



REFORM SMITH

A STUDENT MOVEMENT

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INTRODUCTION

REFORM SMITH

Born from [Stolen by Smith](#), we are a team of students and alumni advocating for systemic reform at the Smith School of Business, with a specific focus on the Commerce program. Through extensive research, our team has generated short-term, medium-term, and long-term recommendations that address equity concerns within the Smith community.

Through analysis of the qualitative data on [Stolen by Smith](#), our own experiences, and the experiences of other students and staff, we identified seven key problem areas at Smith. These problem areas are:

1. Admissions
2. Curriculum
3. Equitable Hiring & Education/Training
4. Financial Aid
5. Recruitment
6. Disclosure, Reporting, & Disciplinary Measures
7. Student Support & Community Development

OUR MISSION

Our main objective is to create a better Smith School of Business experience for QTBIPOC students. Reform Smith is focused on advocating for changes within the Commerce program, starting with our Proposal. Our school's inaction in equity work can no longer be ignored, and we, students and alumni, are determined to help facilitate the changes necessary at a systemic level. Through this work, we aim to work with the Commerce administration to create substantive advancements in equity work at Smith.

THE REFORM SMITH PROPOSAL

After identifying seven problem areas, the team got to work. Within each problem area, we compiled lists of recurring pain points and began researching potential solutions to these pain points. To generate potential solutions, the team researched best equity practices at other leading institutions, surveyed students and alumni through [Stolen by Smith](#), consulted the Queen's Human Rights and Equity Office, and collected feedback from Smith faculty on our first draft of recommendations.

After compiling feedback from these various stakeholders, the team crafted the Reform Smith Proposal, which is the report you'll find on this site. The purpose of the Proposal is to provide a guideline for potential actions the school can take to address the inequities highlighted on [Stolen by Smith](#) and by students and faculty.

The Proposal is a culmination of input from hundreds of current students, alumni, staff, and faculty. Our proposal writing team poured over 1500 hours of labour into collecting this input from the Smith community and compiled it into recommendations for the Proposal.

THE TEAM

In addition to the Proposal Team, Reform Smith has an Alumni Team, Marketing Team, and Mentorship Program.

The Alumni Team is managed by Ana Lopez, who is our Alumni Relations Coordinator. The alumni team consists of 15 alumni, who have generously supported Reform Smith by providing feedback on the recommendations in the Proposal, creating marketing content, and liaising with the larger alumni network.

The Marketing Team is comprised of Ana Lopez, who oversees alumni relations, Jei So, who manages the marketing plan and content, and Eric Chen, who manages the website.

The Mentorship Program is for incoming first-year Commerce students and is managed by Omar Baboolal. The Mentorship Program connects first year BIPOC students with upper-year BIPOC students in the Commerce program. The program currently has 42 mentors and 21 mentees.

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LETTER FROM THE CO-CHAIRS

Born from [Stolen by Smith](#), we are a student and alumni group advocating for systemic reform at the Smith School of Business. Through extensive research, our team has generated short-term, medium-term, and long-term solutions to address equity concerns within the Smith community.

We honour the courage of those who have shared their stories on [Stolen by Smith](#) by using the qualitative data aggregated through the page as the foundation of our work. We have also engaged the Smith community by collecting their input on what demands they would like to see brought forward to administration.

This work is made possible by countless hours of labour from the Reform Smith team and the community that has supported this momentous change. This proposal does not merely represent this team but is the culmination of the input of thousands of students, alumni, faculty, and staff. The creation of this proposal is a testimony to what we can accomplish when we work together. It's imperative that we acknowledge our school's history, prioritize the wellbeing of equity-seeking groups, and move forward together to enact the changes necessary to support our marginalized students.

We have seen too many empty words and performative measures, with no real commitment to change. We are determined to ensure this time will be different. Take time to read our proposal, sign, and help hold our school accountable; building a better Smith School of Business experience for all students.

Sincerely,



Noor Rahemtulla (Comm '20)



Meena Waseem (Comm '23)

ADMISSIONS

PAIN POINTS

HOMOGENOUS STUDENT BODY & UNDERREPRESENTATION OF MARGINALIZED GROUPS

1. The Smith Commerce student body is largely homogeneous. As evidenced by [Stolen by Smith](#) and the [Smith Transparency Project](#), many students are from well-off areas, families, and private high schools.
2. Black, Latin American, South Asian, and Southeast Asian students are underrepresented in Queen's University's undergraduate student body compared to the population of Canadian youth. Indigenous, LGBTQ+, students with income <\$74,999 and students with disabilities are also underrepresented in Queen's undergraduate incoming classes¹.
3. Students within lower family income brackets (particularly <\$74,999 threshold) and visible minorities are consistently accepted in lower rates than they apply to Queen's undergraduate programs. Once given offers, these groups are also consistently less likely to accept.²
4. There appears to be lacking diversity data published disaggregated by undergraduate program within Queen's as well as well as very little breaking down the ethnic identities of visible minorities

LIMITED LEVELING INTERVENTION IN ADMISSIONS

Smith Commerce admits students through a trial conception, first selecting the students that meet the grade cut-off and then admitting those who score highest on their supplemental essays. Alternative pathways for admission only exist for Indigenous and first-generation University Students, who are eligible for additional counselling through the application process. Furthermore, existing pathways for first-generation University Students are not well marketed (e.g. they are not even mentioned as a resource on the Smith Commerce site despite there being a [How to Apply](#) section). No leveling initiatives, such as these pathways, exist specifically for underrepresented groups applying for the Smith Commerce program

1. Entrance Average Cut-Off: Initial findings suggest that the 87% grade cut-off (and varying 'Eligible for PSE Review' grade cut-offs for each Class) is more challenging to achieve in lower socio-economic settings, barring otherwise qualified applicants from PSE/SE review.

¹ [PICRDI 2018, Student Applicant Equity Census, Immigration and Ethnocultural Diversity Data Table, 2016 Census, Income Highlight Tables, 2016 Census, Canadian Survey on Disability, 2017, Foundation Jasmine Roy #LGBTRealities](#)

² [Student Applicant Equity Census](#)

“BLACK BOX” OF ADMISSIONS

1. Lack of transparency on admissions processes, leading to perception that a high school’s reputation increases its students’ admissions rates, that qualified students not receiving offers, and that there is an inequitable PSE/SE rubric (SBS)
2. Lack of readily available and public data pertaining to demographic and socio-economic composition of Smith Commerce applicants, accepted students, and registered students.
3. No transparency and sharing of PSE/SE readers and their demographic and socio-economic composition.

UNEQUAL ACCESS TO APPLICATION PROCESS SUPPORTS

1. Limited promotion of Chancellor’s and other Major Admission Awards processes alongside Smith Commerce admissions information.
2. Students with high school alumni networks at Queen’s, from more privileged backgrounds and with connections to current students have increased access to formal and informal support during the application process, including, but not limited to, access to proofreading, advisory on application process, and paid coaches and consultants.

POTENTIAL BIAS IN APPLICATION REVIEW PROCESS AND BARRIERS TO PARTICIPATION

1. Largely homogeneous alumni base and indication that students possess strong implicit bias preference towards those of European descent (SBS) and PSE reviewer access to applicant reference, from which a High School association can often be inferred, creates room for implicit bias in the application review process.
2. Requirement to sacrifice a specific weekend day and be in the Toronto area to participate in PSE reading creates barriers to diversity in participants.

KNOWLEDGE GATHERING

Category	Source	Insight
Student Body Composition	PICRDI 2018 , Student Applicant Equity Census , Immigration and Ethnocultural Diversity Data Table, 2016 Census , Income Highlight Tables, 2016 Census , Canadian Survey on Disability, 2017 , Foundation Jasmine Roy #LGBTRealities	Underrepresentation of Black, Latin American, South Asian, Southeast Asian students within the Queen’s Undergraduate student body relative to 2016 census data for those aged 15-24. Incoming classes for undergraduate programming show underrepresentation of Indigenous and Visible Minorities. Proportion of applicants identifying as Aboriginal, Persons with a Disability and Visible Minority has declined substantially since 2014.
EDII in Recruitment	Equity, Diversity and Inclusion at Canadian	Intersectional data collection and analysis allows institutions to identify the unique privileges and

	Universities report on 2019 National Survey	challenges experienced by different identities. University preparatory programs, student supports, and early high school intervention can aid in the recruitment of underrepresented student groups.
Implicit Bias in Admissions	Increasing Diversity in Medicine	Study assessing implicit racial bias in medical school admissions found that controlling for sex and education, the admissions review cohort exhibited strong implicit White preference. Being made aware of their preferences lead to the most diverse class in the history of the institution.
Recruitment and Admissions Processes	Interview with Executive Director Garnier and Executive Director Coupland	Admissions & Recruitment office and Commerce Office operate with separate budgets, where Commerce Office manages Smith specific publications, initiatives, PSE reading and post-admissions outreach. Currently diversity programming in recruitment and admissions is limited to low-income, first generation and Indigenous university students.

DEMANDS

SHORT TERM

IMPROVE DISCLOSURE OF EDII CONSIDERATIONS IN PLACE THROUGH THE ADMISSIONS PROCESS BY PROVIDING ADDITIONAL CLARITY ON THE FOLLOWING POINTS

1. Specific KPIs administration will be using to track and disclose progress on EDII in admissions including targets for the diversity of applicants and registered students and targets for the diversity of PSE readers (see below KPI suggestions for a more detailed breakdown)
2. Explain what “revision was made” relating to bias in written application questions pertaining to leadership capacity and extracurriculars
 - a. What are examples of revised questions?
 - b. What measures are in place to ensure future questions are reviewed for potential bias?
3. What does the revised rubric from 2018 entail?

INCREASE TRANSPARENCY, REPORTING, AND PUBLIC SHARING OF ADMISSIONS DATA

Disclose demographic, racial, and socio-economic composition of the following groups via a postal-code study, OSAP status, and/or other metrics within the Smith Commerce Program:

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1. Applicants, accepted students, waitlisted students, and students who reject vs. accept their offers
2. Applicants rejected on the basis of GPA
3. PSE readers
4. Recipients of merit-based entrance scholarships

The negative perceptions pertaining to the lack of diversity within the student body serve as a barrier to prospective minority applicants and prevent Smith from accurately identifying underrepresented groups and the challenges they experience when accessing education at the Smith School of Business.

Ideally, this data is published for each Class (1st, 2nd, 3rd, and 4th year undergraduate students) in the form of a report that is easily made available and distributed to students, faculty and alumni. This data should then be refreshed every year, with a new report being published each year. Data should be presented to show any core trends and changes over time.

TRACK AND ANALYZE REGIONAL AND HIGH-SCHOOL DATA

1. A breakdown of incoming Commerce students and students who were given offers but did not accept by high school or district
2. The names of Canadian public high-schools' schools which did not submit a Chancellor's/Major Admissions Award nomination during one or more of the last three years

This information will help the school to understand which regions and/or schools could be better supported and targeted via existing recruiting programs such as HSL Sendback. A large amount of schools not submitting Chancellor's nominees could signal that Guidance Counsellors need to be provided with better resource packages and more clear information on deadlines and processes.

CHANGE CURRENT APPLICATION REVIEW PROCESSES

1. Publish data on the grade cut-off that has been used for the past few years with regards to the # of PSE applications that continue onto the next round for review
2. Work directly with the HREO to identify potential sources of bias that application readers may have (e.g. valuing expensive extra-curricular activities such as international competitions and voluntourism over local volunteering/work experience) and ensure that reviewers are trained to recognize and address these sources of bias. In addition to training, provide a written document with guidelines to address biases so that the content is accessible and well-enforced.
 - a. Consider conducting an exercise to make reviewers aware of their own biases. For example, [IAT implicit bias testing](#) could be used, requiring PSE/SE readers to be made aware of their scores and how they can account for them during the application review process.
3. Recruit diverse alumni and equity-seeking parties in the Commerce office to engage in the application review process.

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4. Digitize the PSE/SE review process to increase the accessibility to alumni and enable review over a period of time, rather than in concentrated periods of time.

MEDIUM TERM

ENHANCE DATA COLLECTION AND ANALYSIS ON WHY STUDENTS REJECT OFFERS

There should be a focus from Smith Commerce administration towards understanding what drove the decision of students who rejected their offers to Smith Commerce and if certain groups (e.g. Black, Indigenous, other visible minorities, self-identifying as LGBTQ+, low-income) decline their offers in above-average rates. If data in this realm is lacking, the Data Dashboard should be consulted to implement or improve an existing exit survey (asking students who decline an offer to self-declare their reasons) and/or expand access to information from this survey as needed. The timelines and processes through which students are made aware of the level of needs-based and merit-based entrance awards and bursaries should also be assessed to identify if uncertainty around bursary amounts or insufficient bursary amounts are contributing factors.

ENHANCE DEMOGRAPHIC AND SOCIOECONOMIC DATA COLLECTION AND ANALYSIS

Smith Commerce should collect demographic and socio-economic data, through self-identification as early as the application stage and track the proportion of different groups represented at the Applicant, 87% Cut-Off Achievement, Offer, and Registration stages of admissions. Doing so can help identify where key barriers exist for minority students and could be used to verify the initial hypothesis that the grade cut-off average serves as the primary barrier to the acceptance of low-income and QTBIPOC students.

Data collected should break down Visible Minority into the same categories as used in the 2018 PICRDI report to allow for the comparison of the Smith Commerce demographic composition to the Queen's undergraduate student body, and the subsequent identification of specific visible minority groups underrepresented within Commerce. These categories are: Black, East Asian, Latin American, South Asian, Southeast Asian, North African, and West Asian and other. Demographic and socio-economic data analysis should also be used to constantly monitor and assess success throughout the four years of the program so as to help identify needed support interventions for individual minorities in Smith Commerce. Example information points to gather include breakdowns of:

1. Annual Dean's List
2. Annual instances of Academic Probation
3. Annual instances of dropping-out or being removed from the program
4. Participation in conferences
5. Completion of the Certificate in Social Impact

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Ensure that the data collected can be used for intersectional analysis so as to identify the specific identities that are most underrepresented and to develop specific interventions and future initiatives to support these minorities.

PROVIDE APPLICATION SUPPORT RESOURCES TO LOW-INCOME, BLACK, SOUTHEAST ASIAN, SOUTH ASIAN, AND LATIN AMERICAN PROSPECTIVE STUDENTS

Recruitment initiatives in new or previously underrepresented communities require 5 or more years to realize a return on investment³. As such, current information asymmetries between prospective students with greater access to current students or resources with a history of navigating the Queen's Commerce admissions process will only proliferate during this lead time. Consequently, Smith Commerce should offer additional support to underrepresented students (such as Indigenous, Black, Latin American, South Asian, Southeast Asian and low-income students) starting from the early years of high school and the early stages of the post-secondary application process, to compensate for the barriers they face in accessing admissions and application process support. Smith Commerce should establish a system modeled after the University of Toronto's Community of Support, which offers Indigenous, Black, Filipino, low-income, and persons with disabilities access to one on one advising, admissions events, advice for improving core admissions scores, application proofreading, references guidance, and workshops on communication and professionalism, and an interview buddy.

LONG TERM

INTRODUCE SMITH COMMERCE-SPECIFIC PATHWAYS TO ADMISSIONS FOR LOW-INCOME, BLACK, SOUTHEAST ASIAN, SOUTH ASIAN AND LATIN AMERICAN STUDENTS

Model specific pathways for underrepresented students after the [University of Toronto's Black Student Application Program \(BSAP\)](#). This program allows Black students who self-identify to apply through a separate pathway. These students are required to meet the same admissions standards but are able to submit an additional personal essay and have a member of the Black community involved in the application review process. This model serves to reduce the feeling of cultural exclusion or isolation for Black students and reduces the likelihood of anti-Black implicit bias impacting the application review process. The number of Black students enrolled in U of T's medical program increased 15-fold in the year of introduction.

ONGOING REVIEW OF ADMISSIONS PROCESS AND REQUIREMENTS WITH AN EQUITY LENS, ACTIVELY SEEKING OUT, IDENTIFYING, AND REMOVING BARRIERS TO ADMISSIONS FACED BY LOW-INCOME AND QTBIPOC STUDENTS

Over time, the metrics from each stage of the admission process (Applicant, PSE Reviewed, Offer, Registered) for minority students each year should be reviewed, with the general trends

³ Interview with Executive Director Garnier and Executive Director Coupland

and patterns noted. If, in the event, there is a decline at any stage in the % of minority students out of the total group compared to year ago, this is an opportunity for Smith Business to look into the reason for what could be the case, identify the issue and take subsequent measures to ensure any barriers are removed.

