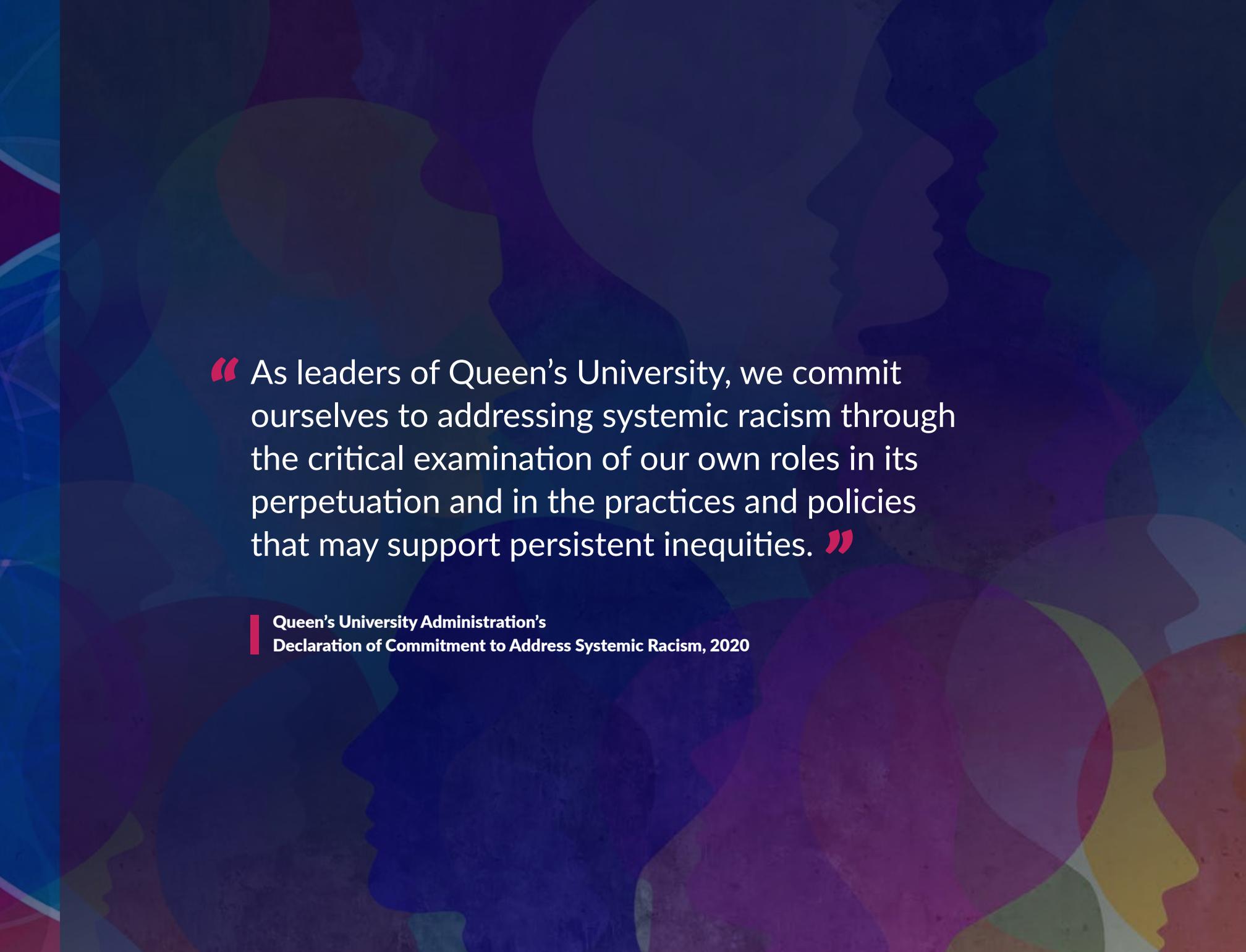


Equity, Diversity, Inclusion, & Indigenization (EDII) Strategy & Action Plan

MARCH 2021



“ As leaders of Queen’s University, we commit ourselves to addressing systemic racism through the critical examination of our own roles in its perpetuation and in the practices and policies that may support persistent inequities. ”

Queen’s University Administration’s
Declaration of Commitment to Address Systemic Racism, 2020

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Preamble

Land Acknowledgments

Goodes Hall, the home of Smith School of Business, is situated on traditional Anishinaabe and Haudenosaunee Territory. To acknowledge this Territory is to recognize its longer history, one that predates the establishment of the earliest European colonies. This land holds significant importance for the Indigenous people who live, migrate, and travel through here.

When we gather in Kingston, we are sitting in the place that is protected by Indigenous peoples with a Treaty called the One Dish One Spoon, which was established to protect the harvesting of the land, waters, four legged and winged animals. This practice may seem like the old ways, but it can be said that this was the real beginning of commerce in Kingston.

We acknowledge what this Territory means for the Indigenous peoples who harvest the land, waters, wildlife, and who live, love, and pray on this land. As we mutually enjoy the benefits of commerce, we are thankful for the opportunities that are provided to us by those that have come before.

Today we live side by side upon this land. Indigenous peoples continue to practice their spiritual ties to the land in relationship to the Territory and its other inhabitants. The Kingston Indigenous community continues to reflect the area's Anishinaabe and Haudenosaunee roots and currently includes many other Nations from across Turtle Island.

We are grateful for the guidance and leadership of Ann Deer, Indigenous Recruitment & Initiatives Coordinator, in developing these Land Acknowledgments.

SmithToronto is situated on Territory of the Huron-Wendat, Mississaugas of the Credit First Nation, Anishinaabe, and Haudenosaunee. To acknowledge this Territory is to recognize its longer history, one that predates the establishment of the earliest European colonies. This land holds significant importance for the Indigenous peoples who live, migrate, and travel through here.

When we gather in downtown Toronto, we are sitting in the place that is protected by Indigenous peoples with a Treaty called the One Dish One Spoon, which was established to protect the harvesting of the land, waters, four legged and winged animals. This practice may seem like the old ways, but it can be said that this was the real beginning of commerce in Toronto.

We acknowledge what this Territory means for the Indigenous peoples who harvest the land, waters, wildlife, and who live, love, and pray on this land. As we enjoy the benefits of commerce, we are thankful for the opportunities that are provided to us by those that have come before.

