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CRCP Institutional EDI Action Plan - Key Objective(s)

Important Note

(Once you have read the statement below, click the radio button beside it.)

Please note that the information you enter in your report is only saved when clicking on the "Save and Next" button at the bottom of the page. Using the browser navigation buttons or the "Continue Later" button at the bottom of the page **will not save** the information entered on the page. If after clicking "Save and Next" you see a "Page has errors" message in red, near the top of the page, it means that at least one field is missing information. In such an instance, the empty field will have the words "Answer is incomplete" underneath it, in red.

This report includes mandatory reporting on 1) the CRCP institutional equity, diversity and inclusion action plan (IEDIAP) and 2) the \$50,000 EDI Stipend.

Your institution must submit the report by the deadline date indicated by the program, and must cover the reporting period identified by the program.

Institutions are required to post the most up to date version of their EDI action plan on their [public accountability web pages](#).

Each year, institutions must also publicly post a copy of this report to their public accountability web pages within 7 working days after the deadline for submitting the report to TIPS. TIPS will review the report each year; in addition, the annual report(s) will be provided to the external EDI Review Committee, when it is convened every few years, to evaluate the progress made in bolstering EDI at the respective institution and to provide context for future iterations of the EDI action plan.

All sections of the form are mandatory (unless otherwise noted).

Contact information

Please complete the fields below.

Name of Institution:

Western University

Contact Name:

Margaret McGlynn

Position Title:

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The link for the EDI progress report and EDI Stipend report:

<https://www.uwo.ca/facultyrelations/pdf/western-EDI-progress-report-2020.pdf>

Does your institution have an EDI Action Plan for the CRCP?

Yes

PART A: EDI Action Plan - Reporting on Key Objectives Analyses, Systemic Barriers, Objectives and Indicators

Date of most recent plan (e.g. latest revision of the public plan):

03/30/2020

Rating given action plan in most recent review process:

Fully Satisfies

Name of vice-president level representative responsible for ensuring the implementation of the plan:

Margaret McGlynn

In developing their action plans, institutions were required to conduct: 1) an employment systems review; 2) a comparative review; and 3) an environmental scan (see program requirements [here](#)). These assessments were required in order to identify the specific systemic barriers and/or challenges that are faced by underrepresented groups (e.g. women, persons with disabilities, Indigenous peoples and racialized minorities at the respective institution; institutions were then required to develop key S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) objectives and actions to address them.

Indicate what your institution's key EDI objectives are (up to six) as outlined in the most recent version of your action plan (either the one approved by TIPS or the one current under review by TIPS), as well as the systemic barriers/challenges identified that these objectives must address. Please note that objectives should be S.M.A.R.T. and include a measurement strategy. List the corresponding actions and indicators (as indicated in your institutional EDI action plan) for each objective, and outline: a) what progress has been made during the reporting period; b) what actions were undertaken; c) the data gathered; and d) indicators used to assess the outcomes and impacts of the actions. Please note that indicators can be both quantitative and qualitative and should be specific. Outline next steps and use the contextual information box to provide any additional information (e.g. course correction, obstacles, lessons learned, etc.) for each objective.

Key Objective 1

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 1:

Attract and retain the best talent available in an increasingly diverse workforce to achieve and maintain an equitable and diverse representation of the four designated groups in our Canada Research Chairs Allocations.

Systemic barriers -

Please provide a high-level description of the systemic barriers (e.g. summarize what the barriers are and how they were identified):

Historic under-representation of equity-seeking groups and historic academic recruitment practices are widely understood to be barriers to diversifying the academic workforce. The CRC Steering Committee recognized that recruiting individual Chairs in narrowly targeted fields was not allowing us to achieve our equity targets quickly enough.