IMPLEMENTATION & FEASIBILITY

Our team recognizes that parts of the admissions process are run centrally through Queen’s and are not silo-ed to the Commerce faculty. For points above that do not fall directly under the faculty’s purview, we want to see the Smith School of Business to advocate for this change to be implemented at a University-wide level.

The Queen’s Student Applicant Equity Census already collects much of the data requested at the Undergraduate level through Solus. Solus also contains information on a student’s program of study, which should allow for the easy disaggregation of this data by faculty, to be Smith Commerce specific. Application support and additional pathways may require the addition of financial or human capital resources and some of the requested reporting may require support from Queen’s Undergraduate Admission and Recruitment. Increasing the accessibility of digital and virtual recruitment initiatives is largely required by the COVID-19 pandemic, creating a timely opportunity to review what is made available to students and how its content can be redesigned to better serve underrepresented groups of prospective students. To implement EDII training into the application review process, Smith should consult with the [Queen’s Equity and Human Rights Offices](#), which offers customized training. As Smith and the Commerce Office handle everything beyond the PSE reading stage of admissions, changes to the review team composition and processes will fall under their responsibility.

KEY PERFORMANCE INDICATORS (KPIS)

<i>KPI</i>	<i>Description</i>
Proportion of Students Admitted	The proportion of low-income and QTBIPOC students admitted into the program should be representative of the proportion they make up in the Canadian population age 15-24.
Application to Admissions Conversion	The proportion of Smith Commerce students from underrepresented groups to whom offers of admission are extended should be approximately the same as the proportion these students make up of Smith Commerce’s overall applications.
Proportion of students registered	The proportion of the registered student body for Smith Commerce that is from a historically underrepresented group should be representative or over-representative of their proportion of the Canadian population aged 15-24.

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Demographic breakdown of PSE/SE readers	The racial and ethnic makeup of PSE/SE readers should be approximately representative of the Canadian population.
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CURRICULUM

Curriculum pertains to inequities in the selection, development, delivery, and evaluation of mandatory Commerce curriculum and optional Commerce coursework.

PAIN POINTS

SELECTION OF ACADEMIC CURRICULUM

In its current form, the Queen's Commerce curriculum presents the field of business as a discipline that is completely isolated from and unrelated to social justice issues. As such, there are no equity-focused courses in the mandatory Commerce curriculum and very few elective courses. The absence of mandatory and elective social justice-oriented courses creates two core issues: 1) Graduates from the program lack the critical understanding of social justice issues and their relationship to Business and business concepts, rendering them unable to critically recognize, analyze, and take action against instances of discrimination in the 'real' world. 2) Students who are interested in the relationship between business and social justice are unable to access content that will assist them in exploring this field further. The lack of social justice coursework is driven by:

1. Limited involvement of students in the curriculum selection process. Currently, the Academics Officer is the only student who sits on the Smith Commerce curriculum committee.
2. Limited involvement of BIPOC and other marginalized communities in the curriculum selection process. Currently there are no internal benchmarks or quotas for BIPOC representation on the Smith Commerce curriculum committee. This has led to a 'white-centric' curriculum that prioritizes whiteness over academic excellence and diversity of thought.
3. No internal benchmarks or requirements for equity-focused course work from the Smith School of Businesses. The Smith Commerce curriculum committee does not have any internal benchmarks related to the incorporation of equity-focused content into existing courses or the establishment of new equity-focused courses.

DEVELOPMENT OF ACADEMIC CONTENT

Once courses are selected by the Smith Curriculum committee, courses are developed by faculty and staff with little to no input from students, BIPOC, and individuals from other marginalized communities. This creates an opportunity for faculty and staff to create content and practices that, often unintentionally, do not effectively address social justice issues and further marginalize distinct groups of students. These practices include:

1. Requiring mandatory course materials are extremely costly and low value add to students. Students are required by their professors to purchase costly course materials that may not be core to the learning experience of the course. This adds financial, academic, and social pressure to individuals from lower socio-economic backgrounds, many of whom are BIPOC individuals.

2. Non-equity focused courses do not incorporate any equity lens into their course content. Very few non-equity focused courses explore, explain, or reckon with how social justice concepts interact with the content presented in their course. This does not provide students with an accurate, robust course experience, nor opportunities for students to think critically about the content they are engaging with.
3. There is no specific governing body to flag discriminatory content within a professor's course. While professors have the content of their courses audited from a purely academic standpoint, there is no oversight as it relates to equity and anti-racism. This provides an opportunity for professors to include content in their curriculum that may be harmful and discriminatory to BIPOC individuals.

DELIVERY OF ACADEMIC CONTENT

Course content can and has been delivered in a way that makes students from marginalized communities feel unheard, uncomfortable and discriminated against. This is primarily driven by:

1. Professors lack training, knowledge, and skills to effectively discuss, moderate, and address social justice issues, often leading to micro-aggressions and discrimination in the classroom. Professors do not receive training related to the delivery and moderation of equity-related content, and as such, often shy away from these topics or defer to students.
2. Students lack an understanding of social-justice and equity-related issues, resulting in discriminatory comments and behavior within the classroom.

EVALUATION OF CLASS AND GROUP PROJECT PARTICIPATION

1. Class participation is often used to evaluate students, creating a system in which professors and TAs can consciously or unconsciously discriminate against students. Since most professors do not communicate a grading scheme or justification for participation grades, there is little room for students to identify errors or potential bias.
2. Minority students and students with disabilities have noted that through [Stolen by Smith](#) that they have been discriminated against by other students through the GRASP review process (for participation in group projects).

DEMANDS

SHORT TERM

SET INTERNAL BENCHMARKS RELATED TO EQUITY-FOCUSED CONTENT

In order to ensure that students are able to access and learn about equity-focused topics, we recommend that the curriculum committee mandate that each course must incorporate one class focused on the intersection of equity-related topics and the professor's field of study. This will provide opportunities for students to learn about inequities present in all areas of business while encouraging professors to learn more about their particular field of study. For example, a

professor teaching Finance I (COMM 121) could hold a session focused on how financial institutions have historically discriminated against Black people through the use of redlining or the history of Black Wall Street. When speaking to existing content on how wealth can be grown through investing, speak to how access to investing further perpetuates this gap and mention startups within the space such as Ellevest that have made investing and investing education more accessible. The overall goal should be to not only make students aware of present and historical discrimination in these fields but also to showcase how business leaders can drive change.

IMPLEMENT ANONYMOUS IN-CLASS Q&A SYSTEMS

Participation in the classroom is integral to one's success at Smith. However, some international students have reported feeling uncomfortable speaking up due to language barriers and exclusionary behavior by professors (e.g. professors unwilling to pronounce foreign names). While identifiability should be required for participation marks – as this mirrors workplace settings – it should not be a barrier for clarifying questions. Beyond international students, this will be helpful in fostering an open and less intimidating learning environment for students more broadly. In order to prevent distracting or hateful anonymous messages to the professor, the Q&A system should ask for student numbers to be submitted

1. This is a tactic the Queen's University Investment Counsel implemented during the club's Women Investing Initiative and proved to be wildly successful. The club reported an extremely high rate of interaction and female students noted that it helped facilitate a more inviting learning environment

ENCOURAGE PROFESSORS TO ENGAGE QTBIPOC PROFESSIONALS IN COURSES

Students have vocalized concerns around lacking diversity in the pool of professors teaching Queen's Commerce courses. While it will take time to address this from a hiring/pipeline standpoint, students in the near term should be learning from diverse perspectives within the classroom and be exposed to QTBIPOC success stories and role models, particularly in industries such as finance and tech that are currently facing diversity challenges. Engagement of QTBIPOC perspectives is also particularly important courses where sensitive topics relating to diversity are discussed (e.g. Ethics, International Business, and HR). Thus, professors should be strongly encouraged to invite more QTBIPOC guest lecturers with industry experience to ensure a broader range of perspectives are being shared in the classroom.

Furthermore, professors should be encouraged to engage more perspectives from QTBIPOC industry experts / professionals in the design of their teaching materials or writing of case studies. One [example where this appears to have been done well](#) was Professor Karen Humphrey Blake's collaboration with indigenous commerce students to develop case studies for her Ethics and CSR class, her involvement of indigenous professionals at Queen's in providing feedback to students' case study solutions, as well as her consultation with an indigenous industry professional, Carol Ann Budd, which inspired her to incorporate the Kairos Blanket Exercise in her class.

COMPREHENSIVE REVIEW OF PARTICIPATION POLICIES

1. Ensure that if participation is being graded, professors have a clearly communicated and low-bias format to assessing it (e.g. name tag comments, in-class TAs, online engagement) and that students are given updates on their participation performance on a weekly basis so that they can adjust their performance accordingly and professors can be held accountable for errors such as overlooking a student. If resources permit, or if class sizes exceed a certain threshold, having an in-class TA assess participation via writing down names and grading comments as they are made is ideal.
2. Strict attendance policies that penalize students for missing class for job interviews, unavoidable work shifts, or health concerns should be not be allowed. Professors should be required to ensure students are given leeway if they reach out with valid reasons for not being present.

COMPREHENSIVE REVIEW OF THE GRASP TEAM EVALUATION PROCESS

1. Tie GRASP review scores to diversity tracking points such as disability status, ethnicity, international student status to identify if being part of a minority group increases likelihood of receiving a low score.
2. If the above study shows concerns with the process, the GRASP process and questions should be reassessed and/or students should be a given a more accessible platform to refute their claims.

MEDIUM TERM

INCREASE STUDENT REPRESENTATION ON THE SMITH COMMERCE CURRICULUM COMMITTEE

Currently, the Academic Commission is the only student on the Smith Commerce curriculum committee. There is a lack of transparency as it relates to how curriculum is selected, what curriculum is selected, and how the needs of students are communicated to the Smith Commerce curriculum committee. To address these issues and ensure that students are able to voice their concerns with potential curriculum changes, we recommended that the Smith Commerce curriculum committee create four new student-elected positions on the Smith Commerce curriculum committee. These individuals should hold equal voting power to all other members of the committee and conduct student-led reviews of course content on a yearly basis. These positions should be paid by Smith and administered through the Commerce Society.

INCREASE BIPOC REPRESENTATION ON THE SMITH COMMERCE CURRICULUM COMMITTEE

Currently, there are no benchmarks or internal quotas related to BIPOC representation on the Smith Commerce curriculum committee. Given that the majority of members are white, we recommend that the curriculum committee mandate that 1/3 of committee members be part of

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the BIPOC community. This will ensure that BIPOC voices have a seat at the table and can identify potentially harmful or discriminatory content within the program, while identifying new opportunities to incorporate equity-focused materials into course curriculum.

LONG TERM

INTRODUCE A MANDATORY COURSE IN THE COMMERCE CURRICULUM THAT FOCUSES ON THE INTERSECTION OF BUSINESS AND EQUITY-RELATED TOPICS

Currently, students do not have the knowledge or the theoretical frameworks to effectively understand, assess, and critique historical and modern equity issues in a business content. Additionally, students do not understand the connection and entanglement between business and social justice topics. In order to address these gaps in knowledge, it is recommended that the Commerce program mandates a first-year course focused on the relationship between business, capitalism, and equity-topics. Topics should include the intersection of business with race and racism, orientalism, critiques of capitalism, and feminism. The course should be taught by a non-commerce professor who is also a member of the BIPOC community.

ESTABLISH AN INDEPENDENT, THIRD-PARTY EQUITY REVIEW SYSTEM FOR COURSE CONTENT

In order to ensure that professors maintain a safe, equitable teaching space for all students, it is recommended that Smith establish a third-party course content review system to identify and modify any harmful or discriminatory course content. The Smith Commerce curriculum committee should work with students to create a publicly available set of rules to govern what content is and is not acceptable to incorporate into course content, which will then be overseen by a paid, third-party content reviewer.

EQUITABLE HIRING, TRAINING, & SUPPORT

Equitable hiring, training, and support pertains to the selection, training, and support of all Smith administration, staff, and faculty. The goal is to equip administration, staff, and faculty with the skills and tools needed to foster an educational environment that is inclusive and respectful for both professors and students from all backgrounds, especially those historically underrepresented. Simultaneously, Reform Smith recognizes the value and need for proper discourse within the classroom. Our intention is not to censor opinions and diversity of thought, but rather provide educators with guidance on how to navigate debates respectfully and thoughtfully in Smith's learning environments.

PAIN POINTS

UNWELCOMING ACADEMIC ENVIRONMENT

Professors/admin not making an effort to make minorities feel included in the classroom and willing to participate; professors and students creating hostile environment where minorities feel unable to speak up

1. Professors letting their personal biases become reflected in their teachings (e.g. Syrian refugee [example](#))
2. Especially problematic for international students and students with English as their second languages
3. Examples: professors unwilling to try and pronounce ethnic [names](#), international students feeling scared to participate in class because of the language barrier

GASLIGHTING MINORITIES

Staff invalidating lived experiences of [discrimination](#) occurring within Smith; lack of acknowledgment, empathy, and willingness to address these issues

1. Examples: exclusion being dismissed when raised with academic advisors or admin, students being told to better assimilate with mainstream Commerce culture instead of trying to fix the problem

DISRESPECT TOWARDS BIPOC STAFF

Students making fun or mistreating staff – notably professors – on the basis of having accents or exuding non-white behavior

1. Students complaining that they cannot understand/learn effectively
2. Online groups [bullying staff semi-publicly](#) (or in class-wide group chats)
3. Potential barriers for faculty members achieving tenure via bias in USAT reviews from students based on gender, race, ethnicity, age, sexual orientation, and other grounds
 - a. Ryerson faculty union recently grieved the use of student evaluations in the tenure process because they were biased, and the arbitrator agreed with them

KNOWLEDGE GATHERING

The following is a roundup of all current services, training, and resources publicly listed that Smith faculty are made aware of.

Category	Source	Insight
Fostering inclusive classroom environments	Queen's Equity Services , Inclusive Queen's	Current staff training on equity and inclusion is Queen's-wide (i.e. not Commerce specific); it is unclear what is mandatory vs. voluntary (it appears that most is voluntary)
Resources and accommodations	Smith Counselling Services , Smith Equity & Inclusion Support	Dedicated counsellor for Indigenous students (never advertised), only 2 mental health counsellors currently for entire Commerce program
Transparent & regular feedback for staff	Harrasment & Discrimination, Support	Classes/professors currently evaluated at the end of class in-person, no whistleblowing outlet

DEMANDS

SHORT TERM

MANDATE POLICY BRIEFING FOR ADMIN, FACULTY, AND STAFF

With tensions at an all-time high, and school resuming in less than a month, it is critical that Smith staff understand the current social climate and how to respond appropriately to related issues that arise. The goal is to have staff aligned with Smith and Queen's-wide policies and avoid judgement calls on sensitive topics. This seeks to both protect students from unfair treatment and circumvent cancel culture that could put the professor at risk

1. The most optimal way to do this is familiarize Smith staff with [Stolen by Smith](#) and the recent press releases about it (e.g. [Global News](#) and [Vice](#)).
2. Next, a mandatory review of Smith and Queen's policies should be carried out, with emphasis on sexual assault, hate crimes, and discrimination. The review should clearly outline what staff's role is in this and at what points of intervention are required in their roles. As a helpful exercise, administration should call out particular [Stolen by Smith](#) posts and talk through how staff members should respond if they were in that situation.
3. Finally, administration should send out anonymous feedback forms to better understand issues that exist on the staff side of things

MANDATE ADDITIONAL ANTI-OPPRESSION, SEXUAL-ASSAULT PREVENTION⁴, AND UNCONSCIOUS BIAS TRAINING FOR PROFESSORS

To ensure that professors can discuss, and moderate conversations related to equity, professors should undergo mandatory equity-focused trainings relating to how to treat these topics in a classroom environment and how to respond appropriately if called out for a remark or behavior that unintentionally offended students.

This training should be additional to the EDII training provided to all staff, faculty, and admin and should be conducted on an annual basis. It is crucial not only for creating a comfortable learning environment for students but also for ensuring that professors are equipped to handle the current landscape and are protected from cancel culture.

