



Institute for Management & Innovation
UNIVERSITY OF TORONTO
MISSISSAUGA



IMI Equity, Diversity and Inclusion Committee

May 2023 – April 2024

Last Updated:
4/18/2023



**Institute for
Management &
Innovation**

Context

The IMI Equity, Diversity and Inclusion Committee was derived from an observation of the need for recognition of programming, and enhanced formalized practices and initiatives in EDI at IMI. Previously, IMI shared space on a broader campus committee of Institutes, but in January 2023 the decision was made that IMI had grown to a significant size and structure to accommodate a fully formed internal committee.

In alignment with UTM's strategic plan, with its significant emphasis on equity, diversity, inclusion, transparency, sense of community, student support, impact and more, this committee will serve to advance IMI's work in EDI centrally, and across our programs and units.

Scope and Mandate

The IMI EDI Committee will have a hybrid focus in nature: The Committee will be responsible for facilitating guidance and policies/practices for the Institute, including creating a plan for EDI initiatives long term. At the same time, the Committee will engage in hands-on initiatives including events, programming, and workshops alongside provision of analysis and research, provision of data and completion of annual reports. Further, the Committee will work to support the implementation of broader initiatives across the University, and complement the work done in other units.

In this way, the IMI EDI Committee can have the broadest impact for all of our partners, both internal and external.

Definitions of EDI

A shared understanding of EDI enables the Committee to effectively manage projects that are in-scope, determine what is out of scope, and to ensure a robust inclusion for goals.

The Committee respectfully borrows the following definitions from the [University of Toronto](#), U of T Medicine, the UTM EDI Office and the UBC Activating Inclusion Toolkit, which provide a baseline for our own initiatives and framework.

Equity: *the fair and respectful treatment of all people and involves the creation of opportunities and reduction of disparities in opportunities and outcomes for diverse communities. It also acknowledges that these disparities are rooted in historical and contemporary injustices and disadvantages (Equity, Diversity & Inclusion | VPRI, n.d.). [U of T Medicine]*

Equity refers to achieving parity in policy, process, and outcomes for historically and/or currently underrepresented and/or marginalized people and groups while accounting for diversity. It considers power, access, opportunities, treatment, impacts, and outcomes, in three main areas:

- *Representational equity: the proportional participation at all levels of an institution;*
- *Resource equity: the distribution of resources in order to close equity gaps; and*
- *Equity-mindedness: the demonstration of an awareness of, and willingness to, address equity issues. [UBC Activating Inclusion Toolkit]*

Diversity: *the demographic mix of the university community and involves recognizing and respecting everyone's unique qualities and attributes, but focuses particularly on groups who remain under-represented at U of T (Equity, Diversity & Inclusion | VPRI, n.d.). [U of T Medicine]*

Differences in the lived experiences and perspectives of people that may include race, ethnicity, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical disability, mental disability, sex, gender identity or expression, sexual orientation, age, class, and/or socio-economic situations. [UBC Activating Inclusion Toolkit]

Inclusion: *the creation of an environment where everyone feels welcome and respected, focusing on groups that remain underrepresented at U of T. It means creating the conditions in which everyone has the opportunity to fully participate in the University and everyone's talents are valued and celebrated (Equity, Diversity & Inclusion | VPRI, n.d.). [U of T Medicine]*

Inclusion is an active, intentional, and continuous process to address inequities in power and privilege, and build a respectful and diverse community that ensures welcoming spaces and opportunities to flourish for all. [UBC Activating Inclusion Toolkit]

Committee Structure

The 2023-2024 Committee is comprised of 12 individuals across the IMI Staff and Faculty who volunteered to participate in the first cycle of the Committee. IMI is grateful for the Committee's time and thoughtful contributions to this work.

2023-2024 Committee:

Martina Simmonds • Ann Armstrong • Soo Min Toh • Damian Maddalena (to April 2023) • Marius Zoican • Ignacio Mongrell



Afrodite Cruz • Ryan Cerrudo • Sarah Ogbiti • Nazeem Shamsuddin • Michael Marin • Claire Westgate

Decision Making

Decision making by the Committee will be guided by the goals and principles outlined in the Terms of Reference. Generally, the Committee will serve to find consensus in decisions, and when in doubt, the Chair, Co-Chairs and IMI Director will serve as mediator on tie-breakers.

