

Commerce Society Student Feedback Survey:
EDII & Curriculum Information

A. Preface

On July 7th, 2020, the Smith Commerce Society released an Equity, Diversity, Inclusion, and Indigenization (EDII) course of action in an effort to prioritize the wellness of marginalized students at the Smith School of Business. On August 28th, 2020, we released a survey amidst the Smith Commerce student body, both current and alumni, to hear feedback on what students need to see from Smith in terms of equity-related education. The main focus of this survey was to collect enough data from students to lobby for curriculum change and make our school a safer space. We have taken the time to draft this report to release our candid findings among a variety of different areas such as curriculum reform, mental health support, socioeconomic barriers, and more. Once again, we want to thank all of you who have taken the time to provide candid feedback and experiences in an effort to advance our mission. This would not be possible without student cooperation and voluntary labour.

This survey was conducted completely anonymously, and it cannot be traced back to any respondents to ensure safety. Every respondent was only be able to answer the survey once.

If you have any questions or concerns about the survey findings, or you are unable to view this report due to accessibility reasons, please feel free to reach out to our Academics Officer at (bus-comsocacademics@queensu.ca) or any member of the Smith Commerce Society Executive team.

If you have not familiarized yourself with the Commerce Society Equity Plan, please do so at this link: <https://comsoc.ca/edii>

CONTENT WARNING: This survey report reviews findings about sexual orientation, gender, sexual violence/assault, racial identity, ethnicity, mental illness, physical disability, and classroom safety.

B. Acknowledgements

This report was the result of the tireless labour of many individuals that voluntarily offered their consultation to make this possible. This report was by no means a single-handed effort, and on behalf of the Smith Commerce Society we would like to acknowledge many different groups and individuals that helped make this report possible.

Overall, some of our largest contributors stemmed from the Commerce Society Executive, specifically our EDIO's Kelly Weiling Zou and Meena Waseem. They were each extremely valuable in the content-creation and scope of the data-collection. Additionally, Seby Monsalve (Commerce Society President), Will Van Vliet (Vice President of Operations), and Michelle Kong (Vice President of Student Affairs) were continuous wholehearted supporters that worked to monitor the scope and impact of this report on the Smith community. Another special thanks are dedicated to the students who were also involved in the focus groups before the launch of this survey. Finally, I would like to thank Ryan Stack, Cecilia Ying, and Rachel Coreau for their support in survey construction and data analysis.

There were also countless administrators involved in the creation and consultation process of this survey, including, but not limited to, Mofiyinfoluwa Badmos, Ann Deer, Lindsay Brant, Yolande Chan, Kate Rowbotham, and many more. These contributors were imperative to the growth and development of this report.

Finally, we would like to acknowledge each and every voluntary student and alumni representative that took the time to complete this survey in its entirety. Your feedback was extremely valuable, and this process could not be completed without your assistance, patience, and willingness to share your experience.

Each of these stakeholders have directly and indirectly contributed to this report in many meaningful ways. We are so incredibly grateful for your cooperation and tireless labour.

C. Introduction

The following survey analysis represents responses from about 15-20 percent of the student undergraduate population at Smith. The overarching mission of publishing this data stems from our goal of transparency and accountability. As mentioned previously, this survey was conducted completely anonymously, and it cannot be traced back to any respondents to ensure safety. Additionally, every respondent was only be able to answer the survey once.

This survey should serve to shine a light on the necessity of having EDII integrated more heavily in the curriculum at Smith. Upon review, if you need any support please feel free to reach out to the supports listed under section “D. Resources”.

D. Resources

If at any point this report causes distress or anguish, please utilize the following resources:

Student Wellness Centre	(613) 533-2506 <u>or visit</u> queensu.ca/studentwellness
Queen's 24 hr Emergency Report Centre	(613) 533-6111
24 hr Community Crisis Line	(613) 544-4229 <u>or</u> 911
Good2Talk (24/7 helpline)	1-866-925-5454
TAO (self-directed online mental health support 24/7)	ThePath-ca.TaoConnect.org
AMS Peer Support Centre	(613) 533-6000 ext. 75111
Graduate Peer Support Centre	(613) 533-2233
Human Rights and Equity Office	(613) 533-6886 <u>or</u> hrights@queensu.ca
Four Directions Aboriginal Student Centre	(613) 533-6970
Office of the University Ombudsperson	(613)-533-6495 <u>or</u> ombuds@queensu.ca
Sexual Assault Centre Kingston (24/7 Crisis Line)	(613) 544-6424
LGBTQ Youthline	1-800-268-9688
Assaulted Women's Helpline (24/7)	1-866-863-0511
Ontario Mental Health Helpline (24/7)	1-866-531-2600
Crisis Support and Referral Services for Men (24/7)	1-866-887-0015
The Centre for Abuse and Trauma Therapy	(613) 507-2288
Sexual Violence Prevention & Response Coordinator (Barb Lotan)	(613) 533-6330 <u>or</u> bjl7@queensu.ca

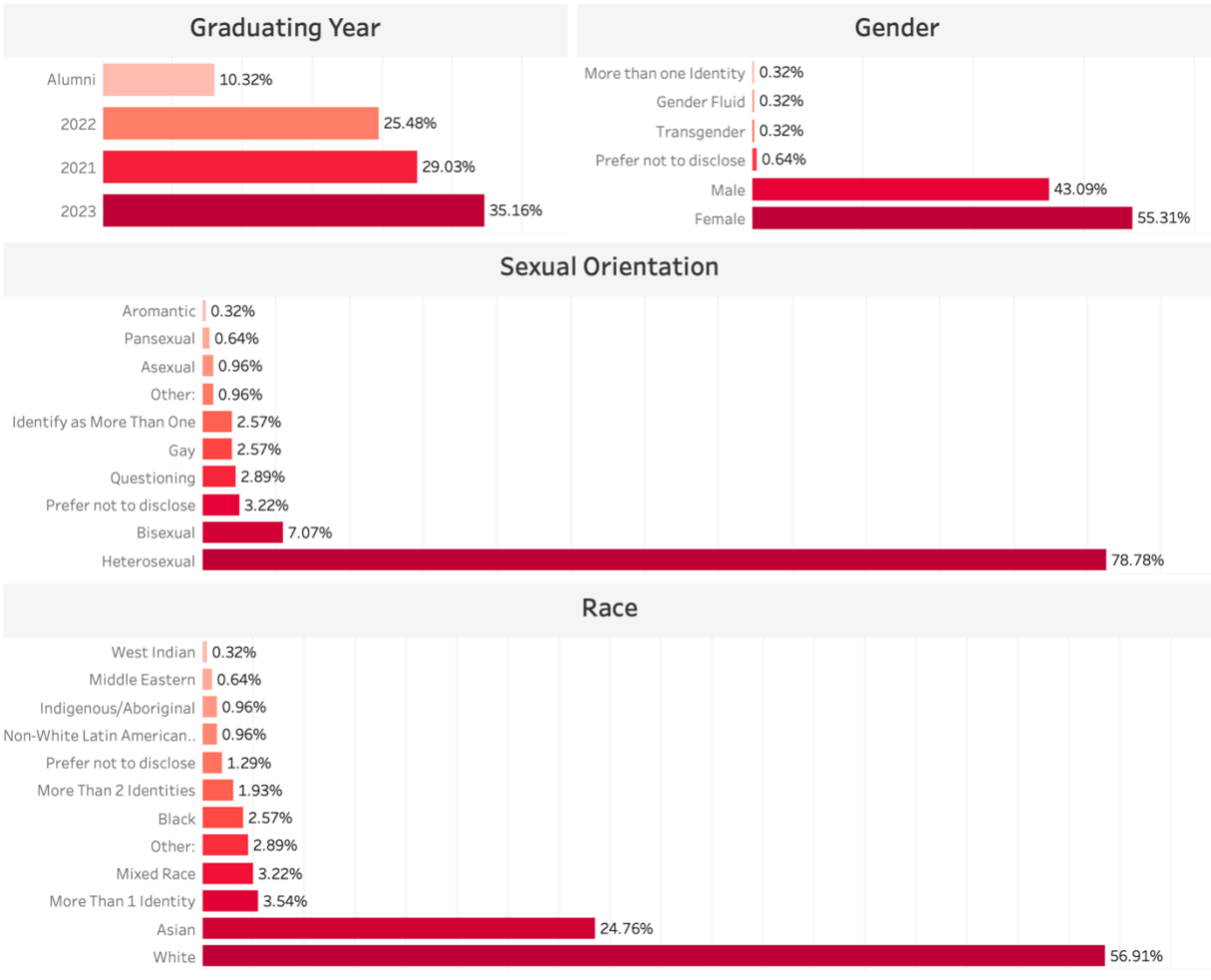
E. Definitions

- **Race:** a category of humankind that shares certain distinctive physical traits.
- **Ethnicity:** large groups of people classed according to common racial, national, tribal, religious, linguistic, or cultural origin or background.
- **Sexual Orientation:** a person's sexual identity in relation to the gender to which they are attracted.
- **Gender Identity:** one's concept of self as male, female, a blend of both or neither – how individuals perceive themselves and what they call themselves. One's gender identity can be the same or different from their sex assigned at birth.
- **Socioeconomic Status:** the social standing or class of an individual or group.
- **Physical Disability:** a physical condition that affects a person's mobility, physical capacity, stamina, or dexterity.
- **Mental Illness:** health conditions involving changes in emotion, thinking, or behaviour (or a combination of these).
- **Cognitive Disability:** someone who experiences certain limitations in mental functioning and in various skills.
- **Mental Health:** a person's condition with regard to their psychological and emotional well-being.
- **Representation:** the description or portrayal of someone or something in a particular way or as being of a certain nature.
- **Marginalized:** (of a person, group, or concept) treated as insignificant or peripheral.
- **Systemic Oppression:** the mistreatment of people within a specific group, supported and enforced by the society and its institutions.

