
SCHOOL OF ARTS, MEDIA,
PERFORMANCE & DESIGN
– **YORK UNIVERSITY**

KOJO INSTITUTE
EQUITY PLAN





January 12, 2022

To the AMPD community:

As a diverse and interdisciplinary school, AMPD strives to support socially engaged artists, designers, performers, scholars, and creators of all kinds to create globally recognized work with sustained local impact. One of the key goals identified in our 2020-25 strategic plan notes, “the implementation of significant and sustainable inclusive practices and equity framework to promote equal access and recognition of the multiplicities across all departments and programs in AMPD.”

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Throughout 2020, the need for urgent action to address racism within our School became clear. Students, faculty and staff from multiple departments described multiple examples of systemic racism against Indigenous, Black, Asian students, faculty and staff. I am grateful especially to the student leaders and alumni who have continued to advocate for changes needed to realize a truly inclusive community for everyone.

In response to their advocacy, the Dean’s Office engaged the Kojo Institute to conduct a thorough review of AMPD’s climate and practices, and to provide us with recommendations for how we can address collectively the need for change and to create mechanisms for accountability that ensure a culture of equity and inclusion throughout the School and its diverse constituencies.

I am therefore pleased to share that the Kojo Institute has completed the first phase of its equity review, including the findings from its review and recommendations for our further actions. This report serves as the foundation for our future, collective work and I look forward to implementing the recommendations outlined in the report.

In closing, I thank all of those across AMPD – students, alumni, faculty, and staff – who participated in this process and who have been leading efforts toward equity in ways both big and small, acknowledged and invisible. As we know, the work of creating inclusive communities and supporting marginalized members has too often fallen to those who most experience its harmful effects. The goal of this work with Kojo and beyond must be to broaden these efforts beyond a few individuals and groups, and to acknowledge the responsibility that all of us have to participate fully in addressing instances of racism and other exclusions in our School. To this end, I look forward to taking up this important and necessary work with each of you.

Warmly,

A handwritten signature in blue ink that reads 'S. Bay-Cheng'.

Sarah Bay-Cheng, PhD
Dean



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INTRODUCING KOJO Institute

KOJO Institute is a leader in equity consulting, directing organizations beyond “diversity quotas” and buzzwords towards truly equitable cultures and outcomes. Since our founding in 1998 by principal consultant Kike Ojo-Thompson, we have guided dozens of organizations and institutions, both in the public and private sectors, towards social justice and systems change.

We develop and facilitate innovative training, professional development, organizational change processes, keynote speeches, lectures, and critical conversations customized to the unique concerns of each of our clients, their staff, and the people they serve. Our work has impacted organizations and institutions all across North America in a broad range of sectors including housing and income security, education, child welfare, criminal justice, post-secondary institutions, and community development.

BACKGROUND

The School of Arts, Media, Performance and Design (“AMPD” or “the School”) is a Faculty within York University offering undergraduate and graduate degrees in creative disciplines taught by a faculty of practicing artists and designers. Consisting of seven academic departments, AMPD supports 3,100 students and employs between 80-120 administrative and academic employees, 120 full-time employees, and 150-200 contract employees. Located in Toronto, York University is situated within the most racially diverse region in Canada.

In 2020, issues of anti-Black racism within AMPD became publicly known. Black students, alumni, and their allies raised concerns with the conduct of AMPD faculty within the Departments of Theatre, Cinema & Media Arts, and Dance, as well as concerns regarding their overall experience within AMPD. In the months that followed, AMPD worked to address and intervene in these issues, including inviting an external consultant to provide mediation services with students, faculty, and staff in the Theatre department.

In response to these interventions, Theatre students created the “Ubu BIPOC Community Agreement,” to “recognize ongoing and historic oppression and discrimination of racialized and marginalized bodies, and more specifically, to keep BIPOC students safe.” This agreement was designed to provide guidance to the planned Theatre production of an adaptation of Ubu Roi in the graduate program in Theatre.

As part of their response to the above issues, representatives from AMPD contracted KOJO Institute to explore and address concerns relating to racism, equity, and inclusion more broadly within AMPD.

The agreement between AMPD and KOJO Institute includes an analysis and assessment of relevant AMPD and York University policies and documents, facilitation of focus groups, key

informant interviews, administering a survey, and the provision of training. It should be noted that, for a variety of reasons including their participation in prior consultations, students, faculty, and staff from the Department of Theatre were not asked to participate in the focus groups. They were, however, still invited to participate in the survey.

This project consists of the following four elements: Initiation Phase; Capacity Building & Engagement Phase; Implementation & Sustainability Phase; and The Equity Plan.

INITIATION PHASE

The project's Initiation Phase involved a series of meetings and assessments conducted to identify challenges, opportunities, and to evaluate established policies that contribute to the current context, culture, and climate at AMPD.

- i. Visioning and Commitment Process & Discovery Survey
- ii. Organizational Assessment
 - 1) Review of critical documents, reports, and resources
 - 2) Survey of AMPD students, faculty, staff, and administration
 - 3) Focus Groups
 - a. Racialized Graduate Students
 - b. Indigenous and Black Students
 - c. Racialized Undergraduate Students
 - d. CMA Department Focus Group
 - e. VAAH & Computational Arts Departments Focus Group
 - f. Design Department Focus Group
 - g. Dance & Music Departments Focus Group
 - h. Black Faculty Focus Group
 - i. Racialized Faculty Focus Group
 - j. All Staff (non-management)
 - k. Management*
 - 4) Key Informant Interviews
 - a. Students (2)
 - b. Staff (3)
 - c. Faculty (3)
- iii. Plan Development (which includes this report and its recommendations)

*A note on language: The Management Focus Group includes employees in management positions. Though it is critical to note that there is a distinction within AMPD concerning who is considered management and who is considered administration. In some cases in the report, these concepts are conflated, particularly by participants and respondents, which KOJO Institute has taken efforts to clarify, where possible.

CAPACITY BUILDING & ENGAGEMENT PHASE

This Phase consists of a series of training sessions for AMPD management, faculty, and staff that are focused on concepts of equity, anti-racism, and anti-oppression, and are responsive to the Initiation Phase findings. These sessions are intended to be foundational and to establish a baseline of awareness and knowledge for participants. Some training is intended for only the leadership group within AMPD, and other sessions, such as the Anti-Black Racism and Decolonizing the Department trainings, are offered to all leadership, staff and faculty to address issues identified within AMPD.

- 1) Equity-Focused Training Sessions
 - 1.1 – Foundations of Equity (faculty and staff)
 - 1.2 – Leading for Equity (leadership and management)
 - 1.3 – Anti-Black Racism Training
 - 1.4 – Decolonizing the Department Training

IMPLEMENTATION & SUSTAINABILITY PHASE

The Implementation and Sustainability Phase supports the integration of observations and recommendations from KOJO Institute, as well as self-directed strategic plans and programs within AMPD that are intended to address issues of inequity. Core principles in this Phase are evaluation, monitoring, enforcement, and accountability. These actions are required for AMPD to reasonably commit to sustainable culture change.

In relation to KOJO Institute's involvement in this Phase, our support will consist of the following elements:

- 1) Consultation and Strategic Advice
- 2) Coaching

THE EQUITY PLAN

The purpose of this document is to provide an overview of findings, and outline an Equity Plan that KOJO Institute has produced for AMPD, that is responsive to those findings. This document completes the requirements of the Initiation Phase. The Equity Plan is intended to be a starting point for AMPD to recognize and reconcile the ways in which racism, oppression, and colonialism are operating within the School. Read in conjunction with the findings of this report, the Plan outlines a high-level institutional change picture, as well as immediate priorities for AMPD to become an equity-informed and anti-racist School within York University.

This document is divided into two sections: Part A summarizes the findings from the Initiation Phase. Part B outlines an overarching framework for institutional change that is informed by principles of equity, anti-racism, and anti-oppression. This report concludes with recommendations for AMPD to strengthen their equity work.

PART A: THE FINDINGS

A NOTE ON INTERPRETING EQUITY-BASED DATA

Data is a powerful tool for any organization wishing to meet its equity goals. However, data science has a long history based in colonial models of thought that are often at odds with the ways of being for many racialized and marginalized communities, or worse, actively harmful to them. KOJO Institute is attempting to decolonize how we collect and use data in the following ways:

Name power imbalances:

- KOJO Institute attempts to use a 'power with' rather than 'power over' approach when conducting research.
- We acknowledge that the researcher or consultant is not the producer of knowledge, but instead all participants in the process should be able to make valuable contributions to the research process.
- We also name that in our position as external consultants, we have a perceived power over participants that may cause participants, however rightly or wrongly, to conflate us with the administration or institution, possibly reducing engagement.

Centre marginalized and racialized voices:

- KOJO Institute applies the lens of critical race theory (CRT) to all its research. CRT is rooted in the perspective that racism is enduring and tightly woven into the fabric of the society. CRT asserts that racism is an everyday occurrence for racialized people and is embedded in all our structures.
- A primary goal of CRT is to "advance the voice of the marginalized." CRT asserts that people who are minoritized are best able to articulate the meaning of race and racism because they have experienced oppression and that such experience is insightful and legitimate.

¹ Keikelame, M & Swartz, L. "Decolonising research methodologies: lessons from a qualitative research project, Cape Town, South Africa." *Global Health Action*. 2019: 12(1).

² Constance-Huggins, M. "Critical Race Theory in Social Work Education: A Framework for Addressing Racial Disparities." *Critical Social Work*. 2012: (13)2.

Adopt a Posture of Practice

- The power structures of the workplace often mean that racialized and marginalized people do not feel safe to speak up about their experiences of racism and oppression. KOJO Institute identifies existing issues of racism so that they can be addressed, making a safer and more welcoming workplace for all.
- It should be noted that naming and acknowledging racism is not done to shame or disparage any participants. The intention is to create a process where all parties can acknowledge racism so that racialized participants can freely share their experiences.
- It is essential to move away from good/bad binaries when discussing racism and, instead, adopt a posture of practice that is focused on identifying and eliminating racism at the personal, institutional, and systemic levels.

