co-Chairs issued a call for self-nominations to the Working Group. The Co-Chairs selected Working Group members that broadly represented the tri-campus university community. In total, the Working Group comprised 39 members, including 12 faculty, instructors, and librarians; 18 staff; and 9 students, undergraduate and graduate, international and domestic. See [Appendix B](#) for full membership.

To facilitate meaningful and strategic engagement, the Working Group appointed a Steering Committee and distributed the members among three subcommittees focused on issues related to Staff; Faculty, Instructors & Librarians; and Students & Curricula. The Steering Committee met bi-weekly between October 2022 and February 2023 with the AARWG Co-Chairs to provide updates and work on Terms of Reference items not tasked to the subcommittees. On alternate weeks in the same period, each subcommittee held bi-weekly meetings. The subcommittees were tasked with coordinating consultation with their constituents and on their areas of focus, beyond the survey that was open to all members of the University. This work was captured in three subcommittee reports that were submitted to the Co-Chairs. The consultations and compilation of subcommittee reports were supported by Project Lead David Pereira and Project Coordinator Carmen Kehman.

# Outreach & Engagement

## CONSULTATION PROCESS

### SURVEY

The AARWG survey was launched on October 24, 2022, and closed on November 22, 2022. Open to all U of T students, faculty, librarians, and staff, the survey invited respondents to consider five questions about anti-Asian racism at the University. Respondents were asked to describe situations where they or someone they knew had experienced discomfort, discrimination, exclusion and/or offensive comments or conduct in relation to Asian identity or felt unsafe in relation to Asian identity. Respondents who had experienced or witnessed racism were also asked to describe their awareness of and experiences with support services at the University. The survey was anonymous, and responses were kept confidential. See [Appendix C](#) for full text of questions.

In total, 766 people completed the survey, 515 of whom identified as Asian. Respondents included 336 students, 283 staff, 118 faculty, 11 librarians, and 18 others. In terms of campus representation, 571 respondents were from the St. George campus, 101 were from the Scarborough campus, and 94 were from the Mississauga campus.

Survey respondents were also invited to participate in a focus group if desired.

## FOCUS GROUPS

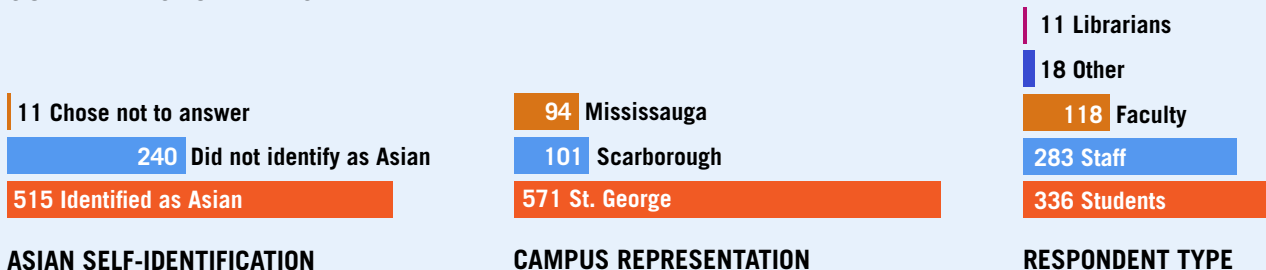
As part of its tri-campus consultation plan, the AARWG held focus groups in November and December 2022. A total of 59 students, faculty, librarians, and staff participated in nine focus groups, each lasting approximately 90 minutes. Participants were asked a series of questions to generate a discussion about experiences and recommendations regarding anti-Asian racism at the University (see [Appendix D](#) for a list of questions).

## INDIVIDUAL & UNIT CONSULTATIONS

The AARWG subcommittees reached out to stakeholders across the University for individual and unit consultations between November 2022 and January 2023. In total, the subcommittees met with 65 representatives from units and groups across the three campuses. Each individual or unit consultation lasted approximately 60 minutes and used the same series of questions (see [Appendix D](#)). Subcommittee members determined the individual and unit consultations based on the stakeholders they wanted to engage with. Additionally, the Co-Chairs met with eight Asian-identified senior academic leaders to discuss anti-Asian racism at the University in two separate sessions.