Accountability

The Committee will remain accountable to each other, to the Institute, and to the University. Mechanisms by which the Committee remains accountable for its actions and initiatives include regular engagement with key members of our community (students, staff, faculty and other partners), and in

the production of publicly available annual reports. The Committee will also retain a website on the IMI system to offer a transparent view of work underway and to solicit feedback and input from others.

Recognition

The Committee will be recognized for their efforts and commitment to advancing IMI's EDI goals. This includes acknowledgement by supervisors and the IMI Director of the time spent engaged in this work inside of regular working day boundaries and within expected workflow. This also includes public acknowledgement of work on IMI's website, through annual reports, and in intentional efforts for nominations at the IMI and Campus Award levels.

The Institute is grateful to the Committee for their dedication to this work.

Committee Goals

Purpose & Broad Goals

The purpose of the IMI EDI Committee is to create a strong culture of equity, diversity and inclusion at IMI, both across the Institute and within our Programs and Units. This includes, but is not limited to:

- Creating and expanding IMI's core values in EDI, including internal and external statements, policies, best practices and guiding principles across our Institute
- Initiating and facilitating on-the-ground workshops, events, and programming both centrally and supporting such work at the Program and Unit level
- Elevating the work that Programs and Units are doing in EDI through IMI's channels and by providing support and resources to such initiatives
- Partnering with other campus and external partners for initiatives and projects where it makes sense to do so
- Acting responsively to requests from both inside and outside the Institute relating to equity, diversity and inclusion support, events, programming and initiatives.

Short, Medium- and Long-Term Goals

Over the course of the next 12 months, the Committee intends to focus on the following:

Short Term Goals

- Draft structure and goals of committee, including terms of reference
- Draft framework for 2023-2024 activities
- Review of existing programming and initiatives at UTM and within IMI
- Create IMI EDI Website

Medium Term Goals

- Create detailed list of initiatives and tasks (structured outcomes) for the 2023-2024 year and beyond where appropriate; ideally 1-3 per area of focus, which include teaching & research, student development and support, and Institute culture.
- Delve into Anti-Black Racism Task Force Response plan and initiate several projects within that plan
- Consider survey for students, staff and faculty to capture initiatives, sense of belonging, and gaps to be addressed

- Create summary (online) of existing EDI initiatives and programs at IMI to elevate that work
- Embark on an institutional, regional and Country-wide exploration of best practices in EDI programming, support and resources.

Long Term Goals

- Establish a well-structured, functional Committee that turns out meaningful work with measurable impact
- Consider legacy projects – what top-level goals we can we strive to achieve over time?

Areas of Focus

The Committee intends to develop a framework for projects and initiatives divisible by category or area of focus. In this way, the work of the Committee can become manageable, while also ensuring inclusivity across all areas that we wish to address. To provide support for each area, Committee members will self-select into working groups by area of focus.

Details on the projects and initiatives in each focus area are detailed in an internal IMI EDI Committee Project Planner.

The Committee has begun with three main areas of focus, each with a set of sub-categories to which we can align our work:

Student Development and Support	Institute Culture	Research and Teaching
<ul style="list-style-type: none"> • Recruitment • Professional Development and Career Support • Program Support • External Partnerships 	<ul style="list-style-type: none"> • Hiring and Institutional Procedures • Continual Discussion & Sharing • Ongoing Training • Student Ambassadors • Ongoing Assessment • Communications 	<ul style="list-style-type: none"> • Training and Development • Classroom Inclusion

Student Development & Support

This focus area emphasizes the student experience, including training, development, and levels of support offered to all IMI students. This also extends to the recruitment and admissions phases of prospective student engagement, through to post-graduation employment training.