Rethink how we interpret numbers:

- Consider a scenario where 1,000 faculty, staff, and students are asked if they feel valued by the institution. 990 respondents say “yes”, and 10 say “no”. Our first thought is that the majority of respondents feel valued. However, how does your perception change if you find out that all 990 people who responded “yes” are white and all the individuals who responded “no” are Black? What about if 495 are white and 465 are Black, but 9 out of 10 respondents who said “no” are Black?
- Scenarios like these are why KOJO Institute disaggregates data – and why understanding and centering the experiences of the few is still meaningful.
- To understand data from a CRT lens, we challenge the assumption that the experience of white faculty, staff, and students should be taken as the norm.
- From an equity perspective, if even one racialized faculty member, staff member, or student is having a different experience in an organization, it is a result worth investigating further and paying attention to.

³ Ortiz, L., & Jani, J. “Critical race theory: A transformational model for teaching diversity.” *Journal of Social Work Education*. 2010: 46(2),175-193.

REVIEW OF POLICIES, FRAMEWORK, AND STATEMENTS

In this aspect of the project, KOJO Institute reviewed various documents, including labour agreements, York University policies and procedures, identity and issue-specific frameworks and action plans, and a statement from AMPD on equity. The following were assessed:

- York University Staff Association Collective Agreement (YUSA);
- York University Faculty Association Collective Agreement (YUFA);
- York University Code of Student Rights & Responsibilities;
- York University Human Rights Policies and Procedures;
- York University Statement of Policy on Free Speech;
- York University Procedure for Dealing with Complaints of Harassment of Discrimination;
- York University Affirmative Action Plan for Non-Academic Hiring to Achieve Employment Equity policies;
- Addressing Anti-Black Racism: A Framework on Black Inclusion;
- The Indigenous Framework for York University: A Guide to Action; and
- AMPD's Commitment to Equity Statement.

These documents and resources represent many of the foundational guidelines that York University and AMPD have put forward to establish their culture and to identify what behaviour and actions are permissible or not. These documents were reviewed with a focus on identifying where and how equity is situated within, or in relation to York University, to assist KOJO Institute in better understanding the context, climate, and culture at AMPD.

It must be noted that many of the documents and resources reviewed were not created by AMPD, nor were they specific to the School. Thus, those resources cannot necessarily be changed in response to the findings of this review. However, we have indicated areas where these documents discuss known issues within AMPD. In particular, attention should be drawn to the following resources:

Addressing Anti-Black Racism: A Framework on Black Inclusion and The Indigenous Framework for York University: A Guide to Action

The Addressing Anti-Black Racism framework, published in 2020, cited the following experiences of Black York University community members, which we should assume are also occurring in AMPD: a lack of personal and emotional safety, daily experiences of racial harassment, exclusion, discrimination, lack of representation, lack of respect, and barriers to academic and career advancement. We can take further guidance from this document, in

its 'Understandings' section, notably that "anti-Black racism is pervasive and entrenched in Canadian society" and "White supremacy is the root of anti-Black racism." If AMPD has not already done so, it should consider operationalizing each of the objectives of this Framework and holding itself accountable to specific deliverables and dates.

The *Indigenous Framework for York University*, adopted in 2017, should likely be reviewed and updated by the institution, and AMPD (among other Schools and Faculties) ought to have a number of commitments and accomplishments tied to this Framework's "Principles" – including demonstrating ways in which AMPD has engaged Indigenous communities to improve its function and maintain accountability to Indigenous students, faculty, and staff.

These frameworks acknowledge that York University, and AMPD within it, has more work to do to achieve equity for Black and Indigenous community members – demonstrating commitment, tracking progress, and engaging with adversely affected communities are just some ways in which AMPD can start this work. AMPD is encouraged to consider what these two frameworks, in particular, mean for their staff, faculty, and students.

AMPD's Commitment to Equity Statement

Within AMPD's Statement, shared online in September 2020, Dean Sarah Bay-Cheng noted that AMPD's efforts to develop an "inclusive and responsive" equity framework should be "thorough, inclusive and lasting" and also "significant, systemic and sustainable for us all." Broadly, while this Statement speaks to equity commitments, it lacks the necessary focus on the inequities that are actually occurring within AMPD. For example, speaking about "Diversity in Faculty Hiring" does not name the incidences of individual and systemic racism that would necessitate such a commitment, nor does it address the overrepresentation of white faculty within AMPD. These things cannot be implied in such a statement nor assumed by the reader.

References to the COVID-19 pandemic within the Statement are both direct and alluded to, which could cause the reader to become confused about the intent of statements such as "the current circumstances are challenging for all of us in different ways" – does this imply that the circumstances around the pandemic challenge everyone, or that racism does? In efforts to be inclusive and respond to multiple concerns, this Equity Statement – and others to come – would benefit from being clearer and focused on not only solutions but the issues themselves.

The University Equity Plan, as referenced, will likely have significant implications on how AMPD can address the findings of this review. At the time of writing this report, however, the University Equity Plan was not publicly available for review and was therefore not included in the policy review.

KEY INFORMANT INTERVIEWS & FOCUS GROUPS

Two of the most critical information gathering interventions in this project were interviews and focus groups held with AMPD students, faculty, and staff. These direct, facilitated conversations allowed KOJO Institute to further understand the experiences of individuals within AMPD.

The interviews were typically one hour in length and provided an opportunity for participants to share their experiences and perspectives in a one-on-one setting. In total, eight interviews were conducted: two with students, three with faculty, and three with staff – including management. Participants were selected by the Dean's Office and their names were provided to KOJO Institute to schedule the interviews. Dates and times were mutually agreed upon by the participants and all conversations took place using KOJO Institute's Zoom account.

Conversely, the focus group sessions were up to two hours in length and were organized by staff grouping, academic departments, levels of study, and in some cases, racial identity. This distribution, developed in collaboration with the Dean's Office, was deliberate and grounded in equity-best practices with an intent to create a space for honest and candid dialogue within different areas of AMPD and to avoid any discomfort amongst racial groups. Dates and times were selected by the KOJO Institute, and while promotional emails were sent to the AMPD community from the Dean's Office, KOJO Institute coordinated registration to ensure the participant list was not seen by the Dean's Office, management, or Chairs. Once again, all focus groups took place using the KOJO Institute Zoom Account.

There were 11 focus groups, and the following list can be used to identify the department or group for each focus group. The number of participants in attendance at each session is indicated within parentheses:

AMPD Management (8)	Racialized Faculty (2)
All AMPD Staff (4)	Black Faculty (4)
VAAH & Computational Arts (5)	Racialized Undergraduate (2)
Dance & Music (5)	Racialized Graduate (7)
Design (3)	Black & Indigenous Undergraduate and Graduate (5)
Cinema & Media Arts (6)	

It is important to note that the attendance at the focus groups was lower than expected by KOJO Institute, we were prepared to have sessions with up to 20 participants, though the average number of attendees for each session was five. In some cases, there were as many KOJO Institute staff in the session as participants, with two focus groups having only two participants. The sessions were recorded by KOJO Institute for notetaking and review purposes. The themes captured below are results of analysis from KOJO Institute staff. Note that to protect the anonymity of participants, any identifying names, events, or details are withheld or summarized to respect the confidentiality of participants.

Due to the qualitative nature of the research from the interviews and the focus groups, the results should not be extrapolated further than the scope of this project or applied to a broader audience. Further, due to the "opt-in" nature of the sampling process (as opposed to random selection), the sample of participants cannot be said to be representative of all York AMPD students, staff, and faculty.

While we cannot be certain why attendance was so low, it is important to contextualize the low turnout with the dialogue that took place in these sessions. One student stated that “students had previously worked with an Ethical Consulting agency [another consulting organization that led facilitations in Theatre] which reaped little benefits and [there were] some concerns of whether the focus groups with KOJO will be beneficial.” Some faculty participants also expressed hesitation that racism is just a hot topic right now and that priorities will shift since equity is not deeply embedded within the institution. Some focus group and interview participants indicated there may be a feeling of futility in participating in KOJO Institute’s project, since past attempts to make change and build equity in AMPD were seen as ineffective. The effects of the pandemic and the launch of the focus groups at the end of the academic term may have also discouraged participation in the KOJO Institute process.

Additionally, participants in both the focus groups and the key informant interviews expressed their hesitance to participate and indicated they were concerned about repercussions if they spoke freely. Several participants voiced concerns with the sessions being recorded and had to be reassured that the recordings were an accountability measure that would only be reviewed by KOJO Institute and not by anyone in AMPD. This fear of reprisal may have also had a silencing effect throughout the AMPD community, thereby contributing to the low participation rates.

The following findings became clear throughout the interviews and focus groups:

1. Inconsistent Awareness of Racism

It was evident from the conversations that took place that there is an inconsistent level of awareness regarding racism in AMPD and that many participants do not believe the issue to be a serious one within the School. At the start of each focus group, there were two questions asked of all participants:

1. By show of hands, how many people here have experienced or observed the following at York University, firsthand?
 - a. Anti-Black Racism
 - b. Anti-Indigenous Racism
 - c. Anti-Asian Racism
 - d. Any Other Racism

2. By show of hands, how many people think that racism is a serious issue at York University and within AMPD?

The responses to these questions highlight very different perceptions of racism across AMPD. It should be noted that some participants, racialized or otherwise, abstained from answering because some were unsure if they would categorize what they experienced or observed as racism – even after KOJO Institute staff clarified the intended meaning of the term.