1. Ensuring adequate mental health support is available for faculty through school resources and that these support systems are trained in EDII and equipped to support professors through discrimination challenges

ELIMINATE USE OF IN-CLASS SOCIAL MEDIA

Based on numerous [Stolen by Smith](#) reports, it is apparent that the use of social media in class is not only distracting, but oftentimes used for harassment of both professors and students. To manage this, it should be made explicitly clear that social media and personal message usage in class (unless as a part of a professor-led in class exercise) will be strictly restricted and met with consequences. Student club leaders, professors, and students should be encouraged to move their class and club related communication channels on Facebook Groups to Microsoft Teams via Queen's email accounts to ensure greater accountability from students given that Queen's has more rights to access information posted through this platform. Furthermore, it should be explicitly communicated through school policies and student EDII training that cyber-bullying of administration, staff, faculty, or students, regardless of whether it takes place during or outside of class, will be met with disciplinary action from the school.

COMPREHENSIVE REVIEW AND MODIFICATION OF TA HIRING AND TRAINING, AND EVALUATION PRACTICES, INCLUDING

3. Formalize and ensure enforcement of teaching assistant hiring practices
4. Mandatory anti-oppression, sexual assault prevention, and unconscious bias training for undergraduate teaching assistants
5. Ensuring written assessments with any qualitative evaluation are anonymized before TAs and professors begin evaluation (e.g. require students to put their student number only and introduce a grading penalty for the inclusion of names on assignments and exams where it is clearly stated not to do so)

⁴ Note: Professors and TAs should be able to confidentially opt out of any potentially triggering parts of sexual-assault prevention training so that past victims among the team are not being retraumatized. However, in all cases, they should at least be made aware of the steps for staff to handle student disclosure that are outlined via the proposed amendments to Policy on Sexual Violence Involving Queen's University Students.

MEDIUM TERM

ALLOCATE GREATER RESOURCES TO STUDENT COUNSELLORS, ESPECIALLY QTBIPOC ONES

In the wake of [Stolen by Smith](#), students – especially the QTBIPOC community – are more vulnerable than ever. Several posts have recounted Smith’s lack of counsellors and mental health support systems and detailed experiences of minority students being “gaslit” (invalidating one’s trauma) particularly by white staff. Currently, Mofi Badmos and Ann Deer are the only staff specifically equipped to handle BIPOC issues. They have only been hired in the last two years and likely do not have sufficient capacity to handle all BIPOC needs. Ideally, there would be sufficient resources to have counsellors periodically check in on students in marginalized communities. This is especially necessary following hate crimes and attacks that occur at Queen’s or Smith (e.g. vandalism at Four Directions or Chown Hall’s letter to Indigenous students). Furthermore, there should be a greater investment in resources for the QTBIPOC community to compensate for the additional likelihood of hate and discrimination they will feel throughout their degrees

RESTRUCTURE PROFESSOR REVIEWS

Currently, professors are given reviews by students in-person via USAT surveys at the end of each semester. There is a lack of transparency as to what is done with these reviews and what purpose it serves. The timeframe that students are given to complete these reviews is also limited and leaves out students who were unable to attend class when surveys were handed out. As a result, students are less likely to take these reviews seriously, and the format is outdated. They seem to be an ineffective way of both gauging eligibility for tenure and enabling professors to improve.

A new professor assessment process should be introduced, completed virtually, and have optional reporting functionality for students who have experienced or witnessed non-criminal discriminatory behavior in class (note: criminal behavior should be formally reported). This should be completed twice per semester – once at the mid-way point after the add/drop period and once at the end of the semester. This will allow the professor to improve upon feedback before the class ends. Given that the form is mandatory, the required questions should be kept short, and additional comments/feedback should be optional. This will reduce the burden of students having to fill it out. The data pertaining to professor performance on EDII metrics, should be analyzed on an ongoing basis and directly relate to the professor’s career outcomes (either compensation bonuses or tenure-related). Ideally, this information will be made public with student permission, so students can have a better understanding of the quality of instructors and the importance they place on EDII before enrolling in classes. If review data cannot be made public for privacy reasons, the school should have an internal platform that enables students and alumni to publicly review professors and their courses so that students without a strong network of upper year students can make informed decisions about course selection. Collectively, this will enable a more transparent feedback system and incentivize professors to show greater concern for their students.

SUPPORT MARGINALIZED FACULTY MEMBERS

Given that faculty members that are of minority ethnic groups, women, LGBTQ+ identities, and even younger ages can experience harassment and discrimination from students (and even other staff), the school should ensure it is providing sufficient support and resources for faculty in navigating this landscape both inside and outside of the classroom. Faculty members should be directly consulted and involved in the process of improving solutions for support of this nature. Some suggestions from our team include the following:

1. Building greater empathy for marginalized professors across the student community through including a case study on this topic in HR, sending messages to the Commerce community reprimanding bullying of professors when this behavior occurs, and including this as an aspect of student EDII training
2. Introducing mentorship programs within the faculty team, particularly for new faculty members

LONG TERM

ONGOING REVIEW OF HIRING POLICIES

The lack of QTBIPOC staff at Smith has been called into question several times. While this is an issue that extends beyond just Smith and Queen's, the school can do more to promote and further diversity efforts within its administration. Specifically, Smith should be conducting yearly reviews of the school's hiring and tenure policies to see where bias exists and analyze applicant data related to diversity (i.e. assess whether this is a pipeline, retention, and/or hiring process issue). If it is a pipeline issue, more commitment from the school should be made towards making staff, faculty, and administration careers attractive and accessible to QTBIPOC individuals and considering expanding the channels through which individuals can become professors.

Furthermore, there should be a comprehensive review conducted on the tenure evaluation process with direct and diverse input from faculty in response to the decision of the arbitrators at Ryerson on this issue. Reviewers should consider implementing a higher weighting of audits of recorded or live lectures and materials shared through D2L/other digital classroom platforms as to replace the use of USATs partly or fully.

ROUNDTABLE DISCUSSIONS ON DIVERSITY AND INCLUSION

[Stolen by Smith](#) does not require a band-aid solution but rather an ongoing effort to promote inclusive practices at Smith. To ensure that happens, Smith should facilitate bi-annual roundtable discussions and breakout sessions where administration invites students willing to participate in an open panel about their experiences at Smith and ways to improve it. Staff should then be broken out into groups to voice their own experiences and concerns with the ultimate goal of brainstorming solutions. The format should be open, non-confrontational, and inviting. This will encourage staff to be a part of the ongoing discussion and practice proactiveness in reducing discriminatory acts on campus versus having to act reactively once they have occurred

IMPLEMENTATION & FEASIBILITY

One of the biggest flaws in Smith’s handling of public relations related to [Stolen by Smith](#) has been their lack of transparency and progress in addressing the outlined issues. Students and alumni have undergone a reckoning that has been traumatic for many. They have only done so to get the Smith administration’s attention and ignite much needed change. The differentiating factor between a performative and genuine reaction is how seriously the school takes these outcries. This translates to listening to student voices, educating staff on the issues, and devising a long-term strategy to address these systemic problems.

At every step of the way, Smith must clearly communicate to its students, staff, and members of the public what they are working on. It is not sufficient to point to task forces being assembled. Smith must provide regular updates to its stakeholders and measure their improvement. The following are KPIs related to equitable hiring and training/education:

KEY PERFORMANCE INDICATORS (KPIs)

<i>KPI</i>	<i>Description</i>
<i>In-Class Q&A Engagement</i>	With the implementation of anonymous Q&A systems, professors can easily track the engagement level within classrooms. This is especially relevant for international and exchange students to track their participation levels. Engagement can be tracked through student numbers.
Professor Reviews	One of the main benefits of digitizing professor reviews is the ability to analyze trends in this data. Insights including YoY changes in professor ratings by department, year, and teaching trait (e.g. communication, empathy for students, availability etc.) are amongst the most compelling ones. If made public, further analysis can be done to find the correlation between enrollment, dropout rates, and engagement and professor ratings.
BIPOC Staff	Smith should already start tracking their own diversity metrics, if they are not doing so already. In addition, Smith should track applicant rates to better understand whether the lack of BIPOC staff is due to lack of interest, fit, or bias. The goal is to get enough diversity in the application pool to still allow for hiring the most competitive applicant, regardless of demographics.

FINANCIAL AID

The financial aid category exists to address the pervasive problems bred by a consistent lack of socioeconomic diversity within the Smith Commerce program. It can be said with certainty that these problems subsist as a by-product of Smith Commerce’s tuition costs: which make it one of the most expensive (and consequently one of the least accessible) post-secondary programs in Canada.

PAIN POINTS

We identified recurring pain points amongst all the posts submitted to the [Stolen by Smith](#) Instagram account. Many of the posts outlined the palpable lack of socioeconomic diversity in Smith commerce and attest to the consequent lack of empathy for students without the same access to financial means. Posts specifically outline inappropriate reactions (insensitive jokes, classist rhetoric, condescension, etc.) in response to a student finding out that one of their peers was working to pay their way through school or could not participate fully in an activity due to financial constraint. This perpetuates an underlying classist and exclusive culture within the program.

EXHIBIT A - ANECDOTES SUBMITTED TO [STOLEN BY SMITH](#) WHICH EXEMPLIFY PAIN POINTS

Post URL	Post Content Summary	Pain Point
https://www.instagram.com/p/CCM5simlxPA/	Someone who does not have the same access to money for tuition was jokingly told to commit a crime so they could live free in jail.	No empathy for those without financial means: perpetuates classism/ exclusive culture
https://www.instagram.com/p/CCOrlCilp5a/	Outlines the problem of the program predominantly being composed of people from the upper-middle and upper class; anecdotally speaks to limited interaction with Black People based on their somewhat affluent upbringing	Lack of socioeconomic diversity in composition of Commerce
https://www.instagram.com/p/CCPh8SmlRtd/	Someone said “this program isn’t meant for people on OSAP”	No empathy for those without financial means: perpetuates classism/ exclusive culture; tuition as a barrier to accessing the program
https://www.instagram.com/p/CCPkAmQF9nH/	Someone working to pay for their university being told to prioritize school over other	No empathy for those without financial means: perpetuates classism/ exclusive culture
https://www.instagram.com/p/CCTSZl2Fuhl/	Talks about culture of exclusion to people with diverse socioeconomic backgrounds irrespective of race	No empathy for those without financial means: perpetuates classism/ exclusive culture
https://www.instagram.com/p/CCTUSrsFzSE/	Talks about a student being made fun of their clothing, and faculty perpetuation classism by saying “this is a prestigious	No empathy for those without financial means: perpetuates classism/ exclusive culture

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	program - dress like it"	
https://www.instagram.com/p/CCTVj2pFAMz/	Talks about how insidiously classism can persist: specifically, about the requisite of being "well-travelled"	No empathy for those without financial means: perpetuates classism/ exclusive culture
https://www.instagram.com/p/CCTWzYQl242/	Describes imposter syndrome	Imposter syndrome
https://www.instagram.com/p/CCTa_H2l_zn/	Talks about the insecurity about struggling to pay tuition	No empathy for those without financial means: perpetuates classism/ exclusive culture
https://www.instagram.com/p/CCTbdrAFo76/	Low income student describing being ostracized	Tuition as a barrier to accessing the program; no empathy for those without financial means: perpetuates classism/ exclusive culture
https://www.instagram.com/p/CCWg-1Ulsh2/		Questions of how financial aid is distributed
https://www.instagram.com/p/CCT0b4NFlw/		Lack of socioeconomic diversity in composition of Commerce
https://www.instagram.com/p/CCTowAClVFx/	Misunderstood obligations and scholarships	Lack of socioeconomic diversity in composition of Commerce

OVERVIEW OF PROPOSAL

Our vision in relation to financial aid for the Smith School of Business, and more specifically, for the Bachelor of Commerce program, is to achieve a future state where the Commerce program is able to meet 100% of the financial need of all admitted students, primarily by diverting merit-based scholarship funding to need-based aid. While we recognize that the Commerce program may not be able to enact these changes without the support of the university-wide administration – they must be vocal advocates for this shift to propel change within the institution. In this future state, no student considering Smith and the Commerce program would ever find an inability to afford the program to be a barrier to applying and ultimately, attending. Furthermore, students must not be screened based on ability to pay when applications to the Commerce program are considered. The common name for such a proposal is a “need-blind, full-need financial aid” system. This type of system is already in place at various institutions such as Harvard College, Yale College, MIT, and Amherst College.

AIM AND END GOAL OF PROPOSAL

The aim of this system is to reduce the financial barriers in place that might dissuade disadvantaged populations from applying to Commerce, with the end goal of creating a class of students that is not only most qualified by the sheer merit of their applications without self-selection out of the candidate pool, but also more diverse owing to increased representation from demographics that historically may find it difficult to afford one of Canada’s most expensive undergraduate programs. The implementation of such a system would have tremendous benefit

to Smith, not only for the students, but also from a branding perspective, as it would greatly augment the legitimacy of the program and the school's commitment to diversity and accessibility.

COMMON CONSIDERATIONS AND THIS PROPOSAL IN PRACTICE

With these general aims in mind, we will outline a very tactical sequence of steps to indicate how such a program would operate in the context of Smith Commerce. It is understandable that the immediate reaction to hearing such a proposal would be to ask questions such as, "How can we afford to do this? We do not have the endowment of Harvard", or "How would this work in practice?". We will address each of the most common concerns of this system.

Firstly, we must clarify what our proposal of a need blind, full-need financial does NOT entail. It does NOT entail giving every student (or even any student) a full ride to Smith. It does NOT call for donor funding that has been restricted in mandate (e.g. donations that have conditions attached to them) to be shifted. It does NOT call for all merit-based scholarships to be eliminated.

Now, allow us to illustrate exactly how such a system would work in practice. Doing so will also allow us to address the most common and understandable concern of how Smith Commerce would be able to afford guaranteeing full-need financial aid to all of its incoming class.

DETAILED BREAKDOWN OF HOW A NEED-BLIND, FULL-NEED FINANCIAL AID SYSTEM WOULD WORK IN COMMERCE

1. A student of a lower-middle class applies to Smith Commerce, confident that they will be able to afford the program because of Commerce's new need-blind, full financial aid guarantee.
2. After careful consideration of the student's merits, which does not include any consideration of their financial situation, the Commerce admissions committee extends an offer of admission.
3. The student excitedly accepts the offer but understands that they will need assistance in paying for Commerce and makes an application to the Commerce Office for need-based aid, distinct and in addition to the Queen's admissions bursary.
4. The Commerce Office receives the application and reviews all aspects of the student's financial situation to determine the student's magnitude of eligibility for aid (there will be high overlap in data reviewed with Queen's existing bursary program). These factors include, but are not limited to:
 - a. Parental income and working status of parents/guardians
 - b. Number of other dependents in household (e.g. siblings, elderly members)
 - c. Personal bank account balances
 - d. Outstanding liabilities

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- e. Student summer employment income, if any
 - f. External scholarships and grants (e.g. Loran Scholarship)
 - g. Monthly family expenses
5. Having reviewed all aspects of this student's financial situation, the Commerce Office is now well-informed of the student's and their family's ability to contribute out-of-pocket to the Commerce program.
 6. As a **REQUIREMENT** to be eligible for Commerce' full-need financial aid program, the student must apply for applicable government student assistance programs, such as OSAP, and receive a funding decision. This funding decision may include a government loan and/or a grant portion. The student **MUST** accept all government assistance offered to them, including the opt-in loan component of programs such as OSAP (i.e. they cannot choose to accept only the grant portion of the aid if a loan was also offered to them).
 7. This is critical, as it allows Commerce to endure a lesser portion of the funding that it would need to guarantee to students in order for them to meet their full need by deferring a component of that funding to applicable government assistance programs already in place. This is one of the main answers to the question, "How can Commerce afford this?"
 8. The Commerce Office will commit to covering the net difference, if any, between the Commerce program's annual cost of attendance (including housing, living expenses, school expenses, etc.) and the student's existing access to funding, including personal/family/external contributions such as the Loran Scholarship or the Queen's bursary plus all government aid, including loan components. The form of the aid that is used to close this gap, if it exists (and it may not, in scenarios where the student's existing access to funding has been determined to be sufficient), can be in the form of direct tuition grants and/or work study programs.
 - a. To clarify, a work study program is a guaranteed offer of part-time employment, typically for an on-campus job, that entitles students to earn up to a certain amount of money. This mitigates scenarios where a student in need may be unable to find a part-time job despite wanting to work.
 9. All in all, the student will be provided with a financial aid package that holistically fully guarantees their ability to pay for Commerce for a given year, with the ability to reapply every year if needed. Subsequent applications would be subject to new reviews, factoring in any changes in financial circumstance, such as income from internships, if any.
 10. The student arrives in September, confident that ability to pay will not be a barrier to their success in the Commerce program.