The survey results, focus groups, and consultations informed the Working Group's 40 recommendations outlined in the next section.

### SURVEY RESPONDENTS



# Findings & Recommendations

## INSTITUTIONAL ACCOUNTABILITY, DATA, AND TRANSPARENCY

Throughout the consultation process, we frequently encountered the sense that Asian faculty and staff— particularly tenured faculty, senior academic administrators, and student-facing staff—are not adequately represented at the University when compared to the number of Asian students. While community members expressed a desire for targeted hiring and promotion of Asian staff, faculty and librarians, we recommend the collection and communication of granular data to understand the distribution of Asian-identifying employees across the University and support an evidence-based approach to addressing any actual underrepresentation.

Improving transparency and coordinating communication with members of these communities will foster greater understanding of and build trust in the University's commitment to equity-deserving communities.

### DATA COLLECTION

In addition to concerns about underrepresentation, there is a need to gather information on the experiences of Asian-identifying employees at the University to inform data-driven improvements to institutional priorities, policies, procedures, programs, and services that improve the workplace experiences of Asian-identifying staff, faculty, and librarians.

**1.1. Track Asian representation in the University's workforce with granular attention to different Asian groups/subgroups. More analysis and data are needed**

**to address the perceived underrepresentation of certain Asian identities at the University, especially among faculty and student-facing employees.**

**1.2. Establish consistency when collecting and communicating data about Asian community groups/subgroups to support accurate interpretation of Asian representation.**

**1.3. Refine the collection and communication of qualitative survey data (such as 'Speaking Out!' Employee Engagement Survey) in order to understand the workplace conditions and experiences of Asian-identifying and other racialized University employees.**

### DATA USAGE

**1.4. Make self-identified race-based data available to those who track and support career progression such as the Centre for Learning, Leadership, and Culture (LLC) so that leaders and coordinators can make concrete plans to improve diversity within their programs.**

### DATA STRATEGY AND ACCOUNTABILITY

Data concerning Asian-identifying employees and students ought to be carefully considered for the purpose of identifying and combating anti-Asian racism and discrimination. Rather than merely counting attendance at anti-racism and EDI workshops and trainings, an anti-racism data strategy, inclusive of anti-Asian racism, ought to encourage a culture of expectation that employees, especially managers, will develop an understanding of EDI principles and practices and formalize a system for recording and tracking growth in EDI knowledge and competencies.



Tracking and reporting the University's progress on its institutional commitments related to anti-racism requires considerable labour. Much of this work happens out of sight of the communities most affected by these recommendations.

**1.5. Explore ways to create a database like the one used for the Co-Curricular Record (e.g., managed via Success Factors) for staff and faculty to document learning. Explore process for reporting statistics on EDI-focused programs taken through LLC, to help build accountabilities and measure demand for EDI-focused training offered through LLC and the Institutional Equity Office (IEO).**

**1.6. Establish and clearly communicate procedures for responding to complaints of racism, and manage expectations regarding the confidentiality of disciplinary or remedial outcomes. This is necessary to address the perception that there are no consequences for misconduct (including anti-Asian racism).**

**1.7. Expand capacity by hiring additional staff or redeploying existing personnel to support and track implementation of all recommendations on the University's Commitments Dashboard and to serve as a point of contact for the University community concerning the various EDI task forces and working groups.**

## POLICY, PROCEDURES, PRACTICE AND GUIDELINES

**1.8. Review and, where possible, revise existing University policies, procedures, practices and guidelines to incorporate more up-to-date language of equity and diversity, as well as expanded definitions of prohibited grounds of discrimination, harassment, etc.**

## COMMUNICATIONS

Consultations among Asian-identifying faculty, librarians, staff, and students turned up a number of perceptions, feelings, and indeed misunderstandings that the University can address

through timely and transparent communication. Some of this involves the collection and sharing of data on the number of Asian-identifying faculty members, senior administrative staff, and senior academic leadership (see 1.1–1.7 above). Many felt that the University's response to incidents of anti-Asian racism has been inadequate, including institutional statements condemning anti-Asian racism and expressions of support for Asian community members at the University. Respondents were also unclear about procedures for reporting anti-Asian racism and what outcomes can be expected.