Q1. By show of hands, how many people here have experienced or observed the following at York University, firsthand?				
	Anti-Black Racism	Anti-Indigenous Racism	Anti-Asian Racism	Any Other Racism
Management	5 of 8	0 of 8	3 of 8	4 of 8
All Staff ⁴	0 of 3	0 of 3	0 of 3	0 of 3
Racialized Faculty	2 of 2	2 of 2	2 of 2	0 of 2
Black Faculty	4 of 4	1 of 4	0 of 4	1 of 4
VAAH & Computational Arts Faculty	2 of 5	2 of 5	4 of 5	4 of 5
Dance & Music Faculty	4 of 5	2 of 5	3 of 5	3 of 5
Design Faculty	1 of 3	1 of 3	0 of 3	1 of 3
Cinema & Media Faculty	3 of 6	1 of 6	2 of 6	3 of 6
Racialized Undergraduate Students	2 of 2	2 of 2	2 of 2	1 of 2
Racialized Graduate Students	4 of 7	4 of 7	1 of 7	2 of 7
Black and Indigenous Undergraduate/ Graduate Students	1 of 5	1 of 5	0 of 5	3 of 5

Q2. By show of hands, how many people think that racism is a serious issue at York University and within AMPD?	
Management	8 of 8
All Staff	2 of 3
Racialized Faculty	2 of 2
Black Faculty	4 of 4
VAAH & Computational Arts Faculty	2 of 5
Dance & Music Faculty	4 of 5
Design Faculty	0 of 3
Cinema & Media Faculty	3 of 6
Racialized Undergraduate Students	2 of 2
Racialized Graduate Students	4 of 7
Black and Indigenous Undergraduate and Graduate Students	3 of 5

⁴ One additional participant joined after these questions were asked, which is why the number of participants identified is higher than in the list above.

Some participants put their hands up for every question, and others who had neither experienced nor observed racism still felt it was a serious issue. Notably, however, none of the three participants in the Design Faculty focus group felt that racism was a serious issue within York or AMPD.

Additionally, when asked “how is racism operating at York and AMPD?”, one white participant from the All Staff focus group struggled to answer and said, “*I am not sure if you are asking if people are racist; I don’t like speaking for other people. York is a fair and equal opportunity place.*” Conversely, when this same question was asked of racialized graduate students, one respondent commented on how basic the question was and shared that:

‘Racism is in everything. We experience it everywhere. We see it everywhere.’

This inconsistent understanding and acknowledgement of racism highlights the need for greater education and training to ensure the AMPD community can identify racism in all its forms. It also raised the question of why, despite the numerous conversations that have already taken place within the School, individuals are still unwilling to acknowledge racism as a serious problem. All faculty and staff working within AMPD must understand that racism and discrimination are known and documented problems within the School; it is part of their responsibilities to work towards becoming equity-informed so they can acknowledge and disrupt racism and discrimination.

2. Students, Faculty, and Staff Experiences of Racism

The focus groups and key informant interviews also allowed for students, faculty, and staff to share in more detail their stories of racist experiences they have had in AMPD.

Throughout the interviews and focus groups with students, KOJO Institute was told of numerous and egregious instances of anti-Black racism within AMPD. Black students stated that their qualifications were routinely questioned, with one student mentioning that they were accused of plagiarism because it was hard to believe that they could produce a certain caliber of work due to the colour of their skin.

Other experiences of anti-Black racism shared by students include a faculty member touching a Black student’s hair asking if it was real, and comments being made about the athleticism of Black bodies during auditions.

Students felt the public statements from AMPD were more about optics and virtue signaling because they knew that in reality, it “feels like there is no one to support you.” This statement was illustrated in a particularly disturbing way when one participant shared a story about when a “Black student broke her leg [during class] and the professor continued to teach.” Another Black student shared that he “feels his body is constantly being marked and coded.”

Whether they’re being dismissed or surveilled, many Indigenous and racialized students who

participated indicated that they do not feel welcome at AMPD.

Faculty described how Indigenous, Black, and racialized students are made to feel unsafe within their programs on a daily basis.

These students articulated having more difficulty navigating through school, having a poor sense of belonging, and believed they were not being graded fairly. An Indigenous student noted, '[I] experienced a complete erasure of my work and I feel unsafe because of the potential harm at play in the program.' A South Asian student described how she was asked if she was 'mentally stable' by a staff member for repeating a question and asking for clarification. Additional experiences of racism that were shared included:

Racialized students have also been told by faculty members that they were "ugly for not fitting into Eurocentric beauty standards"

A faculty member told Asian students to "open their eyes more"

A teaching assistant referred to COVID-19 as the "Wuhan flu" and treated Asian students unfairly

Participants from student, faculty and staff categories all described persistent experiences of racism at AMPD. Multiple individuals noted feeling tokenized when asked to speak for other communities if they were the only racialized person in the room. Faculty and staff shared several instances of racism perpetuated by their colleagues, with one staff member describing a meeting where a white colleague addressed another person they did not know by their cultural background rather than inquiring about their name. In another story shared,

a racialized staff member was referred to as "boy" by a faculty member who was a white man.

The individual who was impacted by this comment noted that they did not feel able or supported to complain about this treatment. Additionally, a racialized woman was asked by another faculty member: "How old are you anyways? You are the second woman in your position, and you survived." The participant stated that the discrimination was "not just about racism but also sexism, ageism, etc. It's almost all from the faculty." Another participant elaborated on this point, sharing that some faculty are "anti-social and behave like bullies and this behaviour escalates to misogynist, racist, ableist language that is very problematic."

3. Whiteness and Colonial Practices

The overwhelming pervasiveness of whiteness within AMPD was a key finding that came out of the focus groups and key informant interviews. It is important to note that this observation refers to the perceptions of participants but is also substantiated by KOJO Institute's expertise and work with other postsecondary institutions and organizations. KOJO Institute understands that

there is currently no dataset that captures the socio-demographic makeup of members of the School, which we can compare to the assertions of the participants.

Despite this lack of data, students, faculty, and staff all mentioned the lack of diversity throughout the School. While there were perceptions that the student body is more racially diverse than the staff and faculty, participants still felt that generally the people within AMPD are not representative of the diversity of the Greater Toronto Area:

“There is also a lack of diversity in the student body, which makes me wonder what kind of barriers are in place in the processes we use for admitting students... Some students don’t have the opportunity to create a really great portfolio and our faculty don’t think about this when they review applications; this is an issue of access and not all our students (or prospective students) have access to the same resources and supports.”

At the faculty level, students described a predominately white group of educators. One student stated they never had a non-white professor and that they felt there was a general and problematic lack of Indigenous representation in the faculty body. One student shared that there was an “Indigenous design course offered, but [it] had to be cancelled because there was no one to teach it.” Another student described “a dire need for an increase of Black faculty,” and questioned, like many others, the impacts of initiatives that are designed to disrupt anti-Black racism. One staff member said:

“Don’t say Black lives matter when you don’t have any Black faculty members; it’s hypocritical.”

It is important to note that amongst participants, contract faculty were perceived as more racially diverse than their tenured colleagues. One racialized contract faculty member felt, in their own experience, that they “may never get a seat at the table,” and believed that racialized and Indigenous lecturers are more often employed in precarious positions. Participants felt that positions with more job security and stability are disproportionately awarded to white faculty:

One faculty member described how “a high percentage of contract faculty are non-white. That is a problem because it creates a two tier-system [in which] white staff gain full-time employment.”

Representation, while not the only metric of equity, is an important way to foster feelings of belonging. As a student shared, it “helps to see people that look like you teaching your class.” Unfortunately, the current reality is that racialized and Indigenous students are faced with the constant reminder that AMPD was not designed for them. Students described the space as alienating. From AMPD’s promotional materials to the posters on the walls and names on the doors, students see whiteness everywhere. These white-dominated spaces feel unsafe, and racialized students are made to feel small.

KOJO Institute also heard from all groups that whiteness is prevalent and reinforced through the

Eurocentric curricula and teaching methods that are the norm in AMPD. One student shared that, in their very first class, they were told that they were not going to learn any other history besides white European history. It was further noted that the mandatory course requirements are all Eurocentric. Additionally, the number of diverse elective courses is limited, and those courses face a lack of sustainable funding. Participants from multiple disciplines related that they felt the subjects themselves are often taught through a settler-colonial lens, and only European art forms are given legitimacy (e.g., South Asian dance forms are not seen as foundational like ballet).

Staff echoed these concerns, suggesting the curriculum needs to be both decolonized and Indigenized. A participant at the management level highlighted the need for change:

“As we talk about updating curriculum based on evolving theory or new technologies, we should be building in more equity at the same time. We need to think about who defines what curriculum is. Our motto is ‘the way must be tried’ and if we really believe that, we need to be progressive and ask why things are always done the same way.”

In the focus groups, faculty members shared their experiences with colleagues maintaining curricula and teaching practices that enforced issues of coloniality and white supremacy:

“An Indigenous graduate student was told by their instructor that they should not be talking about residential schools in their presentation to students.”

Another faculty member shared a story of a Black student who was writing their dissertation and was told that they had to remove the ‘Black vernacular’ in the text. In general, the faculty who participated agreed, almost in a resigned manner, that “there is a white-supremacist way of dealing with the classes that are taught” in AMPD.

When students do speak out about and against whiteness and colonialism in the curriculum, they describe some faculty as being resistant and apathetic about changing how and what they teach:

“A lot of teachers say they know it’s a white-centric system but are very passive and say, ‘Oh, we know, but there is nothing we can do.’”

Unfortunately, students described feeling silenced and powerless by faculty when they try to initiate change. In some instances, they shared how they felt dismissed, that conversations were shut down, and they were told that they were being “aggressive.”

While some faculty recognized the issue of whiteness in the curriculum, they did not suggest that the onus should be on them to change it from the class level by rewriting outcomes that relate to racism and equity. Those participants believed that it should be changed from a higher level in AMPD instead of being optional and subjective. A faculty member also shared that

“students from whatever background should be able to complete their program with more choice and flexibility. Required courses should be less rigid [so students can] tell their stories and complete their work.”

4. *Power Imbalances*

Another key perception among the focus groups and key informant interview participants was that there are strong power imbalances within AMPD, with many participants highlighting how full-time, tenured faculty have and use excessive power for their benefit and against others. Numerous participants at the student and staff levels described how there is a hierarchy of power, where full-time, tenured faculty sit at the top. For example, participants in the racialized graduate student focus group described how they have no agency to address racism perpetuated by faculty, but they still have more power than “undergraduate students [who] are relatively powerless due to their position.”