There are some important points of this process to highlight. We note that we are not obliging the Commerce office to cover the full cost of tuition for any student. Rather, the full-need financial aid promise is meant to guarantee the coverage of any gap between the all-in cost of attending the Commerce program and the student's access to funding after they have exhausted all reasonable avenues, including any applicable government student assistance programs. As well, not all coverage of this gap needs to be in the form of direct grants – assistance can be provided in the form of work study programs that de-facto guarantees a certain portion of additional funding to eligible students. Finally, everything that has been described is incremental to any need-based assistance that Queen's already provides. The

funding guarantee is not intended to replace the Queen's bursary but rather to augment it in the possible cases where it still does not fully close the gap.

SOURCE OF FUNDING FOR THIS PROPOSAL: REALLOCATE MERIT-BASED SCHOLARSHIP FUNDING TO NEED-BASED AID

One critical component of this proposal that addresses where funding would come from is the mandate that all non-donor-tied merit-based admissions scholarships be converted strictly to need-based aid. Cognizant of the fact that it is not realistic to expect funding to magically appear, such a proposal aims to more equitably reallocate the funding that is currently provided to admitted students. In short, we propose to eliminate merit-based admissions awards like the Principal's Scholarship (\$4K) or the Excellence Scholarship (\$1.5K) for all Commerce admittees (they may still apply to other faculties at Queen's, which are out of scope for this proposal) and instead redirect this funding to need-based grants that would enable the proposed full-need financial aid program. The feasibility and appetite for this proposal is supported both by demographic statistics and research on student attitudes that we have conducted.

With respect to demographic statistics, part one of the [Smith Transparency Project](#), based on a student census, estimates that one-third of Comm' 21 comes from private high schools, where grade 12 tuition averaged \$29,475. Furthermore, it estimates that 94% of Comm' 21 parents work "white collar" jobs with an average family income in the ballpark of \$250,000. This implies that the average student who currently attends Commerce is from an upper-middle class background and would not necessarily need as much external monetary assistance to attend Commerce, assuming they have access to family funds. As such, giving them money via a merit-based scholarship, from an accessibility and equity perspective, would provide little utility.

To truly test this hypothesis, we conducted an independent study of the four generations of Commerce, spanning COMM'23 to COMM'20, with some responses from older classes as well (See Exhibit B). 184 past-or-present Commerce students were surveyed and asked if they received a merit-based scholarship when they received their admissions offer – 89% said yes (See Exhibit C). Most of these scholarships were automatic entry scholarships, such as the Principal's award (See Exhibit D). Finally, those who received a merit-based scholarship were asked if they would still have attended Commerce if they did not receive their merit-based scholarship (but still kept any need-based aid they were given) – 69% said yes, while 17% said maybe and only 15% said no (See Exhibit E).

EXHIBIT B – DEMOGRAPHIC OF RESPONSES

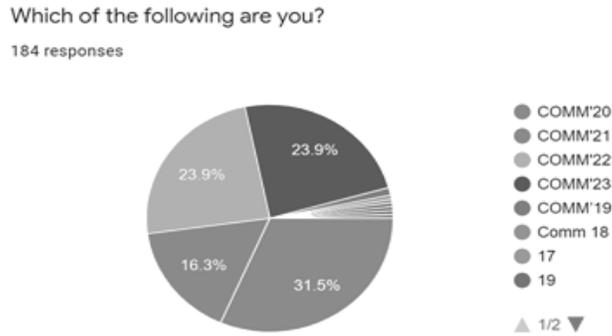


EXHIBIT C – PERCENTAGE OF MERIT-BASED SCHOLARSHIP RECIPIENTS

Did you receive a merit-based scholarship when you got your Commerce admission offer? A merit based scholarship (in contrast to a need-based scholarship) is based on academic performance, extracurricular involvement, leadership, etc. and not financial situation or need. Examples include the Principal's Scholarship for attaining a 95% high school average, or the Chancellor's Scholarship.

184 responses

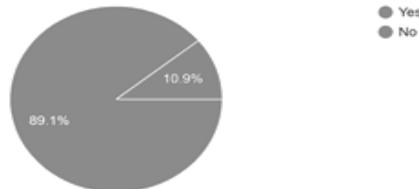
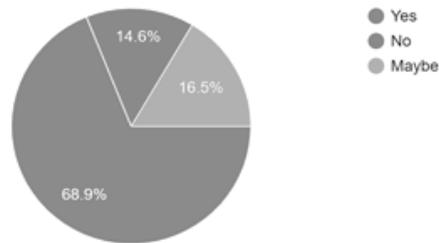


EXHIBIT D – WORD CLOUD OF WHICH SCHOLARSHIP RECIPIENT RECEIVED (BIGGER WORD = HIGHER FREQUENCY)



EXHIBIT E – RELEVANCE OF MERIT-BASED SCHOLARSHIP TO DECISION TO ATTEND COMMERCE

If you did not receive your merit-based scholarship (but still received any need-based grants/scholarships), would you likely still have come to Commerce?
164 responses



This is extremely telling, as it implies that merit-based aid was not a factor in choosing Commerce for approximately 70% of students, while it was a possible factor for 17% and a deciding factor for only 15%. As such, we can safely assume that if we redirected the merit-based aid given to the 70% of students for whom it would not make a difference, and instead concentrate it on the 15% for whom it matters most (and a portion of that 17% for whom it is a possible factor), then we could achieve a far more equitable distribution of aid that increases the amount of funding available to those who need it the most while not affecting the yield of offers. Rather, it is likely to increase the yield of offers, as it is nearly certain that a portion of students who perceived the program as too expensive may have turned down the offer or were dissuaded from applying in the first place.

AN ILLUSTRATIVE MODEL OF REALLOCATED FUNDING FOR NEED-BASED AID AND ITS POTENTIAL IMPACT

We can model out the impact of redirecting merit-based admissions scholarships to need-based aid with ease. Admissions Ally, an external admissions consultancy, estimates that 54% of the admitted Commerce students in 2016 had an average GPA between 90% to 94.9%, qualifying them for the Excellence Scholarship (\$1.5K value), and that 29% of students had an admissions average of 95%+, qualifying them for the Principal’s Scholarship (\$4K value). As a side note, we are aware that the Commerce Office has the most accurate statistics for such metrics and would be happy to adjust these models with “actual” inputs. See Exhibit F below for the illustrative model (all inputs are estimates unless otherwise noted).

EXHIBIT F – ILLUSTRATIVE MODEL OF FUNDING AVAILABLE FOR NEED-BASED AID

Methodology	Metric	Source
Approximate Commerce class size	475	Class of 2019 actuals
% who receive merit admissions scholarships	89%	Survey
% who receive Excellence scholarship	50%	Admissions Ally, minus 5% for MAS adjustment
Value of total Excellence scholarships	\$ 317,063	\$1,500 * est. number of recipients
% who receive Principal's scholarship	24%	Admissions Ally, minus 5% for MAS adjustment
Value of total Principal's scholarships	\$ 405,840	\$4,000 * est. number of recipients
% who receive major admissions scholarships	10%	Estimate, 5% from each of 90-95% avg and 95%+ avg bracket
Est. avg value of non-restricted major admissions scholarship	\$ 10,000	Estimate, based on weighted value of known major awards
Value of total major admissions scholarships	\$ 422,750	\$10,000 * est. number of recipients
Total value of merit-based funds available for re-allocation	\$ 1,145,653	Sum of awards value
Average needs-based aid grant (in cash and work study value)	\$ 7,500.00	Estimate of grant-provided for student under proposal
Funding available	\$ 1,145,653	From above
Number of allocations available	153	Funding available divided by average grant size
Proportion of class size that grants can cover	32%	Number of allocations divided by class size

This model illustrates that by making available the funding currently allocated in the form of merit-based aid, the Commerce office would be able to offer approximately 150 students an average of \$7,500 in need-based grants from a pool of approximately \$1.15 million. An average of \$7,500, in conjunction with government aid, personal resources, income from work and other external grants, would almost certainly cover the full annual cost of attendance in virtually all circumstances. Recalling the study conducted on 184 Commerce students and alumni, the \$1.15 million in reallocated funds, equivalent to coverage of 32% of the incoming class at \$7,500 per grant, would more than sufficiently cover the 15% for whom the merit-based scholarship was deciding factor in attending, while simultaneously being available for the 17% that would consider the award value a possible decision factor and further attracting applicants of potentially disadvantaged backgrounds who would be encouraged to apply by the need-blind full-need financial aid promise.

ADDENDUM: PROPOSAL FOR A NEED-BASED ADMISSIONS SCHOLARSHIP FOR BLACK AND INDIGENOUS STUDENTS

As an addendum, we also propose the creation of an additional need-based admissions scholarship for black and indigenous students funded through the reallocation of the Dean's List with Distinction funding. Currently, 10% of every class is awarded \$115 each for making the Dean's List with Distinction. These students outperform their peers academically and it can be inferred that on average they have fewer financial obligations (i.e. paying their own tuition, buying their own groceries, paying their own rent) relative to the general commerce population. Therefore, it is logical to assume that it is less likely that someone on Dean's List with Distinction works a part time-job during the school year – so they are probably not the most needing of financial aid. Further, Dean's List with Distinction manifests as a discount awarded towards tuition – which often goes unnoticed because tuition prices fluctuate in a greater magnitude than the award value of \$115. Students on the Dean's List with Distinction are those

most likely to attain high-earning jobs, and subsequently an incremental \$115 may be proportionally less meaningful to them. Instead, the \$115 earned by about 48 students across each of the four years, for a total of approximately \$22,000, should be pooled and used to fund five needs-based admissions scholarships valued at approximately \$4,500 each for black and indigenous applicants, to promote diversity and accessibility. The Dean's List of Distinction, as a title, remains an honor valuable to recipients, but most on the list would agree that the monetary portion can be put to better use.

MITIGATION AND DISCUSSION OF RISKS AND COMMON CRITICISMS OF PROPOSED SYSTEM

Finally, we wish to address the perceived risks and most common criticisms of this proposal. Firstly, the most prevalent concern surrounding any need-blind admissions program is the possible pressure that it exerts on applicants to take on loans that they might not be able to manage. Critics of need-blind systems contend that admitting students without consideration for their ability to fund their education may accidentally push for them to take on excessive student debt. This is a valid perspective – our response is that the average Commerce new grad earns a starting salary of \$61,000 (statistic provided by the CAC), meaningfully higher than the average starting salary of a new grad in Canada of \$ 54,295 (Conference Board of Canada, 2017). Therefore, they would be more equipped than most to repay student debt in a reasonable time horizon without enduring an excessive burden. As such, we do not see the requirement that students adopt government loans where available to be eligible for the full-need financial aid promise to be unreasonable or excessively punishing. Recall that this requirement is born from a feasibility perspective, to make funding such a policy more attainable for the Commerce office.

Secondly, many may contend that there is intrinsic value in offering merit-based awards and that eliminating such admissions scholarships would reduce the sense of achievement that Commerce students feel. Our response to this perspective is twofold: one from a moral perspective, and one from a more grounded perspective. Morally, the incremental utility of providing disadvantaged students with better access to higher education is without a doubt higher than the utility of rewarding a high achieving student who otherwise has no issues paying for their education. More practically, merit is already sufficiently rewarded in Commerce – high performing students attain well-paying jobs and unparalleled extracurricular opportunities. A high performer's merit is rewarded in the form of a job on Bay Street (purely as an example), or the chance to represent their university in a competition abroad with expenses paid – Commerce does not need a mechanism to further reward merit in an explicitly monetary sense. Finally, we contend that for many students the value of a merit-based award is in the title and sense of achievement itself. We are not calling for merit-based awards to be fully eliminated, but rather the cash value of such awards reallocated. Students may be still be bestowed with a title of "Principal's Award" for high academic achievement but informed that cash values are reserved for need-based aid. Titles alone carry significant weight for deserving students.

Lastly, under our proposed system of drawing funds from automatic entry scholarships, we intend to minimize disruption to any restricted funding from donors. We acknowledge that donors have a right to decide how their contributions are used, and therefore we are not mandating any change to named scholarships. We assume that scholarship money used to fund “general” automatic awards like the Principal’s Scholarship, the Excellence Scholarship and certain other automatic entry scholarships do not have specific restrictions and therefore would be easier to reallocate with sufficient rationale, which we believe this proposal provides. However, it is our hope that in the future, communication to Commerce donors can focus on campaigns that highlight the importance of donating for need-based causes to augment the system we are proposing, in the name of a more equitable and diverse institution.

KEY PERFORMANCE INDICATORS (KPIS)

<i>KPI</i>	<i>Description</i>
Proportion of Needs-Based to Merit Based	(%) Proportion of students receiving needs-based funding as opposed to merit-based funding within the Smith Commerce Program
Net Value of Needs Based Scholarship	(\$) Value of needs-based scholarships being accessed within the Smith Commerce Program
Number of Scholarships Being Accessed	(#) of needs-based scholarships being accessed by independent students within the commerce faculty

CONCLUSION

It is our hope and vision that the future state of Commerce is one where money is not a barrier to anyone who chooses to attend. A need-blind, full-need financial aid system would guarantee this, and is supported by not only moral pillars but also a practical, feasible plan that this proposal has outlined. While we are bounded by the inevitability of limited resources in the short term, such a trade-off of redirecting funds from merit-based scholarships to need-based aid would maximize the equity and utility of this money in a manner that is minimally disruptive to existing recipients of merit-based scholarships. A system as the one we have described is not only achievable but also indispensable in Smith’s transformation towards a more forward-looking, equitable institution.

RECRUITMENT

The recruitment team is responsible for pinpointing inequities in the student recruitment process and designing recommendations that will prevent these inequities from recurring. This includes analyzing who is in charge of recruiting, who engages with recruitment work, where Smith recruits currently, where should we be recruiting to find more diverse applicants (with a focus on Black, Indigenous, and low-income) applicants, etc.

PAIN POINTS

NEGATIVE BRAND ASSOCIATIONS AS EVIDENCED BY [STOLEN BY SMITH](#) POSTS

1. Perception of Queen's University and Smith Commerce as unwelcoming, close-minded, and composed of predominantly white, wealthy students deters prospective low-income and QTBIPOC students from both applying and accepting offers to attend Smith Commerce.
2. Prevalence of sexism, racism, and homophobia on campus and amongst the student body.
3. Lack of clarity and accountability on how, "global business leader" is defined.

LACK OF DIVERSITY AND INCLUSION IN TOUCH POINTS BETWEEN CURRENT AND PROSPECTIVE STUDENTS

1. Lack of diversity in current student touchpoints with prospective students. Like-hiring process for delegate and executive hiring for QLEAD and HSL reinforces gaps in access to opportunity ahead of and during the Smith Commerce program.
2. No required EDII recruitment training for student-representatives of the school.
3. Harmful experiences with formal Smith recruiting initiatives (Social exclusion at SOAR, Smith viewbook photoshoot, perceived distribution of high school visits, as evidenced by [Stolen by Smith](#)).
4. Homogeneous QLEAD delegate base, allegations of sexual harassment by previous executives.

FINANCIAL BARRIERS TO RECRUITMENT

1. Access to information about admissions, university, recruitment, and Smith overall depends on financial access to schooling that provides a strong alumni network at Queen's, capability to attend Ontario University Fair or on-campus open houses and reliance on access to a high school visit.
2. High School Visits are scheduled considering first where previous visits have occurred and where there is demand, resulting in similar schools having access to Queen's representative's YoY.

3. QLEAD delegate fee of \$350-\$450 with limited bursary opportunities available or available early enough to be marketed to low-income prospective delegates.

