

# Institute for Management and Innovation

2023 Activity Report

January 31, 2024

IMI Equity, Diversity and Inclusion Committee

January 1, 2023 – December 31, 2023



Institute for Management & Innovation  
**UNIVERSITY OF TORONTO**  
MISSISSAUGA

**DEFY  
GRAVITY**



**Dear IMI Community,**

We are delighted to share the first annual IMI Equity, Diversity and Inclusion Committee Annual Report. In 2023, IMI created our first in-house committee. With a student body of nearly 500 students, a staff of 36 and a faculty complement of 19, we believed that IMI had grown to a size that warranted a robust, cross-program committee dedicated to fostering a culture of inclusion, deepening our principles in equity and diversity, and embedding these principles across our community.

To this end, the inaugural 2023 Committee has worked hard to create a framework and plan for this, and future committees, in moving IMI's work in EDI to a tangible position. Working within the framework of UTM's goals, values and plans, the committee worked to explore, assess and enhance EDI goals in research and teaching, student development and support, and the Institute's culture.

With an ambitious list of twenty projects in the first year, our aim was to make progress in a multitude of areas, take a close look at where we are today, and consider where we'd like to go in the future.

We hope that this first activity report shares, transparently, our plans, achievements, and outcomes for the first year, as well as sharing our gaps, our areas for opportunity, and where we can continue to make strides in 2024.

**IMI Equity, Diversity and Inclusion Committee, 2023**  
**Institute for Management & Innovation**

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# IMI Equity, Diversity and Inclusion Committee

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## Development of IMI's EDI Committee

IMI's inaugural EDI Committee was struck in January of 2023.

Historically, IMI held a seat on a joint committee at UTM with other institutes. When the University of Toronto's [Anti-Black Racism Task Force Report](#) was released in 2021, IMI began to consider how to meet the tasks set out in the Report. Throughout 2022, it became clear that we should create the infrastructure and framework for our EDI goals in a larger context, in order to not only meet the needs of the Task Force Report, but to further embed EDI initiatives and values as part of the fabric of IMI. To achieve this goal, we formed an effective, cross-disciplinary committee within our own Institute.

In September of 2022, discussions on the creation of the EDI committee took place, and the call for membership went to the IMI community on January 3, 2023. IMI's staff and faculty responded immediately, with twelve people joining the group. The first committee was a blend of tenured and new faculty with various areas of academic focus, and staff with diverse professional backgrounds and years of experience. Additionally, two graduate students lent support for special projects in the spring and summer months.

Throughout the 2023 calendar year, the team met seven times, outlining a plan and framework for the year, identifying areas of focus for the committee, and identifying projects to undertake. We also struck three sub-committees, which met and further contributed to initiatives. In between, members of the committee and students worked towards moving projects forward. In this report, we summarize our achievements for the year, identify areas of opportunity and challenge, and look forward to 2024.

## 2023 Committee Members

We gratefully acknowledge the contributions of the 2023 Committee. Members shared their time, learning, skills and enthusiasm for IMI's EDI goals. The 2023 Committee was comprised of faculty and staff, with support from two graduate students.

This report acknowledges the hard work of each and every committee member in realizing our goals, and in contributing to the inclusive, exceptional culture of our Institute, of UTM and of the broader University of Toronto ecosystem.



**Ann Armstrong**  
Faculty Member

*Director, ICUBE*



**Ryan Cerrudo**  
Staff Member

*Communications Officer, IMI*



**Afrodite Cruz**  
Staff Member

*Recruitment, Placement &  
Employer Relations Manager,  
MMI*



**Damian Maddalena**  
Faculty Member

*Assistant Professor, CLTA, IMI  
(2022-23), Geography,  
Geomatics and Environment*



**Michael Marin**  
Faculty Member

*Assistant Professor, Teaching  
Stream, IMI*



**Ignacio Mongrell**  
Staff Member

*Assistant Director, ICUBE*



**Sarah Ogbiti**  
Staff Member

*Event Coordinator, IMI*



**Nazeem Shamsuddin**  
Staff Member

*Experiential Education Lead,  
MBiotech*



**Martina Simmonds**  
Staff Member

*Program Officer, MMPA*



**Soo Min Toh**  
Faculty Member

*Director, IMI (to May '23)  
Professor, Management*



**Claire Westgate**  
Staff Member

*Manager, External Partnerships  
& Communications, IMI*



**Marius Zoican**  
Faculty Member

*Assistant Professor,  
Management*

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## Student Support:



**Viktor Lyczywek**  
Graduate Student

*MMPA*



**Philip Simango**  
Graduate Student

*MMI*

## Acknowledgements

The IMI EDI Committee gratefully acknowledges the support, resources and engagement provided to us by UTM's [Equity, Diversity and Inclusion Office](#), the [Anti-Racism and Cultural Diversity Office](#), the [Sexual Violence Prevention & Support Centre](#), [Accessibility Services](#), the UTM [Health & Counselling Centre](#) and the [International Education Centre](#).