While faculty-student dynamics will inherently have power imbalances based on the structure of academia and grading, KOJO Institute also heard troubling reports of differential treatment of racialized AMPD staff by faculty.

Staff shared many concerns about the problematic power dynamic that exists between faculty and staff. One staff member described feeling uncomfortable when they had to attend a meeting with faculty and stated they were “constantly questioned, criticized and cut off when speaking.” Another staff member told us that “one faculty member at a meeting expressed, ‘Why are you here? What is your role, and do we need you? Should we take a vote if we need you?’”

Stories of how staff feel like “second-class citizens” were shared along with accounts of faculty members “throwing tantrums,” acting with deep entitlement, and storming out of meetings. There was a clear articulation from many participants of how faculty, especially those with tenure, wield power over their colleagues, and that these issues cannot be disconnected from race.

“Faculty feel like they can demand whatever they want of staff [and] expect some staff to be at their beck and call. Am I supposed to just drop everything to help you?”

One person described that there were differing levels of respect for employees in AMPD depending on an individual’s job title and contract. It was also said that “the power dynamic between faculty and staff is getting worse” causing staff to silence themselves and suppress their experiences with racism. One participant in management highlighted that “staff do not feel empowered to speak out about racism and feel safe.” This is of particular concern as the employees of AMPD are unable to engage in open dialogue about racism and equity with each other.

Notably, some of the faculty members who participated in the interviews and focus groups were named by some of their colleagues as individuals who perpetuate racism. Throughout the dialogue, KOJO Institute noted a strong lack of self-awareness in these individuals who

were either unable to see how they were abusing their power or unwilling to acknowledge the harm they have caused. This finding underscores the importance of creating consistent and straightforward processes to report occurrences of racism and discrimination, as well as the critical need for accountability measures.

5. Fear of Reprisal

While KOJO Institute observed hesitancy from several participants to share candidly during this process, fear of reprisal was also overtly mentioned by all types of participants during the focus groups and key informant interviews.

Students shared that they feared facing disciplinary actions by reporting or confiding in faculty and staff about experiences with racism.

One student stated that he was “very careful who [he] confides in about the equity issues in the AMPD program.”

Another felt afraid to speak up because he did not want a target on his back for the next four years.

Students who advocate for change say that they are seen as “four-year problems.”

Students described the lack of an effective and anonymous system to report occurrences of racism and shared that they are not comfortable speaking up without these systems. Those students who did try to disrupt white supremacy or confront racist behaviour, curriculum, and systems felt they were targeted as “aggressive and angry.”

This fear was also apparent at the staff and faculty levels as well. One staff member shared a recollection of being in a staff meeting and hearing colleagues say things that they might not realize were offensive, where they noted that they were not comfortable speaking out or interjecting because it was not a safe space. One faculty member shared an example of someone having their career affected for complaining about a racist professor. They said:

“A colleague who graduated from York with a Ph.D. had an issue with a professor about an incident she thought was racist. She complained, while not knowing that she could have been blacklisted. She was unable to get references, she was not supported. She has not been able to find work.”

Seeing examples of others facing retaliation for speaking out about equity will always serve to silence others. Unfortunately, this fear is being exacerbated by the power imbalances that are already in place within AMPD.

In addition to the fear of reprisal serving to keep people from speaking out about racism and inequity, faculty and staff also expressed fear to address issues of racism in case they do so

incorrectly and worsen the situation. Several staff and faculty members highlighted the need to have training, so everyone can “have a common understanding of terms and language around anti-racism and equity.” Participants also shared that most faculty do not know how to address racism.

One faculty member mentioned they were in a class and observed a student experiencing racism from another student; they knew something was wrong but did not know how to intervene. As one staff member explained: “Folks do not understand the difference between intent and impact, they all have really good intentions, but I think they are afraid of doing the work.”

All people in leadership positions in AMPD must focus on cultivating a culture of open dialogue, learning, and growth where people do the difficult work to understand how they are perpetuating inequities within AMPD, and individuals can feel safe sharing their experiences of racism and inequity. Everyone must adopt a posture of practice whereby they model humility when they are wrong, can be corrected, and have an openness to learn and be better.

6. Complaints about Racism and Discrimination

Another common theme that arose in the focus groups and interviews was that AMPD needs to address their approach to reporting racism and discrimination, beyond what exists in University policies. Staff and faculty participants felt the Dean’s Office provided insufficient guidance and support on how to handle issues in the classroom or at the department level. One staff member stated: “The Dean’s office does not get involved, or in one example where they did get involved, it did not feel helpful.” Others felt the complaint reporting guidelines and processes that are in place do not provide results that staff can be content with.

“I don’t believe in the centre for human rights at York. People come out feeling the same. There are only two advisors that are both white. They are introducing frameworks that are not represented in the staff.”

Some faculty also believe that the process for dealing with complaints is inadequate. “The procedures in place are inadequate to address unconscious bias in the workplace. Thus, creating a toxic environment. The same is true for students – no adequate mechanism for students to voice their concerns.”

Even when a complaint is investigated, there are other procedural barriers in place that prevent justice from occurring. One management participant shared:

“Sometimes faculty will go on a leave of absence instead of dealing with their behavioural issues and engaging in dialogue to address an issue that occurred. When they come back, too much time has passed to hold them accountable. You cannot do the root cause analysis because it takes so long and sometimes the students graduate and leave. We cannot address the issues in real-time with faculty and

students because it takes so long to address.”

KOJO Institute heard from participants that there should be another way to create dialogue about the harm caused, without going through formal human rights and discrimination reporting procedures. In relation to this, one student mentioned they were looking to have a conversation with their department and engage in non-legal mediation, but they had no available options other than to file an official complaint for discrimination. As such, the student did not want to go through that process and the issue went unresolved.

Similarly, one faculty member shared a story of a Black student coming to them about a racist experience but not wanting to make a formal complaint. The faculty member affirmed the need for transformative justice in these situations and highlighted how the formal complaint process can be daunting. Participants shared they wanted an emphasis on other options for ‘critical’ conflict resolution, such as dialogue and informal mediation. As one staff member described: “It’s not just about consequences but having the conversation itself. We should be giving everyone involved the chance to share the impact and harm caused by the action.”

Interestingly, these options for informal resolution and mediation are already established and available to complainants, which suggests that the existing complaints mechanisms are not fully understood. Additionally, these alternative options for conflict resolution must explicitly ensure protection from reprisal for complainants, especially when they speak out about the racism and discrimination they experience from someone who holds more institutional power than themselves.

7. Burden of Equity Work

In conversation with Black, Indigenous, and racialized faculty and staff, KOJO heard that there is an unspoken expectation that these individuals will take on the responsibility of equity work within AMPD. One racialized faculty member shared that they are exhausted taking on the brunt of emotional labour due to taking care of the students. Another explained:

“The student body is full of [Indigenous and racialized individuals] and the faculty doesn’t reflect that, so I am often approached by students asking me what to do about certain things. How do you manage the weight of all of that on one person? I am just trying to stay healthy.”

Once again, we highlight that this experience reflects a perception of the demographic makeup of students and is not based on data collected by KOJO Institute, though we recognize that the student body is more proportionally racially diverse than faculty, for example. It is interesting to note that this racialized faculty member is asked for support by Indigenous and racialized students so often, that this high level of burden makes it seem like the student body is “full” of diversity. This is different from the perceptions of Indigenous and racialized students themselves who have shared their feelings of isolation.

Participants also shared that there is no concerted effort by AMPD to carry out changes across departments, and the work falls to select faculty and staff. One graduate student shared that there is one professor in particular who supervises most of the racialized students, even though they may have different areas of focus. Another student shared an example from the Department of Theatre where the Globalized Unit was cut off due to time constraints, and the department proposed that the lessons be taught during the free time of teaching assistants. This example highlights the lack of prioritization given to diverse curricula as well as the assumption of and entitlement to free labour by some individuals in the AMPD community.

In addition to supporting students, racialized and Indigenous faculty and staff are often expected to teach in problematic ways, assuming all communities have the same needs:

“Sometimes, I am expected to speak for other communities in a tokenizing way when I am the only minority in the room. It’s hard in these spaces to speak out though because I don’t think I would be supported.”

“The Black community is not a monolith. We don’t all have the same set of problems. It is very important that an anti-racist AMPD does not assume that everybody is the same or has the same problems.”

While KOJO Institute heard that transforming AMPD into an equity-informed organization is a priority from many participants, it is evident that racialized and Indigenous faculty and staff are taking on the majority of this work in addition to their regular roles. The responsibility of equity work must be distributed to all members of the AMPD community to create meaningful and sustainable culture change.

8. Systemic Barriers and Accountability

In every focus group and key informant interview, participants described systems in place that inhibit AMPD’s progress towards becoming an equity-informed organization. Recruitment processes came up often, and many staff members described how current hiring practices are hindering changes.

One staff participant explained that there are different rules set in place due to seniority and union status: “The minute there is a budget cut, [new hires] get cut first because they have less seniority.” This perception of unions as being a barrier to equity is a theme that arose multiple times in conversations with students, faculty, and staff.

Staff also acknowledged that they do not have the tools or the knowledge to increase diversity recruitments. “I hire a lot of part-time staff. The list of people I have is not the most diverse. I would like to fix that, but I don’t know how. Even the candidates that apply are not diverse and I don’t know why or how to fix that.” Another participant highlighted the importance of diverse interview panels and questioned why AMPD didn’t have a policy to mandate this in hiring,

suggesting collaboration across different areas of York could facilitate the diversity of thought and lived experiences needed to make interviews more inclusive.