Today we live side by side upon this land. Indigenous peoples continue to practice their spiritual ties to the land in relationship to the Territory and its other inhabitants. The Toronto Indigenous community continues to reflect the area's Wendat, Mississauga, Anishinaabe and Haudenosaunee roots and currently includes many other Nations from across Turtle Island.

Language and Terminology

This document has adopted the language and terms from Queen’s Human Rights and Equity Office and the Office of Indigenous Initiatives.

Equity

Equity is the guarantee of fair treatment, access, opportunity, and advancement for all. It requires the identification and elimination of barriers that prevent the full participation of some groups. The principle of equity acknowledges that there are historically underserved and underrepresented populations in the social areas of employment, and the provision of goods and services including access and participation in post-secondary education. Redressing unbalanced conditions is needed to achieve equality of opportunity for all groups.

Diversity

In broad terms, diversity is any dimension that can be used to differentiate groups and people from one another. Embracing diversity means respect for and appreciation of differences in ethnicity, gender identity, age, national origin, ability, sexual orientation, faith, socio-economic status, and class. But it’s more than that. It also includes differences in life experiences, learning and working styles, and personality types that can be engaged to achieve excellence in teaching, learning, research, scholarship and administrative and support services.

When we refer to diversity at Smith throughout this strategy document it should be understood that we are referring to all these aspects. Where specific aspects of diversity are named it is because the initiative being discussed has a particular focus.

Inclusion

Inclusion is the active, intentional, and ongoing engagement with diversity, where each person is valued and provided with the opportunity to participate fully in creating a successful and thriving community. It means treating all with dignity and respect.

It means creating value from the distinctive skills, experiences and perspectives of all members of our community, allowing us to leverage talent and foster both individual and organizational excellence.

Indigenization

Indigenization is a process and the action that recognizes the value and importance of Indigenous knowledges and incorporates them into the university system e.g. the Indigenization of the curriculum.

EDII

When we refer to Equity, Diversity, Inclusion, and Indigenization together – often as EDII – we are referring to our commitments and actions to meet the standards above both individually and collectively.

Call to Action

We have permitted racism, discrimination and the harms they perpetuate to persist at Queen's and at Smith. We can only eliminate them by acknowledging our complicity, by understanding root causes, and by holding ourselves accountable. Only through staunch commitment and deliberateness will we create a community where all belong and feel welcome.

The Black Lives Matter movement, acts of social activism including Stolen by Smith founded by Kelly Weiling Zou (Comm'21), and the racist, homophobic and transphobic attacks on campus served as catalysts for urgent action. We must heed the call to drive change and to entrench values and principles of Equity, Diversity, Inclusion, and Indigenization (EDI) into the fabric that defines us and draws us together as administrators, faculty, staff, students, alumni and as a school.

Success will be achieved through a comprehensive, intentional, and strategic approach that advances both system-wide and cultural changes to reinforce and sustain our efforts.

Building on the Work of Many

This strategy is a continuation of efforts by many students, staff, faculty, and alumni who individually and collectively have courageously spoken out, shared personal experiences, raised awareness, and devoted time and effort to advance equity, diversity, anti-racism, and inclusion at Queen's.

The strategy draws from past reports including the Principal's Implementation Committee on Racism, Diversity, and Inclusion (PICRDI), the Truth and Reconciliation Commission Task Force Final Report, and the recent Reform Smith Proposal expressing the urgent need for accountability and action. In addition, the ideas and recommendations shared through consultation with students, staff, faculty and alumni and received from working groups and committees provided valuable insights and concrete actions.

“ Smith School of Business is committed to cultivating a vibrant, diverse and inclusive academic and work environment rooted in a culture of mutual respect and equity such that all members of our community feel safe, possess a strong sense of belonging, and are empowered to thrive.

Through intent and action, we must eliminate all forms of racism, discrimination and harassment that have perpetuated inequities in our environment, the curriculum, our research and in administrative operations.

We must change attitudes and structures that have disadvantaged communities across multiple dimensions of diversity including ancestry, ethnicity, race, age, gender and sexual identities, ability status and socioeconomic standing. Furthermore, metrics and performance indicators are critical to evaluate progress, assess the impact of our EDII work, drive accountability and support evidence-based decision-making.

We recognize that access, equity and inclusion are vital to our school’s future and to developing global citizens with the broad knowledge, skills, and perspectives needed to contribute meaningfully to society as well as advancements in business. ”

Smith EDII Commitment and Pledge
Endorsed by Smith faculty and staff, October 2020

Why We Exist

A university is a community of purpose that enriches, informs, and imparts benefit to society, the world, and its inhabitants through education, research, and service. A university must hold principles of equity, diversity, and inclusion central in all that it does.

At Smith we exist:

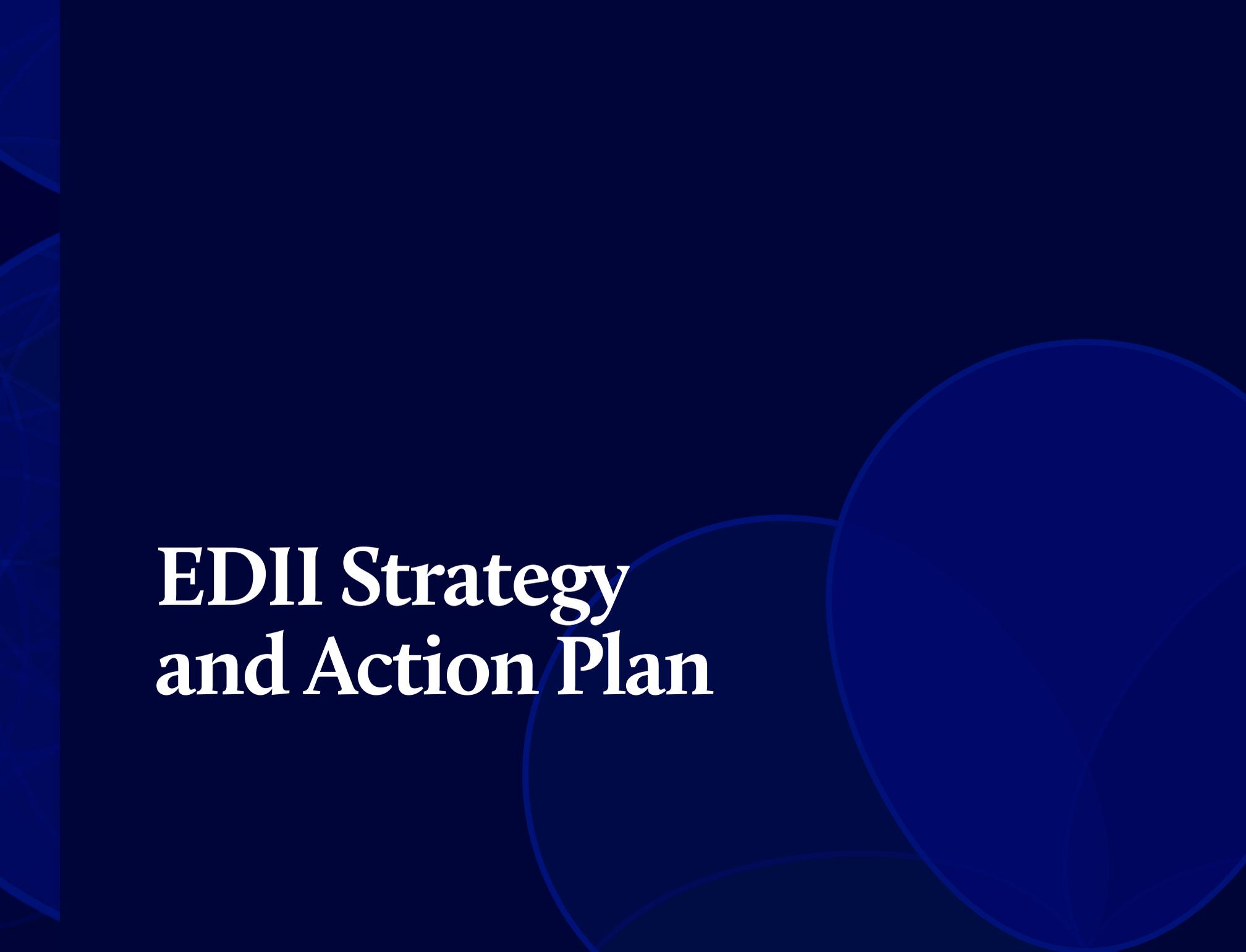
- to provide world-class academic programming that prepares students to think critically, understand world views, value diversity, and apply their knowledge, skills and intellect in a socially responsible way to bring about positive change;
- to develop outstanding leaders with a global perspective who contribute to shaping an equitable and inclusive culture in an interconnected world;
- to create new knowledge and innovations that advance business and society.

Our Future

Smith will be an inclusive community of purpose that strives for excellence, integrity and impact on a global stage. By embedding the principles of EDII in our teaching, research, operations, events, processes, and policies, and by providing the resources to support this essential work, the school will transform its reputation as a predominantly white, elitist entity into a vibrant, contemporary, multicultural hub of learning, discovery, and innovation. Our values and actions today will chart our future.

We value:

- a climate of learning and discovery bolstered by diversity of people, ideas and beliefs;
- a culture of inclusion in which all feel they belong, can participate fully, and are empowered to thrive;
- a welcoming, accessible, safe, and supportive environment where we celebrate our differences, our achievements and each other's success;
- open and respectful dialogue, inquiry and debate that expand our thinking, deepen our understanding, and challenge our worldview.



EDII Strategy and Action Plan

Summary

This strategy is a framework for an EDII approach that shapes meaningful and lasting change. The school's commitments to EDII are structured around six core dimensions – **Responsible Conduct; Accessible & Inclusive Student Experience; Teaching & Learning; Support, Resources & Capacity; Research & Thought Leadership;** and **Community** – that overlap and intersect signifying that the impact of actions may be amplified across multiple dimensions (*see figure at right*).

Accountability is central to the plan and includes metrics, targets, and key performance indicators (KPIs) identified to benchmark and assess progress. Efforts to enhance data integrity will be ongoing to enable robust analysis beyond counts and tallies. Understanding the interactions across dimensions is important, particularly with respect to impact in changing culture, attitudes, and perceptions of belonging which ultimately is how success will be determined.

Success will take time and while much can be accomplished within Smith, we must also advocate for institutional change to fully attain our goals.

We will be guided by this strategy and driven by the Action Plan (starting on page 6) which is a living document to be updated annually to maintain momentum and build on gains made.

Through the efforts of many and the support of all members of the Smith community – administrators, faculty, staff, students, parents, alumni and partners – we will build on our progress to date and succeed in realizing a rich culture of inclusion.



Accountability

Accountability is central to the EDII strategy as we must be answerable for the commitments we make. We must deliver on our plans, and take measures to capture baseline data, set targets and benchmarks, and report on our progress. Regular evaluation is essential to gauge the impact of efforts, and support evidence-informed decision making.

We commit to:

- Producing a dashboard of key performance indicators and metrics, and identifying those responsible for implementing action items;
- Introducing measurement tools and approaches to capture currently unavailable data;
- Holding senior leadership accountable to oversee sustained effort and achievement of goals and outcomes;
- Publishing a comprehensive EDII report annually that is made available to students, staff, faculty, alumni, external partners, and the public;
- Evolving the EDII Task Force and associated working groups as required to sustain our efforts, maintain momentum, and fully leverage our resources and capacity;
- Regularly communicating about progress and achievements.

Responsible Conduct

Each member of the Smith community contributes to its culture, environment, and the well-being of all who study and work at Smith. Students, staff, faculty and administrators all have responsibility to uphold the values of the university and the school, and to foster a climate of mutual respect, dignity, and well-being of others that is free from harassment, discrimination, and behaviors that create an intimidating or hostile work and learning environment.

Those in leadership positions or roles that place them in a position of power over others have an added responsibility to model behaviours that support an inclusive, welcoming and respectful environment where individuals can safely be their authentic selves.