Leadership and staff in these, and other, offices enable the IMI EDI Committee to bring learning, growth and initiatives to our Institute. They have offered invaluable advice, guidance, mentorship, training, delivered sessions, and offered input and feedback to our initiatives and projects.

## Committee Timeline

Timeframe	Task	Activities
January	Committee is struck	IMI launched the IMI EDI Committee
February-March	Outline & framework developed	The committee created a framework, including goals and processes
March – April	Project plans created	The committee and sub-committees outlined project plans
May – November	Projects implemented	The committee's annual projects and initiatives began
December	Activity reporting	The committee reported on goals and plans for a new team for 2024.

# 2023 Goals & Projects

## Focus Areas

In an effort to ensure IMI's EDI efforts were embedded across all programs, hubs, and initiatives at IMI, and that each individual within IMI's community would engage with EDI, the Committee settled on three main focus areas. These areas provided structure for the alignment of projects, and allowed for the formation of sub-working groups.

### Sub-Working Groups

Projects and initiatives were categorized in three main areas. Given IMI's goals in graduate and undergraduate education, executive education and advanced professional development, as well as expanding research and teaching, and continuing to foster a culture of inclusion across staff, faculty and students, these three categories aligned well with IMI's structure and purpose.

**Research & Teaching**

**3 projects**

**Student Development & Support**

**6 projects**

**Institute Culture & Programing**

**11 projects**

## 2023 Plan & Framework

The inaugural IMI EDI Committee Plan & Framework can be found on our EDI website [here](#). This plan outlines the 2023 committee purpose, goals, areas of focus and preliminary project ideas. After this document was created, the Project List (below) was used regularly to update and track initiatives.

New initiatives over the course of the year were added to the project list (below and on the website).

## 2023 Project List

Projects for the year were divided up by category, which also aligned to sub-committee. Each project was linked to a projected timeline, as well as noting any partners, or additional elements that are connected to the project's goals. A brief list is here, and details on projects are below. A full progress summary can be found later in this report.

For brevity on focus areas:

- Student Development & Support: "SDS"
- Research & Teaching: "R&T"
- Institute Culture & Programing: "IC"

#	Focus Area	Initiative
1	SDS	Assess diversity numbers in recruitment and cohorts
2	SDS	Assess recruitment materials for diversity and inclusion, including improvement or enhancement of materials
3	SDS	Look at current offerings on preparing students to transition to the working world with success; assess gaps
4	SDS	Design and develop EDI offerings to IMI graduate students, by program, and cross-program
5	SDS	Provide IMI Orientation materials or content to all incoming students relating to EDI and other topics
6	SDS	Analyze leaders across industries and organizations, and assess IMI's partnerships within this group, considering areas for future partnership
7	IC	IMI to create a scan of all relevant campus, local, regional and country initiatives for best practices
8	IC	Create IMI onboarding materials for staff and faculty on EDI, in addition to HR's offerings
9	IC	Add EDI to every meeting for sharing of resources, ideas, initiatives
10	IC	Intentional dissemination of workshops, seminars and events across campus to all Faculty and Staff
11	IC	Creation of in-house training for all Faculty and Staff
12	IC	Support for the IMISC in their initiatives on EDI
13	IC	Arrange for annual EDI training for GSC
14	IC	Annual reviews of all EDI related initiatives or programming at the IMI, Program and Unit level to look for gaps
15	IC	IMI Comms Team to provide a brief on inclusive language and communications approaches to all units and programs
16	IC	IMI to review all website content at the IMI level for inclusivity; support Programs in the same
17	IC	IMI to maintain an EDI Website with transparent posting of reports, reviews, and projects
18	R&T	Course Outlines: Create consistent IMI course outlines that include appropriate and broad range inclusivity and diversity elements
19	R&T	Course Materials: Ensure that diversity and inclusivity are considered in materials selection, and course content. Coursework should be reflective of IMI's demographics, and culturally responsive.
20	R&T	Conduct a scan of available grants and funding for researchers related to EDI, and make available to colleagues.