While hiring practices were discussed at length throughout conversations with staff, the most common structural barrier that we heard in all discussions was regarding tenure and the lack of accountability that comes with it. As one participant explained, the protection of tenure renders equity policies inconsequential: “No structures in [the] university encourage people to change. When grievances [are filed], the union lets professors do what they want. It’s their academic freedom.”

Another participant described an experience where concerns around faculty behaviour were being discussed at a town hall meeting and a department chair said:

“They are tenured so there is nothing that we can do.”

Participants shared that accountability at the faculty level comes up all the time in discussion with staff; staff and managers are held accountable, but faculty are not. One management participant noted, “academic freedom should not allow faculty to cause harm, there should still be accountability for how someone conducts themselves.”

Because of how power intersects with tenure and academic freedom and protects some from being held accountable, many participants expressed skepticism and concerns that AMPD will have a difficult time becoming an equitable organization. This issue is paramount for AMPD to examine and respond to – so much depends on this change occurring.

SURVEY

To ensure there were a variety of options to provide feedback, KOJO Institute also created a survey to solicit additional information from the AMPD community, including those who did not attend the interviews and focus groups - however, it is certainly possible that those who participated in the focus groups and interviews may also have submitted a response to the survey. This survey was designed specifically for the York AMPD context, as such, the results should not be extrapolated further than the scope of this project or applied to a broader audience. Further, due to the “opt-in” nature of the sampling process (as opposed to random selection) the sample of participants cannot be said to be representative of all York AMPD students, faculty, staff, and administration.

The purpose of the survey was to gather feedback and supplement information collected from the focus groups, interviews, and observations about the climate at AMPD. The survey questions, which were developed by KOJO Institute and approved by the Dean’s Office, focused on the culture, demographics, and overall experience in AMPD. All responses went directly to KOJO Institute and were not seen by anyone within the AMPD community beyond what is captured in this report. Relevant survey responses are disaggregated below by participants’ self-identified

race – complete results for the survey will be shared as a companion document to this report.

Eighty-six students completed the survey, twenty-two faculty members responded, while eight staff and one member of management participated in the survey. Given the small sample size, while the findings are not representative, each response tells a unique story about equity, including experiences of oppression, the denial of racism, and further context for how equity efforts are being received in AMPD.

Anonymity

To maintain the privacy of participants, names, departments, and other identifiers are not included in the findings. Only high-level themes and summaries are presented in this report. In most instances, we grouped Indigenous, Black, and racialized survey participants into one category to protect anonymity in detailed responses.

Respondent Demographics

The two tables below outline demographic data collected in the survey. The majority of respondents (73.5%) were students. As well, the majority of respondents in all roles identified as white, which is consistent with the observed demographics of AMPD.

Q1. What is your role in AMPD?			Role disaggregated by race		
Role	Total (#)	Total (%)	Indigenous / Racialized	White	Prefer not to Answer
Student	86	73.5%	47%	48%	5%
Faculty	22	18.8%	5%	95%	-
Staff	8	6.8%	25%	75%	-
Management	1	0.9%	-	100%	-

Q5. What best describes your race or ethnicity? (115 responses)		
<i>Note: Participants could select multiple responses</i>		
Asian (East, South, South East)	17	14.8%
Black (African, Canadian, Caribbean)	8	7%
Indigenous	7	6.1%
Indo-Caribbean	4	3.5%
Latin American	6	5.2%
Middle Eastern	4	3.5%
Mixed Background	9	7.8%
White (Canadian, European)	82	71.3%
Prefer Not to Answer	5	4.3%

While some programs and cohorts of students appear to be more racially diverse, based on descriptions of the student body from focus group and interview participants, all available data suggests that there is not a 50/50 split between Indigenous/racialized and white students in AMPD. Therefore, it is noteworthy that 47% of student respondents to the survey were Indigenous or racialized, suggesting these students wanted to have their experiences heard. It is also interesting to note the participation rates at the faculty, staff and management levels were lower than expected, which raises the question of why there were so few AMPD employees who responded to the survey.

Belonging in AMPD

The survey questions summarized in this section asked students, faculty, staff, and management about their perceptions of AMPD, specifically relating to academic success, belonging, and comfort. Some of the results focus specifically on the experiences of Black, Indigenous, and racialized participants. While many of the responses are favourable or do not indicate an experience of inequity within AMPD, an equity-based approach to data analysis (as described earlier in “A Note on Interpreting Equity-Based Data”) requires us to investigate the responses of those who have indicated that they have negative experiences within the School.

Q10. AMPD creates an environment where Black, Indigenous and Racialized students will academically succeed. (116 responses)			Q10. Disaggregated by Race		
	Total (#)	Total (%)	Indigenous / Racialized	White	Prefer not to Answer
Strongly Disagree	8	6.9%	9%	6%	-
Disagree	9	7.8%	2%	10%	25%
Neither Agree or Disagree	35	30.2%	42%	25%	-
Agree	19	37.1%	33%	39%	25%
Strongly Agree	43	16.4%	14%	16%	50%
Prefer not to Answer	2	1.7%	-	3%	-

When disaggregating the responses to Q10 by race, Indigenous and racialized respondents are more likely to be noncommittal to the statement: “AMPD creates an environment where Black, Indigenous, and racialized students will academically succeed.”

Q12. I feel like I belong in AMPD. (116 responses)			Q12. Disaggregated by Race		
	Total (#)	Total (%)	Indigenous / Racialized	White	Prefer not to Answer
Strongly Disagree	8	6.9%	9%	4%	25%
Disagree	13	11.2%	19%	6%	-
Neither Agree or Disagree	30	25.9%	40%	19%	-
Agree	49	42.2%	21%	54%	75%
Strongly Agree	16	13.8%	12%	16%	-

When disaggregating the results to Q12 by race, white respondents are more likely to agree with the statement: “I feel like I belong in AMPD” and Indigenous and racialized respondents are much more likely to disagree with the statement.

RACISM IN AMPD

The following is a high-level summary of respondents' experiences of or witnessing the various forms of racism taking place within AMPD.

Anti-Black Racism (ABR)

Survey participants were asked if they had experienced or witnessed anti-Black racism (ABR) in AMPD. Within the qualitative responses, racialized respondents described experiencing or witnessing gaslighting, and the silencing of Black voices by faculty or staff when drawing awareness to racism. One racialized participant, in particular, gave an example of the suppression of Black voices, stating the “professor disregarded Black student’s concerns. When the student brought up the issue, the faculty brushed it aside.”

Q6. Have you experienced or witnessed anti-Black racism (ABR) at AMPD? Select all that apply. (117 responses)		
Yes	21	17.9%
I have experienced/witnessed ABR from students	14	12%
I have experienced/witnessed ABR from faculty	18	14.5%
I have experienced/witnessed ABR from staff	9	7.7%
I have experienced/witnessed ABR from administration	9	7.7%
No	87	74.4%
Prefer not to Answer	2	1.7%

Racialized respondents shared that, when voiced directly, their concerns were often completely ignored. Many white respondents shared that they witnessed faculty, staff, and students participating or implicated in microaggressions towards Black individuals around their hair, pronunciation of names, and differing needs regarding costume or make-up.

White survey respondents also attested to witnessing an overall differential and discriminatory treatment towards Black students. One participant highlighted an experience of overt racism and the use of epithets by staff and students, noting:

“I have heard multiple students and staff use the n-word in AMPD buildings.”

It is also important to note that both racialized and white respondents shared circumstances where faculty or staff were confronted on their use of racist language and refused to

acknowledge or apologize for their actions. In addition, it was outlined that in those cases, it was not clear if any follow-up took place. It is unknown whether these survey respondents were referring to follow-up after an investigation that followed a formal complaint, or whether the faculty or staff who used racist language followed up to engage in dialogue about the harm they caused. Regardless, these responses indicate that there was insufficient closure or support for these individuals who tried to disrupt racism in the School.

These findings suggest that ABR is prevalent in many areas of AMPD, and the sentiment from multiple participants was that the welfare of Black individuals experiencing ABR is not felt to be a high enough priority in terms of actionable repercussions or support.

Anti-Indigenous Racism (AIR)

Some racialized respondents expressed being subject to or having witnessed the tokenization of Indigenous people in AMPD, as well as observing Indigenous identities being questioned or diminished. Some indicated witnessing or being the recipients of racist microaggressive statements about Indigenous Peoples, such as: “Wow! You’re Indigenous? You don’t come across like one of them.”

Q7. Have you experienced or witnessed anti-Indigenous racism (AIR) at AMPD? Select all that apply. (115 responses)		
Yes	17	14.8%
I have experienced/witnessed AIR from students	8	7%
I have experienced/witnessed AIR from faculty	10	8.7%
I have experienced/witnessed AIR from staff	3	2.6%
I have experienced/witnessed AIR from administration	4	3.5%
No	89	77.4%
Prefer not to Answer	3	2.6%

Similar to the experience of or witnessing of ABR, racialized survey respondents outlined microaggressions, gaslighting, and the silencing of Indigenous individuals as common within AMPD. Qualitative results highlighted a prevailing theme of inaction and a lack of supports surrounding anti-Indigenous racism (AIR). One racialized survey respondent spoke about reporting an experience with racism that compromised their safety; they were not only unsupported but experienced victim blaming from staff and administration. Some white participants also drew awareness to their knowledge that Indigenous students have faced compounded experiences of racism in response to self-advocacy. Responses also indicated students’ outright resistance to Indigenous reconciliation, for example:

“Students saying that the focus and attention towards reconciliation with Indigenous people is annoying/boring/waste of time.”

Anti-Asian Racism (AAR)

In regard to anti-Asian racism (AAR), one theme that was evident from survey responses was the blatant, overt AAR experienced or witnessed in AMPD. Racialized participants expressed experiencing and witnessing overtly racist statements towards Asian students, as well as differential treatment compared to their white counterparts. One racialized participant described how a professor asked a student if “they were in China” multiple times. Another example described a faculty member being exclusionary during a lecture, skipping content on Asian cultures and histories, claiming it was “all the same.”