**2.1. Ensure that a central website, such as the Institutional Equity Office website, is widely known and readily accessible, so that students, staff, faculty, and librarians can learn about the University's commitment to EDI and find links to resources for reporting and seeking help.**

**2.2. Make an inventory of anti-Asian racism initiatives, training, and supportive resources available on a visible University platform, update the list on an ongoing basis, and share and promote it widely among the University community.**

**2.3. Clarify process for reporting incidents and improve awareness of procedures and available resources. Ensure that anti-Asian racism is specifically mentioned, where appropriate, in communications about discrimination and harassment.**

**2.4. Explore ways to increase awareness in the broader University community of the extent of anti-Asian racism and to effectively communicate how issues are being addressed.**

**2.5. Improve culturally appropriate and accessible communication regarding support and resources tailored specifically to Asian international students, including financial aid and health and wellness supports. Communication ought to begin during international recruitment and orientation events and be made readily available at appropriate points in an international student's journey at the University.**

# HIRING, REVIEWS, AND CAREER DEVELOPMENT

Communities desire to see themselves reflected in all areas of the University. There is a perception that the Asian diversity found in the city of Toronto and in the student population at the University is not adequately reflected in the hiring of Asian-identifying candidates in staff, faculty, and librarian positions, especially those in student-facing roles. There is also a perception that Asian members of the community are rarely visible in senior leadership roles at the University.

The recommendations in this section follow the career cycle of employees, from EDI-informed hiring practices, through training (see also recommendations 4.1–4.3) and annual performance assessment, to opportunities for advancement to senior leadership positions.

## RECRUITMENT AND HIRING

**3.1. Develop hiring guidelines that incorporate EDI to ensure that hiring managers and senior management understand the value that diverse candidates bring to the University, including considerations of ethnic, cultural, and linguistic diversity as well as racial and gender identities.**

## ONBOARDING

**3.2. Incorporate EDI and anti-discrimination training (that discusses anti-Asian racism) as part of onboarding for all new staff at the University, especially Professional & Managerial (PM), and regularly offer similar training for current staff, especially PMs, in the form of professional development opportunities.**

## ASSESSMENT AND REVIEW

**3.3. Include a section in faculty and librarian annual activity reports about contributions or work done to further the University's EDI priorities.**

**3.4. Incorporate EDI into staff and PM performance reviews with expectations for ongoing knowledge development, goal setting, and implementation of EDI initiatives.**

## CAREER ADVANCEMENT AND PROFESSIONAL DEVELOPMENT

**3.5. Develop institutional strategies to ensure advancement opportunities for Asian-identifying staff to contribute to the increasing diversification of senior leaders at the University.**

- Actively and annually recruit Asian-identifying faculty of diverse ancestry for the Provost's Leadership Academy (scheduled to launch in 2023).
- Promote opportunities and improve engagement pathways for PM6+ Asian-identifying leaders to be involved as mentees and mentors in mentorship programs (e.g., Rose Patten Mentorship Program).

## EDUCATION, TRAINING, AND MENTORSHIP

Nearly every consultation raised the need for increased, if not mandatory, EDI education and training—more specifically, anti-Asian racism training. Recognizing various limitations to mandatory training, the recommendations below are offered with the hope that the University will increase efforts to foster a culture of expectations around EDI training. Those most frequently identified as needing EDI training and education were faculty, senior leaders, and managers, given the roles these individuals play in supporting Asian-identifying students and employees at the University. The following recommendations are organized around how EDI training should be offered, to whom it should be targeted, and what should be added to make it inclusive of anti-Asian racism.