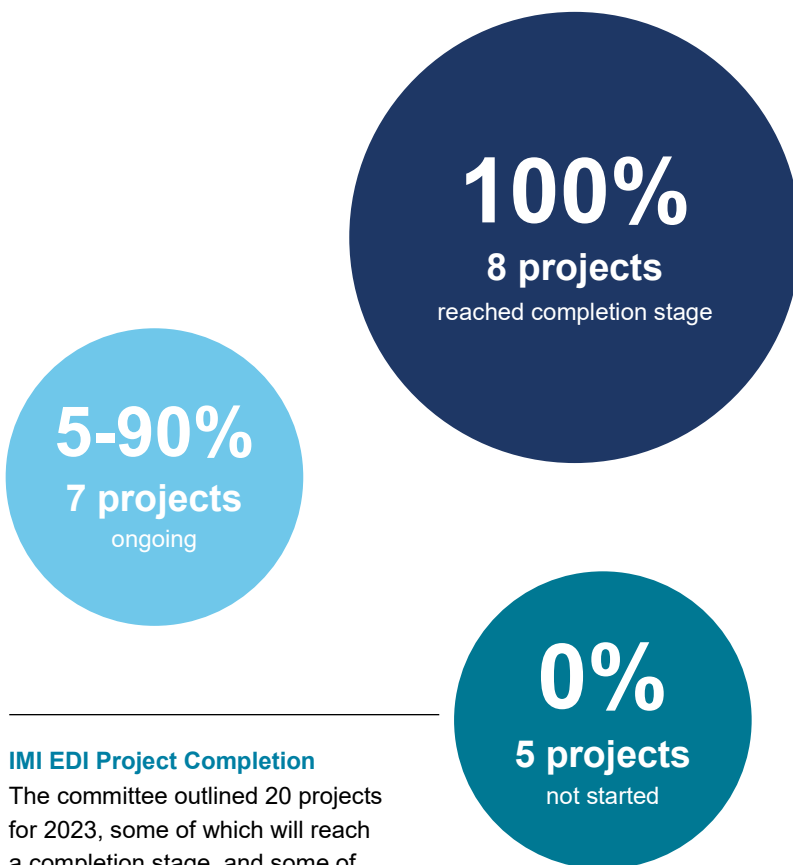


# 2023 Progress & Accomplishments

## Overall Progress

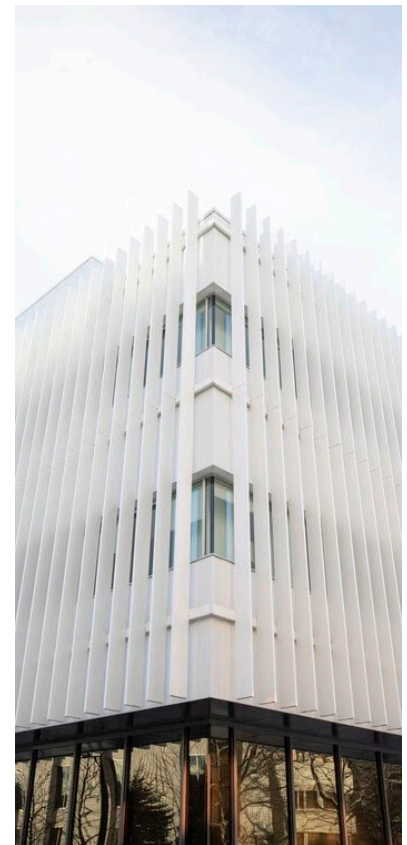
The EDI Committee has made progress on a number of goals and projects this year. The list of 20 projects was ambitious, and highlights the enthusiasm of the Committee, and the many areas in which the team feels that impact can be had across the Institute.

Here, we outline each project in brief and provide an update on the status of each initiative. Some projects have reached 100% completion and require no further attention; others, while at 100%, will require ongoing attention, and others range from 5% to 90% completion. Still others have not yet been started, generally due to resource availability (lack of time, staff or faculty capacity, or budget).



### IMI EDI Project Completion

The committee outlined 20 projects for 2023, some of which will reach a completion stage, and some of which will be ongoing.