We commit to:

- Training those in leadership positions to understand how their own role and identity relate to the power dynamic, and to recognize microaggressions and how to act in response;
- Providing EDII training to students (undergraduate and graduate), staff, administrators, and faculty;
- Ensuring awareness among students, staff, faculty and external stakeholders about [policies](#) relevant to equity and diversity, including the reporting of infractions and associated sanctions when there are findings;
- Engaging all staff and faculty in incorporating principles and practices of EDII in accordance with their respective roles and responsibilities;
- Working in collaboration with student government to support initiatives and activities that advance equity and inclusion.

Accessible & Inclusive Student Experience

Improving access to business education at Smith is fundamental to increasing diversity.

Equally important is providing a culture of care, fairness and inclusion that supports full participation in all academic and non-academic activities once at Smith. It is vital to academic, professional, personal growth, and future success and is necessary for an exceptional experience for all students.

We commit to:

- Expanding and investing in outreach programs targeted to under-represented high school students;
- Introducing a barrier-free equity admission pathway to address the under-representation of students from low income families and those who identify as Black and Indigenous;
- Promoting inclusion by addressing financial barriers, eliminating inequities and biases in access to services, co-curricular programming and events, and universal design to provide equal opportunity for success consistent with EDII principles and values.

Teaching & Learning

By incorporating the principles of EDII into pedagogy and into the fabric of the teaching and learning environment, our undergraduate and graduate students will experience an authentically inclusive learning experience. One in which under-represented identities, experiences and perspectives are reflected in the curriculum and course materials. By design, all students' educational journeys will be enriched by multiple forms and sources of knowledge, a diversity of viewpoints, and by knowing that their differences are respected and valued.

We commit to:

- Training instructors to reflect on how their own identities, experiences, and positions intersect with their teaching to enhance their ability to re-examine courses through an EDII lens;
- Investing in the enhancement of course-related materials, and the development of content, educational experiences and universal design to achieve EDII goals that are reflected in EDII-related course-based and program level learning outcomes;
- Introducing opportunities for students to provide feedback about incorporating principles of EDII into their courses;
- Engaging alumni from under-represented groups to share their work experiences and viewpoints with students, to broaden their perspectives.

Support, Resources & Capacity

To fully execute our EDII strategy and action plan, the school will acquire and develop additional EDII expertise, and leverage university resources and the expertise of our alumni and partners to augment our overall capacity to fulfill our commitment and pledge to EDII.

We commit to:

- Increasing diversity and EDII expertise through staff and faculty hires;
- Building capacity – people, expertise, resources, and processes – to support the success and well-being of our diverse student body, as well as faculty and staff;
- Investing in new initiatives and opportunities to connect students, staff and faculty with EDII practitioners, experts, alumni, and role-models;
- Recognizing and leveraging the talents of our faculty and staff who have EDII expertise as academics, leaders, and practitioners.

Research & Thought Leadership

Research and thought leadership are core to Smith's academic mission. As organizations are called upon to fight racism and discrimination in all its forms, it is important that our research contribute to advancements in the integration of EDII in business and that we share our expertise to inspire positive social change.

We commit to:

- Supporting faculty and students in adopting an EDII lens to their research through the engagement of subject matter experts including individuals with lived experience in ways that uphold the highest ethical standards;
- Valuing EDII-related research and the dissemination of findings in ways that maximize impact, and promote thought leadership.

“ Our former students spoke to one another about how it felt to be at our university. They talked about always being watched, but never seen. They talked about shedding expressions of their cultural identities – such as certain colloquialisms – to be safe. Their stories made real what US Supreme Court Justice Sonia Sotomayor later described as the daily wounds inflicted by “the slights, the snickers, the silent judgments that reinforce that most crippling of thoughts: ‘I do not belong here.’ ”

Excerpt from David Asai, *To learn inclusion skills, make it personal*. *Nature* 565: 537, 2019

Community

An inclusive Smith community is where individual students, staff, faculty, and alumni feel welcome, safe and are able to express their identities and authentic selves. They belong and are treated with dignity and respect. Such a community exists when our values and commitments are reflected in entities with whom we engage, the policies and practices we follow, and in the spaces in which we study and work.

We commit to:

- Creating an academic and work environment that is welcoming and reflective of the multicultural and multi-identity profile of Canada and the world;
- Upholding the tenets of free and open inquiry, dialogue, and expression which demand an openness to and tolerance of a broad diversity of thought, opinions, and views and acceptance of respectful opposition, disagreement and debate¹;
- Fostering a culture of well-being and belonging that is free from harassment in all its forms and that ensures fairness and adherence to principles of social justice.

¹ Refer to [Free Expression at Queen's University](#)

Action Plan

The Action Plan follows the strategic framework and is a living document. It will be updated annually to maintain momentum and build on gains made.

Accountability: Key Performance Indicators (Dashboard)

Responsibility for reporting on Smith's EDII activities lies with the Dean's Office. The key performance indicators (KPIs) across the six dimensions constitute the dashboard for monitoring progress and are listed below.

Table: Key performance indicators for inclusion in annual reporting

DIMENSION	KPI (# = NUMBER)	GOAL	DATA SOURCE(S)
Responsible Conduct	Students, staff, and faculty, compliance in completing required and recommended accessibility, equity, and inclusion training modules.	Targets: 100% compliance for mandatory training in 2021; >80% compliance for recommended training by 2023.	Queen's Human Rights and Equity Office; Queen's Centre for Teaching and Learning
	Compliance in setting annual EDII action items and goals (staff and senior administrators); incorporation of EDII plans and goals into existing annual or biennial reporting by faculty.	Targets: 100% for staff and senior administrators (faculty) in 2021; >80% for all faculty by 2023.	Smith Human Resources using annual staff goal-setting and performance reviews; Dean's Office for faculty performance reviews.
	# of reports of alleged improper acts ² ; # of investigations, # of findings, and range of sanctions by group (students, staff and faculty). ³	Benchmark against Ontario university data and Statistics Canada workplace data to inform on the needs for additional education and services.	Multiple university intake offices (academic and non-academic); Senate reports.

² Includes contravention of policies or regulations (e.g., harassment, sexual violence, failure to accommodate); violating the university's standards and values, acts of reprisal for reporting an alleged improper act (see [Safe Disclosure Reporting and Investigation](#))

³ Respecting the personal rights and privacy of all individuals.