# TEACHING, CURRICULUM, AND RESEARCH

## **4.1. Provide EDI training, including awareness of anti-Asian racism, to the following groups and strongly encourage participation:**

- Members of governance bodies
- Academic administrators (PDAD&C)
- Senior staff (PMs)

## **4.2. Increase availability of EDI training among faculty, staff, students, and all members of the University community. In order to raise awareness of anti-Asian racism, this training should include:**

- Awareness of nuances of identity among Asian Canadians and new immigrants, including historical contexts;
- Allyship and bystander/upstander training geared towards supporting Asian-identifying students;
- Understanding of Asian cultures and practices;
- Understanding of specific challenges faced by Asian international students, including different cultural contexts and customs, communication styles, expectations, and difficulties in transitioning to the Canadian higher education and living environment;
- Awareness of Asian stereotyping and anti-Asian microaggressions (e.g., the importance of making the effort to use and pronounce students' names).

## **4.3. Include and increase EDI content that raises awareness of anti-Asian racism in:**

- Student, staff, and faculty mentorship programs;
- First-year student orientation, orientation leader training, and international student orientation;
- Student co-op and learner placement orientation;
- Training for student-facing staff.

Students and faculty expressed frustration at the perceived dearth of research and curriculum related to Asian diaspora studies and anti-Asian racism. Students find it difficult to identify courses related to Asia and Asian diasporas, which are scattered across multiple academic units. Faculty members would benefit from the ability to forge interdisciplinary connections and collaborations on research into aspects of Asian and Asian diaspora experiences and anti-Asian racism.

**5.1. Explore ways to create and fund an Asian Research Network (research, teaching, community engagement) for Asian-identifying faculty that brings together researchers including those focused on Asia, the Asian diaspora, and anti-Asian racism.**

**5.2. Develop and offer curriculum transformation workshops and resources to help instructors of undergraduate, graduate, and professional school courses strengthen their inclusion of content pertaining to topics related to Asia, Asian peoples and cultures, Asians in Canada, Asian diasporas, and anti-Asian racism.**

**5.3. Develop and maintain an inventory of courses with Asian and Asian diaspora content.**

**5.4. Establish and appropriately resource a peer support network for Asian-identifying graduate students.**

**5.5. Enhance routine faculty training in inclusive pedagogy in undergraduate and graduate courses and in individualized teaching/mentoring.**

**5.6. Develop training for faculty and TAs on barriers faced by international students and how to support them inside and outside the classroom.**

## COMMUNITY AND BELONGING

Members of the AARWG and others throughout the consultation process reflected that few opportunities exist at the University for Asian-identifying people, especially staff, faculty, and librarians, to gather with other Asians to share personal and professional experiences. Many members of the AARWG expressed appreciation for the opportunity to meet and work with other Asians from different University constituencies and to engage in conversation around intersectionality and nuances of Asian identities. These reflections and experiences reveal the desire for further opportunities and spaces to foster community and belonging and for equity-deserving groups to engage in cross-cultural education, healing, and sharing.

**6.1. Launch an anti-Asian racism awareness campaign addressing the experiences of U of T Asian staff, students, faculty, and librarians. This could include an annual conference and a variety of resources available to the University community throughout the year (print, visual, online, etc.).**

**6.2. Consider ways to support cultural and social events organized by the U of T Asian community for holidays, festivals, etc.**

**6.3. Explore ongoing, supported spaces and opportunities for Asian employees to connect and foster community with other Asian members of the University, through either an existing or a new affinity group.**

**6.4. Support student-led initiatives where Asian students, both domestic and international, can share experiences and create community (e.g., Asian Alliance Forum).**

**6.5. Consider the feasibility of creating multi-purpose spaces on each campus connected to the University's equity services and programs dedicated to equity-deserving groups and programming.**

## HEALTH, WELLNESS, AND SUPPORT

The absence of culturally appropriate, accessible, and sensitive supports for Asian members of the University community, especially for those facing anti-Asian racism and for international students, was noted throughout the consultation process. Faculty and instructors expressed concerns that their workloads, health, and well-being are impacted by the increasing emotional labour related to supporting Asian students experiencing and dealing with the rise of anti-Asian racism. Appropriate communication tools to help find these supports, as well as health and wellness resources, are necessary to ensure Asian students, staff, faculty, and librarians see themselves supported as an equity-deserving group.