## (1) Assess diversity numbers

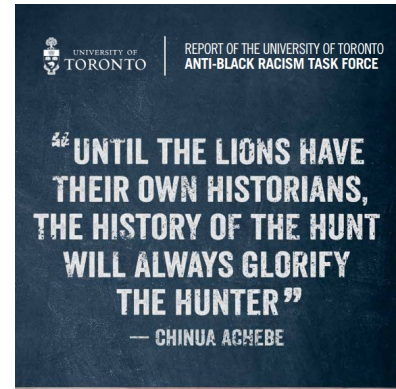
### *Student Development & Support: Recruitment: 30%*

As part of IMI's commitments to the Anti-Black Racism Task Force Report, notably in compiling equity data with a view to exploring access programs, the Committee sought to understand the current landscape of applications, admissions and cohorts among our graduate student population with respect to student equity data.

As of December 2023, the Programs have done an anecdotal review of student demographics in current cohorts, however the data from such a review cannot be relied upon for accuracy, as the students in IMI programs do not self-report on equity measures directly to their Programs or to IMI.

Due to changes in senior leadership at IMI, and systems access, the Committee has not yet been able to draw down centrally-available SGS data from the demographic dashboard. This remains a priority for early 2024. With this data, IMI will be able to more closely examine recruitment patterns, admissions and cohort data, and will subsequently be able to look for areas of enhancement of access programming. We anticipate the need to work closely with UTM's undergraduate units as part of this initiative.

**Next Steps:** draw down data from the SGS Dashboard, and work with Programs to understand gaps and opportunities for access programs and initiatives.



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## (2) Assess recruitment materials

### *Student Development & Support: Recruitment: 50%*

IMI's programs have been asked to review their recruitment and website materials for diversity and inclusion, including improving or enhancing any current materials.

To do this, IMI wrote an Inclusive Communications Guide, designed to support staff in this work, and in the then-absence of a central U of T inclusive language guide. This Guide was shared with staff, with the ask to review materials.

Additionally, IMI assigned a work-study student to do a review of website content to consider inclusive language and imagery. As of the writing of this report, the student has made partial progress, with more to come in 2024.

**Next Steps:** Work with programs and units at IMI to modify any areas of recruitment, website or communications materials requiring adjustment.



### (3) Current offerings on student preparation

#### *Student Development & Support: PD and Career Support: 50%*

The Committee recommended that programs look at current offerings to graduate students in terms of professional development related to school-work transitions, in the context of EDI. This included looking at current offerings, and considering new programming that could be offered for students to learn about EDI related topics including things like unconscious bias, workplace discrimination, dealing with conflict, and so on.

As of the time of this report, IMI's Placement Manager team has compiled a list of professional development sessions offered to students across programs, and confirmed that each program is offering at least one EDI-related workshop, seminar or event. The topics within these offerings vary year to year and vary by program.

**Next Steps:** work with programs to understand offerings within EDI sessions to ensure consistency and even opportunity across units. Consider addition of cross-IMI programming relating to EDI specifically in the context of student workplace preparation.



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### (4) Design and develop EDI training and resources for students

#### *Student Development & Support: Recruitment: 75%*

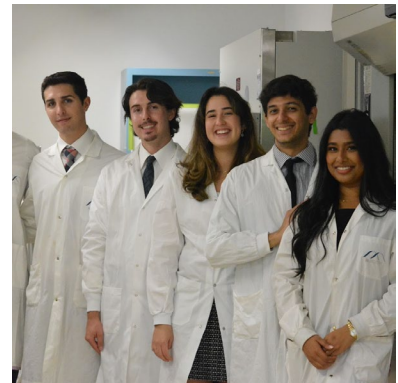
Related to the preceding project, the Committee recommended expanding EDI offerings to students by developing new offerings both within and across programs.

In 2023, the Master of Management of Innovation Program and the Master of Biotechnology Program worked with an external provider to design and deliver new EDI training to students. Sessions were offered within each Program, but staff and faculty worked collaboratively with the instructor to design content that would be consistent, yet appropriate across units.

In the Master of Biotechnology Program, this was the first offering of this kind, and it was significantly bolstered by faculty support for the initiative. This helped students to link content to both curriculum and to future career skills.

Similarly, the Master of Urban Innovation Program and the Master of Science in Sustainability Management Program worked together to offer an EDI Panel to students in both units, demonstrating an effective cross-Program approach.

**Next Steps:** Continue this initiative in 2024, bringing further groups together and sharing resources and ideas.



## (5) Orientation materials for new students

*Student Development & Support: Program Support: 100%*

In an effort to engage students in both EDI work and to further embed the principles of EDI into IMI's community, the Committee created onboarding slides to be shared across all programs and units during graduate student onboarding.

This was a simple, small addition to existing onboarding initiatives, typically delivered in a custom manner by each program.