Key Practices & Policies

- That IMI’s recruitment strategies across Programs and Units intentionally address initiatives designed to open access to post-graduate education for all groups, with intentional focus on under-represented groups at IMI and the University
- That IMI’s programs are offering career and growth opportunities for all students, and intentionally for students who identify within under-represented groups. This includes:

- Programs offering professional development sessions that are topically inclusive, and prepare students adequately for both their in-program success and post-career success
- Ensuring the learning environment is inclusive and creates a sense of belonging

Specific Focus Initiatives

- **Recruitment:** IMI's recruiting teams will work collaboratively to ensure materials, approaches, initiatives and the full-scope admissions process is inclusive, representative of all groups, and removes barriers. IMI begins with the Anti-Black Racism Task Force Response, and initiatives to address the Black student experience, beginning with recruitment.
- **Professional Development & Career Support:** IMI's program and unit teams can intentionally embed EDI training, support and programing within professional development offerings. This can be done to support students as they engage with their degrees, and also to prepare them for post-graduate life. This may include collaborative Panels across Programs (already in existence), continued staff training on student support, and the creation of new workshops, seminars and training opportunities for students.
- **Program Support:** IMI's Programs can endeavor to provide intentionally inclusive spaces for all students. This begins during Orientation with clear and transparent statements from Directors and Staff, provision of onboarding that is intentionally focused on EDI and adjacent topically-appropriate subjects, and provision of open-door policies in which students can seek resources and support as need be. IMI's continued ongoing partnerships with campus offices, including the UTM EDI Office, ARCDO and the HCC, are helpful resources.
- **External Partners / Employer Partners:** IMI and our Programs can consider what our external partners and recruiters are doing with respect to EDI, and seek to support/align with external partners that are making meaningful impact in EDI.

Institute Culture – Faculty, Staff and the IMI Experience

Key Practices & Policies

- IMI shall have an open, inclusive, equitable culture in which everyone feels a sense of welcome, place and belonging.
- IMI shall have a zero-tolerance policy for any forms of discrimination, bias or any other violation of the [University of Toronto Policies, Agreements & Guidelines](#) relating to equity, diversity and inclusion
- IMI will hold, and create, intentional programming to further embed this culture within our ecosystem, across IMI and all Programs and Units within the Institute.

Specific Focus Initiatives

- **Hiring and Institutional Policy/Procedures:** IMI will not only utilize materials provided by UTM HR in hiring, onboarding and other policy/procedures, but will develop in-house supplementary processes and practices relating to hiring and onboarding that support IMI's work in EDI.
- **Continual discussion & sharing:** Embed EDI as part of all meetings, enabling sharing of initiatives, sharing of challenges, and collaboration on ideas for future initiatives.
- **Ongoing Training:** IMI can provide continued training for faculty and staff.
 - Faculty and staff can be encouraged to attend existing training and workshops offered by U of T/UTM.

- This committee can work with the PD & Social Committee to plan annual EDI-related offerings to faculty and staff
- **Student Ambassador Training:** IMI's GSC can be involved in annual training, and can be encouraged to embark on their own initiatives/communications around EDI at IMI.
- **Ongoing Assessment:** IMI can run annual reviews of all EDI related initiatives or programming, and look for gaps and opportunities.
- **Communications:** IMI can create intentional communication avenues to highlight our initiatives, and to further emphasize the messaging around IMI's culture. This can include our website, social media presence.
 - IMI should also ensure inclusive and consistent language and messaging in all broader communications, regardless of topic.
 - IMI can create, or support, provision of guidance and guides to Programs and Units for inclusive materials and content.

Research & Teaching

This area of focus will be thought through in the first year of the Committee. At this time (Spring 2023) there is discussion relating to the splitting of these sections (Research & Teaching) to draw Teaching to the Institute Culture focus area.

Key Practices & Policies

- That IMI ensures that research, where topically appropriate, represents diverse experiences
- That teaching at IMI should be done in such a way to create a feeling of belonging for all students, and in a way that is intentionally inclusive
- That we are creating inclusive classroom and learning environments that foster a sense of belonging
- That research related activities are in-line with equitable practices and policies

Specific Focus Initiatives

- **Training and Development:** Continual encouragement of Faculty to attend topically-relevant training and workshops
- **Classroom Inclusion:** Inclusion of appropriate questions in end of term surveys to IMI students about inclusion in the classroom

Appendices

Appendix A: [Launch Meeting Slides](#)

Appendix B: [Terms of Reference](#)

Appendix C: [UTM EDI Resources by Academic Department](#)

Appendix D: [References](#)