Accountability: Key Performance Indicators (Dashboard)

DIMENSION	KPI (# = NUMBER)	GOAL	DATA SOURCE(S)
<p style="text-align: center;">Accessible & Inclusive Student Experiences</p>	<p># of Commerce applicants; # offers made; # acceptances; # registrants analyzed across multiple dimensions of diversity.⁴</p>	<p>Increase diversity of applicants and seek equivalence of diversity profiles across admission stages. Target: Applicant and intake cohorts reflective of Canadian population aged 15-24. (Baseline established from available 2019-20 data).</p>	<p>Queen's Undergraduate Admission and Recruitment</p>
	<p>Demographic profile of Commerce applicants who declined an offer of admission (analyzed by racioethnicity, gender identity, type of high school).</p>	<p>Track to identify if certain groups are disproportionately represented to inform recruitment practices. Baseline data will allow assessment of the effectiveness of changes made.</p>	<p>Queen's Institutional Research and Planning; Academica Group⁵</p>
	<p>Key decision factors in declining an offer of admission to Commerce (analyzed by racioethnicity, gender identity, type of high school - where numbers permit).</p>	<p>Track shifts in key factors (e.g., reputation, diversity of student body, safety, campus life) to inform recruitment strategy, outreach, marketing and communication.</p>	<p>Queen's Institutional Research and Planning; Academica Group</p>
	<p>Demographic profiles for all registered undergraduate students and graduate students.⁴</p>	<p>Target: Student body reflective of similarly aged Canadian population by 2025 for Commerce program and by 2023 for Smith graduate programs.</p>	<p>Human Rights and Equity Office; Diversity and Equity Assessment and Planning tool; Program Office</p>
	<p># of undergraduate Commerce applicants and # of admissions through equity, Indigenous, and first-generation pathways.</p>	<p>Target: 10% of 2022 intake cohort. Increasing to 20% by 2024 (baseline: 5.2% in 2020)</p>	<p>Office of the University Registrar</p>

⁴ Racioethnicity, gender identity, sexual orientation, ability status and socioeconomic status (SES); SES available for undergraduate intake cohorts only.

⁵ Academica Group conducts research in higher education for many Canadian universities, including Queen's.

Accountability: Key Performance Indicators (Dashboard)

DIMENSION	KPI (# = NUMBER)	GOAL	DATA SOURCE(S)
<p style="text-align: center;">Accessible & Inclusive Student Experiences</p>	<p># of high-school students in under-represented groups participating in outreach programs.</p>	<p>The 2021 pilot year will establish partnerships, programming and enable targets to be set in 2022.</p>	<p>Smith Commerce Office; Queen's Undergraduate Admission and Recruitment</p>
	<p># of financial awards, total funding, and # of recipients in first year Commerce and across all years (analyzed by merit- and need-based, and by designation).⁶</p>	<p>Raise \$10M in new gifts for student financial aid (80% endowed) by 2023; have five class endowed funds over \$1M and 10 over \$500K (representing a 40% and 30% increase, respectively, over current endowed levels) and confirm 15 new bequests by end of fiscal 2026.</p>	<p>Queen's Student Awards Office, Queen's Pooled Endowed Funds, Office of Advancement</p>
	<p>New funds raised to support students from equity groups (need-based, merit-based, internship opportunities).</p>	<p>Target: 70% of new funds raised to target equity groups across multiple diversity dimensions³.</p>	<p>Queen's Office of Advancement</p>

³ Respecting the personal rights and privacy of all individuals.

⁶ Unrestricted or eligibility specified to a designated group.

Accountability: Key Performance Indicators (Dashboard)

DIMENSION	KPI (# = NUMBER)	GOAL	DATA SOURCE(S)
Teaching & Learning	Completion rate of each of five ' Developing Inclusive Pedagogy ' modules by faculty and continuing adjuncts.	Target: By 2022 >80% completion of at least 2 modules (2020 baseline: 44%); >60% completion of three or more (2020 baseline: 22%).	Centre for Teaching and Learning; Human Rights and Equity Office
	Respectfulness of social diversity in teaching ⁷ .	Establish baseline scores in 2021-22 and then set improvement targets.	Queen's Survey of Student Experience of Teaching (QSSET)
	# and proportion of Commerce and graduate courses with EDII-relevant learning outcomes.	Establish baseline in 2021 to inform target-setting and specific goals for curriculum planning.	Undergraduate Curriculum Committee; Smith Professional Graduate Program Services office
	Number of new program materials and educational resources developed to support the integration of EDII elements.	To monitor the creation of EDII-relevant assets and where they are brought into curriculum as an indicator of EDII innovations.	Smith Centre for Content Development; Commerce Office; Graduate Program directors; Dean's Office

⁷ Standard question on QSSET (seeking to add two additional questions regarding classroom climate and reference materials)

Accountability: Key Performance Indicators (Dashboard)

DIMENSION	KPI (# = NUMBER)	GOAL	DATA SOURCE(S)
<p style="text-align: center;">Support, Resources & Capacity</p>	<p>Number and proportion of new staff and new faculty with relevant equity, diversity, and inclusion related training (AODA suite and <i>Working Together: Building an Inclusive Queen's Community</i> program.)</p>	<p>Target: 100% of new hires by 2022.</p>	<p>Human Rights and Equity Office; Smith Human Resources; Dean's Office</p>
	<p>Number and proportion of applicants and of new staff and faculty hires who identify as racialized with particular attention to Black and Indigenous and/or a member of another of the four designated groups⁸ (as per federal <i>Employment Equity Act</i>)</p>	<p>Establish a baseline of applicant diversity using the equity self-identification form (racioethnicity and membership in a designated group) to inform recruitment practices. Immediate target: All short-lists to include candidates from one of the four designated groups in which Smith has an identified gap.</p>	<p>Human Rights and Equity Office</p>
	<p>Number of EDII projects funded and investment total.</p>	<p>Accelerate progress in advancing EDII by supporting collaborative initiatives between students, staff, and faculty. Target: 10 funded projects in 2021 and doubling by 2023.</p>	<p>Smith Business Office</p>

⁸ *Employment Equity Act*: "designated groups mean women, Aboriginal peoples, persons with disabilities and members of visible minorities."