Q8. Have you experienced or witnessed anti-Asian racism (AAR) at AMPD? Select all that apply. (114 responses)		
Yes	13	11.4%
I have experienced/witnessed AAR from students	7	6.1%
I have experienced/witnessed AAR from faculty	12	10.5%
I have experienced/witnessed AAR from staff	2	1.8%
I have experienced/witnessed AAR from administration	3	2.6%
No	91	79.8%
Prefer not to Answer	5	4.4%

Many white respondents stated that faculty expressed a reluctance to work with international students due to language barriers. These respondents shared that international students are viewed amongst faculty as “difficult students.” In many circumstances, these

students are ‘passed off’ to Asian faculty or staff who may not be of the same geographical origin or speak the same language.

This suggests, at best, an overall lack of accountability amongst AMPD staff and faculty in providing equitable access and supports for Asian students, especially those studying internationally, and, at worst, blatant racism and discrimination.

ADDRESSING RACISM IN AMPD

While the majority of respondents indicated they do not experience racism within AMPD, there are a number of individuals who reported that they do.

Q13. I feel like it is a risk if I talk about racism at AMPD. (117 responses)			Q13. Disaggregated by Race		
	Total (#)	Total (%)	Indigenous / Racialized	White	Prefer not to Answer
Strongly Disagree	21	17.9%	26%	15%	-
Disagree	41	35%	28%	40%	25%
Neither Agree or Disagree	20	17.1%	14%	21%	-
Agree	21	17.9%	19%	16%	25%
Strongly Agree	13	11.1%	14%	7%	50%
Prefer not to Answer	1	0.9%	-	1%	-

1. Respondents feel that AMPD faculty are not racially diverse

Racialized respondents have called for AMPD to increase diversity amongst faculty and staff, noting that having greater representation would result in a more inclusive environment. While there is no demographic data that explicitly confirms this, there are strong perceptions regarding the lack of diversity in the School. This was repeatedly raised as an issue, and affirmed through statements like the following:

“I have taken 6 grad courses and 5 of those have been taught by white men. This sends a strong message about race and sex at the university, which is wildly intolerable in 2021.”

“We need more diversity of voices in AMPD; including informed faculty and students. We need diverse faculty from a variety of cultures and ethnicities to allow for different perspectives.”

2. Curriculum and teaching practices should be more inclusive

Both racialized and white respondents expressed concern about the lack of diversity in academic materials. Respondents called for changes to the curriculum to include diverse cultures and histories; some called for a full decolonization of teaching methodologies (e.g., content and modes of evaluation), while others spoke specifically to the need for Indigenous-based content in all courses.

It is clear that many AMPD community members are looking for learning content that reflects the demographics of the greater population – where not only will students learn about other people and cultures, but that Indigenous and racialized students can also feel respected and represented. This is especially significant at this time of naming and addressing anti-Indigenous and anti-Black racism.

3. Accountability needs to be built into all areas of AMPD to address racism

Across the project, the issue of accountability was clear and consistent. The tables below show respondents' overall feelings and perceptions around AMPD's commitment to addressing racism. It is worth noting that Indigenous and racialized respondents agree in a similar proportion to white respondents that AMPD has shown a willingness to address racism, though racialized respondents are more likely to strongly disagree with this statement.

While this question is examining the School as a whole, there are different approaches to equity work taking place throughout the departments. The fact that some students still do not believe AMPD has shown a willingness to address racism highlights the need for the Dean's Office and Chairs to question why their equity initiatives are either unknown or seen to be ineffective.

Q14. I feel that AMPD has shown a willingness to address racism (117 responses) ⁵			Q14. Disaggregated by Race		
	Total (#)	Total (%)	Indigenous / Racialized	White	Prefer not to Answer
Strongly Disagree	10	8.5%	16%	4%	-
Neither Agree or Disagree	29	24.8%	28%	24%	25%
Agree	55	47%	44%	46%	75%
Strongly Agree	10	8.5%	12%	25%	-
Prefer not to Answer	1	0.9%	-	1%	-

Within the qualitative responses surrounding recommendations for change, the most notable was the call for accountability and the need for drastic changes to how racism is currently addressed in AMPD. Some participants called for policy changes and the direct removal of faculty and staff that have been accused of participating in racist actions.

“Root out racist professors. Stop hosting pointless facilitations that avoid accountability and rely on racialized students to retraumatize themselves. Racialized students have told AMPD who and what is the problem. No more talk, it is time for anti-racist action.”

In addition, there was an overwhelming response that faculty and staff should be trained in anti-racism to be able to mitigate or address issues of racism when they arise. Respondents outlined their desire for greater transparency during these processes of accountability. Finally, participants stressed the need for supports when they experience racism and a clear procedure in which reporting racism is “easier and welcomed” and safe for those who report.

⁵ Note: Due to a clerical error, “Disagree” was not presented as an option on this question in the survey.

Q11. AMPD is committed to racial equity. (115 responses)			Q11. Disaggregated by Race		
	Total (#)	Total (%)	Indigenous / Racialized	White	Prefer not to Answer
Strongly Disagree	8	7%	17%	1%	-
Disagree	12	10.4%	5%	12%	50%
Neither Agree or Disagree	29	25.2%	31%	24%	-
Agree	43	37.4%	36%	37%	25%
Strongly Agree	21	18.3%	12%	22%	25%
Prefer not to Answer	2	1.7%	-	3%	-

Though a small number of respondents, it is worth noting that 17% of Indigenous and racialized respondents strongly disagreed that AMPD is committed to racial equity, where only 1% of white respondents responded similarly.

Throughout the survey, both racialized and white participants echoed the same calls for action within AMPD, suggesting the following actions, to prevent and/or address racism:

- Promote greater diversity amongst faculty and staff;
- Revise academic curriculum and resources need to be more inclusive of diverse cultures;
- Create mechanisms of accountability for faculty and staff who have been identified as participating in racist incidents or behaviours;
- Provide transparency and consistent communication on action items outside of just email communication; and
- Provide anti-racism training for students, faculty, and staff.

It is clear that respondents, whether optimistic or wary about the current conditions within AMPD, are looking for an overall commitment to change.

Failure to address the needs of Indigenous, Black, and racialized individuals in AMPD will further lead to a hostile environment and increase feelings of isolation. All individuals within AMPD, including students, faculty, staff, and administration, must be accountable and transparent with the process of addressing racism going forward; prioritizing these needs is critical for the long-term welfare of the School.

KEY THEMES

Regardless of the intervention – focus group, interview, or survey – the results were clear: the issues within AMPD mostly relate to the behaviour and attitudes of faculty and staff, and more effective structures are needed to address racism and discrimination when they occur. Throughout this project, a number of key factors became clear, which have significant implications for AMPD in becoming an equity-informed division within the larger university context:

1. Compared to faculty, the student population of AMPD appears to be more racially diverse, which exacerbates an already difficult power imbalance, particularly when issues of racism and equity are raised;
2. AMPD's agency and autonomy within York University, particularly as it relates to the scope and application of policies and procedures, has limitations; and
3. The structures and culture within postsecondary education can reinforce the status quo, and therefore contribute to adverse outcomes and differential impacts for certain individuals and population groups - if those structures are found to be problematic, it can make accountability structures challenging to implement.

With these considerations in mind, the findings from the focus groups, interviews, and survey indicate that racism within AMPD manifests as both structural concerns and as concerns related to individual actions and experiences. In the focus groups and interviews, participant discussion centred on the following issues:

- Inconsistent Awareness of Racism
- Students, Faculty, and Staff Experiences of Racism
- Whiteness and Colonial Practices
- Power Imbalances
- Fear of Reprisal
- Complaints about Racism and Discrimination
- Burden of Equity Work
- Systemic Barriers and Accountability

In the survey, data revealed that respondents felt that AMPD faculty are not racially diverse, that curriculum and teaching practices are not inclusive, and that accountability needs to be built into all areas of AMPD to address racism.

KOJO Institute distilled the above findings into six key actionable themes upon which the plan has been built:

Diversifying AMPD – Findings repeatedly found that students, staff, and faculty felt there needed to be more diverse representation within the AMPD. Change requires a shift in who is being represented and how spaces are created where Black, Indigenous and racialized individuals feel as though they belong.

Accountability and Transparency – The current complaint structures in place are not perceived to be consistent, safe, and accessible to report racism and discrimination. There are also significant power imbalances within AMPD that may prevent individuals from making formal complaints. This creates a culture where people are not held to account for their behaviour. When problems occur, there must be an appropriate response grounded in justice and equity and a process in which individuals feel comfortable engaging.

Leadership – There are perceptions within AMPD that the Dean's Office, management and Chairs are not committed to meaningful change. These leaders are responsible for creating an equity-informed culture by communicating AMPD's ongoing commitment to equity and active disruption of racism and discrimination, as well as modeling a posture of practice that displays humility and openness in moments of correction and consequence.

Interpersonal Racism – Students, faculty, and staff are experiencing and witnessing interpersonal racism on a daily basis across AMPD. There must be a shift to enable and empower individuals to actively address racism and discrimination with no repercussions, as well as support on how to do so.

Practices of Exclusion – Certain population groups within AMPD are being excluded through systemic barriers and processes. These barriers must be identified, eliminated, and monitored to ensure that organizational conditions do not deny equity to any students, faculty, or staff and that all individuals within the School feel as though they belong.

Curriculum and Teaching – The prioritization of whiteness manifests in the Eurocentric curricula and performance that is standard throughout the different departments and areas of study in AMPD, as well as in the way lessons are taught. Faculty must diversify the content they teach and bring anti-racist and anti-colonial perspectives to their lessons.

CONCLUSION

Through the course of meetings with AMPD administration, reviewing core documents, facilitating focus groups, key informant interviews, and an AMPD-wide survey, KOJO Institute worked to identify and understand the culture and climate of AMPD. Based on our expertise, and an analysis of the narratives we collected from AMPD stakeholders, we can say with certainty that racism is indeed a serious issue at AMPD. The findings identified in this report are indicative of the range and severity of how those particular students, faculty, and staff are experiencing racism and oppression within the School. It must be said that while many self-selected to participate, and therefore wanted their voices to be heard, we expect there may be other experiences of hardship that are not reflected in these findings. AMPD must work to support those who feel marginalized, disempowered, and disenfranchised from what should be an equitable educational and employment environment.