Corresponding actions undertaken to address the barriers:

The majority of our unallocated Chairs over the past two years have been devoted to two cluster searches. A Special Program "demographic" cluster hire, soliciting applications only from the three designated groups previously under-represented among Western's CRC holders (women, persons with disabilities and Indigenous peoples), was held in 2019-20. This search was not limited by field and it attracted a diverse pool of qualified applicants and increased representation in these designated groups across Western. A currently ongoing "research priorities" cluster hire solicited applications in broadly defined strategic research priority areas across all three Agencies. The literature demonstrates that research priority cluster hires tend to attract more diverse applicant pools than narrowly focused searches. We have also used some corridors of flexibility to increase the number of Tier 2 chairs during recruitment; this allows us to provide more Chairs to more junior scholars in innovative fields and build our pipeline.

Data gathered and Indicator(s) - can be both qualitative and quantitative:

The Canada Research Chairs Program provides information specifically on our CRCs. Data is also collected internally within Western through its Western Employment Equity Survey for CRC chairs as well as the faculty complement as a whole. We recently began tracking the gender balance among applicants and short-listed candidates as well as successful candidates to faculty positions so that we can ensure that equity principles are being observed throughout the recruitment process.

Progress and/or Outcomes and Impacts made during the reporting period:

Western has met its December 2019 equity targets in the Canada Research Chairs Program in each of the four designated groups and exceeded the targets in three of the groups. We continue to adhere to best practices in the use of inclusive language in job ads, in ensuring that individuals are not disadvantaged for legitimate career interruptions, and in providing opportunities for candidates to meet with a Recruitment and Retention Consultant during the recruitment process to obtain information about immigration, family and other supports available to them as they move to London. Our equity survey, which collects the data on equity-seeking groups, is being refreshed with updated classifications to extend the historic Federal Designated Group system and updated methods to enhance participation rates. An EDI Data Working Group has been established in 2020-21 and is being facilitated through the President's Office. Student assistants who have been hired using the CRC EDI Stipend have been collaborating with members of the Working Group on research and development of the demographic panel, as well as on developing a communications strategy for the launch of the campus-wide EDI data collection process. Launch is anticipated in the fall of 2021. In 2020-21, Western is working toward the creation of online EDI lens resources for the campus community. Student Assistants, hired through the CRC EDI Stipend, are assisting with the development of these tools, which will help our community incorporate EDI-related best practices throughout our employment, academic and research-related policies, practices and procedures.

Challenges encountered during the reporting period:

Collection of timely, relevant data to monitor progress remains a challenge.

Next Steps (indicate specific dates/timelines):

As noted above, a research priorities cluster hire is in progress. Recruitment is currently underway, with the expectation that successful applicants will submit nominations to the CRCP during the 2021-22 academic year. We anticipate launching our new EDI data collection process in the fall of 2021.

Was funding from the CRCP EDI stipend used for this key objective?

Yes

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective:

24221

If an amount was entered in the previous question, indicate specifically what the funds were spent on.

The resources were spent on student assistants whose roles are integrated into the project descriptions below. Two of the initiatives supported by the CRC EDI stipend each address both objective 1 and objective 2 of our Action Plan. The description related to the stipend application is given once (here). • Equity data collection- The students who have been hired using the CRC EDI Stipend have been collaborating with members of the Working Group to support research and development of the demographic panel as well as a communications strategy for the launch of the campus-wide EDI data collection process. • EDI lens tool- As a consequence of the evolution of work-from home technologies in our workplace, our EDI-tool initiative has shifted from purchase of a software tool to the creation of customized EDI Lens resources. The student assistants are supporting tool development.

EDI Stipend Impact Rating

Please rate the extent of the impact the EDI Stipend has had on your institution in meeting this key objective:

Don't know

Indicate in the table below any leveraged cash or in-kind contributions provided by the institution

Leveraged cash or in-kind contributions from your institution (if applicable):

	Amount \$	Source / Type (cash or in-kind)
1	0	N/A
2	0	N/A

Do you have other key objectives to add?

Yes

Key Objective 2

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 2:

Continue Institutional monitoring of Employment Equity through the provisions of the Faculty Collective Agreement and annual reporting on Recruitment and Retention, Promotion and Tenure and Career Trajectory Analysis as required.