Accountability: Key Performance Indicators (Dashboard)

DIMENSION	KPI (# = NUMBER)	GOAL	DATA SOURCE(S)
<p>Research & Thought Leadership</p>	<p>Number of EDII-relevant publications and conference presentations.</p>	<p>Understand how EDII is incorporated in research, identify our strengths and leadership in this space and leverage the know-how to internal and external audiences.</p>	<p>Smith Research, PhD/MSc Office</p>
	<p>Number of EDII-related events, panels, etc. hosted by the Smith community.</p>	<p>Increase EDII awareness, knowledge and opportunities to engage students, staff, and faculty.</p>	<p>Multiple sources, including Smith program offices, research centres; staff units, and student groups</p>

Accountability: Key Performance Indicators (Dashboard)

DIMENSION	KPI (# = NUMBER)	GOAL	DATA SOURCE(S)
Community	Demographic profiles for staff, faculty, and Smith Advisory Boards and Global Council ⁴ .	Targets: Staff and faculty profiles reflect the corresponding benchmark (Canadian workforce and NOC 4011, respectively) showing year-over-year improvements; 50% gender parity and 30% diversity for all newly created Advisory Boards and for existing Boards and Councils by 2025.	Human Rights and Equity Office; Smith Human Resources; Dean's Office
	Campus Climate – Diversity and Inclusion (student perceptions; programs and support services; and experiences with harassment and discrimination).	Establish baseline data for Smith students in 2021 to better understand their perceptions and experiences to inform required changes/actions and enable assessment of progress.	Institutional Research and Planning (based on Education Advisory Board Campus Climate Survey)
	Campus Climate – Sexual violence (student perceptions; awareness and reach of prevention training and support services; and experiences with campus sexual violence ⁹).	As above and where possible, data will be benchmarked against student attitudes, beliefs, and experiences related to sexual violence as per the Report of the Student Voices on Sexual Violence Survey, Ministry of Training, Colleges and Universities (2019). Results will be used to inform resource and training needs.	Institutional Research and Planning (based on Education Advisory Board Campus Climate Survey)
	Number of students accessing information, supports and services through incidents and complaints of sexual violence through the Sexual Violence Prevention and Response Coordinator; # of formal complaints and outcome resolution.	Disaggregate Commerce data from the 2019 Queen's Report to provide a baseline against which subsequent reports can be compared to inform on needs for additional education, training and services.	Sexual Violence Report of Board of Trustees (requirement under Provincial Ministry of Colleges and Universities Act)

⁴ Racioethnicity, gender identity, sexual orientation, ability status and socioeconomic status (SES); SES available for undergraduate intake cohorts only.

⁹ Data may be analyzed by level of study (undergraduate, graduate), racioethnicity, gender identity, sexual orientation, and ability status

2021 Actions

These commitments will be monitored throughout the year with outcomes reported annually.

2021 Actions:

Responsible Conduct

Mandatory EDII training for all Commerce students to include bystander training, familiarization with all equity and diversity related policies to promote a positive environment in all aspects of university life, and ensuring awareness of how to report inappropriate behaviours and actions.

(Responsible: Commerce Office. Implementation: September 2021; conducted annually)

Mandatory EDII training for all incoming Smith professional and research graduate students to include unconscious bias, racism, discrimination, and human rights.

(Responsible: program directors; Implementation: January 2021; conducted at program start for each cohort)

Mandatory EDII training for Smith staff – AODA suite and *Building an Inclusive Queen's Community* and Employment Equity training for staff on hiring committees, provided by Queen's Human Rights and Equity Office.

(Responsible: Smith Human Resources. Implementation: launched fall, 2020, ongoing)

Mandatory EDII training for Smith faculty: AODA suite (all faculty) and Employment Equity (those serving on appointments and RTP committees), provided by Queen's Human Rights and Equity Office.

(Responsible: Dean's Office. Implementation: underway)

2021 Actions: Responsible Conduct

Onboarding of all new staff and faculty hires to include completion of “*Working Together: building an inclusive Queen’s Community*” and “*Call It Out: racism, racial discrimination and human rights*” training.

(Responsible: Smith Human Resources and Dean’s Office. Implementation: July 2021; conducted twice per year)

Require staff and senior faculty administrators, and encourage faculty, to **identify individual EDII action items and goals** as part of their performance reviews. (Responsible: Human Resources, unit directors, managers, Dean’s Office. Implementation: winter term 2021; conducted annually or biennially as per collective agreements)

Mandatory training in sexual violence prevention for front-line¹⁰ Smith staff to advise and support students.

(Responsible: Smith HR and program offices. Implementation: winter, 2021, ongoing)

Mandatory EDII training for all incoming exchange students to include unconscious bias, racism, discrimination, and human rights. (Responsible: Centre for International Management. Implementation: September 2021, conducted during the onboarding process)

Implement mandatory AODA and EDII training for undergraduate Teaching Assistants (TA’s) and student staff.

(Responsible: Commerce Office and Smith HR. Implementation: fall 2021)

Establish a **Memorandum of Understanding between the school and the Commerce Society** that addresses a range of issues, including: financial support from the Commerce Program; student participation on academic committees; administration, training and reporting; the responsibility of ComSoc group leaders for actions of participants; and other items of mutual interest for the well-being of students.

¹⁰ Staff who have regular direct contact with students

2021 Actions:

Accessible & Inclusive Student Experience

Commerce Program

Launch new outreach initiatives to include **programming and mentoring for high school students (grades 9-12) from under-represented communities** with emphasis on Black and Indigenous students and those from low income families. (Responsible: Commerce Office. Implementation: pilot in spring 2021 and expand in subsequent years)

Raise awareness of the university Equity Admission pathway and assist applicants who self-identify to navigate the admission process and to access financial aid. (Responsible: Queen's Undergraduate Admission and Recruitment, and Commerce Office. Implementation: November 2020, ongoing)

Increase transparency about the application process including the posting of questions and the assessment rubric associated with the written application for Commerce at the conclusion of the admission cycle. (Responsible: Commerce Office in consultation with Queen's Undergraduate Admission and Recruitment. Implementation: closing date of current application cycle)

Mitigate against bias in the application process by: replacing lists of accolades and extra-curricular activities with having applicants describe an experience(s) that reflects their values and principles; and providing enhanced training to those who assess the written applications on understanding bias and privilege in order to promote fairness and equity. (Responsible: Commerce Office and Queen's Undergraduate Admission and Recruitment. Implementation: Current application cycle)

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2021 Actions: Accessible & Inclusive Student Experience

Enhance orientation and ongoing support for international students and students who identify as part of an under-represented community to welcome them, and support their transition to campus and their success. (Responsible: Commerce Office, Centre for International Management, and Queen's University International Centre. Implementation: fall 2021)

Raise awareness about accessing financial support available to eligible incoming and continuing students through Smith website, Commerce admissions webinars, outreach activities, and from alumni applicant advisors. (Responsible: Commerce Office, and Undergraduate Admission and Recruitment. Implementation: early 2021, ongoing)

Meet regularly with the Commerce Society (ComSoc) student government to advise on and support implementation of its EDII strategy. (Responsible: Commerce Executive Director and ComSoc President. Implementation: launched in July 2020. See comsoc.ca/edii).