F. General Questions

Demographic Information (1/3)

The following analysis looks at metrics such as graduating year, gender, sexual orientation, and racial composition of students in the Commerce Program.

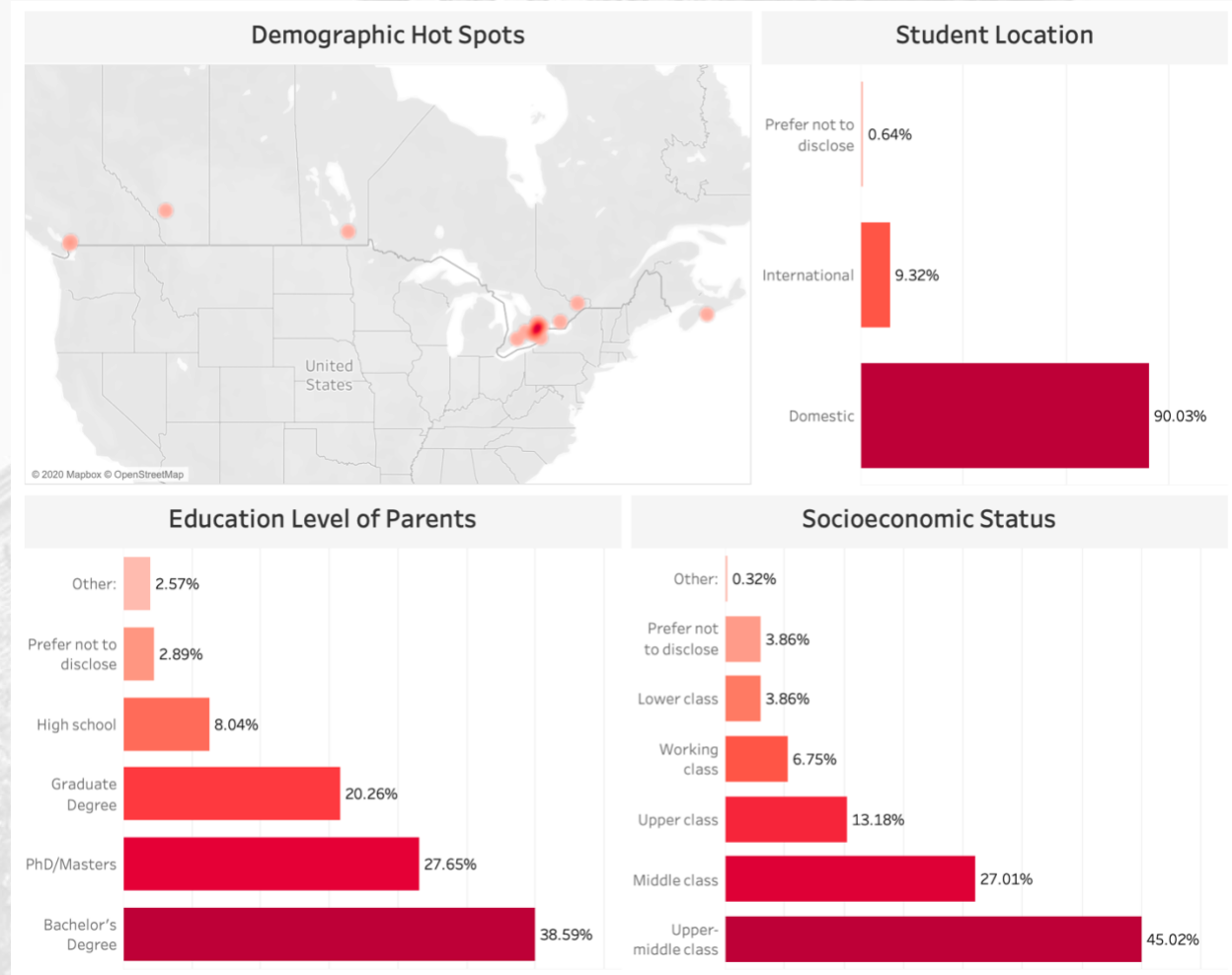


Key Takeaways & Disclaimers:

- “More than one (1) identity”, “Identify as More Than One”, and “More than two (2) identities” infers that some surveyed individuals listed more than one gender, sexual orientation, or race in their answers – rather than double counting overlapping answers, they were allocated in those respective categories
 - The specific gender, sexual orientation, and racial makeup of those within those categories will be kept anonymous to avoid personal identifiers
- There is a dominant white and heterosexual presence among the student population

Demographic Information (2/3)

The following analysis looks at metrics such as demographic hot spots, student location, education level of parents/guardians, and socioeconomic status of students in the Commerce Program.

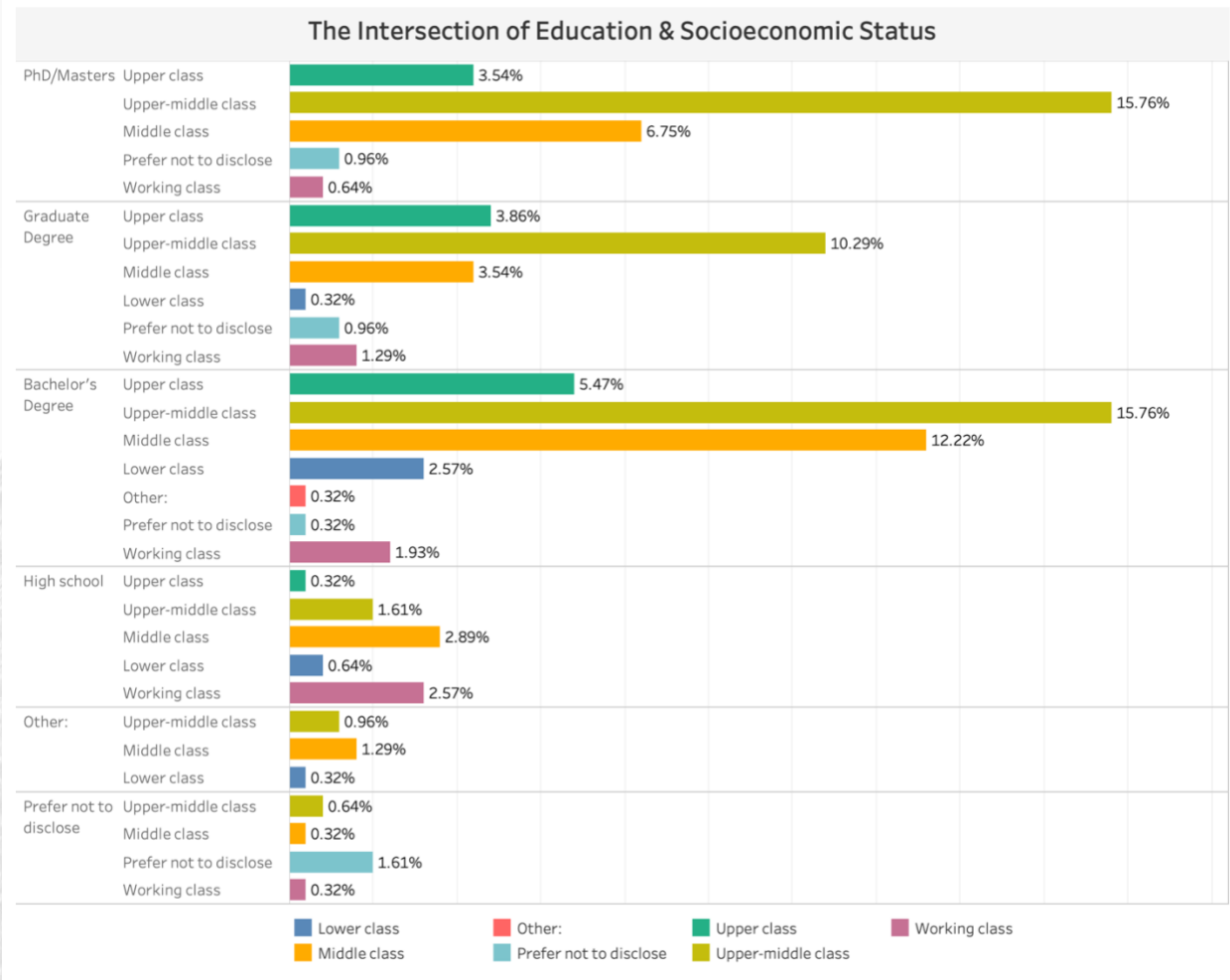


Key Takeaways & Disclaimers:

- Demographic hotspots indicate large student presence that lives in southern Ontario (darker red colour indicates higher density)
- Majority of the student body lives in Canada (domestic)
- Majority of student body has parents or guardians that are in a highly educated category, with bachelor's degrees, PhD/Masters, and graduate degrees being the most popular, respectively
- Many students self-identify as upper-middle class citizens, with very few students identifying as lower or working class. Specific salaries were not listed; therefore, these categorizations are all based on the self-perception of socioeconomic status

Demographic Information (3/3)

The following analysis looks at the intersection of the education level of parents of students in the Commerce Program with respect to their identified socioeconomic status.