**Next Steps:** Continue this initiative, ensuring all students receive an orientation to IMI's EDI initiatives when they join their respective programs.



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## (6) Analyze industry partnerships

*Student Development & Support: External Partners: 0%*

IMI works with over 2,000 industry professionals and a significant number of companies, government agencies, non-profits and other organizations. Partnerships are in place for student co-op hiring, project work, case competitions, guest talks, industry lectures, networking events, mentorship, scholarships and awards, post-graduate support and more.

In an effort to strengthen partnerships, and foster particularly strong connections with organizations known to embody best practices in EDI, the Committee conceived of a project to analyze significant industry leaders in EDI, and to assess our partnerships with these organizations.

This project did not reach implementation in 2023.

**Next Steps:** Bring this project to the 2024 Committee and assess resources required for action.



## (7) Landscape scan: best practices

### *Institute Culture: Landscape Scan: 100%*

As the Committee began its work in 2023, it was clear that we would benefit from a best practice review of peer institutions across Canada, to learn from their accomplishments.

One of the EDI Committee's Faculty Members led the initiative, together with a graduate student research assistant. This resulted in a robust compilation of EDI initiatives at peer institutions across the country, and enabled the Committee to look at leaders in EDI work, including Dalhousie University and the University of British Columbia, to inspire and support our work.

This was effective in helping to guide the work of the inaugural committee, to help the team focus the first set of projects and initiatives in terms of effectiveness, and to highlight areas of campus partnership required.

**Next Steps:** None. 2024 Committee can consider an annual or regular review for learning about, and adopting, best practices.



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## (8) Staff and faculty onboarding

### *Institute Culture: Hiring and Institutional Policies: 50%*

As a unit with approximately 36 staff and 19 cross-appointed or home faculty, IMI's Committee feels strongly that embedding EDI into our internal onboarding process is critical. If EDI values and best practices are to be woven into IMI's culture and operations, then including appropriate materials and training during the onboarding of any new employee is crucial.

As of December 2023, IMI has created its first "IMI Handbook", an onboarding guide designed to go along with UTM HR's Onboarding Manual. The Handbook includes all manner of information about IMI, including a section on the EDI Committee. The Handbook links to the Committee's projects, tracker and reports, and all new employees are encouraged to read all materials in detail.

This project is flagged at 50% completion, as this Handbook is the first effort in this regard, and currently links to resources and documents. More progress can be made here to reach 100%.

**Next Steps:** Consider other training or onboarding steps that may further embed EDI principles into new staff and faculty training. This may include a standing meeting for each new hire on inclusive language and communications, onboarding with the UTM EDI office or other initiatives.



## (9) EDI at meetings

*Institute Culture: Discussion & Sharing: 100%*

IMI has evolved to include items relating to equity, diversity and inclusion at meetings. Staff meet regularly, both as a larger group, and as sub-groups of staff working in similar areas. The simple idea with this project is that EDI becomes a regular agenda meeting item, with open structure – staff can share items they've read, things they've learned, discuss events or sessions they've gone to, identify issues or challenges raised by students or elsewhere, or discuss newsworthy content that might be timely.

This serves to ensure that IMI's EDI learning and awareness takes place on a regular basis and is embedded into our regular conversations and discussions.

**Next Steps:** Continue to ensure this is an item in most, if not all, meetings going forward, where appropriate.



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## (10) Workshop and seminar dissemination

*Institute Culture: Ongoing Training: 100%*

The University of Toronto offers regular programming relating to equity, diversity and inclusion, notably through our EDI Offices and our Anti-Racism and Cultural Diversity Offices, alongside others.

This initiative is a simple step in that the Chair and other members of the Committee make an intentional effort to disseminate information on upcoming workshops and other learning events to all staff and faculty at IMI. With inboxes overflowing, it can be easy to disregard emails on listservs, so making an effort internally to share EDI-related learning opportunities helps to encourage people to take the time to attend sessions. Signals to attend sessions from Institute leadership, including Directors of Programs and Units, as well as IMI's leadership, have been effective in this as well.

For example, all staff have been encouraged and reminded to attend ARCDO's 2023 session on Dismantling Anti-Black Racism in PostSecondary Environments, and others.

**Next Steps:** Continue to elevate sessions offered centrally, and encourage staff and faculty to take the time to attend sessions and share information.



## (11) In-house training

### *Institute Culture: Ongoing Training: 100%*

In an effort to ensure staff and faculty receive ongoing, continual learning opportunities in EDI, the Committee recommended regular educational sessions be made available to staff and faculty.