Graduate Programs

Complete a pilot project to better understand the graduate student journey from initial inquiry, to application, to enrolment, to graduation, to identify sources of bias in process, barriers to access and inclusion, and implement recommendations to enhance access and inclusion. (Responsible: program directors. Implementation: pilot underway in full-time MBA program to be completed in 2021; expand to other programs in 2021-22)

Offer guidance and support to student-led EDII clubs in the professional graduate programs that aim to provide students with opportunities to connect, and become more aware and knowledgeable around issues related to EDII. Expand to the PhD/MSc programs in 2021-22.
(Responsible: program directors. Implementation: December 2020, ongoing)

All Programs

Actively recruit and engage a diverse group of alumni volunteers to support recruitment efforts of under-represented students by acting as mentors and ambassadors (Responsible: Smith Development and Alumni Engagement with program directors. Implementation: 2021-22 recruitment cycle)

Fundraise to increase the amount of available need-based financial aid, and merit-based awards targeted at students from under-represented communities. (Responsible: Development and Alumni Engagement. Implementation: EDII-giving effort launched fall 2020, ongoing)

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2021 Actions: Accessible & Inclusive Student Experience

Leverage partnerships with [Mitacs](#) and the City of Kingston as well as Smith alumni and Advisory Boards to support EDII-related internships for undergraduate and graduate students. (Responsible: Development and Alumni Engagement, Career Advancement Centre, Research Office, and Dean's Office. Implementation: summer 2021 and continue to expand)

Understand and address inequities in access to career support services and career outcomes through the acquisition and analysis of data related to the use of services, career outcomes and starting salaries. (Responsible: Smith Career Advancement Centre. Implementation: launched fall 2020)

Deploy a targeted suite of career support services for Smith students who register as international students, and/or who identify as Black, Indigenous or persons of colour by leveraging internal resources (e.g., Queen's University International Centre, Four Directions Centre, Yellow House, Queen's Student Accessibility Services, and Queen's Career Services) and external partnerships (e.g., Onyx, ICON Talent Partners) to provide training, internships and networking opportunities. (Responsible: Career Advancement Centre. Implementation: launched fall 2020, ongoing)

Launch an annual *Diversity Fair* to connect and coordinate talent-seeking firms with Smith's student-led diversity clubs. (Responsible: Career Advancement Centre. Implementation: launched fall, 2020)

Establish committees of alumni with lived experience related to equity, diversity, and inclusion to mentor and advise students in degree programs where appropriate, such as was introduced in the Master of Management Innovation & Entrepreneurship program. (Responsible: Development and Alumni Engagement and program directors. Implementation: fall 2020, ongoing)

Support diverse students preparing to go on international exchange with advice, peer support, and external resources. (Responsible: Centre for International Management. Implementation: May 2021)

2021 Actions:

Teaching & Learning

Make available to all instructors a series of **EDII-focused workshops** and facilitated sessions on topics including: power, privilege and bias; decolonization; difficult conversations; inclusive and responsive teaching; and universal design for learning. (Responsible: Dean's Office. Implementation: launched fall, 2020, repeat annually)

Embed EDII-related learning outcomes in course syllabi as appropriate and at the program-level to meet specified EDII-related degree-level expectations that exceed the requirements of Queen's University Quality Assurance Process (QUQAP) and accreditation standards. (Responsible: Dean's Office. Implementation: launch winter 2021, ongoing)

Invest in EDII-related initiatives led by faculty and staff through the use of Smith resources, such as the Centre for Content Development (CCD), Faculty Development Fund, and Blue Sky EDII Fund. (Responsible: Dean's Office and CCD. Implementation: launch January 2021, ongoing)

Acquire and publish aggregate data related to student feedback on Smith instructors' respectfulness of social diversity in their teaching as per Queen's Survey of Students' Experience of Teaching (QSSET). (Responsible: program offices. Implementation: launch in winter term, 2021 and ongoing)

Advocate for the inclusion of Smith-centric EDII questions as part of QSSET to ascertain student satisfaction with the incorporation of EDII values and principles in their courses. (Responsible: Dean's Office. Implementation: ongoing)

Launch an Anti-Oppression and Equity Speakers Series for all Commerce students. (Responsible: Commerce Office. Implementation: launched fall, 2020 and ongoing)

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2021 Actions: Teaching & Learning

Launch a new foundational first year Commerce course, *Introduction to Commerce*, designed to introduce students to Queen's, Smith and Commerce values, including an institutional commitment to EDII.
(Responsible: Undergraduate Curriculum Committee. Implementation: fall term, 2021).

Launch a new Commerce elective course, *Relationships & Reconciliation in Business and Beyond*, which examines Indigenous worldviews, philosophies and values as they relate to commerce, exchange and capital.
(Responsible: Faculty members and Undergraduate Curriculum Committee. Implementation: winter term, 2021)

Embed additional EDII content in the full-time MBA *Managing Human Capital* course to provide students with the tools and knowledge to effectively support a diverse and inclusive workplace, and promote cultural intelligence.
(Responsible: full-time MBA office. Implementation: program start in January 2021)

Engage alumni business leaders who are allies and who bring lived experience to provide mentorship and real-world experience into the classroom. (Responsible: Development and Alumni Engagement. Implementation: December 2020, ongoing)

Adapt the lessons learned from the Certificate in Administration and Business Management partnership of Xení Gwet'in First Nations, Red Bird Circle, and Smith to explore new opportunities to engage with Indigenous communities in ways that are mutually beneficial and build relationships. (Responsible: Centre for Business Venturing. Implementation: launch in fall, 2020, ongoing)

Ensure teaching materials comply with most current AODA requirements in all programs.
(Responsible: program offices. Implementation: ongoing)

2021 Actions:

Support, Resources & Capacity

Recruit the inaugural *Smith Professor in Equity and Inclusion in Business*.