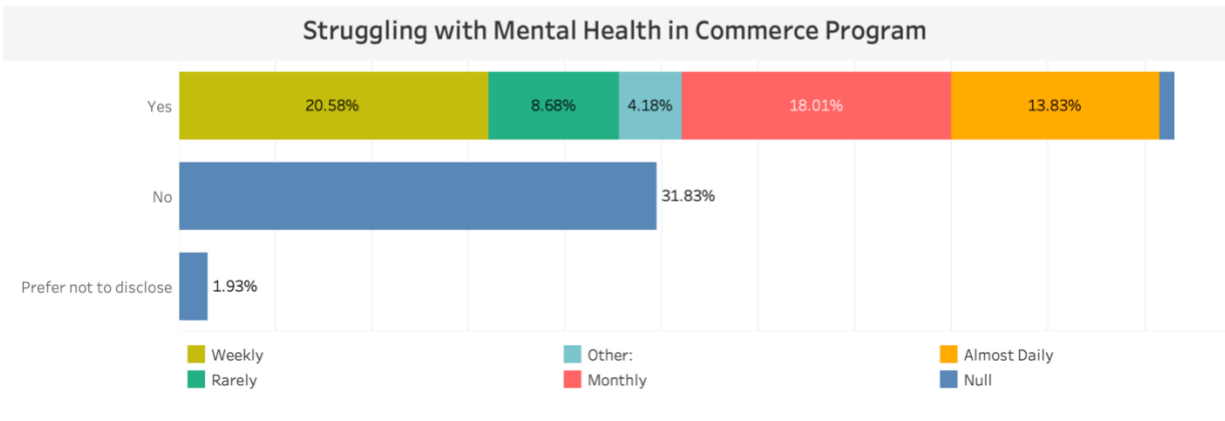
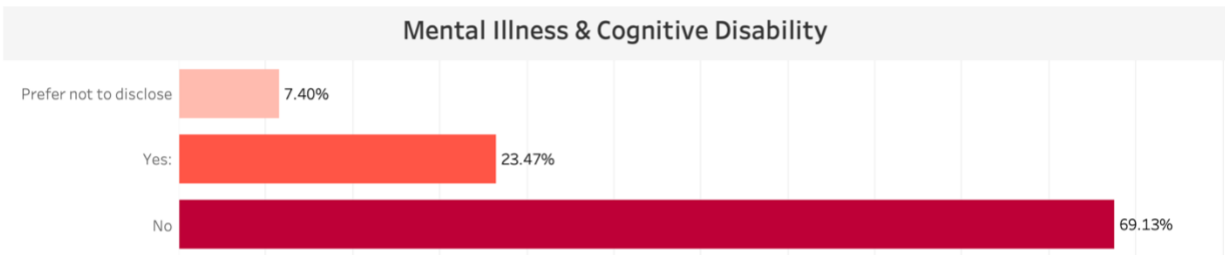
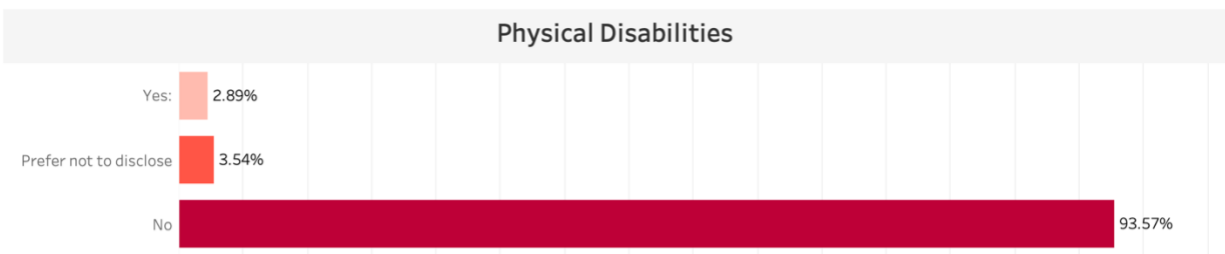


Key Takeaways & Disclaimers:

- Many students that identify as middle class, upper-middle class, and upper class usually have parents/guardians with bachelor's degrees or more specialized education
- Students that identify as lower class or working class rarely have parents/guardians with specialized levels of education

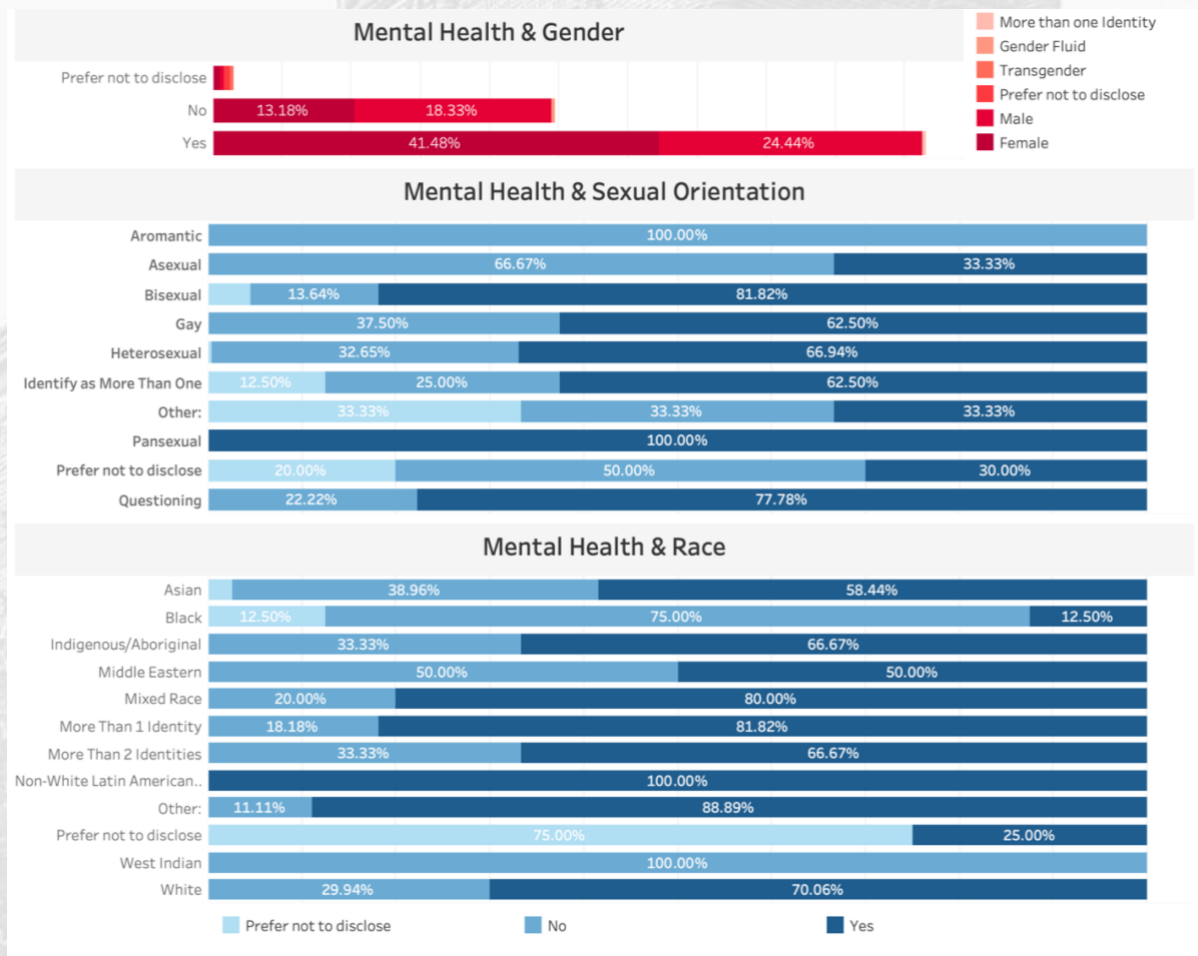
Physical, Cognitive, & Mental Disability Information

The following analysis looks at levels of physical disability and mental illness among students. The figure at the bottom demonstrates the number of students struggling with mental health and the subsequent frequency.



Physical, Cognitive, & Mental Disability Information

The following analysis looks at the intersections of race, gender, and sexual orientation with regard to mental health. The model indicates the identity of students and if they have struggled with mental health in the Commerce Program. For instance, under “Mental Health & Gender”, it indicates that 41.48% of students that identify as female have struggled with their mental health. Additionally, under “Mental Health & Race”, it indicates that 66.67% of students who are Indigenous have struggled with their mental health.