In some cases, designing in-house, custom training occurred, and in others, IMI was able to capitalize on existing central office sessions and draw all staff together to engage in learning.

For example, staff joined together for a professional development day in the fall. Staff participated in a custom session offered by the International Education Centre to IMI focused on supporting international students, which included content on cultural fluency and awareness. At the same time, IMI staff joined together to participate in ARCDO's session on environmental racism. These sessions were held on the same day, so staff could set aside the day to focus on learning, and engage with the material, without the distractions of ongoing work.

On the Faculty side, discussions are underway for 2024 on EDI related training for teaching and inclusion in the classroom.

**Next Steps:** Working with the IMI PD Committee, continue this effort in 2024, potentially with one training per semester for all IMI staff and faculty, joint attendance of central sessions, or custom sessions.



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## (12) IMI Student council (IMISC) EDI support

### *Institute Culture: Student Ambassador Training: 0%*

This initiative was designed to lend support to the IMI Review by Students committee to ensure IMISC has an appropriate and continual inclusivity lens, content, and more.

Due to timing, IMISC was not formed until later in the 2023 calendar year, and the next publication will not be produced until 2024.

As a result, no progress has been made on this initiative at this time.

**Next Steps:** Work with IMISC in 2024 to explore embedding EDI principles, values and approaches into their work and publication.



## (13) IMISC training

*Institute Culture: Student Ambassador Training: 0%*

IMI's Student Committee, comprised of students from all graduate Programs at IMI, works to enhance the learning, engagement and community of students.

The IMI EDI Committee would like to support training and embed EDI principles to IMISC. In the 2023 year, this did not take place, primarily due to time, infrequency of IMISC committee meetings, and resources.

**Next Steps:** Work with IMISC in 2024 to explore ways to offer training and EDI initiatives at IMISC.



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## (14) Annual reviews

*Institute Culture: Ongoing Assessment: 90%*

IMI has committed to reviewing EDI initiatives – through the Committee, but also separate from the Committee – on an annual basis, and sharing those findings through a transparent report.

For the 2023 year, this has been achieved to a level of approximately 90%, with a remaining portion of work that could be explored in a more formalized approach to reporting by individual programs and units.

Findings of current status of offerings can be found throughout this report.

Further, once a year, IMI programs and units offer updates to the UTM EDI Office for inclusion on their website, which acts as a suitable time for reflection and review by units. IMI also publishes an Annual Report, which includes a short outline and review of our EDI initiatives.

**Next Steps:** Explore a more formal reporting mechanisms for EDI initiatives in 2024.





## (15) Communications: inclusive language

### *Institute Culture: Communications: 100%*

When the IMI EDI Committee was struck, there were no resources offered by the University of Toronto related to inclusive language and EDI in communications work. We were advised a tool was in development, but that it might be a lengthy period of time before something would be widely available.

In the interim, IMI's Communications team devised an [Inclusive Communications & Practice Guide](#), designed to support staff and faculty in their work. A good example is the utilization of this guide in helping our programs to assess their materials and website for inclusive language, imagery, and more.

**Next Steps:** Work with IMI Communications to update and maintain this site; include a section on EDI and Events. Monitor U of T's Brand Hub for release and distribution of U of T's central guide on EDI in communications; promote and share U of T guide widely.



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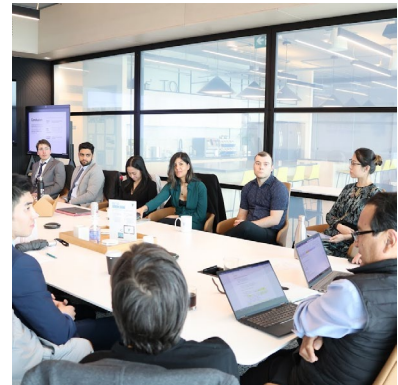
## (16) IMI website review

### *Institute Culture: Communications: 30%*

IMI committed to reviewing our website for inclusive language, inclusive imagery, accessibility and more. As of the timing of this report, this process has been started and completed in part with the support of a work-study student to review inclusivity guidelines, and apply those to a review of the website.

Progress on this has been somewhat stalled, in part due to resources (lack of time), and also due to a restructuring of IMI's website in 2023, which took a portion of time and resources. More work can be done in this in 2024.

**Next Steps:** Continue review of IMI website in 2024, making adjustments and changes as necessary.



## (17) Transparent IMI EDI website

*Institute Culture: Communications: 100%*

IMI has created an EDI website, in an effort to be transparent and open about our goals, our focus areas, and our progress toward our EDI initiatives.