The second part of this report outlines some initial practical steps to assist AMPD in becoming an equity-informed and anti-racist School that can clearly articulate and communicate its plans for addressing racism and discrimination.

PART B: THE EQUITY PLAN

Becoming an equity-informed organization is a multifaceted process. It requires both a response to and resolving of known issues and concerns, as well as the ongoing building of capacity and structure as part of a long-term commitment. Institutions such as York University and AMPD cannot expect to suddenly become anti-racist with singular or time- and resource-limited actions. This Equity Plan lays out the work to be done by providing a high-level roadmap for organizational change.

Despite a commitment and willingness from Dean's Office to lead AMPD to become equity-informed, there are a number of barriers which can inhibit and prohibit AMPD from making necessary change - some of which may involve resistance from parties within AMPD or distrust and skepticism from others. Thus, AMPD requires buy-in and a strong commitment from all levels of the School on issues of racism, exclusion, and the structures and practices in place that were discussed in the first parts of this report.

We recognize that there are equity gaps and opportunities that the Dean's Office and/or AMPD can either not address, or will have difficulty changing. To this end, our recommendations are categorized through the six actionable themes outlined earlier, and further categorized as:

Practicable Recommendations: These are recommendations that KOJO Institute believes can be addressed and supported by the Dean's Office.

■ Structural Recommendations: These are recommendations for equity work within AMPD that may go beyond the purview of the Dean's Office but can still be supported and advocated for.

■ Systemic Recommendations: These are recommendations to disrupt systemic barriers that go beyond the School, that can prevent equity, and require engagement by parties beyond AMPD, but can still be endorsed and advocated for.

The plan below is intended to be iterative – it should be consistently reviewed and must evolve as the work develops. For the purposes of this plan, we have identified recommendations that relate differentially to students, faculty, staff, or management, though we accept that the Dean's Office has varying degrees and types of influence and authority over these different groups. KOJO Institute is available to continue to collaborate with AMPD as needed throughout the steps outlined within this process and beyond.

DIVERSIFYING AMPD

Practicable Recommendations

1. There should be a focus on the student, faculty and staff experience within AMPD, with an emphasis on culture, belonging and inclusion, to make diverse community members feel welcome and valued. This will support AMPD to retain these individuals in their roles.
2. Identify and implement dedicated supports for Indigenous, Black, and racialized contract and junior faculty, such as mentorship and other professional resources
3. Establish a students' advisory group on equity that regularly meets directly with the Dean, where matters of student recruitment, experience, and expectation can be freely discussed.

Structural Recommendations

1. Commit to the ongoing and intentional recruitment of students from different identity groups, in all disciplines.
2. Establish a plan, in consultation with students, faculty, unions and alumni, to enhance the identification and recruitment of more racially diverse faculty in all academic disciplines. These individuals should be considered for all levels of teaching, as well as faculty leadership positions.
 - a. The Collective Agreement between YUFA and YorkU recognizes a joint Subcommittee to the Joint Committee on the Administration of the Agreement (JCOAA) on Equity, Diversity, and Inclusion.

Systemic Recommendations

1. Implement targets to ensure that the AMPD staff and management cadre are representative of the York University student body and racially diverse, and that no disproportionalities exist due to barriers relating to staff recruitment, retention, performance management, and progression.

ACCOUNTABILITY AND TRANSPARENCY

Practicable Recommendations

1. The Dean's Office is encouraged to share this report within the AMPD community and with all relevant stakeholders.
2. Provide the opportunity for and support the development of identity-based student, faculty, and staff affinity groups (or something similar), particularly across academic departments.
 - a. Create a formal process to solicit feedback, strategic direction, and support from these groups.
 - b. Provide consistent and clear updates on equity issues, commitments, and responses to feedback and guidance received.
 - c. Support and recognize the students, faculty, and staff leaders who take on the additional labour to do this work. Integrate equity work into annual reviews and promotional considerations for staff and faculty.
3. Create a faculty support group for white faculty. Use this as a place to acknowledge, learn, develop, and grow collective awareness around privilege and whiteness.
 - a. Create specific training sessions/modules that explore the production and maintenance of whiteness (particularly in academia)
 - b. Collectively decide on learning topics that are important to the group. Ensure a diversity of topics, authors, speakers, and perspectives.
 - c. Ensure psychological safety within these spaces. Make room for mistakes, honesty, and accountability.

Structural Recommendations

1. Establish a robust, transparent, and clear complaints and feedback process within AMPD for students, faculty and staff, which can be complementary to processes already in place at York University.
 - a. The process should be guided by principles of confidentiality, impartiality, procedural fairness, and timeliness.

- b. This approach should be complainant-centred, equity-informed, and mindful of power differentials, mitigating against victim-blaming or reprisals.
 - c. There should be informal transformative justice principles built into the approach to support students, faculty, and staff who do not want to participate in launching a formal complaint.
 2. Create a sustainable process to regularly survey all AMPD community members - students, faculty, staff and management - to gather data on their identities, experiences, and priorities to address and achieve equity:
 - a. Ensure that information gathering objectives and processes are made clear, including conditions around anonymity, uses of data, and ways in which results will be shared and/or suppressed;
 - b. Disaggregate data by race and other identity markers wherever possible to identify disparities, and work with students, faculty, and staff from those identity groups to expand upon data gathered, solicit guidance on how it can be interpreted, and determine what interventions need to be implemented; and
 - c. Commit to a long-term data gathering and analysis process, where results can be collected consistently, and data is comparable.

Systemic Recommendations

1. Develop, in consultation with YUFA's Equity Committee and AMPD faculty, a position paper on the intersections among tenure, academic freedom, and racism and discrimination. Create a set of AMPD values that are inclusive of the benefits and merits of faculty, incentivizing individuals to promote equity and anti-racism principles in their work.

LEADERSHIP

Practicable Recommendations

1. The Dean should explicitly acknowledge the findings in this report and denounce racism, colonialism, and inequities within AMPD.
2. Adopt and model a posture of practice, in which leaders (the Dean, management and Chairs) can appropriately acknowledge and repair harm caused, and continue to learn and work towards becoming equity-informed leaders.

Structural Recommendations

1. Create a system for further engagement with stakeholders and to operationalize findings and recommendations from this report;
 - a. Commit dedicated staff and resources to this work;
 - b. Develop short-, medium-, and long-term equity commitments in collaboration with the AMPD community and stakeholders;
 - c. Ensure commitments are communicated throughout the School so that all students, faculty, and staff understand that equity is a priority; and
 - d. Implement ongoing reporting to share progress on equity commitments, goals, and targets to ensure the AMPD community can hold leadership accountable for this work.

Structural Recommendations

1. Review HR and enrollment policies within AMPD using the Anti-Black Racism and Indigenous Frameworks.
 - a. Identify and eliminate barriers to equitable outcomes for current and prospective Black and Indigenous students, faculty, and staff.

INTERPERSONAL RACISM

Practicable Recommendations

1. Provide training for all faculty and staff which educates AMPD employees on foundational elements of equity and anti-racism.
 - a. Commit to ongoing training and capacity building of incumbent staff and faculty, as well as onboarding new employees.
2. Provide resources (training, guides, videos, etc.) for everyone in the AMPD community on how to address racism and discrimination, including a shared vocabulary for acknowledging, identifying and responding to incidents when they occur.

Structural Recommendations

1. Create expectations outlining how all members of the AMPD community (including students, faculty, staff, and administration) are expected to address racism and discrimination when they witness it and reaffirm that there will be no repercussions for doing so.

PRACTICES OF EXCLUSION

Practicable Recommendations

1. Provide resources, informational materials, guides, strategies, and best practices for staff and faculty on eliminating systemic racism and oppression that contribute to the differential treatment of Indigenous and racialized students.
2. Create an annual, open consultation series on equity, where the Dean's Office can engage with students, faculty, and staff to understand their perspectives and receive feedback on how AMPD can make the School more welcoming.
 - a. Ensure these recommendations are documented, shared, actively considered and implemented where possible.
 - b. The Dean should communicate why recommendations are not feasible in order to build transparency within the community and demystify assumptions around the capacity of the Dean's Office

Systemic Recommendations

1. During Collective Agreement negotiations, endorse and advocate for the inclusion of equity work into job requirements for faculty and staff, ensuring that competency and results in this area are considered in performance reviews and for promotions.

CURRICULUM AND TEACHING

Practicable Recommendations

1. Work with Indigenous artists, faculty and, where appropriate, students to identify and remove colonial perspectives and content in current curricula, and to decolonize and Indigenize lessons. Ensure this labour is compensated.
2. The Dean's Office should procure trainers to offer role-specific training for faculty on how to diversify their lessons and engage with students in conversations about equity.

Structural Recommendations

1. The Dean's Office, in partnership with Chairs, faculty and unions, should clearly articulate that academic freedom and equity-informed teaching are not mutually exclusive.
2. Foster collaboration between the Dean's Office, departments and programs to question notions of "classical" forms of art, recognizing and revising Eurocentrism within curricula.
3. Chairs and faculty should ensure content concerning Indigenous cultures

and histories, as well as perspectives from other equity-deserving groups, is formally included in every department's curriculum, and:

- a. Chairs should encourage faculty to pursue equity-focused research and artistic projects; and
- b. Faculty should encourage students to broaden their studies and research to engage with new content and consider how equity and the arts intersect.