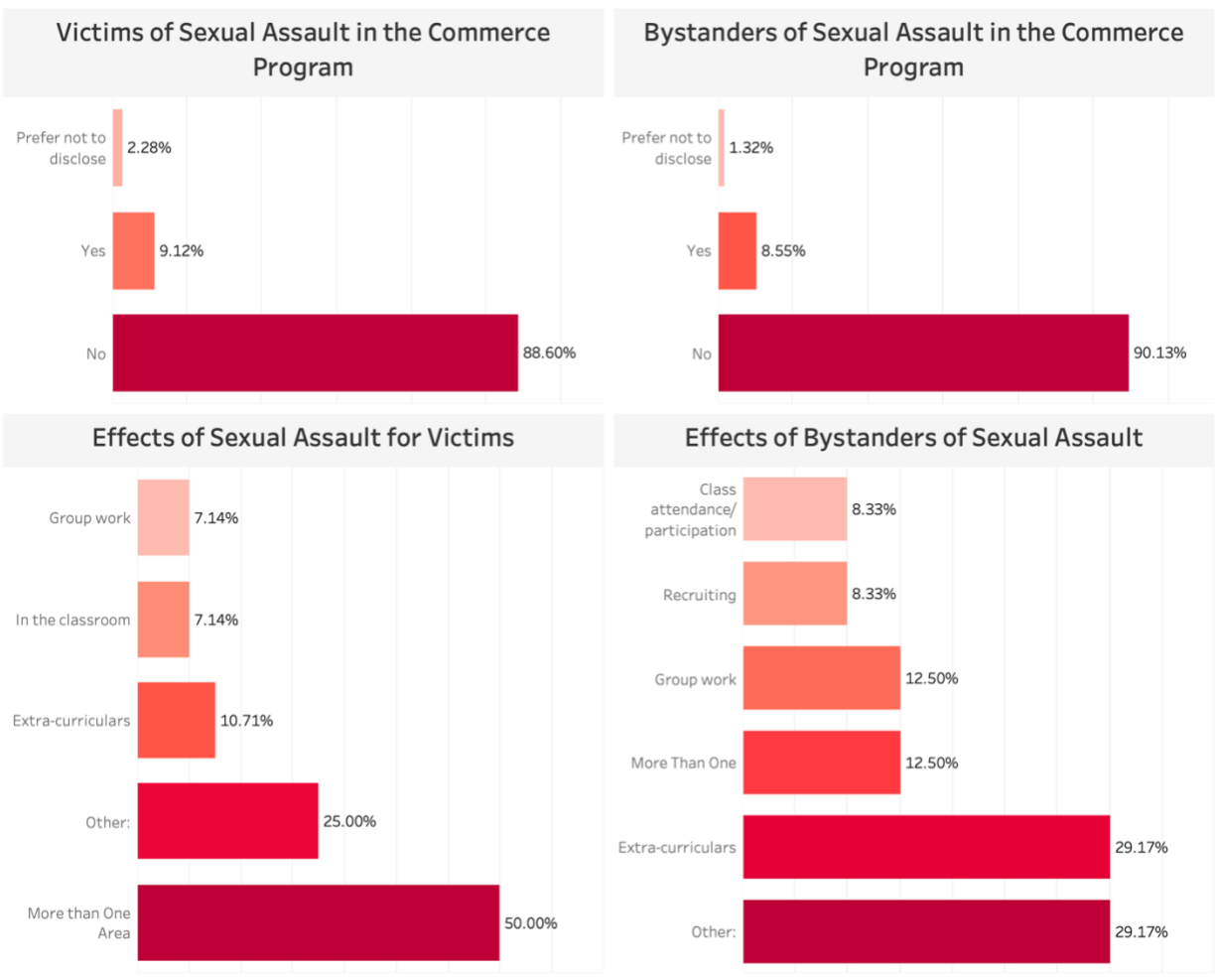


Key Takeaways & Disclaimers:

- Referring to the data pulled from previous sections, the above figures demonstrate how different groups are affected by mental health whilst in the Commerce Program; the colour legends on the right side and bottom indicate what each colour means in the model
- Because of a lack of representation, some figures in the “Mental Health & Sexual Orientation” and “Mental Health & Race” appear as “100%” – this means, for example, that 100% of students that are aromantic (and have taken the survey) have had no previous issues with mental health

Sexual Assault & Violence (1/2)

The following analysis looks at levels of sexual assault and how often students have been bystanders to sexual assault. Additionally, it shows the effect sexual assault has had in a variety of different areas among survivors and bystanders.

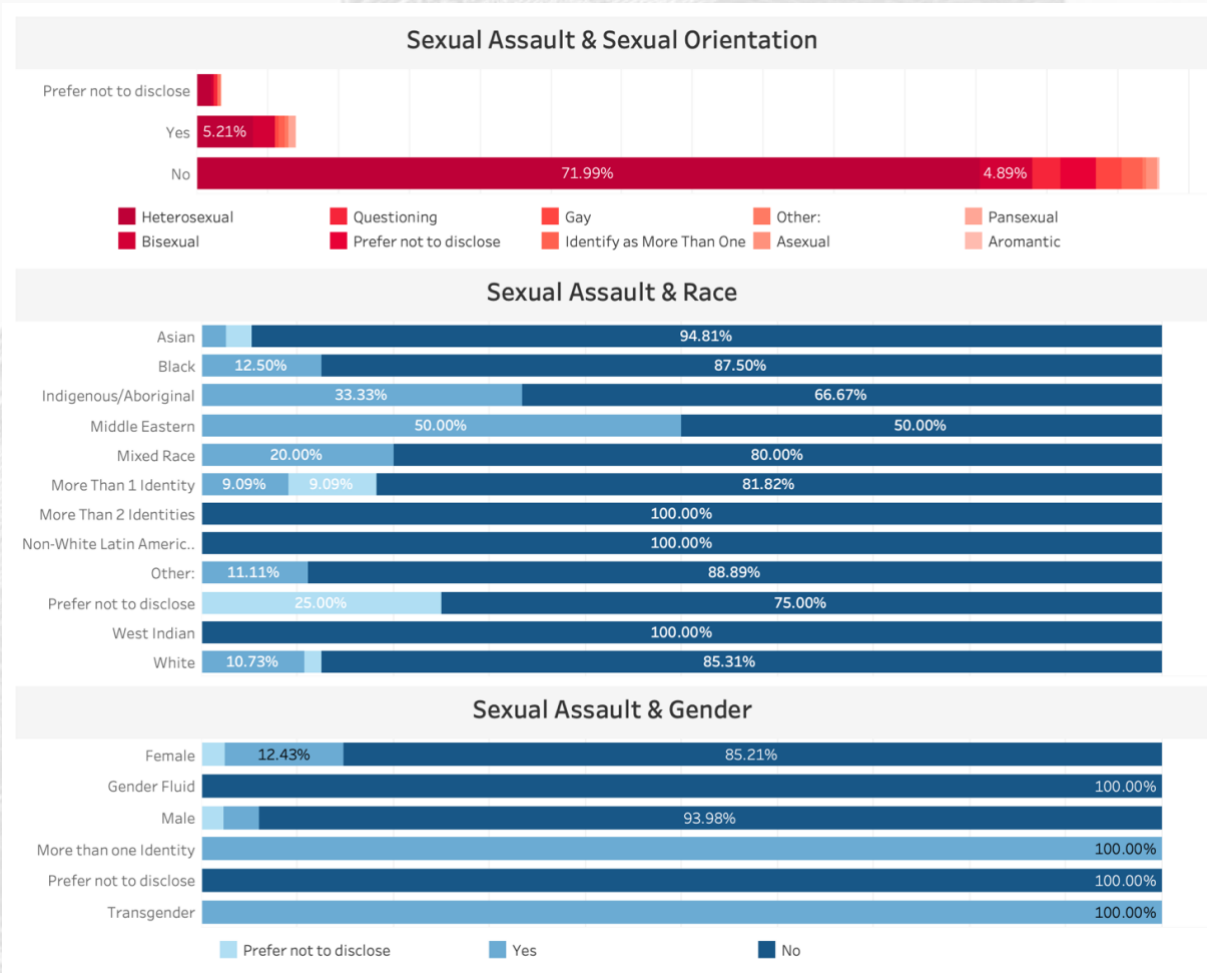


Key Takeaways & Disclaimers:

- The graphs on the top half of the model indicate if students have been a victim or a bystander of sexual assault whilst in the Commerce Program; 9.12% of students have been victims of sexual assault first-hand and 8.55% of students have been bystanders to a sexual assault
- The graphs on the bottom half of the model indicate which areas of everyday life have been adversely affected by experiences with sexual assault
- To avoid double counting, the option of “More Than One Area” was created, thus indicating a combination of the options – it can be inferred that being a victim or a bystander to a sexual assault results in adverse effects in many dimensions of the student experience

Sexual Assault & Violence (2/2)

The following analysis looks at the intersections of sexual orientation, race, and gender with regard to instances of sexual assault. The model below indicates the identity of students and if they have struggled with sexual assault in the Commerce Program. For instance, under “Sexual Assault & Sexual Orientation”, it indicates that 71.99% of students that identify as heterosexual have not been victims of sexual assault. Additionally, under “Sexual Assault & Race”, it indicates that 33.33% of students who are Indigenous have been sexually assaulted.