**7.1. Increase access to culturally appropriate and sensitive student services to support Asian identifying students by:**

- Strengthening understanding of Asian undergraduate and graduate student experiences among student mental health staff;
- Hiring counsellors and other professionals who can assist in both English and other languages represented by domestic and international Asian identity groups;
- Expanding Navi to help domestic and international students navigate racism and discrimination resources and services at U of T.

**7.2. Provide and promote culturally appropriate and sensitive mental health and wellness services for Asian staff, faculty, and librarians.**

**7.3. Explore ways to meet the emotional support needs of Asian-identifying students to relieve the burden on Asian-identifying faculty.**

# RESOURCES — FUNDING, STAFFING, AND RESEARCH

The work of dismantling anti-Asian racism requires significant human, material, and funding resources. While the Anti-Racism and Cultural Diversity Office (ARCD) was most frequently referenced as the office directly linked to the work of educating on and raising awareness of anti-Asian racism at the University, community members expressed the need for increased resources and capacity across the University, including at divisional levels, to amplify and sustain this work.

**8.1. Boost resources for offices across campuses and divisions that focus on areas of anti-Asian racism (e.g., cultural competency programming).**

**8.2. Explore ways to increase resources for libraries to expand and strengthen library programming about Asia, Asian Canadians, Asian diasporas, and anti-Asian racism.**

**8.3. Make ad-hoc funding available for student-led initiatives that may arise in response to incidents of anti-Asian racism or other time-sensitive issues of concern for Asian-identifying students.**

**8.4. Enhance equitable and accessible educational opportunities for international Asian students by analyzing whether existing funding and scholarships available to international Asian students fully meet their financial needs.**

**8.5. Develop EDI toolkits that explain to users how to apply an EDI lens to work, research, study, and other campus activities and services.**

# Appendices

## APPENDIX A – TERMS OF REFERENCE

The Anti-Asian Racism Working Group will review programming, activities, processes, and practices in place at the institution and make recommendations to support the University's response to anti-Asian racism. Its primary aims are to:

- Consult with University of Toronto students, staff, faculty, and librarians about their experiences of anti-Asian racism on our three campuses, and invite their recommendations on how to foster an inclusive and respectful environment for Asian community members;
- Develop a tri-campus inventory of existing resources, initiatives, and projects that are addressing systemic and individual anti-Asian racism and advancing inclusion and excellence for Asian community members;
- Review the University's existing practices, processes, and policies to determine whether existing tools are appropriate to i) address anti-Asian racism and ii) advance inclusion and excellence for Asian community members; and to determine whether additional policies and processes are required;
- Review previous recommendations regarding anti-racism practices made by members of the U of T community and make recommendations based on best practices and policies identified by our community and at other research-intensive universities for addressing anti-Asian racism and fostering inclusion and excellence for Asian community members;
- Recommend an institutional strategy and actionable steps to help the University achieve a more respectful, accountable, equitable, and

inclusive community, and to help combat anti-Asian racism on its three campuses; and

- Present a final report and recommendations to the President; the Vice-President and Provost; and the Vice-President, People Strategy, Equity & Culture.

## APPENDIX B – LIST OF ANTI-ASIAN RACISM WORKING GROUP MEMBERS

*All titles and affiliations listed as of October 2022.*

### CO-CHAIRS

**Carol Chin**

Principal, Woodsworth College, and Associate Professor, Department of History

**Vikram Chadalawada**

Assistant Director, Student Information Systems, Enterprise Applications and Solutions Integration

### STEERING COMMITTEE

**Joanne M. Chung** (*Faculty, Instructors & Librarians Subcommittee Co-Lead*)

Assistant Professor and Diversity Committee Chair, Department of Psychology, University of Toronto Mississauga

**Valerie Gail Damasco** (*Faculty, Instructors & Librarians Subcommittee Co-Lead*)

Lecturer, Department of Leadership, Higher and Adult Education, Ontario Institute for Studies in Education (OISE)