The recommendations outlined above are grouped thematically based on the findings from the Initiation Phase, though it may be helpful for AMPD to consider how these recommendations can be reframed and operationalized through a structured framework. As such, the above recommendations can be understood through KOJO Institute's 4 As Framework (Appendix A), and broadly fall under the following categories:

- Acknowledge - AMPD must recognize the ways in which racism and oppression is occurring;
- Affirm - AMPD must work with those who experience racism in order to effect change;
- Address - Time and resources must be invested to change the culture of AMPD and postsecondary education to become more equity-informed; and
- Account - These interventions must be tracked, evaluated and the Dean's Office, management and Chairs must be held responsible for their progress or stagnancy.

Complex problems require comprehensive solutions. We encourage AMPD to utilize KOJO Institute's 4 As Framework to frame the necessary elements and steps required to move AMPD from where it is today towards the type of institution it wants to become.

CONCLUSION: THE PATH FORWARD

Much like other entities, postsecondary education institutions reflect and respond to issues and inequities that occur within larger society. People with unique and intersecting identities come to AMPD, and conversely racism and oppression also then manifest in unique and intersecting ways within AMPD.

The events that brought KOJO Institute to work with AMPD are not the first instances of racism and discrimination taking place in the School, yet some individuals continue to question the existence or severity of these issues. Unless AMPD and York University can name, acknowledge and actively address the structural and individual experiences of racism within the School, people will continue to be marginalized and oppressed, and commitments and conversations will appear performative.

To create lasting positive change, equity needs to be at the core of every decision, strategic plan, and intervention. We encourage AMPD to take full responsibility for the issues it is experiencing, to intervene in areas where it has authority to do so, and to take a strong position on the things that are determined to be outside of their purview.

As the School of Arts, Media, Performance and Design charts a path forward to become more equity-informed and equitable, it is important to remember the purpose of this work. The disproportionality and disparities seen within the organization must be eliminated so that all students, faculty, and staff can experience AMPD as a welcoming space to learn, grow, and thrive. We hope this report and plan have provided the School with the foundational direction and guidance needed to create truly equitable cultures and outcomes across AMPD.

APPENDICES

APPENDIX A: KOJO INSTITUTE'S 4AS FRAMEWORK

THE 4As FRAMEWORK

WHERE WE ARE

Systemic Racism
Anti-Black Racism
Racial Inequities
White Supremacy

- Disproportionalities and disparities in key social indicators
- Internalized racism
- Systemic resistance and punishment
- Racial violence (physical, emotional, and social) and misogyny

WORK TO BE DONE

ACKNOWLEDGE



Our system is racist, anti-Black and colonial

AFFIRM



The experiences of racialized, Indigenous, and Black people are to be believed and acted upon.

ADDRESS



- Shift organizational culture through proactive and responsive mechanisms, policies, practices, and procedures
- Dedicate appropriate human, financial, and physical resources
- Engage in relevant and responsive professional development

ACCOUNT



- Track, measure, and evaluate progress
- Commit to public reporting and knowledge mobilization
- Plan accordingly
- Enable community oversight
- Distribute rewards and consequences

OUR GOAL/OUTCOME

Black Liberation



Black and racialized self actualization, and community actualization

Race Equity



Elimination of racial and intersecting disproportionalities and disparities

APPENDIX B: FOCUS GROUP QUESTIONS

1. By show of hands, how many people here have experienced or observed the following at York University, firsthand?
 - a. Anti-Black racism;
 - b. Anti-Indigenous racism;
 - c. Anti-Asian racism;
 - d. Any other racism
2. By show of hands, how many people think that racism is a serious issue at York University and within AMPD?
3. How is racism operating at York University and within AMPD?
 - a. What are some examples of how it presents itself?
4. What are some specific ways in which York and the AMPD have committed to anti-racism in support of Black, Indigenous and racialized students, staff and faculty?
5. What does an anti-racist York and AMPD look like?
6. What are some ways that York and the AMPD can prevent and address racism from occurring?
7. Based on the questions asked, is there anything else you would like us to know?

APPENDIX C: KEY INFORMANT INTERVIEW QUESTIONS

1. Please describe your experiences with, or observations of racism within York AMPD, if any. This could include anti-Black racism, anti-Indigenous racism, or other forms of racism.
2. Do you feel as though racism is a serious issue within AMPD? If yes, why? If no, why not?
3. How is racism operating within AMPD? This could include specific examples, or systemic issues.
4. What are some specific ways in which York and the AMPD have committed to anti-racism in support of Black, Indigenous and racialized students, staff and

faculty?

5. What does an anti-racist AMPD look like?
6. What are some ways that York and the AMPD can prevent and address racism from occurring?

APPENDIX D: SURVEY QUESTIONS

The following brief survey is intended to allow students, faculty and staff within AMPD to support AMPD's commitment to addressing issues of racism, oppression, and inequity.

This survey is an opportunity to provide anonymous feedback, and will be assessed in conjunction with results from student, faculty and staff focus groups, as well as interviews conducted by KOJO Institute.

The responses to this survey will be collected and reviewed only by KOJO Institute and will inform their final report, which will be presented to the Dean.

The following questions will ask you to reflect on your experiences or observations of racism, oppression and inequity at AMPD.

1. What is your role at York University?
 - Student
 - Faculty
 - Staff
 - Management
2. If you are a student, which best describes your academic year?
 - Undergraduate year 1
 - Undergraduate year 2 or more
 - Masters student
 - PHD candidate
 - Other
 - Prefer not to answer
3. If you are faculty, how many years have you been employed at York University?
 - 1 year
 - 2-3 years
 - 4-5 years
 - 5-10 years
 - 10 years or more
 - Prefer not to answer

4. If you are management/staff, how many years have you been employed at York University?
- 1 year
 - 2-3 years
 - 4-5 years
 - 5-10 years
 - 10 years or more
 - Prefer not to answer
5. What best describes your race or ethnicity? Choose all that apply.
- Indigenous
- Asian - East (e.g. China, Japan, Korea)
 - Asian - South (e.g. India, Pakistan, Sri Lanka)
 - Asian - Southeast (e.g. Malaysia, Philippines, Vietnam)
 - Black - Canada
 - Black - Africa (e.g. Ghana, Kenya, Somalia)
 - Black - Caribbean Region (e.g. Jamaica, Barbados)
 - Latin American (e.g. Argentina, Chile, El Salvador)
 - Indo-Caribbean (e.g. Guyana with origins in India)
 - Middle Eastern (e.g. Egypt, Iran, Lebanon)
 - Mixed Background
 - White – Canada
 - White - Europe (e.g. England, Italy, Portugal, Russia)
 - Prefer not to answer
6. Have you experienced or witnessed anti-Black racism (ABR) at AMPD? Select all that apply.
- Yes
 - I have experienced/witnessed ABR from students
 - I have experienced/witnessed ABR from faculty
 - I have experienced/witnessed ABR from staff
 - I have experienced/witnessed ABR from the administration
 - No
 - Prefer not to answer
- 6b. If yes, can you provide an example?

7. Have you experienced or witnessed anti-Indigenous racism (AIR) at AMPD? Select all that apply.

- Yes
- I have experienced/witnessed AIR from students
- I have experienced/witnessed AIR from faculty
- I have experienced/witnessed AIR from staff
- I have experienced/witnessed AIR from the administration
- No
- Prefer not to answer

7b. If yes, can you provide an example?

8. Have you experienced or witnessed anti-Asian racism (AAR) at AMPD? Select all that apply.

- Yes
- I have experienced/witnessed AAR from students
- I have experienced/witnessed AAR from faculty
- I have experienced/witnessed AAR from staff
- I have experienced/witnessed AAR from the administration
- No
- Prefer not to answer

8b. If yes, can you provide an example?

9. If you have experienced or witnessed racism at York University, did you report the incident? (Choose all that apply)

- I did - The action led to appropriate outcomes and the situation was dealt with
- I did - The issue was not resolved
- I did - The complaint was ignored, or no action was taken
- I did - The action worsened the situation
- I did not - I was unsure of who would be appropriate to talk to
- I did not - I did not consider it serious enough to report

- I did not - I feared the consequences
 - I did not - I did not believe anything would be done
 - I did not - I did not feel I would be believed
 - Prefer not to answer
 - Other
10. AMPD creates an environment where Black, Indigenous and racialized students will academically succeed.
- Strongly Agree
 - Agree
 - Neither Agree or Disagree
 - Disagree
 - Strongly Disagree
 - Prefer not to answer
11. AMPD is committed to racial equity.
- Strongly Agree
 - Agree
 - Neither Agree or Disagree
 - Disagree
 - Strongly Disagree
 - Prefer not to answer
12. I feel like I belong in AMPD.
- Strongly Agree
 - Agree
 - Neither Agree or Disagree
 - Disagree
 - Strongly Disagree
 - Prefer not to answer
13. I feel like it is a risk if I talk about racism at AMPD.
- Strongly Agree
 - Agree
 - Neither Agree or Disagree
 - Disagree
 - Strongly Disagree
 - Prefer not to answer
14. I feel that AMPD has shown a willingness to address racism.
- Strongly Agree
 - Agree
 - Neither Agree or Disagree
 - Strongly Disagree

- Prefer not to answer
15. On a scale of 1 (lowest) to 5 (highest), please rate the extent to which you have been made to feel uncomfortable at AMPD because of your race or ethnicity.
16. On a scale of 1 (lowest) to 5 (highest), to what degree has experiencing systemic discrimination and/or racial microaggressions at York AMPD affected your well-being?
17. In your view, what is the single most important next step to actively tackle racism within AMPD?

18. On a scale from 1 (lowest) to 5 (highest) how important are each of the following activities for AMPD?
- Increase racial diversity of the students
 - Increase racial diversity of the faculty
 - Creating a more inclusive curriculum that represents the realities of racially diverse students
 - Creating a student complaints process
 - Conduct mandatory faculty equity, anti-racism and anti-oppression training
 - Faculty/Student/Staff training on microaggressions
19. What are some of the ways that AMPD can prevent and address racism from occurring?

20. In your own words, what do you think a focus on racial equity and inclusion should mean for AMPD? (For example: What should they do more/less of? What would they need to change?)

If you have any comments about this survey, you can contact the KOJO Institute at administration@kojoinsitute.com