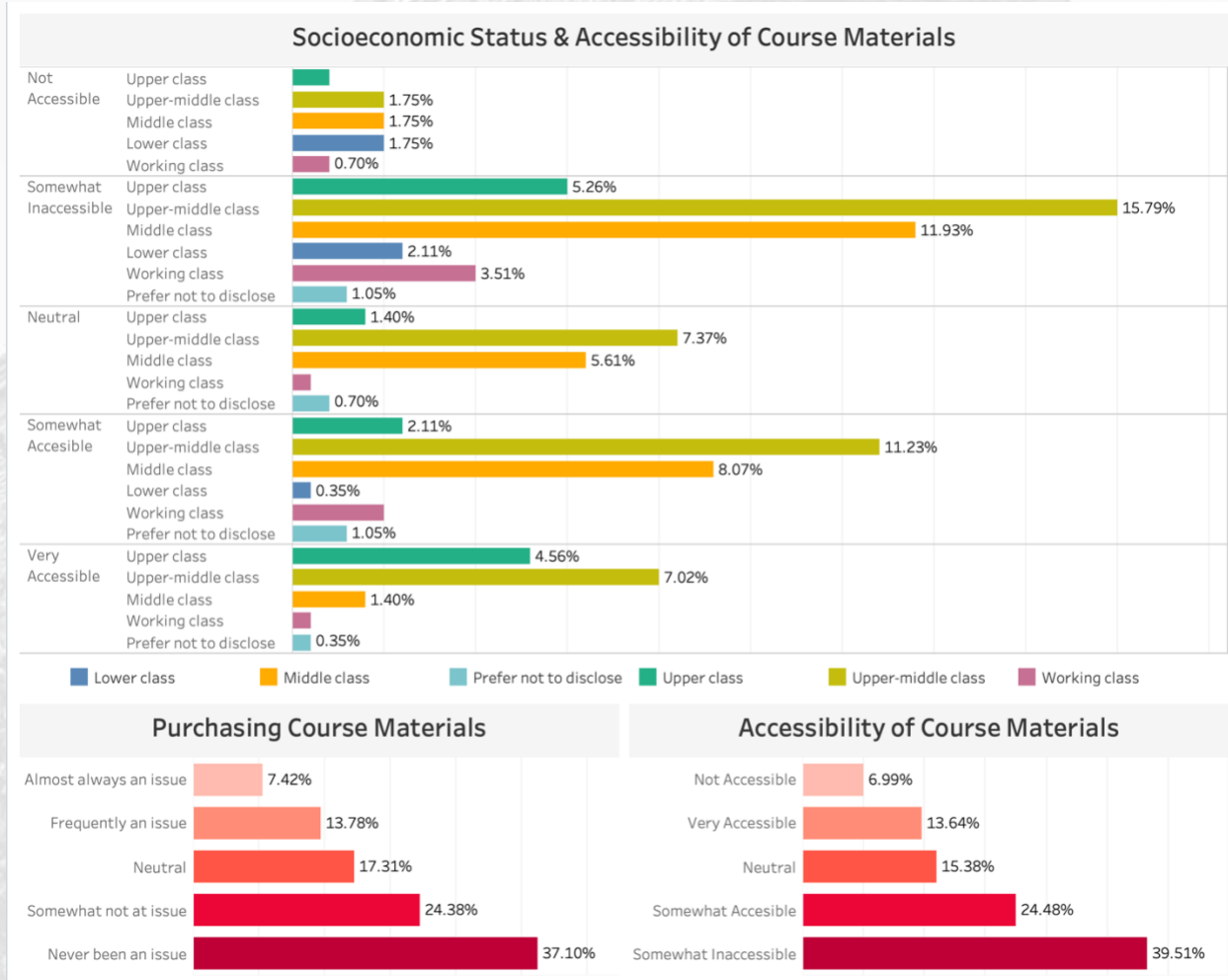
Key Takeaways & Disclaimers:

- Referring to the data pulled from previous sections, the above figures demonstrate how different groups are affected by sexual assault whilst in the Commerce Program; the colour legends on the bottom indicate what each colour means in the model
- Because of a lack of representation, some figures above appear as “100%” – this means, for example, that 100% of students that are transgender (and have taken the survey) have been sexually assaulted

G. Academic/Curriculum-Related Questions

Course Materials

The following analysis looks at the effects of purchasing course materials and the accessibility of course materials. Additionally, it shows the intersection of socioeconomic status and the accessibility of course materials for students.

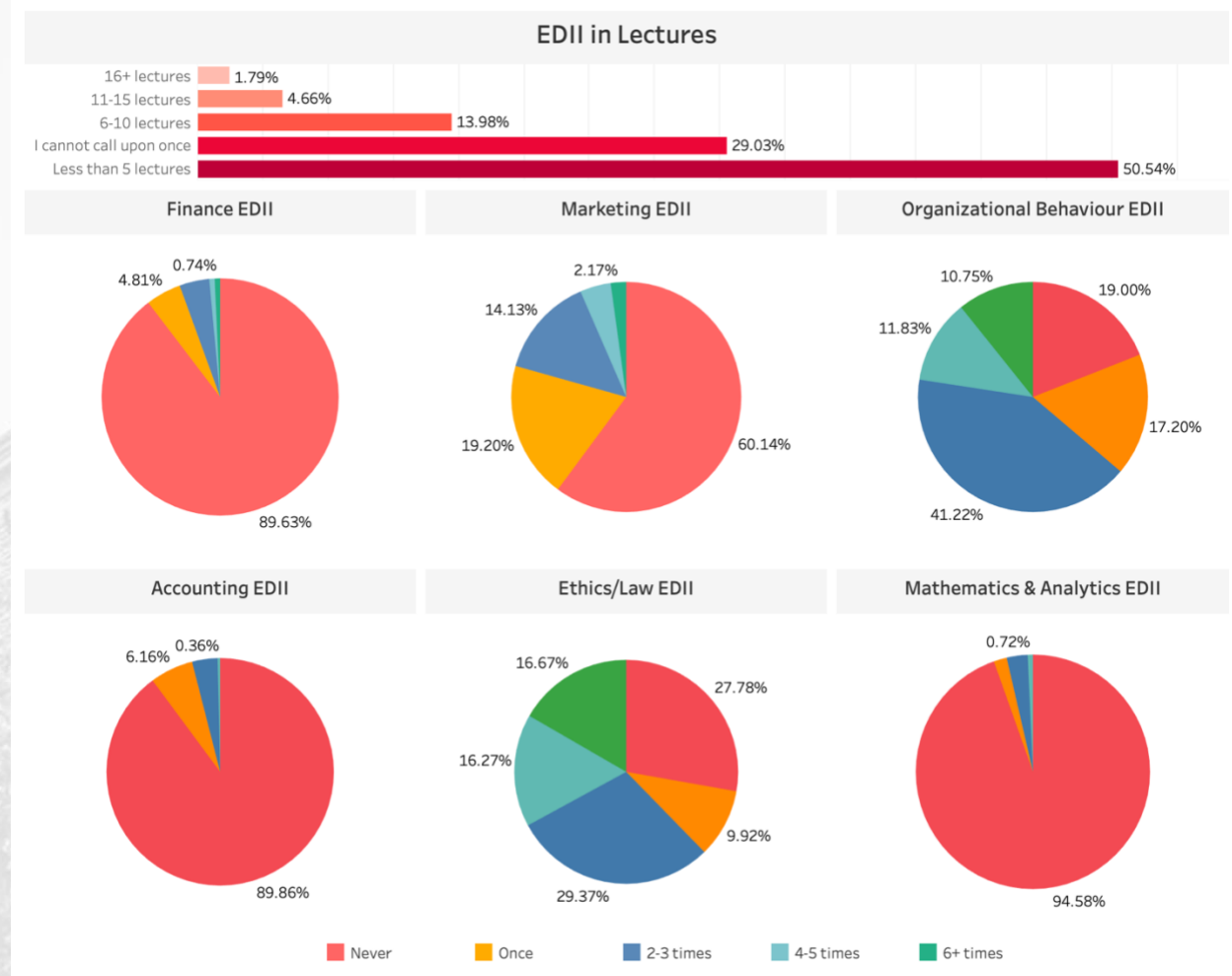


Key Takeaways & Disclaimers:

- The graphs on the bottom of the figure include the entire population of students who answered the survey

EDII in Mandatory Course Curriculum (1/3)

The following analysis looks at the overall exposure of EDII-related topics within mandatory commerce courses. The results were measured on the basis of individual lectures. Additionally, it analyzes the exposure of EDII in each particular mandatory commerce course.