LIMITED EXPLICIT RECRUITMENT INITIATIVES FOR UNDERREPRESENTED STUDENTS

1. With the exception of Indigenous and First-Generation students who have access to alternative recruitment pathways, and the work of Indigenous Recruitment and Support Coordinator, Ann Deer, in recruiting Indigenous students to Smith.
2. Recruitment initiatives, both Queen’s and student-led primarily target students in Grades 11 and 12. The only explicit exception to this is through Queen’s University’s partnership with Pathways to Education. For many low-income and QTBIPOC students, this is too late to engage in adequate preparation to submit a successful application to the program.
3. Financial resources allocated to the specific recruitment of Indigenous students for Smith Commerce, but not for any other equity-seeking group.
4. Underrepresentation of Black, Latin American, South Asian and Southeast Asian students at the undergraduate level (PICRDI) with no specific pathways for admission or affirmative action recruitment programs in place.

LACK OF TRANSPARENCY IN RECRUITMENT STRATEGY AND INITIATIVES

1. No readily available public data published by the Smith School of Business or QLEAD pertaining to income and demographic make-up of Smith Commerce student body, especially as it pertains to equity-seeking groups.
2. No data on proportion of applicants who do not achieve the grade cut-off for the Smith Commerce admissions process, or their demographic make-up.

KNOWLEDGE GATHERING

Category	Source	Insight
QLEAD	Interviews with Kenzie Dahlgren, Robert DeBellis	Homogeneity in the applicant base, and promotion is put back to previous delegates first. Like-hiring also occurs as previous QLEAD attendance is considered an asset to the executive and executive members are allowed to refer delegates with justification. Financial inaccessibility of conference: delegate fee \$350-450 due to challenges finding sponsorship, historically, failure to budget has resulted in inability to provide bursaries or when bursaries are secured from administration and other sources, it is done so too late to adequately promote the conference to low-income students. Only students in grade 11 and 12 are targeted. Limited executive training and equity initiatives undertaken historically.

Recruitment and Admissions Processes	Interview with Executive Director Garnier and Executive Director Coupland	Limited Smith specific recruitment is conducted. Financial barriers exist to accessing information - although Pathways to education program provides bussing to Open Houses and University Fairs, it remains required to forgo a day of paid work in some cases. There exist limited pathways to recruitment and admissions outside of low-income, Indigenous and First-Generation students. Currently there is limited data and reporting on the students who do not meet the grade cut off and a 5 year + time to ROI for recruitment efforts in underrepresented areas.
Recruitment Best Practices	Equity, Diversity and Inclusion at Canadian Universities	Intersectionality in data collection, analysis and intervention helps unique identities overcome their unique barriers. Lack of resources and support services serve as a barrier to recruiting and retaining diverse students.
Recruitment Best Practices	The Recruitment of Under-represented Groups to Ontario Colleges: A Survey of Current Practices	Targeted and specific recruitment activities are more effective for underrepresented groups. Summer camps, community and parental outreach programs show signs of success.
Support for Recruits from Underrepresented groups	Community of Support Brochure	Offers advice to improve admissions scores, mentor newcomers or prospective students interested in the field, offer application support.

DEMANDS

SHORT TERM

BRAND AUDIT AND ESTABLISHMENT OF CORE VALUES

Smith Commerce needs to clearly define SSB values as “Canada’s Premier Business School,” and hold Smith students accountable to these values through the recruitment and application process, as well as once admitted. Smith Commerce should conduct a Brand Audit to better understand its current associations as they exist as barriers to equity.

Reform Smith

INCREASE TRAINING AND ACCOUNTABILITY FOR STUDENTS INVOLVED IN RECRUITMENT

1. Mandate EDII and Sexual Violence Prevention training for all Smith Commerce stakeholders involved formally or informally in recruitment as well as any Smith Commerce or Smith Commerce Society stakeholders interacting with high school students, including HSL and QLEAD.
2. Require an equity-seeking stakeholder, preferably paid, to join the hiring team for HSL and QLEAD and/or conduct equity audits with the aim of having students that act as touchpoints with prospective students being representative of the Canadian population, not just a subset of the Smith Commerce population.
3. Make bursaries available for QLEAD applicants from low-income backgrounds.

REPORT ON EQUITY EFFORTS IN RECRUITMENT AND RESULTS

1. Report the Smith Commerce recruitment process and strategy, strategic action being taken to recruit low-income and QTBIPOC students.
2. Report on diversity in representation amongst all student touchpoints with prospective students (including HSL and QLEAD)
3. Breakdown of high school visits conducted by geography and high school neighborhood income level and/or tuition.

MEDIUM TERM

INCREASE ACCESSIBILITY OF RECRUITMENT CONTENT

1. Create a digital collection of resources that provide the same benefits as interactions with Smith students at Open Houses and the Ontario University Fair. Be intersectional in the creation of this recruitment content, consider the specific needs of low-income and QTBIPOC students and amplify the ways in which they will be uniquely supported at Smith Commerce.
2. Some examples include virtual building tours and interviews with current students.

OUTREACH INTERVENTIONS BEFORE OFFER ACCEPTANCE

1. Create specific and targeted outreach to accepted but not yet registered students that are Visible Minorities, identify as LGBTQ+ or are low-income students.
2. Objective: to help prevent the fall in proportion of registered students made up by these groups as compared to the proportion they represent in total accepted students. Further, to enhance feelings of community and help underrepresented students develop the relationships that are key to success in the Smith Commerce Program.
3. Some examples include a connection with an academic advisor and a current student that shares their identity to serve as a mentor and to answer any questions specific to the student experience at Queen's.

ENHANCE SUPPORTS AVAILABLE TO UNDERREPRESENTED STUDENTS

1. Build a supportive community modeled after University of Toronto's Community of Support Program. The Community of Support program provides Black, Indigenous, Filipino, disabled and low-income prospective students with access to mentorship, job-shadows, development opportunities and application and admissions support.
2. Translate Smith Viewbook and other Smith recruiting materials into other languages.

LONG TERM

INCREASE ALLOCATION OF RESOURCES TO MINORITY STUDENT RECRUITMENT

Allocate financial and human capital resources to the recruitment of low-income and QTBIPOC students to the Smith Commerce Program, with an emphasis on Indigenous, Black, Latin American, Southeast Asian, South Asian students. Create a specific recruitment team for these students.

OPPORTUNITIES FOR MINORITY EARLY HIGH-SCHOOL STUDENTS

Create specific summer-camp style recruitment activities designed to provide early-high school students that are low-income or QTBIPOC with enrichment opportunities and access to information related to Queen's University, Smith Commerce, the study of business, knowledge of the admissions requirement and a supportive community behind them to achieve them.

IMPLEMENTATION & FEASIBILITY

EDII training has already been committed for students and faculty, making additional training for other recruitment stakeholders and easy extension of this initiative. Moreover, Smith can make use of the [Queen's Equity and Human Rights Offices'](#) customized training offerings. Digital recruitment content and virtual offerings should already be underway due to COVID-19.

Outreach to accepted students before registration falls under the Commerce Office's recruitment function and should be executed in liaison and consultation with core equity groups such as Edge, Smith Black Business Association, Q+ and QWIL. This initiative also represents an opportunity to introduce paid student mentorship positions that would provide additional financial support to low-income and QTBIPOC students at Smith Commerce. Though a summer camp requires a greater investment of resources, Queen's already offers several types of youth summer camps, demonstrating access to resources and know-how in the area.

KEY PERFORMANCE INDICATORS (KPIS)

<i>KPI</i>	<i>Description</i>
Recruitment Touchpoint	Representation amongst core stakeholders that are touchpoints with prospective students' representative of the Canadian population aged 15-24.

Reform Smith

Diversity	Must be achieved without the use of quota and token hiring.
Smith Applicant Diversity	The demographic and socio-economic composition of Smith Commerce applicants is representative of the Canadian population aged 15-24. If not representative, historically underrepresented groups should be overrepresented rather than underrepresented.
Offer Conversion Rate	Proportion of registered students belonging to any historically underrepresented student group should be approximately the same as the proportion of total students offered admission from the same underrepresented group, if not higher.

DISCLOSURE, REPORTING, & DISCIPLINARY MEASURES

The below recommendations address current gaps in the school's prevention and response for incidents of sexual assault, discrimination, and harassment that impact members of the Queen's Community (including students, staff, alumni, and attendees of Queen's-sanctioned events).

PREFACE

Our team recognizes that issues relating to sexual assault, discrimination, and harassment are governed on a school-wide basis through Non-Academic Misconduct policies and procedures, the Human Rights Office, the Office of the Ombudsperson, and other resources. However, there are unique aspects to the Commerce Program that leave its students in a particularly vulnerable position, and thus, the Reform Smith team is calling for Commerce administration to advocate for and get involved in the implementation of any of the recommendations within this section that fall under the jurisdiction of a Queen's-wide party.

Why do there need to be Commerce-specific considerations for Discrimination, Harassment, and Sexual Violence?

To begin, the intimate class sizes within the program, intimate circles created by sections, intimate central building (Goodes Hall) for most program related activities, as well as the importance of group work in the majority of courses are characteristics that are unique to the program. Other aspects unique to the program are a high average involvement of Commerce Students within ComSoc clubs, student-led conferences and competitions, and faculty-administered events (e.g. CAC-organized fairs and sessions, exchange events). An unintended consequence of these characteristics of the Commerce Program is that victims are likely to have a broad range of high impact touch points with perpetrators in the program without intervention or support.

Next, the level of involvement of non-current community members of Queen's in the student experience within the Commerce Program is unique. There are several ComSoc and Commerce-affiliated clubs which involve alumni through board positions, advisory roles, and student-led alumni events. There is also a high prevalence of involvement from alumni, guest speakers, recruiters, and other industry professionals through frequent student-led events (e.g. panels, conferences, competitions, firm visits). In fact, student club leaders have been put in positions to directly apply accommodations such as ensuring a student-participant would not be grouped with a recruiter who sexually assaulted them in the past. Student club leaders are not equipped with training to appropriately handle challenges relating to this topic within their teams or at their events, nor are there explicit measures in place for student victims to seek support in these circumstances via officially established channels.

Furthermore, the importance of reputation and networking in the Commerce Program creates a unique situation where students gain a position of power as they secure sought after

internships/jobs, industry connections, club positions, or connections with other students with these privileges. This is exasperated when students are directly given positions of power to lead or recruit for student-led clubs, serve as career mentors with the CAC, serve as TAs, or send names of top students to firms that they have interned or worked with. This dynamic can prevent accountability and promote silence when students in positions of power act inappropriately in ways that are racist, homophobic, sexist, ableist, or harmful to diversity, inclusion, and safety of students in other ways. In fact, student witnesses have mentioned that they noticed the behavior or past perpetrators of sexual assault in the Commerce Program become more aggressive after these individuals secured prestigious job offers.

And lastly, internal and external perceptions of student culture within the program as well as perception of the Commerce faculty's prioritization of addressing discrimination, harassment, and sexual violence create barriers to students confiding in peers, seeking support, or seeking to report or disclose incidents. In fact, there have been several posts on [Stolen by Smith](#) where students and alumni cited a fear that they would not be taken seriously by other students or staff as a barrier to reporting incidents. The incident with Chance MacDonald returning to campus through as a guest speaker in a business course, and the lacking direct statement from Commerce faculty for one was cited as one contributing factor to this perception. The fact that the faculty dedicates far more resources presently into educating Commerce Students about forms of Academic Integrity (AI) violations and bystandership to AI violations than on harassment, discrimination, and sexual violence signals a lacking prioritization of these issues to students.

PAIN POINTS

SEXUAL VIOLENCE PREVENTION, CULTURE, AND SUPPORT

LACKING STUDENT AWARENESS AND EDUCATION

Many victims, bystanders, and potentially perpetrators of sexual violence at Queen's are unaware that certain behaviors they perceive to be "wrong" or inappropriate (e.g. non-consensual condom removal or making out with someone who is not sober enough to consent) are forms of sexual assault and can be reported or disclosed

1. Victims of such incidents have cited not being supported by their friends and peers when they confided in them
2. Through the Student Voices on Sexual Assault survey, it was revealed that over 97% of victims at Queen's told a friend, roommate, classmate, or romantic partner while for each of the official university and community support systems (security, health care provider, counsellor, faculty, etc.), the percentage of students to come forward did not exceed 6.2%. Although the majority of victims will only confide in a peer, students are not equipped with training to appropriately respond or even acknowledge certain events as cases of sexual assault

3. At both on and off-campus clubs and bars, by standing students are quick to dismiss scenarios such as unwanted inappropriate touching and groping, especially when perpetrators are individuals they know or reputable persons in the program. Several students including victims are not aware that unwanted physical touching is a form of sexual assault or believe that this classification is “too extreme”. By not being able to define these events for what they are, an environment is created where victims fear that they are “overreacting” when they respond to call out this behavior, shout for help, or distance themselves. Sexual assault in all forms can be psychologically damaging to victims and it is crucial that students are equipped with the language and knowledge to discuss the topic and respond appropriately when they are bystanders or the friend to whom a victim confides

STUDENT PERCEPTIONS OF LACKING PRIORITIZATION OF THIS ISSUE FROM THE SCHOOL

The numerous cases of sexual assault that appear to have been overlooked in the Queen’s and Queen’s Commerce communities have been cited by victims and bystanders as a barrier to speaking out or seeking support - the effort and reputational damage involved with coming forward appears to have a high risk of not paying out

1. The lacking transparent policy change and substantive public acknowledgement (outside of the classic “[Queen’s] shares and sympathizes with the emotions of people” regarding xyz) that seemed to come from the school following Chance MacDonald’s return to campus as a guest speaker was a concerning indicator cited by many. While the occurrence may have been unintentional and due to barriers from comprehensively enforcing campus-wide bans, the lack of communicated policy change and direct statement/support from within the Commerce faculty following the event left a disheartening view of the school’s stance on sexual violence
2. It is likely that more students can cite one or more cases of sexual assault that was overlooked by their peers than even a single case that was reported and followed by effective action from the school. It is understandable that there are legal and emotional bandwidth barriers (for victims) involved with reporting and discipline, however, student perception of the school’s dedication to sexual violence prevention and response are currently serving as a very preventable barrier to reporting

SCOPE OF POLICIES AND PROCEDURES PERTAINING TO DISCLOSURE AND REPORTING

ADDRESS GAPS IN CURRENT SCOPE

The [Harassment/Discrimination Complaint Policy and Procedure](#) (last updated in 2000) and [Policy on Sexual Violence Involving Queen’s University Students](#) do not appear to enable disclosure, complaints, or action in the following scenarios:

- a. The following individuals report a non-current member of the Queen's community to prevent the perpetrator from returning to campus as a member, recruiter, event attendee, or board member/advisor/mentor to a Queen's organization:
 - i. A current Queen's faculty, admin, staff member, or student reporting an incident that took place on-campus or at a Queen's-sanctioned event
 - ii. A current Queen's faculty, admin, staff member, or student reporting an off-campus incident that took place while the perpetrator was a member of the Queen's community
 - iii. A past member of the Queen's community reporting an off-campus incident that took place when the perpetrator was a member of the Queen's community
 - iv. A non-member of the Queen's community reporting an incident that took place on-campus or at a Queen's-sanctioned event
- b. Anyone reporting a non-current member of the Queen's community for a proven (legally or via another Canadian post-secondary institution) off-campus incident in order to prevent them from attending a Queen's-sanctioned event, on-campus recruiting, or engaging in the capacity of a client, mentor, or board-member for a Queen's-affiliated organization (e.g. student club)
- c. Anyone, including a current Queen's student, reporting an individual who is involved with campus organizations such as student clubs in an official, but unpaid capacity (e.g. as clients, board members, mentors)

It has become evident via [Stolen by Smith](#) and conversations with Smith students, alumni, and past attendees of Smith-sanctioned events from other post-secondary institutions that incidents of discrimination, harassment, and/or sexual violence have occurred while falling into the out-of-scope situations listed above.

CLARITY AND ACCESSIBILITY OF DISCLOSURE AND REPORTING PROCESSES

UNCLEAR SCOPE OF RESOURCES FOR REPORTING AND DISCLOSURE

The current scope of cases that the Human Rights Office, Sexual Violence Prevention and Response team, and Ombudsperson office state they will assist with appears to be inconsistent and unclear across varying channels and also contains potentially important gaps in jurisdiction, particularly with regards to reporting future or past official visitors (e.g. guest speakers, sponsors, recruiters) to campus and Queen's-sanctioned events.