This website has been created and is updated regularly by the IMI Communications team. More information as well as a regularly-updated project transparency tracker can be found [here](#).

**Next Steps:** None; continue regular updates in 2024.

### Project Progress Tracker

As part of the Committee and IMI's transparency, below you can read about our progress toward our

Focus Area*	Category	Initiative
1 SDS	Recruitment	Assess diversity numbers in recruitment and cohorts
2 SDS	Recruitment	Assess recruitment materials for diversity and inclusion, including improvement or enhancement of materials
3 SDS	PD & Career Support	Look at current offerings on preparing students to transition the working world with success; assess gaps
4 SDS	PD & Career Support	Design and develop EDI offerings to IMI graduate students program, and cross-program
5 SDS	Program Support	Provide IMI Orientation materials or content to all incoming students relating to EDI and other topics
6 SDS	External Partners	Analyze leaders across industries and organizations, and assess IMI's partnerships within this group, considering are for future partnership
7 IC	Landscape Scan	IMI to create a scan of all relevant campus, local, regional & country initiatives for best practices
8 IC	Hiring and Institutional Policies	Create IMI onboarding materials for staff and faculty on ED addition to HR's offerings

## (18) Course outlines

*Research & Teaching: Courses: 100%*

Previously, IMI did not have consistent course outlines across Programs. Each Program utilized their own version of a course outline, with various elements drawn from various examples.

In 2023, in part to achieve our EDI goals, IMI has devised a central course outline template that is used across our Programs. This outline was created drawing on examples from other similar units in the University offering professional graduate programs and courses, and utilizes some language derived from U of T Engineering's inclusivity work. The outline includes dedicated sections related to Academic Accommodations (including Accessibility, Religious Observances, Family Care and Other Accommodations), Health & Wellness Resources, Inclusion in the Classroom and Land Acknowledgement.

A consistent template enables all students to access the same resources and guidelines in courses, and ensures a consistent way to communicate tools, resources and expectations (e.g.: of inclusivity in the classroom).

**Next Steps:** Annual review and update of the course outline template.



## (19) Course materials

### *Research & Teaching: Courses: 0%*

The Committee has recommended a project to work with all IMI Faculty to ensure that all course materials are inclusive. For instance, diversity and inclusivity should be considered in materials selection, such as case studies and examples, and in course content. Coursework should be reflective of IMI's student body, and culturally responsive and respectful.

As of the time of this report, this initiative has not yet been started.

**Next Steps:** In 2024, work with IMI leadership, including IMI Director and IMI's Directors of Programs, as well as IMI Faculty, to access workshops, tools and resources at UTM and U of T to support this work.



## (20) Researcher funding

### *Research & Teaching: Teaching: 0%*

The Committee outlined an initiative to conduct a scan of available grants and funding for researchers related to equity, diversity and inclusion, and to make this available to colleagues across IMI to generate collaborations and foster elements of EDI in research.

As of the time of this report, this has not yet been initiative due to lack of resources including time and available staff.

**Next Steps:** Explore this initiative with the 2024 committee; consider enlisting work-study student assistance for this project.



## 2023 Project List: Summary of progress

#	Focus Area	Category	Initiative	Timeline	Partner or Linked Project	Progress
1	SDS	Recruitment	Assess diversity numbers in recruitment and cohorts	Winter 2023	Anti-Black Racism Report Response	30%
2	SDS	Recruitment	Assess recruitment materials for diversity and inclusion, including improvement or enhancement of materials	Spring/Summer 2023	Anti-Black Racism Report Response	50%
3	SDS	PD & Career Support	Look at current offerings on preparing students to transition to the working world with success; assess gaps	Spring - Summer 2023	All Programs	50%
4	SDS	PD & Career Support	Design and develop EDI offerings to IMI graduate students, by program, and cross-program	Spring 2023, Ongoing	All Programs	75%
5	SDS	Program Support	Provide IMI Orientation materials or content to all incoming students relating to EDI and other topics	Spring - Fall 2023	All Programs	100%
6	SDS	External Partners	Analyze leaders across industries and organizations, and assess IMI's partnerships within this group, considering areas for future partnership	Fall 2023	All Programs	0%
7	IC	Landscape Scan	IMI to create a scan of all relevant campus, local, regional and country initiatives for best practices	Spring-Summer 2023	None	100%
8	IC	Hiring and Institutional Policies	Create IMI onboarding materials for staff and faculty on EDI, in addition to HR's offerings	Spring 2023	HR	50%
9	IC	Continual Discussion & Sharing	Add EDI to every meeting for sharing of resources, ideas, initiatives	Ongoing	None	100%
10	IC	Ongoing Training	Intentional dissemination of workshops, seminars and events across campus to all Faculty and Staff	Ongoing	ARCDO, EDIO	100%
11	IC	Ongoing Training	Creation of in-house training for all Faculty and Staff	Spring 2023 - Ongoing	ARCDO, EDIO, External Partners	100%
12	IC	Student Ambassador Training	Support for the IMISC in their initiatives on EDI	Ongoing	IMISC	0%
13	IC	Student Ambassador Training	Arrange for annual EDI training for GSC	Ongoing	IMISC	0%
14	IC	Ongoing Assessment	Annual reviews of all EDI related initiatives or programming at the IMI, Program and Unit level to look for gaps	Annually – Spring Summer	None	90%
15	IC	Communications	IMI Comms Team to provide a brief on inclusive language and communications approaches to all units and programs	Summer 2023	None	100%
16	IC	Communications	IMI to review all website content at the IMI level for inclusivity; support Programs in the same	Summer 2023	All Programs	30%
17	IC	Communications	IMI to maintain an EDI Website with transparent posting of reports, reviews, and projects	Spring 2023 – Ongoing	None	100%