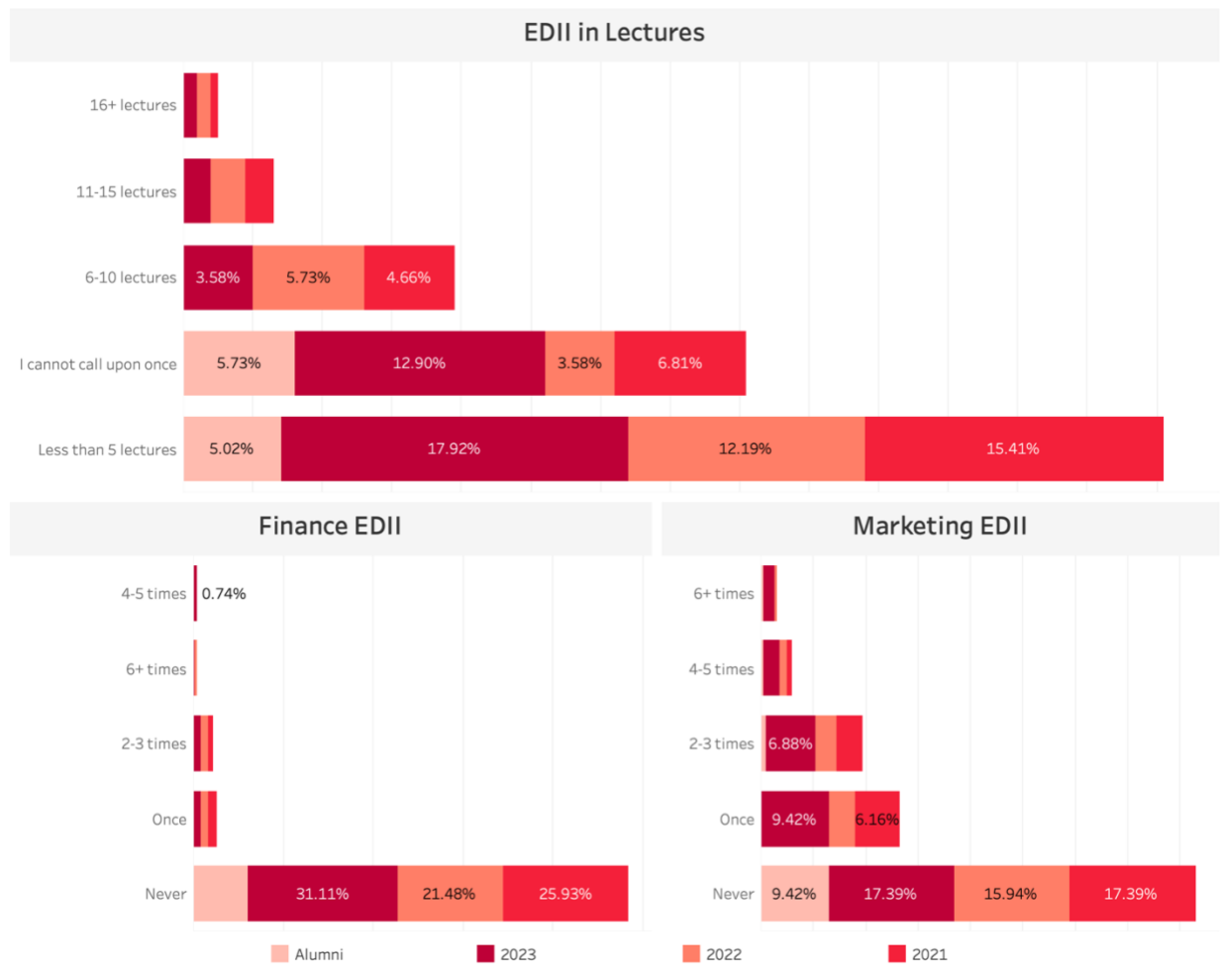


Key Takeaways & Disclaimers:

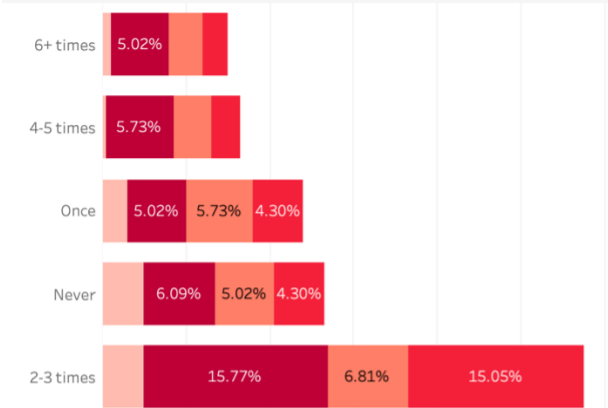
- Depending on their graduating year, some students have not taken the courses listed. For instance, COMM 2023 students at the time of completing the survey have not taken finance or ethics. The figure on the next page will provide a breakdown for each course with respect to graduating-year
- The pie charts and the subsequent colour legend indicate the frequency of EDII-related teachings in each area group

EDII in Mandatory Course Curriculum (2/3)

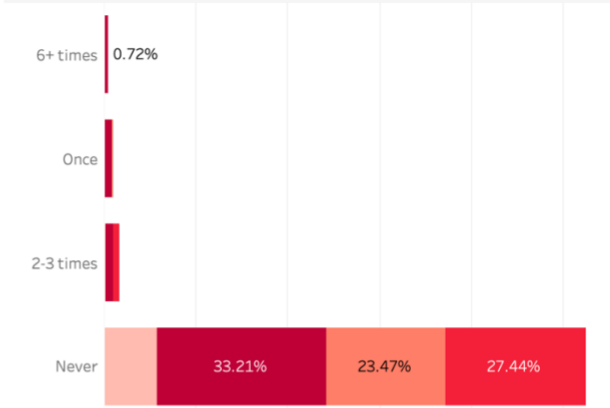
The following analysis looks at the overall exposure of EDII-related topics within mandatory commerce courses given the graduating year of students. The results were measured on the basis of individual lectures.



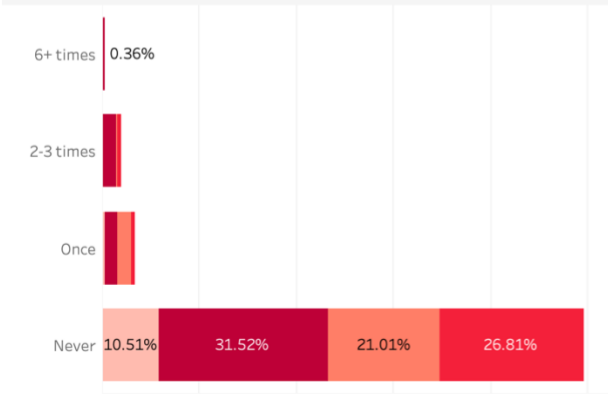
Organizational Behaviour EDII



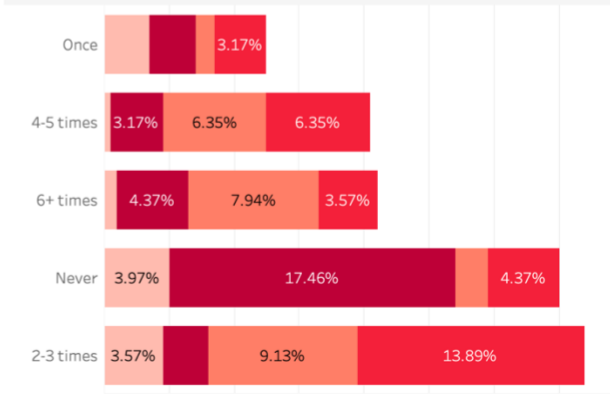
Mathematics & Analytics EDII



Accounting EDII



Ethics/Law EDII

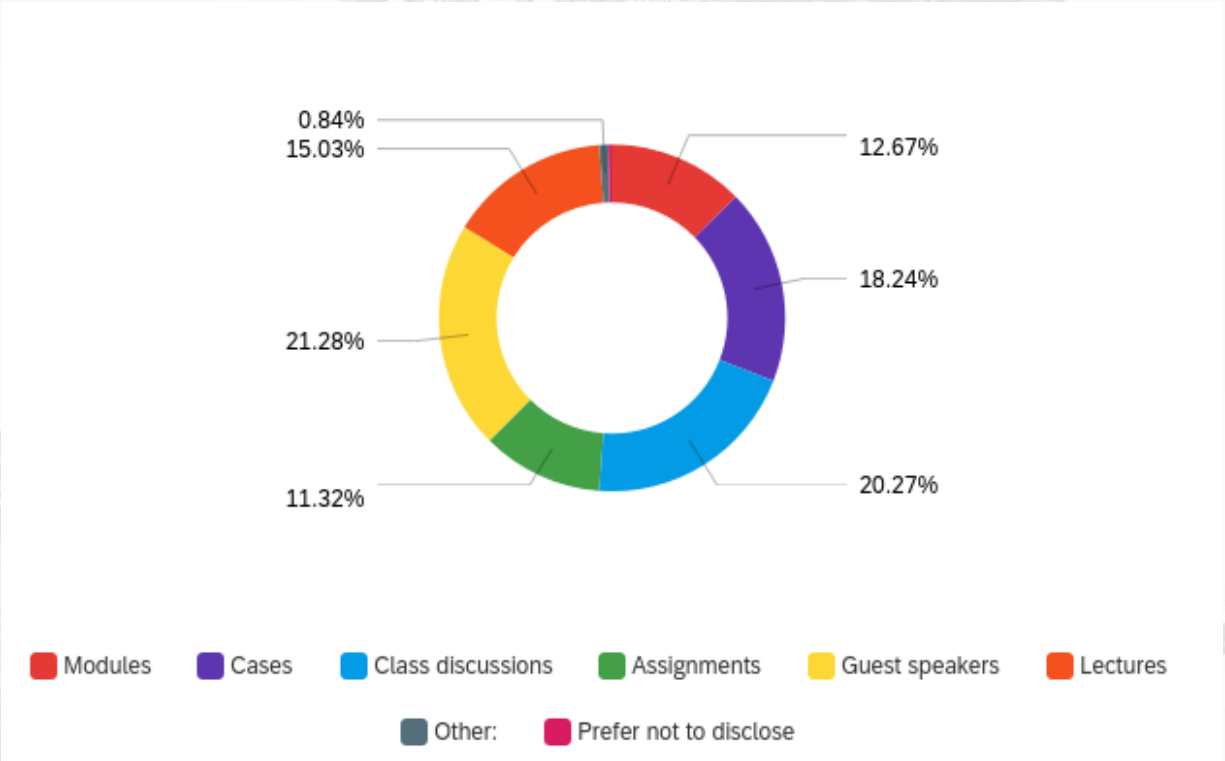


Alumni 2023

2022 2021

EDII in Mandatory Course Curriculum (3/3)

The following analysis looks at student responses to what capacity they wish to see more education on systemic oppression, its effects, and how to incorporate anti-oppression into personal and professional life.