1. Example 1: The scope of the [Harassment/Discrimination Complaint Policy and Procedure](#), enables non-community members of Queen's and past community members of Queen's to report in certain scenarios. However, the scope stated on the pages for reporting events of discrimination and harassment such as [Inclusive Queen's](#) and the [Office of the Ombudsperson](#) is far more limited than what school policies claim to cover. These pages list resources for faculty, staff, administration, and students to report incidents, however, there is no mention of non-current members of the Queen's

community despite their inclusion in the relevant policies that govern complaints. This gap is particularly important to address for the Commerce Program given the nature of alumni involvement and participation of non-community members of Queen's across several Commerce events.

2. Example 2: Sexual Violence Prevention and Response site lists Non-Academic Misconduct Reporting (NAM) under the reporting resources section of their [Get Help page](#). However, it does not specify that [NAM](#) only covers complaints against current students (or individuals who were students at the time of an incident). It also does not list resources for reporting other scenarios (e.g. reporting staff or Queen's event attendees) even though resources such as the Safe Disclosure process and ConfidenceLine are available via the [Office of the Ombudsperson](#)
3. Relevant Quote from the [Harassment/Discrimination Complaint Policy and Procedure](#):

"Members of the community for the purposes of making a complaint under this Procedure, includes former members complaining of any harassment or discrimination suffered while still members of the Community.

Non-community members may also make a complaint against a member of the Queen's community under this policy when the alleged conduct occurred on the Queen's campus, or at any Queen's University sanctioned event, whether this event takes place on or off-campus."

UNCLEAR DIFFERENCE BETWEEN "REPORTING" VS. "DISCLOSURE"

Many students are unaware of the difference between reporting / launching a formal complaint process compared to disclosing an incident of discrimination, harassment, or sexual violence. Students would need to schedule a meeting with the Human Rights Office or Sexual Violence Presentation and Response office and go through the emotionally difficult process of confiding in a stranger to learn their options

1. Upon learning of the option to disclose, most students choose this option over reporting to benefit from support and accommodations and protect their health and safety. This enables them to avoid the long and challenging process of filing a formal complaint. And in most cases, perpetrators are people within a victim's circle and thus, a fear of the perpetrator finding out that a victim has sought support is a barrier to students not only reaching out for reporting but also mental health support

DISCIPLINARY ACTION AND PROTECTION OF STUDENTS

As evidenced by the return of Chance MacDonald to campus as a guest speaker for a course, it is quite easy for individuals at the school to mistakenly invite past proven perpetrators of discrimination, harassment, and sexual violence for official roles and events sanctioned by Queen's, particularly when their cases are not made public

1. Even following this event, professors are not required to conduct simple background checks on individuals before inviting them to be guest speakers

Reform Smith

There currently appears to be no means for the school to know which non-community members of Queen's or alumni are attending Queen's-sanctioned events or in participating in leadership positions with student clubs. And for privacy reasons, the names of flagged or banned individuals cannot be shared with event organizers or club leaders. Thus, even after an investigation proves someone to be a threat to student safety, the individual could get away with continued involvement with the school

DEMANDS

SEXUAL VIOLENCE PREVENTION, CULTURE, AND SUPPORT

SHORT TERM

SEXUAL VIOLENCE AND HARASSMENT TRAINING FOR STUDENTS

Ensure sexual violence prevention and bystander training is provided not only to all orientation leaders and volunteers but all students during their faculty orientations (which tend to have higher attendance and engagement than residence orientation events - at least for Commerce Students).

- There should be a clear, accessible, and discrete channel for students to opt out of this training given that this can be retraumatizing for victims
- This session and a follow up quiz to test understanding (in a similar format to the Academic Integrity quiz that was designed recently) should be made mandatory via the Commerce Portal (with a trigger warning front page enabling survivors to opt out). There should be virtual resources and/or in-person makeup sessions made available for students who could not attend
- The quiz should test student understanding of what constitutes sexual assault and harassment, the harm that all forms of sexual assault and harassment have on victims, the role that power imbalances can play in these situations, how victims can find support, and what bystanders and friends seeking to support victims can do
- This training should be renewed with a particular emphasis on bystander training and understanding the role of power imbalances for all upper year students or at the very least for all students within a leadership position in a ComSoc or Commerce-affiliated club (including non-cochairs who are leading a subgroup, sector, or workstream with one or more students below them)
- Materials from these trainings should be easily accessible online via the Commerce Portal for students who would like to review procedures

SCOPE OF POLICIES AND PROCEDURES PERTAINING TO DISCLOSURE AND REPORTING

MEDIUM TERM

REPORTING RESOURCE SCOPE EXPANSION TO MEET POLICY REQUIREMENTS

Ensure that resources for reporting and disclosure clearly enable non-Queen's community members to file complaints as well as complaints to be filed against alumni in the scenarios that are currently outlined as being covered by the school's [Harassment/Discrimination Complaint Policy and Procedure](#). Presently, individuals seeking to report an incident in the above scenarios may not be aware that they qualify for reporting, or may be passed along by multiple parties before finding their appropriate reporting channel as the school's publicly marketed resources for reporting appear to omit these scenarios in their descriptions

- Policy scope expansion: Assess the feasibility of expanding the scope of scenarios addressed under the [Harassment/Discrimination Complaint Policy and Procedure](#) to address the gaps [aforementioned under Pain Points](#). This is highly important for the Smith Commerce Program as recruiters, event sponsors, guest speakers, and alumni have a high-frequency and high-stakes nature of involvement with students. Industry professionals and alumni who attend Smith Commerce events (including informal club alumni socials) or participate in them in board and advisory roles, are in positions of power that can be abused and create silence around their actions, threatening the safety or comfort of students and other attendees.
 - a. Consider integrating a clearly visible policy and tool for reporting / support through all Queen's career portals including the Smith CAC to enable students to flag incidents of sexual violence, harassment, or discrimination from campus-affiliated recruiters through existing bodies for student support (e.g. Human Rights Office, SVPR). At the very least, if there is not enough information to prompt an investigation or communication with an accused recruiter, precautions can be taken such as having a confidential chaperone attend events in which they will be present or reaching out to students who have interacted with the accused individual for feedback on their experiences with them

CLARITY OF DISCLOSURE AND REPORTING PROCESSES

SHORT TERM

TRANSPARENT CONFIDENTIALITY PRACTICES FOR SWS

It is crucial to make it clear that resources for support on campus such as Student Wellness Services will not make a formal complaint on behalf of students except in very clear special circumstances such as fear of harm to the student or other students or cases that take place in residence. Alternative off-campus resources for students in residence who are afraid to come forward because of this process should be made explicitly clear. While progress has recently

been made on this via the [recently proposed amendments to the Policy on Sexual Violence Involving Queen's University Students](#), the parts of this policy relating to confidentiality practices for SWS should be made clear via their website and any appointment scheduling tools for students as students have mentioned that a concern that formal reports / complaints would be made without their consent was a barrier to seeking support or accommodations

MEDIUM TERM

JOURNEY MAP VICTIMS AND BYSTANDERS

Ensure that available channels for accessing support and determining options for reporting, disclosure or mediation are clear and accessible to all parties that may need them (i.e. students, faculty, staff, admin, non-Queen's community members in special scenarios) based on the most common journey maps that these parties would undergo in seeking to report

1. Ensure that there is an easy-to-find and direct link to resources for Disclosure and Complaints through Solus and the Commerce Portal as currently it appears that this is not present
2. When entering relevant search terms in Google such as "Queen's reporting discrimination", the most common first link currently is from [Inclusive Queen's](#) and while this is relatively comprehensive, the description of the Office of the Ombudsperson should be updated to include information on [ConfidenceLine](#), which appears to be the most comprehensive resource in terms of scope and ability to remain anonymous. It should also be made clearer who has access to information disclosed via ConfidenceLine and which policies and procedures disclosures via this platform fall under.
3. Greater transparency in reporting and disclosure process: It is important to communicate the distinction between the Disclosure process and filing a formal Complaint more transparently and explicitly online so that students are aware that they have an option for support and action that ensures the perpetrator will not be made aware of their complaint. While this is made clear in the [proposed amendments to the Policy on Sexual Violence Involving Queen's University Students](#), it is not explicit on the resource pages that students are likely to access (e.g. SVPR site)
4. Review the website formats that are presently adopted by McGill University for [general support](#) for staff and students who have experienced harassment, discrimination, or sexual violence as well as [reporting processes](#), which clearly breaks down relevant policies, steps that will be involved, resources for support, FAQs, and relevant definitions

ACCESSIBILITY OF DISCLOSURE AND REPORTING PROCESSES

LONG TERM

ENABLE CENTRALIZED ONLINE FORM-BASED REPORTING AND DISCLOSURE

Create a more convenient and clear option for students, staff, faculty, and administration who are interested in submitting feedback or complaints regarding individuals in the Queen's Community (including past/upcoming visitors, recruiters, and individuals involved with student organizations as clients, board members, advisors, and mentors) for instances of discrimination, harassment, sexual violence, or other behavior that created an uninclusive or unsafe learning environment.

1. Rationale: In cases of subtle and/or more commonly occurring forms of discrimination such as professors unknowingly or lightheartedly making comments that were uninclusive, students may not want to undergo a formal or seemingly drastic process such as speaking with the Human Rights Office or the Ombudsperson. Furthermore, certain victims or witnesses may find a form more comfortable or convenient than identifying the appropriate office to communicate with and sending an e-mail or calling.
2. There should be a form-style submission modelled after ConfidenceLine and Ethics Point by Navex Global (which is used by McKinsey) to enable reporting or disclosure via guided form questions.
3. The questions and guidance via the form should be personalized based on whether the user is a current or past student, current or past staff/faculty/admin member, or external to the Queen's Community and can be further personalized based which of those categories the perpetrator falls within
 - a. The form should link policies and procedures which the disclosure/complainant falls under as well as communicate which parties (e.g. Human Rights Office, SVPR coordinator, Ombudsperson etc.) will have access to the responses made
4. The form should enable anonymous submission while making it clear what limitations this will impose on possible uses and outcomes from their report. The platform should provide users with a unique pin/ID which they can use to check in on case updates in case they chose to remain anonymous and/or not be contacted via email or phone
5. The form should also ask important guiding questions based on the category of complaint that submitters select which ensure the complaint can be used effectively (e.g. location and time of incident). And it should enable responders to check off one or more of the following options for how they would like this information to be used:
 - a. If reporting staff/faculty/admin: Share feedback anonymously with the perpetrator
 - b. If reporting staff/faculty/admin: Make the supervisor of the accused individual aware of the incident to take it into account when evaluating their performance.

[Note: a follow-up communication should be required to confirm the individual who disclosed the complaint is aware of which supervisor(s) will have access to the complaint]

- c. Be contacted to learn about their options for starting a formal complaint process
- d. Be contacted to determine options for accommodations and support
- e. Be contacted if an investigation is triggered on the perpetrator for a reason external to their complaint
- f. Keep the submission on file to help show a pattern of behaviour or supporting account in the case that an investigation process is ongoing or opened on the reported individual in the future
- g. Other

ENABLE ONLINE FORM-BASED CONTRIBUTION TO INVESTIGATIONS

For on-going investigations of students where supporting accounts from witnesses may be valuable, ConfidenceLine (or a similar platform that enables online submissions such as the one proposed above) should be shared as a resource for individuals who feel more comfortable with that process as opposed to a direct email or a call with the relevant faculty member (i.e. Human Rights Office, Barb Lotan, Ombudsperson)

DISCIPLINARY ACTION AND PROTECTION OF STUDENTS

SHORT TERM

DEFINE SANCTIONS SPECIFIC TO THE COMMERCE PROGRAM⁵

While there is an extensive list of sanctions for perpetrators proven via the school-wide policies aforementioned in this report, we would like to propose the following additional sanctions made clear as consequences to students within the Commerce Program who are proven perpetrators of Non-Academic Misconduct:

1. Probation or ban from possessing any or specific leadership position(s) within ComSoc or ComSoc-affiliated clubs
2. Probation or ban from being involved with hiring future students for ComSoc or ComSoc-affiliated clubs
3. Probation or ban from possessing any position within ComSoc-affiliated clubs
4. Probation or ban from attending ComSoc club events
5. Probation or ban from participating in the exchange program
6. Probation or ban from returning as an alumni attendee to Queen's-sanctioned events, being involved in campus-affiliated recruiting as an alumni, or participating as an official

⁵ Note: Ideally this is done via screening student numbers of registered attendees or club members so that the onus is not placed on the victim to self-declare every activity they are participating in.

board member, client, advisor, or mentor for a Queen's organization (including ComSoc clubs)

PROPOSED ADDITIONAL ACCOMMODATIONS FOR STUDENT VICTIMS IN THE COMMERCE PROGRAM

Note: These should apply for when the perpetrator is also a Commerce student a Disclosure or Complaint was made. We propose that these accommodations would be available to students to choose to apply regardless of whether they undergo a formal Complaint and investigation process:

1. Preventing the perpetrator from holding a leadership position over the victim within a ComSoc or ComSoc affiliated club (e.g. cannot be a Sponsorship Director where the victim is a Sponsorship Officer)
2. Ensuring that the victim is made aware of overlapping course sections with the perpetrator well in advance of add/drop timelines (and that exceptions are made to these timelines for victims if needed)
3. Ensuring that the victim is not placed in group work with the perpetrator if they are in the same course section
4. Ensuring that the victim is not sent to the same exchange school or destination as the perpetrator if the perpetrator is participating in an exchange or ILOP during the same semester
5. Ensuring that the victim is notified if the perpetrator is registered to attend a Queen's sanctioned-event with registration that they will be attending (e.g. ComSoc conference, CAC event) and enabling options for potential accommodations (e.g. separate tables when there is assigned dinner seating)
 - a. The victim should be made aware of who the accommodation would be communicated with to ensure its execution (e.g. student responsible for assigning seating at a ComSoc conference)
6. If the perpetrator graduates sooner than the victim, ensuring that the perpetrator is not present at any events or recruiting process in which the victim is participating or involved with any student clubs that the victim is a part of
 - a. The victim should be able to choose whether they want to be notified / required to consent before the school engages in any communication with the perpetrator or their firm regarding an overlapping event attendance

COMMUNICATING POLICIES TO INVITEES

All guest speakers and event attendees should be provided with clear university guidelines on harassment, discrimination, and sexual assault so that they can choose to educate themselves on relevant school policies which apply to them and so that they receive the message that this is a topic that Queen's cares about and perpetrators, included external guests, will be held accountable for misconduct on campus

MEDIUM TERM

NAME SUBMISSION OF EXTERNAL INVITEES

All staff as well as Queen's affiliated organizations including student-led clubs should be required to enter names of any board members and advisors, guest speakers, and Queen's-sanctioned event attendees who are non-community members of Queen's into a portal for the Human Rights Office for approval. The portal should have names of any individuals who have been prohibited from campus as the result of a criminal investigation or investigation at Queen's and should automatically alert the individual who filed that name if there is an issue with a future attendee.