<b>18</b>	R&T	Courses	Course Outlines: Create consistent IMI course outlines that include appropriate and broad range inclusivity and diversity elements	Spring - Summer 2023	All Programs	100%
<b>19</b>	R&T	Courses	Course Materials: Ensure that diversity and inclusivity are considered in materials selection, and course content. Coursework should be reflective of IMI's demographics, and culturally responsive.	Ongoing	All Programs	0%
<b>20</b>	R&T	Teaching	Conduct a scan of available grants and funding for researchers related to EDI, and make available to colleagues.	Fall - Winter 2023-24	None	0%

# Looking to 2024

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## Gaps & Opportunities

The primary challenge faced by the EDI Committee is resources, in the form of time, staffing and budget. As of January 2024, IMI has assistance in the form of a staff member who will be with us until June 2024, who, while primarily focused on other initiatives, can lend support to this work. Beyond that, there is opportunity to hire work-study students and Research Assistants to support the work of the committee.

Similarly, looking to 2024, there is opportunity to add student input to the Committee and its initiatives. As the EDI work at IMI expands, it is crucial that student voices and experiences influence the projects and initiatives that relate to students at IMI. The 2024 Committee will explore adding student seat(s) to the group.

Finally, there remains opportunity to continue to leverage the resources, offices and supports for EDI training, policies, and practices that we have at the University of Toronto and UTM in particular. The Committee need not overlap in existing work, but rather can effectively disseminate and capitalize on existing resources, tools and training for our community members.

## 2024 Committee

The IMI EDI Committee will turn over in January 2024. The Committee will remain open to all staff and faculty at the Institute who wish to participate, enabling an inclusive environment in which all who wish to engage, learn and contribute may do so.

The 2024 Committee will continue on current projects, design future projects, and consider ways in which to support and resource initiatives in order to move them forward.

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# Appendix: Committee Terms of Reference: 2023

The IMI EDI Committee's Terms of Reference for the inaugural year were as follows:

## Purpose & Objectives

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.

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.

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
- Creating a plan for EDI initiatives long term.
- Engaging practice, hands-on initiatives including events, programming, workshops
- Provision and analysis of research, data and annual reports.

## Committee Membership, Roles and Responsibilities

The 2023-2024 Committee is comprised of 12 individuals across the IMI Staff and Faculty complement who volunteered to participate in the first cycle of the Committee.

Membership comprises a mix of staff and faculty roles, with the IMI Director maintaining a seat on the Committee at all times.

Members are asked to committee for a 1-year time period, after which seats may be filled by nomination or by volunteer.

## Roles

### *Chair(s)*

The Committee for 2023-2024 will be loosely chaired by the IMI Manager, External Partnerships & Communications, who maintains administrative responsibility in meeting schedule, note-taking, creation of agenda, and facilitation of discussion and engagement among members.

### *Sub-Committee/Working Groups & Leads*

The committee may have sub-committee or working group leads, who maintain responsibility for the projects and initiatives of those working groups. Working groups will focus on sub-areas of Committee work.

### *Committee Members*

Committee members at large are tasked with sharing information, participating in discussions, and supporting the broad work of the Committee on an ongoing basis. Members may elect to participate on working groups.