H. Representation-Based Questions

Representation in Course Materials (1/2)

The following analysis looks at student responses to how often they feel represented in their course and supplementary materials. This analysis looks at companies learned about in class examples, cases, guest speakers, videos shown, and textbooks used.

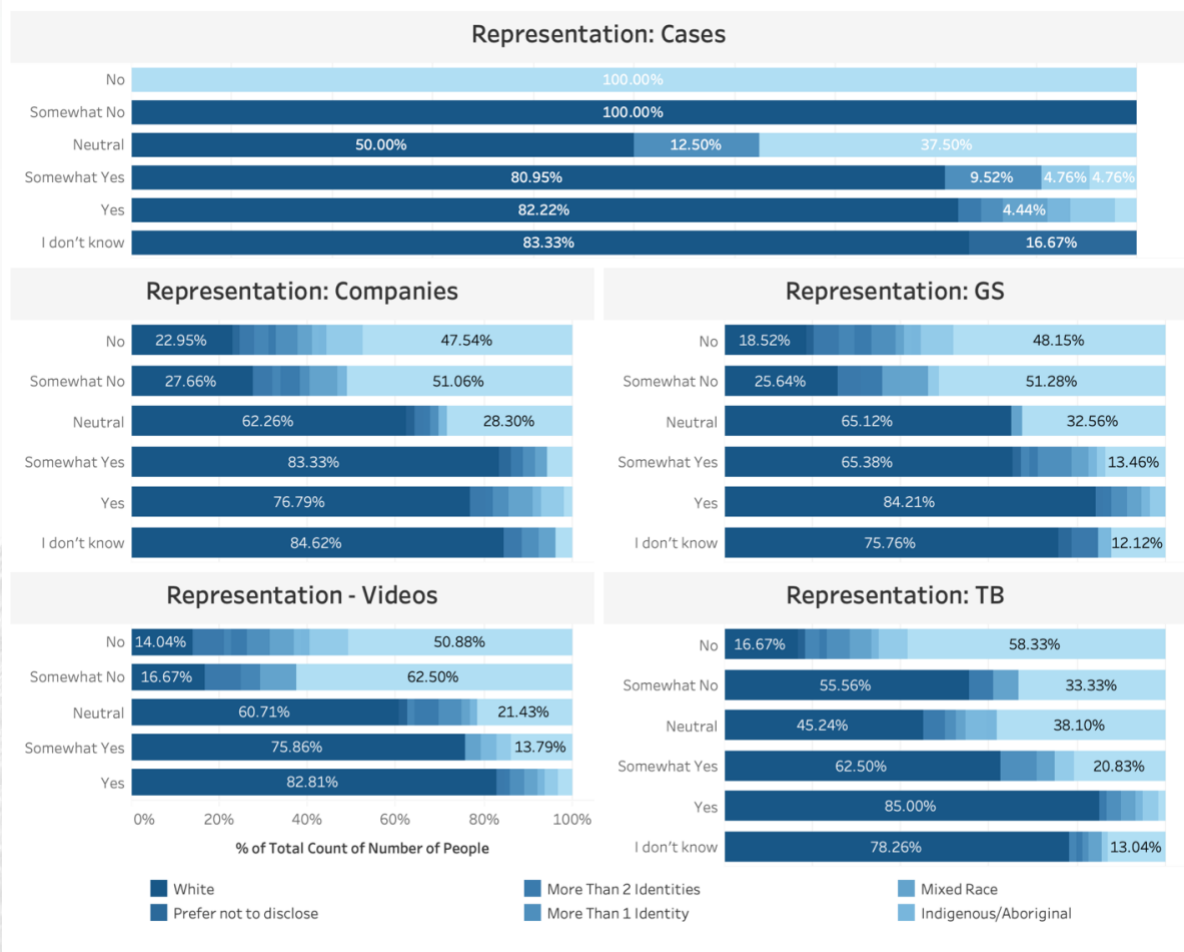


Key Takeaways & Disclaimers:

- Upon receiving feedback from survey respondents, there were individuals that did not understand the value of representation or thought it was a trivial metric. For marginalized groups, representation is vital for ensuring success and furthering EDII in institutions especially. This is shown in a study by Johns Hopkins University, as it found the following:
 - “Black students who’d had just one black teacher by third grade were 13 percent more likely to enroll in college – and those who’d had two were 32 percent more likely [...] The role model effect seems to show that having one teacher of the same race is enough to give a student the ambition to achieve” (Rosen, 2018).

Representation in Course Materials (2/2)

The following analysis looks at the intersection of race and representation in course materials.



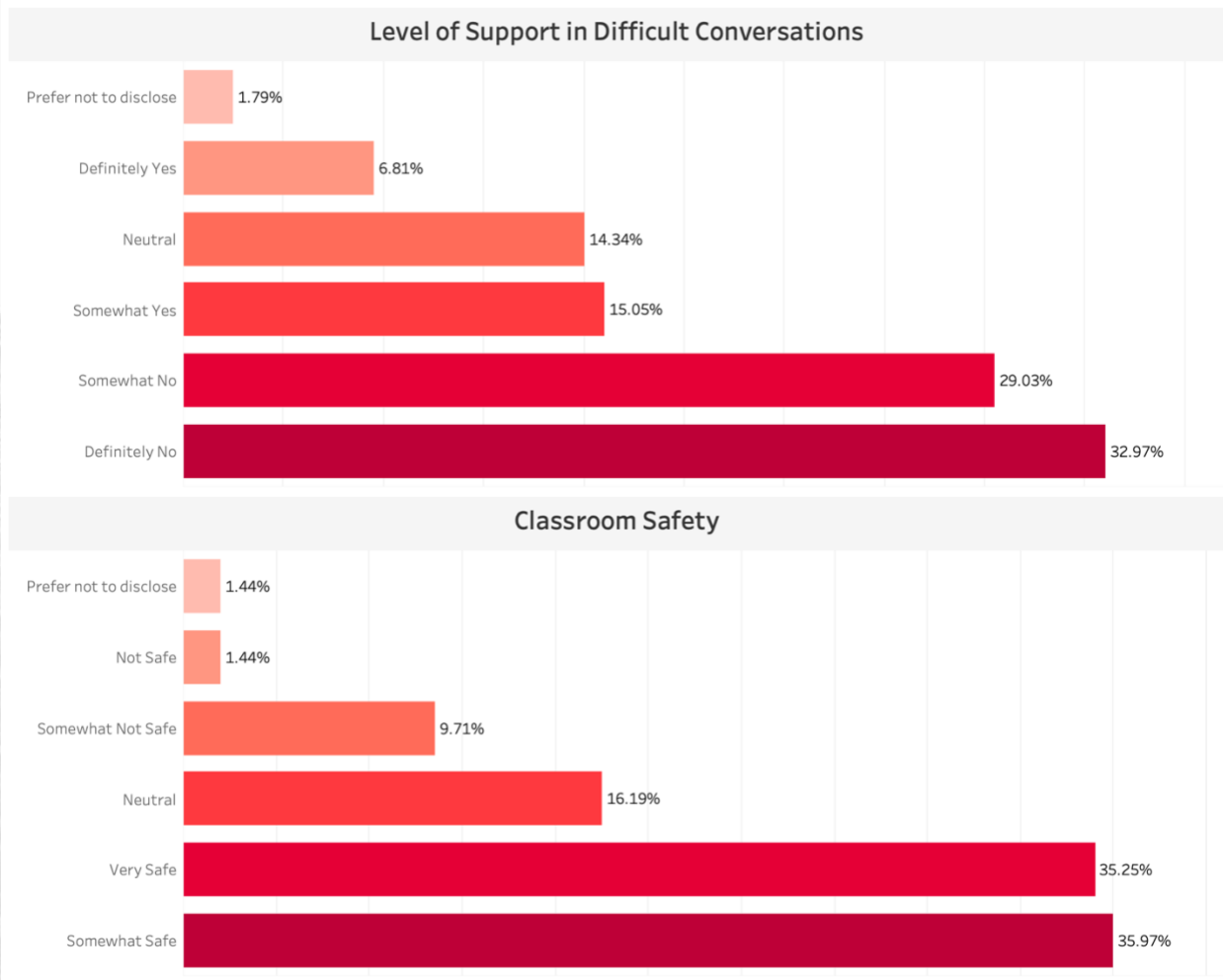
Key Takeaways & Disclaimers:

- Referring to the data pulled from previous sections, the above figure demonstrates how often different racial identities are represented in course materials; the colour legends on the bottom indicates the different races illustrated in the above graph
 - All of the races illustrated previously are represented in the above model, however those who identify with more than 1 or 2 identities have been grouped together
- Because of a lack of representation, some figures above appear as “100%” – this means, for example, that 100% of students that are Indigenous do not feel represented in cases
- Given the many races of students who have taken the survey, the colours are condensed in the graphs – from a high level, it is evident that most white students usually feel well represented or somewhat represented in their supplementary course materials, whereas those of multiple racial identities, mixed race students, and Indigenous students feel less represented in most instances