STRUCTURED ENFORCEMENT PROCESS FOR NON-CURRENT COMMUNITY MEMBERS OF QUEEN'S

For individuals invited to attend a campus event with disclosures showing a likely pattern of inappropriate behavior (relating to harassment, sexual violence, and discrimination) or a proven incident of such behavior, the school should have a clearly established path to ban them from campus events or at the very least, enlist precautions such as a confidential event chaperone who is made aware of the perpetrator in question

1. **Specific circumstances relating to recruiting:** There should be an explicitly communicated process for supporting students who disclose experiences of discrimination, harassment, and/or sexual assault by recruiters. This should involve the school looking into the firm's internal reporting and investigation process for such incidents and helping to support the student with that process via communicating the firm's policies and procedures for reporting, outcomes that can be achieved via reporting, and offering to report on behalf of the student while maintaining their anonymity from the perpetrator's employer.
 - a. Given the vulnerable position that students are put in through the recruiting process, when claims of sexual harassment and sexual violence from recruiters are brought forward by a student, immediate action should be taken with the student's consent to ensure the perpetrator is not involved with recruiting Queen's students in the future, regardless of whether the student is willing to participate in a formal reporting and investigation process. The school should request to the responsible firm that they ensure the perpetrator will not be involved in any recruiting-related events or processes involving students at Queen's due to concerns raised by students relating to their safety
 - b. These practices should apply to student-led clubs with recruiter involvement (e.g. industry conferences and competitions, panel events, etc.) and these clubs leaders should be provided with resources and support to appropriately handle incidents with recruiters
2. Recruiters, visitors, and other individuals outside the Queen's community interacting with school-sanctioned events and organizations are being granted a privilege that the school

should be able to take away when school policies are violated. Through consultation with staff at Queen’s, we have been advised that non-community members of Queen’s should be governed by less strict requirements for investigation/proof before sanctioning that are tied to a right to education or a right to fair employment. Thus, as long as privacy of alleged and proven perpetrators is being protected, the school should be able to act on disclosures

KEY PERFORMANCE INDICATORS (KPIS)

<i>KPI</i>	<i>Description</i>
<p>Total occurrences of discrimination, harassment, and sexual violence</p>	<p><u>Goal:</u> Work towards reducing the rate of real occurrences of discrimination, harassment, and sexual violence on campus through initiatives relating to prevention, education, and disciplinary measures (which help stop repeat offenders)</p> <p><u>Methodology:</u> Tracked via a survey that enables students to anonymously report occurrences of discrimination, harassment, and sexual violence without going through the formal reporting process. Students would be required to categorize the nature of the event and the year and semester for the purpose of enabling the team to apply the data, however, any additional context on the event would be optional to provide.</p> <p><u>Potential Biases:</u> Semester-by-semester variation in data may be influenced by ratio of active students to staff (assuming student-perpetrated incidents are more common or more commonly reported) and comfort and trust in this survey as a means of reporting</p>
<p>Ratio of occurrences of discrimination, harassment, and sexual violence to incidents officially disclosed and/or reported to police or on-campus staff</p>	<p><u>Goal:</u> Work towards reducing this ratio, which will indicate improving accessibility of or trust in the reporting process at Queen’s</p> <p><u>Methodology:</u> Same as above. Follow up questions to the above should be used asking students if they pursued a formal complaint process (through the legal system and/or through the school)</p>
<p>Ratio of occurrences of discrimination, harassment, and sexual violence to students who felt comfortable accessing campus supports following these incidents</p>	<p><u>Goal:</u> Work towards reducing this ratio, which will indicate improving accessibility of or trust in the support services at Queen’s</p> <p><u>Methodology:</u> Same as above. Follow up questions to the above should be used asking students if they felt comfortable accessing an on-campus support and why or why not as well as if they accessed off-campus support</p>

STUDENT SUPPORT & COMMUNITY DEVELOPMENT

The student support and community development team is responsible for pinpointing inequities in student supports (academic and wellness counselling, accommodations for students with disabilities, CAC, Exchange Office, EDII, and the Smith Commerce Society). The team will also design recommendations regarding policies and initiatives that address the inequities in student supports.

ACADEMIC ADVISING

PAIN POINTS

- Students have vocalized that Academic Advising appointments have felt more like ultimatums than a support system and that complaints about discrimination or mental health in these meetings have gone unheard [1]
- Following posts on [Stolen by Smith](#) of experiences of gaslighting and inadequate support from Academic Advising and Student Wellness Services, poor perceptions of these support systems' preparedness to assist diverse students may be a barrier to students seeking their services
- International students experience unique challenges in the academic environment at Smith from lacking inclusion in group projects and activities to challenges with proficiency in English in a professional setting. Thus, they require support that is empathetic to their needs and equipped to assist them

DEMANDS

The portal for scheduling Academic Advising appointments should more clearly break down the types of support that they are equipped to provide as well as EDII measures that they have in place to ensure support is inclusive to needs of diverse students

- *Short Term:* Academic Advisors should undergo mandatory EDII training through which they are exposed to relevant student stories from [Stolen by Smith](#) (as well as feedback from other channels) related to feeling discriminated against or inadequately supported by services at Queen's.
 - Policies should be in place so that all Academic Advisors have clear guidelines for how to show empathy when instances of discrimination are raised by students and how to direct students to relevant resources for support, reporting, and disclosure
- *Short Term:* There should be a clear and accessible method for students who use Academic Advising services to evaluate their experience and provide feedback with questions specific to EDII that can be used by the school and advising department to track EDII progress

- *Medium Term:* There should be a designated Academic Advisor to support International Students who is also responsible for proposing policy changes and initiatives based on trends discovered in challenges that International Students are facing
- *Medium Term:* There should be a new position for a BIPOC Academic Advisor, who specializes in EDII and will create an a more inviting environment and culturally relevant environment for BIPOC students to seek support. Part of their role should be to advocate for policy changes and initiatives based on trends identified in challenges that BIPOC students are facing

ACADEMIC ACCOMMODATIONS

PAIN POINTS

- While there is policy in place that requires professors to maintain the privacy of students' disability status from their peers, several professors have practices that violate these policies such as mandatory screens-down rules
- Students have reported instances where professors have refused to accommodate students or created undue difficulty in getting accommodations (which they have already gotten approved by the accommodations office) for assignments and in-class assessments outside of Final Exams [2]

DEMANDS

- *Short Term:* Professors should be better trained on how to be inclusive of disabilities in their classroom and respect the privacy of a student's disability status
 - Failure to apply approved accommodations in a timely manner or apply reasonable student feedback on this matter should be met with placement on a probation period, during which the professor must work with Accessibility Services to make changes as needed to their procedures, policies, and syllabus to ensure repeat offenses do not occur and Accessibility Services will gather feedback from students with accommodations in their classes to audit compliance. Non-collaboration with this process or repeat offenses found through the probation period should be punishable via reduced teaching privileges in the future. Instances of probation or violated accommodation policies should also be kept on record so professors with a pattern of behavior who do not course-correct after feedback is given are held accountable.
- *Short Term:* All courses should have certain basic measures for accessibility in place such as the following:
 - A requirement to record lectures or write teaching notes and make them available promptly through the class portal so that students who have disabilities inhibiting them from always being present in class are not disadvantaged. This can also enable easier auditing of classes and assessment of student complaints for professor evaluation purposes.
 - Access to TA sessions and flexibility of professor and TA office hours

Reform Smith

- Additional measures introduced promptly on an as-needed basis such as color-blind friendly slides, assignment extensions, etc.
- *Medium Term:* Accessibility Services should be required to track and publish the following data monthly so that students, faculty, and admin are aware of backlogs in their process and this can be addressed via policy change at an administrative such as requiring professors to honor self-declared accommodations:
 - The median, longest, and shortest time taken for a student to secure a decision on an academic accommodation from the day of first contact to when their status is confirmed
 - The median, longest, and shortest time frame a student could secure an appointment with the office on each day in the month
 - The number of accommodations granted, rejected, and in progress during the month

SMITH CAREER ADVANCEMENT CENTRE (CAC)

PAIN POINTS

- The Smith CAC does not appear to track or publish data relating to diversity (e.g. gender identity, sexual orientation, disability status, ethnicity/race, socioeconomic background) and its connection with recruiting success, engagement, and industry interest
 - Given that many firms recruiting through Smith also value diversity and inclusion and collect data on indicators of diversity in their application process, it may be valuable for these firms to be able to see data on the degree of diversity that their events are attracting on-campus
 - The CAC has untapped potential to address diversity gaps in certain industries such as Finance by implementing initiatives to target these gaps (e.g. see CREO Women in Finance Research study for recommendations) and tracking progress through Quest data
- Internal club resources within certain clubs have databases, subsidized resources (e.g. Prepp'd subscriptions for Case Interviews), and internal events (e.g. mock finance superdays) that exceed the resources available through the CAC, enabling students who secure positions on well-equipped clubs to have an advantage in recruiting preparedness
- Following posts on [Stolen by Smith](#) of experiences of gaslighting and inadequate support from Academic Advising and Student Wellness Services, poor perceptions of these support systems' preparedness to assist diverse students may be a barrier to students seeking other support services on campus including the CAC
- There appears to be lacking diversity in the range of industries that the CAC encourages. For example, while recent generations of students, and particularly QTBIPOC students, are showing greater interests in social impact than in the past, working/interning for a non-profit or social enterprise remains a non-traditional path for Commerce students and there appear to be limited resources dedicated to these sectors
- Multiple students have spoken to experiencing discrimination, sexual assault, and harassment including requests for sexual favors [3] from representatives of firms recruiting through the Smith School of Business. Recruiters can put students in vulnerable positions

given the power that they hold over their career prospects. And the shockingly low rates in which perpetrators of sexual assault and harassment are reported and held accountable enables them to repeatedly victimize vulnerable individuals. This can prevent accountability and thus, the CAC has a responsibility to proactively prevent such incidents, protect future students from alleged and confirmed perpetrators, and hold firms seeking a relationship with the school to a high standard.

DEMANDS

- *Short Term:* CAC advisors should be trained to handle student disclosures of disabilities and to be able to effectively advise students with disabilities
- *Short Term:* Ease attendance restrictions for industry preparation workshop series (e.g. IB prep or Consulting prep) so that students with other commitments such as on-campus jobs have a more equal opportunity to benefit from these resources even if they cannot attend all of the sessions
- *Short Term:* Reassess the inclusion of unpaid internships on Quest given their questionable legality in Ontario and their nature of taking advantage of student search for experience
- *Medium Term:* Work with industry clubs that boast recruiting success for members (e.g. QUIC, Limestone, QFAC, QAA, CREO, QCCU, QMA, QSA, QTMA) and/or create educational materials for students to collaborate on events and educational materials for industry-specific recruiting
 - Event Examples: Industry-specific interview prep panel events with club members that are marketed via Quest, peer-to-peer resume and cover letter editing, mock interview days and/or sign-up form to be paired with mock interviewers on an adhoc basis
 - Resource Examples: Compile industry-specific resource drop boxes or portals with recruiting resources that past students have found helpful
- *Medium Term:* The CAC should enforce the following measures to protect students from incidents of harassment, discrimination, and sexual assault and to hold firms accountable when such incidents occur:
 - Clearly communicate EDII policies and procedures that apply to all firms with a relationship with the school / CAC including involvement with on-campus recruiting, hosting an event for Smith students, accessing CAC resources, and posting on Quest
 - Develop a relationship with ComSoc to support clubs with firm relationships in communicating and enforcing these policies given that a large portion of student interaction with firms happens through club organized events and conferences
 - Policies should be made publicly available through the CAC portal and the Smith website as well as sent to all firm representatives attending a CAC-affiliated event for students
 - Ensure that resources to report and receive support following incidents of discrimination, harassment, and sexual assault with recruiters are made clearly available through the CAC portal

- Ensure that the CAC has established procedures designed in tandem with the Human Rights Office so that they are made aware of formally disclosed incidents relating to recruiters and can collaborate in imposing appropriate sanctions. Consult the Disclosure, Reporting, & Disciplinary Measures section on how complaints and disclosures relating to recruiters should be handled
 - The CAC should work with the Human Rights Office to develop and communicate a list of sanctions that can be imposed on recruiters. Procedures regarding how these should be imposed (e.g. communicating with the perpetrator first, communicating with firm HR etc.) should be clearly established so that the school can respond promptly when incidents do occur without the need to thoroughly assess legality of a response each time. Examples include the following:
 - Ban a certain individual from the firm from interacting with Queen's students during recruiting touchpoints (e.g. official networking events, interviews, resume review)
 - Require a formal acknowledgement and apology to event attendees following incidents such as a racist remark made at an event
 - Have a representative from the school chaperone firm touchpoints with students
 - Temporarily prohibit having alcohol at campus-affiliated events organized by the recruiter
 - Temporarily prohibit firm presence at ComSoc club events or impose restrictions such as not being present at socials and banquets at these events
 - Restrict some or all firm recruiting privileges with the CAC
 - Ensure that all CAC staff have comprehensive understanding of EDII policies and procedures for recruiters and are able to appropriately respond should they witness a violation, or should a student or other party confide in them regarding an incident
- *Long Term:* Broaden the diversity of expertise of advisors and CAC resources to include underrepresented industries such as the Non-Profit Sector
 - The CAC can collaborate with existing resources such as the Certificate in Social Impact team, QNP, and QS2i as a starting point
- *Long Term:* Work with the Data Dashboard or collect its own metrics via Quest to track event participation, job applications, industry interest, engagement with CAC advisors, and recruiting success with the following diversity tracking points:
 - Financial need (tracked via OSAP status, household income, postal code study, if they are the first generation in their family to go to university)
 - Gender identity
 - Sexual orientation
 - Ethnicity
 - Disability status
- *Long Term:* Consult existing research on the drivers of lacking diversity in specific industries such as Finance and Tech and understand the role that the CAC and the school can play in

addressing these challenges at a student interest and preparedness level on its own or through collaboration with student clubs and industry forms with aligning interests.

- For example, the CAC can provide firms with recommendations for making on-campus events inclusive and attractive to diverse students or with research on making job postings inclusive and un-biased (e.g. via connecting them with a recommended online gender bias decoder or even running Quest listings through one of these tools and automatically providing recruiters with results before their postings go live)
- Given that many industry firms are actively looking for more qualified diverse candidates, ensuring that CAC is adequately supporting diverse groups in developing an interest in these industries and being adequately prepared for recruiting will prove to be an advantage for the overall recruiting success of students at Smith

EXCHANGE OFFICE

PAIN POINTS

- Several students have shared stories on [Stolen by Smith](#) of peers in Smith Commerce who were culturally insensitive or racist during their time on exchange and prior to it [\[4\]](#)
- Commerce students are often not empathetic to exclusion that exchange students at Queen's may feel in their classes, team assignments, and in extra-curriculars particularly as a result of assumptions that Commerce students may make of them as a result of how they/their peers often handle their own exchange experiences (e.g. low concern for academics, prioritizing travel over engaging with the school / local community)

DEMANDS

- *Short Term:* Publish lists of recommended electives for students going to each region including relevant history, language, art, politics, and culture courses. The aim of this is to encourage students to take an active interest in the culture of the location they are going to and the challenges that the local communities face
- *Short Term:* When teaching students about culture shock during exchange sessions and/or IB, this should also be used as an opportunity to build empathy for exchange and international students on Queen's campus
- *Short Term:* Provide guidelines to student clubs for being inclusive to exchange students such as marketing their events through the portal and social media groups for exchange students and including an "other" or "exchange" option in event registrations that require students to select their commerce graduating class
- *Short Term:* A definite ban or probation of exchange privileges should be a disciplinary measure that is taken when a Smith student is found guilty of discriminatory behavior through the Non-Academic Misconduct reporting process
- *Medium Term:* More adequately prepare students to exist within the confines of another culture respectfully

Reform Smith

- Suggested module topics: privilege, positionality, intersectionality, cultural fetishization, neo-colonialism
- *Long Term:* Ensure that adequate feedback is being collected from exchange students on their satisfaction with the program and experiences with EDII. Aggregate data from this feedback collection process should be made publicly available alongside initiatives that the office has been and will be putting in place to better support students completing exchange at Queen's

SMITH COMMERCE SOCIETY

PAIN POINTS

- Frosh Hiring on clubs has frequently been condemned because it does not give all students an equitable opportunity to get positions in Commerce clubs (reports of nepotism are persistent); further it occurs so early in the year that students have not had the opportunity to get acclimatized to their new environments yet.
 - The current Frosh Hiring process also disadvantages students without existing networks at Queen's or an awareness of the importance of coffee chatting to learn the ins and outs of a club's interview process and make an impression before the interview
- Students who need to work to pay tuition have less access to clubs and Comsoc positions due to the labor-intensive nature of the work
 - Positions on ComSoc assembly that are specifically labor-intensive, which occupy the student's time which could otherwise be spent working a part-time job, pursuing extracurriculars to help with their career or focused on academics deserve compensation in the form of a paid honorarium. The value of the honorarium should be proportional to the time and effort spent by the students.
 - Precedent for payment for student work has been established by The AMS - which has 61 salaried positions (2013)⁶
 - Most university-wide student societies will pay students for their work but require them to take a reduced course-load
- ComSoc club leaders engage in hiring for clubs that can influence students' job prospects, access to recruiting resources and mentors, and sense of belonging in the program. Despite the high stakes of hiring, there appears to be insufficient bias training for those involved with screening candidates and designing interview questions. This is evidenced by several posts on [Stolen by Smith](#) and student complaints [5]
- Student touch points with industry clubs have been proven to influence their perceptions of inclusivity, culture, and ability to succeed in any given field. This has been conveyed through the CREO Women in Finance Study as well as several posts on [Stolen by Smith](#) [6]