(Responsible: Dean's Office. Implementation: 2021)

Establish and recruit into a new Smith staff position, *Director, Equity, Diversity, and Inclusion*, reporting to the Dean.

Primary responsibilities include overseeing the execution of Smith's EDII strategy and action plan.

(Responsible: Dean's Office, Smith Human Resources. Implementation: winter 2021)

Establish a new staff role, *Associate Director of Strategic Alumni Engagement*, to connect alumni who have EDII expertise and lived experience with Smith's Career Advancement Centre, and to engage with students, staff and faculty. (Responsible: Development and Alumni Engagement, Smith Human Resources. Implementation: position filled November, 2020, work ongoing)

Include in all job postings for faculty and staff positions the responsibility to integrate EDII principles and values.

(Responsible: Dean's Office and Smith Human Resources. Implementation: launched fall, 2020, ongoing)

Recruit business leaders with experience and expertise in equity, diversity and inclusion in organizations as *Smith Executives in Residence* to contribute as guest speakers and mentors to depts, staff and faculty. (Responsible: Dean's Office, and Development and Alumni Engagement. Implementation: launch spring, 2021)

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2021 Actions: Support, Resources & Capacity

Establish alumni committees with expertise related to equity, diversity and inclusion to advise staff units, starting with Smith Marketing and Communications. (Responsible: Development and Alumni Engagement and unit directors. Implementation: winter 2021, ongoing)

Add two students as casual staff to support equity, diversity and inclusion initiatives under the supervision of the Commerce Diversity & Inclusivity Coordinator. (Responsible: Commerce Office. Implementation: fall 2020, ongoing)

Increase support for Indigenous students and outreach by expanding the Commerce Indigenous Recruitment and Initiatives Coordinator position to full-time, and adding a student staff position. (Responsible: Commerce Office. Implementation: January 2021)

Through Smith website and student portals **provide clear and transparent roadmaps** to aid students in navigating the processes available to seek advice and report incidents under the Student Code of Conduct, Harassment and Discrimination, and other policies relating to diversity and inclusion. (Responsible: Dean's Office. Implementation: spring, 2021)

Establish Smith Blue Sky EDII Fund to provide project teams of students, faculty and staff with financial support to create and launch EDII initiatives that align with Smith commitment and pledge. (Responsible: Dean's Office. Implementation: January 2021, ongoing with two competitions/year)

2021 Actions:

Research & Thought Leadership

Establish an EDII Research and Thought Leadership Speaker Series at Smith aimed at faculty, students and staff to stimulate discussion and engagement with EDII experts and practitioners.

(Responsible: Smith Research Office. Implementation: launched December 2020, ongoing)

Leverage Smith Business Insight, the school's content platform, to showcase Smith EDII research and thought leadership through content including articles and webinars as part of a thematic editorial strategy employing readership data to optimize content impact. (Responsible: Smith Research, and Marketing and Communications offices. Implementation: launched 2020, ongoing)

Allocate additional funding to support and accelerate Smith EDII research projects.

(Responsible: Smith Research Office. Implementation: launched 2019)

Create an annual Smith EDII Research Excellence Award to recognize high quality and impactful EDII-related research conducted by faculty and graduate students.

(Responsible: Smith Research Office. Implementation: 2021)

Develop a toolkit of research resources for Smith faculty and students interested in conducting EDII research and incorporating principles of EDII into their research.

(Responsible: Smith Research Office. Implementation: launch in 2021)

Host an EDII research event, such as a conference, targeting academics from business and related disciplines. (Responsible: Smith Research Office. Implementation: 2022)

2021 Actions:

Community

Create spaces for faculty and staff, and for students to be who they are and to share experiences, to reflect, and to seek guidance, support and connectedness. (Responsible: Dean's Office and EDI Director. Implementation: summer/fall 2021)

Encourage and support Smith faculty and staff with lived experience and/or EDII expertise to lead and participate in initiatives that welcome diversity in all forms and aid in building a culture of inclusion and belonging. (Responsible: Dean's Office and EDI Director. Implementation: summer/fall 2021)

Eliminate diversity gaps in the demographic profiles of students, staff, faculty and in our Advisory Boards and Councils through intentional recruitment and replacement. (Responsible: Dean's Office. Implementation: ongoing – see KPI table)

Join Queen's in **adopting the Government of Canada's 50-30 Challenge** to achieve gender parity (50%) and diversity (30%) among Smith leadership, including school-wide and program-specific Advisory Boards. (Responsible: Dean's Office. Implementation: ongoing – see KPI table)

Display representations of diversity and inclusion in Goodes Hall and SmithToronto including Indigenous land acknowledgments, diversity-related flags, artwork, and business leaders. (Responsible: Smith Business and Facilities Office. Implementation: launched in winter 2021, ongoing)

Mobilize and engage alumni business leaders and partners to contribute meaningfully in advancing Smith's EDII strategy. (Responsible: Development and Alumni Engagement and Career Advancement Centre. Implementation: winter, 2021, ongoing)

Support accessibility through clear signage in facilities for gender neutral washrooms, designated Positive Spaces, and the Kolas Family Prayer and Meditation Room. Also support via web accessibility (AODA compliance), and through use of inclusive language and imagery in Smith materials. (Responsible: Smith Business and Facilities Office; Marketing and Communications. Implementation: launch 2021, ongoing)

Create space and opportunity at the school for students, faculty, and staff to **celebrate cultural events, holidays, and awareness days** together. (Responsible: Centre for International Management and associated working groups. Implementation: launch September 2021, ongoing)



The Stephen J.R. Smith School of Business

Goodes Hall, Queen's University
Kingston, Ontario, Canada K7L 3N6
smithdean@queensu.ca
613.533.2305 (Office of the Dean)

smithqueens.com