I. Classroom Safety-Related Questions

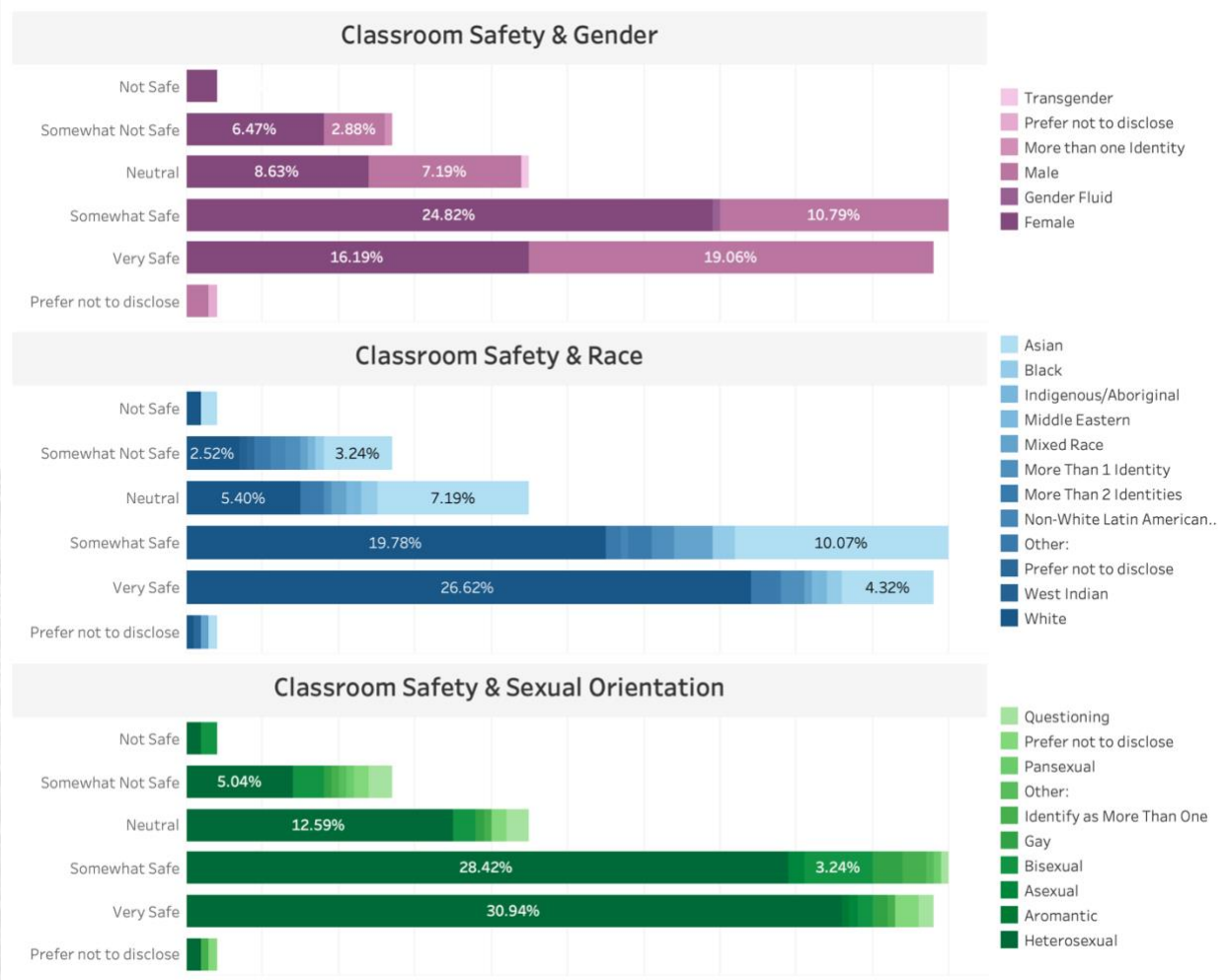
Classroom Safety (1/3)

The following analysis looks at student responses to what level of support they feel when having difficult conversations in the classroom regarding systemic oppression, anti-racism, and other equity-related topics. The figure on the bottom shows student responses to how safe they deem the classroom.



Classroom Safety (2/3)

The following analysis looks at the intersection of race, sexual orientation, and gender with respect to student responses on how safe they deem the classroom.

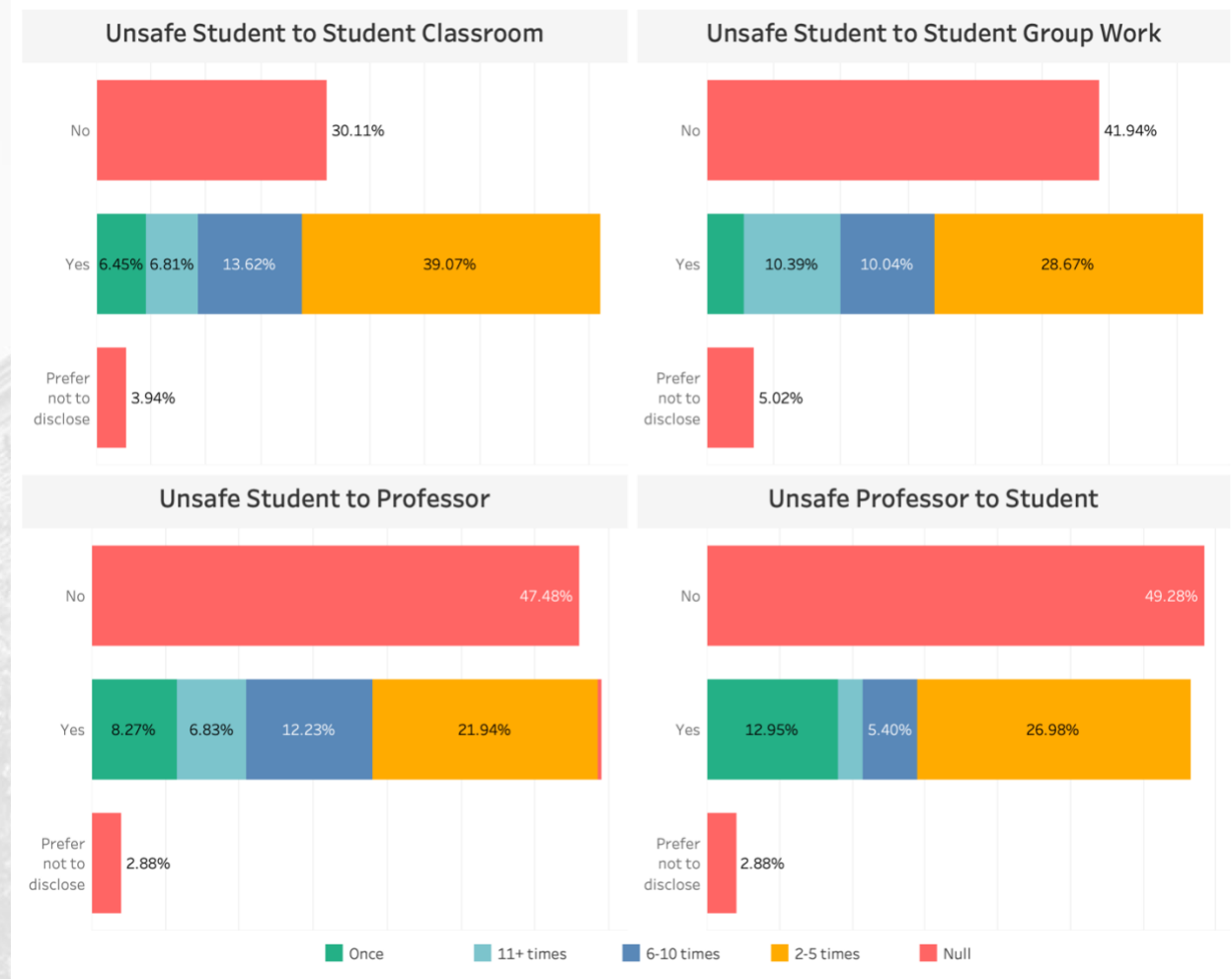


Key Takeaways & Disclaimers:

- Referring to the data pulled from previous sections, the above figures demonstrate how often different identities feel safe within the classroom; the colour legends on the right side indicate the different identities illustrated in the above graphs
- Given the many identities of students who have taken the survey, the colours are condensed in the graphs – from a high level, it is evident that most male and female students, white students, and heterosexual students feel very safe or somewhat safe in the classroom, whereas students outside those identities make up less of the “very safe” and “somewhat safe” categories

Classroom Safety (3/3)

The following analysis looks at whether students have experienced or witnessed racism, sexism, or any form of systemic oppression in four different instances: (i) between student to student interaction in the classroom; (ii) student to student during of group work outside of the classroom; (iii) student to professor in the classroom setting; and (iv) professor to student in the classroom setting. The figure also looks at the frequencies of these various instances.



J. Contact Information

If you have any questions or concerns about the contents of this survey, please feel free to reach out to the contacts below.

Contact	Email Address
<i>Academics Officer</i>	Bus-ComsocAcademics@queensu.ca
<i>President</i>	president@comsoc.queensu.ca
<i>Vice President of Operations</i>	vpops@comsoc.queensu.ca
<i>Vice President of Student Affairs</i>	vpsa@comsoc.queensu.ca