**Arjan S. Dhoot**

Medical Student, Temerty Faculty of Medicine and Graduate Student, Institute of Biomedical Engineering

**Joyce Hahn (Staff Subcommittee Co-Lead)**

Chief Administrative Officer, Division of the Vice-President & Provost

**David Kim (Staff Subcommittee Co-Lead)**

Dean of Residence & Director of Student Life, Spaces & Experiences

**Afshaan Kohari (Staff Subcommittee Co-Lead)**

Associate Director, Major Gifts, Division of University Advancement

**Phillip Y. Lipsky**

Professor, Department of Political Science and Munk School of Global Affairs & Public Policy, Faculty of Arts & Science

**Lynette Ong**

Professor, Asian Institute and Department of Political Science, Faculty of Arts & Science

**Vi Phan**

BIPOC Counsellor, Health and Counselling Centre, University of Toronto Mississauga

**Cordelia Shan**

Senior Access Services Generalist, Bora Laskin Law Library, University of Toronto Libraries

**Lingyin Shen (Students & Curricula Subcommittee Co-Lead)**

International Student Immigration Advisor, Centre for International Experience, Division of Student Life

**Eva (An-Yi) Tsai**

Undergraduate Student, Department of Political Science and Department of Arts, Culture and Media, University of Toronto Scarborough

**Wan Li (Students & Curricula Subcommittee Co-Lead)**

Undergraduate Student, Asian Institute and Department of Geography & Planning, Faculty of Arts & Science

## FACULTY, INSTRUCTORS & LIBRARIANS SUBCOMMITTEE

**Joanne M. Chung (Co-Lead)**, Faculty member, University of Toronto Mississauga

**Valerie Gail Damasco (Co-Lead)**, Faculty member, Ontario Institute for Studies in Education (OISE)

**Samantha Chang**, Student, Faculty of Arts & Science

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## APPENDIX C – SURVEY QUESTIONS

1. Have you or has someone you know experienced discomfort, discrimination, exclusion and/or offensive comments or conduct in relation to Asian identity at the University? Please describe the situation below.
2. Have you or has someone you know experienced situations in which someone felt unsafe in relation to Asian identity at the University? Please describe the situation below.
3. If you experienced or witnessed an instance of racism, including anti-Asian racism, are you aware of any supports at the University from which you could seek assistance and/or where to report the incident?
4. Please elaborate on your experience with the support services you accessed or did not access?
5. Do you have any suggestions that the University can put in place to address and eliminate anti-Asian racism and/or to promote the inclusion, well-being, and professional or personal success of Asian members of the University community?

Please share anything else you would like the Working Group to know.

## APPENDIX D – FOCUS GROUP AND CONSULTATION QUESTIONS

### FOCUS GROUP QUESTIONS

1. When you hear the term anti-Asian racism, what comes to mind?
2. What are the main forms of anti-Asian racism that you've experienced or that you've witnessed at the University?

3. What sort of structural or other barriers have you encountered as a result of anti-Asian racism at the University?
4. What recommendations do you have to address anti-Asian racism at the University? This could include anything related to policies, supports, or practices.
5. What initiatives or programs do you know of at the University that address anti-Asian racism and/or support those impacted by anti-Asian racism?
6. Is there anything else that you want to discuss in this focus group?

### INDIVIDUAL & UNIT CONSULTATION QUESTIONS

1. What are some themes and concerns that have come up or that you've encountered (for yourself and for others) in relation to anti-Asian racism?
2. What work are you aware of at the University to address anti-Asian racism?
3. What work, if any, is your group or unit engaged in to address anti-Asian racism at the University?
4. What challenges has your group or unit encountered in addressing anti-Asian racism at the University?
5. What could help your group or unit support Asian students, staff, faculty, instructors, or librarians at the University?
6. What changes to policy, practice, supports, culture, or other matters could help address anti-Asian racism? How would these changes help?
7. What other factors or issues were you hoping to discuss in relation to anti-Asian racism at the University?



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