⁶ <https://www.queensjournal.ca/story/2013-11-28/news/salary-increase-works-ams/>

DEMANDS

COMPENSATION

- *Long Term:* Compensate certain ComSoc members. Examples of ComSoc assembly positions that may be eligible for payment include:
 - ComSoc President
 - Vice President - Student Affairs
 - Vice President - Operations
 - Equity, Diversity & Inclusion Officer(s)
 - No other business school in Canada has a student government of a comparable size to that of ComSoc (meaning that the President, Vice-President of Student Affairs and the Vice-President Operations proportionately more work, responsibility and oversight)
 - Few other schools have positions dedicated to EDII (Queen's students in certain other instances can get compensated for delivering EDII trainings and the social impact center is offering a paid internship for the upcoming year to do Equity work)

CLUB HIRING

- *Short Term:* Students should be allowed to hold a maximum of one Frosh Rep position on a ComSoc or ComSoc-associated club (e.g. CREO) given that they have the opportunity to reapply in March Hiring after having more time to learn about available club opportunities and gauging their ability to balance extra-curriculars with the rigour of the program and other commitments
- *Short Term:* The following changes should be made so that that students who are entering the program without knowing current students or alumni are less disadvantaged during Frosh Hiring and March Hiring:
 - All individuals involved with hiring should go through interview bias training and pass a subsequent questionnaire/test on the topic, provided by the school
 - Frosh hiring for ComSoc and ComSoc-associated clubs (including finance clubs and CREO), it should be on a uniform timeline delayed until October to allow more time for students to adjust to the program, learn about the hiring process and available opportunities, and adequately prepare regardless of their pre-disposition to a network in the program
 - Note: Some exceptions may be made for clubs with events taking place in September
 - All ComSoc clubs should provide clear guidelines to current members and active alumni about the level of guidance that they can provide interested applicants regarding the application process to ensure that networking does not enable a drastically unfair advantage
 - If club members are allowed to give mock interviews, edit applications, or share past interview questions that are not made publicly available by the club, then the club must put out a public form that allows students to sign-up

be paired with a current team member for a coffee chat to reduce barriers for under-represented students or students without networks from being left out from this opportunity

- Mandate each club to publish rubrics prior to a hiring cycle, such that there is transparency as to specific qualities/ traits/experiences/skills a club is looking for. The aim is to minimize a club's ability to dismiss qualified candidates under the guise of "Culture" or "Fit"
- All ComSoc clubs should be required to post a document outlining best practices for their application process including interview tips, examples of past questions, and at least 3 highlights from current or past members that help convey what the experience of being on the club was like and/or what led them to join. This should help balance any advantage that comes with having a strong network.
- ComSoc should provide tips for networking, coffee chats, cold-emailing, resume writing, and interviewing in a session prior to the hiring period and/or through a written public guide to ensure that students entering the program without these skills are less disadvantaged during the Frosh Hiring process
- *Long Term:* ComSoc should consider the feasibility of implementing a lottery system for allocating Frosh positions in the place or removing Frosh Rep positions entirely for the below reasons
 - The hiring process has notable systemic biases that cannot be fully addressed (i.e. students with strong networks, expensive high-school extra-curriculars, an older sibling/relative who was or is in the program, and experience with business concepts have an undeniable advantage)
 - The advantages that students get through bring a Frosh Rep can drastically impact students' career trajectory out of the program or experience within the program. This is concerning given how it systemically favors certain groups. Frosh Reps get strong support in securing first-year internships (often arranged through club alumni or the networks of current club members), loyal student and alumni mentors, exclusive Dropboxes with recruiting and school resources, and leadership/work experience
 - Perhaps most importantly, as one of typically 2-3 exclusive new hires on a club, the informal mentorship gained through social relationships frosh reps develop with upper year students can be pivotal to students' experiences within the program and with recruiting
 - The stress placed on first-year students during the first month of adjusting to University can be tremendous even without Frosh Hiring. Many students are experiencing their first time living away from home, a new roommate, adjusting to the academic environment, trying to form friendships, potentially feeling excluded or discriminated against during Orientation Week, logistics such as buying course materials and finalizing schedules and getting accommodations approved
 - Year after year, students acknowledge that Frosh Hiring is a hectic process for first years to go through in September, yet we accept it as an unchangeable norm. However, on most clubs, the Frosh rep is does not serve an essential role for the team apart from engaging other first year students and continuing a tradition

ADDITIONAL POLICIES FOR CLUBS

- *Short Term:* ComSoc clubs should not be allowed to require any activities or subscriptions that have a cost (e.g. Dropbox membership) without clear and accessible options for bursaries and cost estimates for optional paid activities such as social events should be made explicitly clear to all members prior to attending
 - Costs to club members for social events involving alumni or club-associated recruiting events should be minimized to the best of the club's ability (i.e. by selecting venues and activities that can be covered through the club's budget)
- *Medium Term:* Comsoc should work in partnership with the CAC to identify industries whose perceptions deter diversity (e.g. Finance, Sports & Entertainment) and ensure that leaders of these industry-focused clubs in those fields are adequately trained in understanding the role they play as a student touch point for a low-diversity industry

PREVENTION AND REPORTING OF HAZING

- *Short Term:* There should be a clearly communicated path for students to anonymously report club-associated hazing as a victim or bystander
- *Medium Term:* The presence of illegal substances at any social event led by or associated with a club will lead to probation of social event privileges for the club for a minimum of one year in addition to other sanctions as deemed appropriate by the school and ComSoc
- *Medium Term:* There should be no legal or illegal substances present at the first social designed for new hires (in March and Frosh Hiring) to ensure that students have an opportunity to engage with club members and build comfort with the team in a safe setting
- *Medium Term:* If legal substances to be present at a social event led by or associated with a club or clubs, the following policies should be put in place and enforced:
 - No clubs should be providing legal substances to underage members. If underage members have access to legal substances that they did not bring to a social themselves, club leaders and/or members involved with providing these substances can be held directly accountable
 - It should be explicitly communicated by club leaders that drinking is not necessary and that there is no pressure to engage in any activity where students feel uncomfortable
 - Upper year students should be directly responsible for the safety and comfort of first-year club members at social events
 - Each first-year member should be assigned at least one buddy, who is responsible for ensuring they feel comfortable and not-pressured and that they arrive to their residence / home safely
 - Each buddy should be responsible for a maximum of one student
 - Upper year students are directly responsible for the safety and comfort of first and second-year students on their clubs

INTERSECTION WITH REPORTING, DISCLOSURE, AND DISCIPLINARY ACTION

- *Short Term:* ComSoc should partner with the CAC ([see related report section](#)) and Human Rights Office ([see related report section](#)) to help clubs navigate potential for incidents of

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discrimination, harassment, and sexual violence from alumni, sponsors, guest speakers, and other non-current community members of Queen's

- *Short Term:* ComSoc should partner with the Human Rights Office to design appropriate training programs for students involved in clubs with different requirements based on the following criteria:
 - New hire on a club in a non-leadership position
 - Student holding a leadership position within a club with at least one subordinate (including being a portfolio director – not just co-chairs)
 - Student involved with hiring processes for a club
 - Student interacting with a board of directors or advisor(s) who are not current members of the Queen's community
 - Note: it can be assumed that all students on ComSoc clubs will potentially be interacting with sponsors, recruiters, and/or guest speakers in some capacity, thus, they should all be trained on resources for disclosing or reporting incidents with these parties and where to find support
- *Medium Term:* If ComSoc moves forward with its whistleblowing program, it should be designed with support from relevant parties at Queen's such as the Human Rights Offices to ensure that it either ties into their reporting tools or is defined as clearly distinct. This partnership should also ensure that students will not be responsible for "investigating" or determining sanctions to be imposed on other students for matters that are governed by school policy and public law
 - ComSoc should also consider imposing restrictions for other member clubs from having internal whistleblowing programs without adequate training and approval from ComSoc and the Human Rights Office in place as certain clubs have publicized in whistleblowing as an initiative they seek to implement

Smith EDII Taskforce

DEMANDS

- *Short Term:* Prioritize adding student voices in the task force's work given that the taskforce is responding to issues felt and vocalized by students.
- *Short Term:* Introduce a neutral third party who constantly evaluates and reports on the work of the EDII task force. There is a distinct need for complete transparency as to what the group discusses (more consistent and in-depth progress updates)- detailed transparency on what their mandate entails and the objectives it is working to achieve is necessary to absolve the taskforce from falling into a narrative that this is more so about optics than enacting meaningful change.
- *Short Term:* Rethink the mandate and titles of working groups: (i.e. thought leadership is good and important but how can the Smith School of Business aspire to thought leadership prior to facilitating a safe space for their own diverse students?). Getting to a place where the school can be thought leaders would first require a better understanding of issues within their own school (so perhaps maintaining the working group with the explicit mandate of being a longer-term priority is sensible).

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- Publish more context about the group's workflows, workstreams, and structure (i.e. what are working groups OR what level of influence will an individual assigned to a working group have relative to someone leading a working group relative to someone sitting on the actual task force)
- *Medium Term:* Establish clear policy pertaining to the EDII fund and ensure that 100% of money donated is allocated to funds that are aligned with meaningful causes
 - Publicize where these funds are intended to be allocated prior to allocating them there
- *Medium Term:* Ensure the EDII taskforce is at least 75% composed of individuals who are being directly compensated for diversity and inclusion work and are able to make a long-term commitment of at least 15 hours per week to the taskforce
 - It currently appears that the taskforce is composed of people balancing several other priorities such as teaching, management, and research on top of transitioning to the start of a virtual fall term. While the expertise of these individuals is valuable due to their experience in these other positions, if they are unable to dedicate the hours needed, their expertise should be applied in an advisory capacity and additional core members should be hired to fill the capacity gap

PERSONAL COUNSELLING AND STUDENT WELLNESS SERVICES

PAIN POINTS

- Several students through [Stolen by Smith](#) and anecdotally have mentioned that they have had negative experiences with Student Wellness Services and/or the Smith Counsellors, particularly with their experiences of discrimination being gaslighted or misunderstood by providers of support [\[7\]](#)
- Students cited the lacking diversity, perceptions of SWS, as well as potentially lacking diversity and inclusion training of the Wellness Counselling team as a barrier to them reaching out for support as they feared that they would be misunderstood or even discriminated against [\[8\]](#)

DEMANDS

- *Short Term:* Hire QTBIPOC counsellors and counsellors more broadly representative of different identities - so students can receive better care, from people they can relate to in times of crisis
- *Short Term:* Increase the net number of hours that counsellors are available throughout the week
- *Medium Term:* Implement the same system used to book academic advisors, and use it in the context of booking personal counsellors for student wellness (i.e. so all bookings are not done maximum a week in advance)

RELEVANT SUPPORTING SOURCES

- [1] Student quote(s) from [Stolen by Smith](#) on academic advisory:
 - “I have had to face the administration on numerous occasions to ensure that I remain one of your peers. While I was lucky enough to have a group of strong Anishinabeg behind me for support, this isn’t always the case for Indigenous students [...] We can’t pretend that our BIPOC peers can succeed in the same ways as our non-BIPOC peers can without culturally relevant supports at a institutional policy level” - [Quote from an Indigenous Commerce Student](#)
 - “...After having exams pushed back, I had another meeting with the Academic Advisor as a ‘check-in’. I quickly realized that this meeting had nothing to do with a ‘check-in’ on my mental and emotional state, but actually was a ‘check-in’ to ensure I understood I would not receive this assistance again...” - [Commerce Student or Alumni Quote](#)
- [2] Student quote(s) from [Stolen by Smith](#) on academic accommodations:
 - “...I have had professors flat out refuse to accommodate me. I’ve been told my accommodations are an unfair advantage. I’ve had professors that had policies which would out my disability status.” - [Quote from a Comm ‘21 Student](#)
- [3] Student quote(s) from [Stolen by Smith](#) on reporting sexual harassment from a recruiter:
 - “...I was instead offered an interview – if I would have sex with him. This has been reported multiple times to Smith with no response. Stope allowing minority women to be sexually harassed by alum. It doesn’t matter where they work this kind of behavior is not acceptable” – [Quote from a Comm ‘15 Student](#)
- [4] Student quote(s) from [Stolen by Smith](#) on cultural insensitivity exhibited by Smith students on exchange:
 - “... it shocked me to see how so much of my exchange cohort from Queen’s had zero respect for the culture of the country we were in. They walked around like they owned the place, made horrible comments about the locals (I recall someone telling me he didn’t think the people there were as “civilized” as us back home) and constantly made fun of local students’ English...” - [Anonymous Quote from Stolen by Smith](#)
- [5] Alumni quote from [Stolen by Smith](#) and anecdotal evidence from students and alumni regarding interview processes led by ComSoc clubs:
 - “In hiring discussions for comsoc clubs I’ve heard countless comments from “she’s a bad fit. Have you seen what she posts on Instagram? Trashy” to “he’s smart but I heard he’s arrogant” or “he’s smart but I heard he’s arrogant” or “she’s way to quiet... and doesn’t speak up in group projects” These individuals were all POC, second

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- generation immigrants, and did not come from wealth” - [Quote from Commerce Alumni](#)
- Interview Question Example: Cure Cancer Classic asked an interview participant to show their best “drunk dance move” as a question to gauge fit despite this not being relevant to testing qualities that would make for a strong team member and being exclusive to students who do not drink
 - Interview Question Example: Boss interviews in a recent year had a question asking interviewees to lead an 80s or 90s themed zumba class and while it was not ill-intentioned and appeared to test leadership qualities, it unintentionally excluded many interviewees who were international students or of immigrant families that did not grow up with historical generations of Western culture
 - [6] Student quote from [Stolen by Smith](#) on an experience with a finance club info session”
 - “...I’ve never felt more out of place in a room. I didn’t end up applying since I have no desire to be a part of a club where diversity is something to joke about” - [Quote from Comm '23 Student](#)
 - [7] Student quote from [Stolen by Smith](#) on an experience with SWS:
 - “...After explaining my experiences and explicitly saying dropping out is not an option, she looked me in the eye and said, “maybe Queen’s isn’t for you and you should drop out” [...] If anyone is going to be comfortable talking to staff about racist and hateful actions, there has to be someone available, for students to speak with, who understands what it’s like to go through this trauma themselves.” – [Quote from Comm '20 Student](#)
 - Comm '20 Student Response: “...For someone who’s prefaced everything with “in my culture” or “maybe it’s a cultural thing” before sharing her issues with the counselors at Goodes, I relate”
 - Alum Response: “The amount of friends of mine whose have gone through similar hardships and have been told to drop out by queens [counsellors] is absolutely ludicrous.”
 - Alum Response: “My first Queens counsellor was (luckily) really great, but the other two were terrible (all white) and did not listen to or believe the cultural context I tried to provide.”
 - [8] Student quote from a survey on reporting experiences created by Reform Smith:
 - “the homophobic nature [of a discriminatory incident on campus perpetuated by a student] made me uncomfortable seeking out mental health support or the like due to a fear of further homophobia from the mental health support staff.”

KEY PERFORMANCE INDICATORS (KPIs)

<i>KPI</i>	<i>Description</i>
CAC	Comprehensive data regarding the success of different groups being published on a yearly basis scored across different industries and demographic factors.
Comsoc	Instituting payment for labor-intensive roles on Comsoc.
EDII	75% of the EDII Task Force's membership contributes 15+ hours weekly.
Personal Counselling Appointments	Net available hours of personal counselling available on a weekly basis.

CONCLUSION

CALL TO ACTION

We encourage students, alumni, and faculty members to support the push for these demands by co-signing this document.

We encourage administration to use this document to prioritize equity concerns in the aforementioned areas. This document's purpose is to expedite the idea generation process and help Smith and Commerce administration see what direction students want equity work to take at the Smith School of Business.

We understand that there are barriers to enacting change, and we acknowledge that change takes time. Through this document of demands, we aimed to consolidate student voice to expedite the student consultation and ideation process. We expect administration to critically reflect on what changes students are calling for, and act to make these changes a reality.