Systemic barriers -

Please provide a high-level description of the systemic barriers (e.g. summarize what the barriers are and how they were identified):

While equity concerns have traditionally been focused on recruitment, a broader approach to equity has drawn attention to the fact that some kinds of academic work are more highly valued than others. For example, work in innovative and emerging fields, often published in less-established venues, may be evaluated less positively than more traditional outputs. Similarly, community outreach or service work is often less highly valued than traditional research work. This has obvious implications for the retention of a diverse group of faculty and for their successful career progression. Our Collective Agreement has excellent provisions for Employment Equity, and we have a good system for tracking our equity provisions around gender. Tracking of equity provisions regarding other equity-seeking groups is hampered by low response rates to our Employment Equity Survey and the difficulty of connecting our equity data with the employment data in our HR system. During 2020 and 2021 COVID had a direct and uneven effect on the ability of many faculty members to carry out their academic responsibilities in research, teaching and service.

Corresponding actions undertaken to address the barriers:

A Letter of Understanding: Indigenous Faculty Members was implemented in 2020-21. This Letter of Understanding (LU) explicitly recognizes the diversity and the value of Indigenous research, teaching and mentoring and embeds that recognition in the relevant articles of our Collective Agreement. This includes the Academic Responsibilities article, the Annual Performance Evaluation article, the Promotion, Tenure and Continuing Status article and the Workload article. Committee memberships were also modified to ensure that committees which evaluate Indigenous academic work will include Indigenous expertise. This can serve as a model for future work in broadening our descriptions to recognize, and benefit from, the rich and diverse scholarship paradigms represented by diverse faculty. A Career Trajectory Analysis of salaries for all full-time UWOFA Faculty will be conducted in accordance with the Collective Agreement in the final year of the current 2018-2022 agreement. This analysis will identify and correct salaries which are anomalously low for career stage and accomplishment. In 2020, we negotiated a number of LUs with the University of Western Ontario Faculty Association (UWOFA) to lessen the impact of COVID 19 on faculty members' careers, including women, members of designated groups and CRC holders. These COVID supports include: • Flexible academic progression including providing a one-year extension for promotion and tenure • sabbatical leave deferrals • accommodations based on family status • workload adjustments • a revised process for annual performance evaluation.

Data gathered and Indicator(s) - can be both qualitative and quantitative:

Data gathered through our Human Resources system allows us to track recruitment, career progression through promotion and tenure, and retention.

Progress and/or Outcomes and Impacts made during the reporting period:

In the 2019/2020 academic year, data collected at Western for the entire faculty complement for our Recruitment and Retention Report demonstrates that women now make up 37.5% of the probationary and tenured faculty at Western, slightly ahead of G-13/U-15 average. Women make up 51% of our probationary assistant professors, crossing the 50% threshold for the first time in 2019 and putting us ahead of our peer group average. This puts us in a good position to achieve gender parity in our professoriate as a whole in the coming years. Women are slightly more successful in gaining tenure than men, with a 96% success rate among those who entered the P&T cycle compared to a 92% success rate for men. Women in non-STEM fields generally achieve tenure in about the same time as men, but in STEM fields women generally take about a year longer to get to tenure. Until recently women in STEM fields were moving from tenure to full professorship slightly more quickly than men, but since 2018 they have been taking a little longer. We will continue to monitor this data to ensure this does not become a trend. Women in non-STEM areas are moving from tenure to full professors in the same time as men. A copy of the report can be accessed at: https://www.uwo.ca/facultyrelations/academic_planning/index.html

Challenges encountered during the reporting period:

Suppression of data is imperative and required to ensure privacy concerns are met, as a result the collection and reporting of available data for applicant pool information remains a challenge.

Next Steps (indicate specific dates/timelines):

We are refreshing our campus equity survey and we are developing EDI lens resources for the campus community (described under objective 1). The EDI lens resources, in particular, will also support objective 2.

Was funding from the CRCP EDI stipend used for this key objective?

Yes

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective:

0

If an amount was entered in the previous question, indicate specifically what the funds were spent on.

Two initiatives funded by the EDI stipend support both objectives 1 and 2. The cost and descriptions are provided under objective 1 .

EDI Stipend Impact Rating

Please rate the extent of the impact the EDI Stipend has had on your institution in meeting this key objective:

Don't know

Indicate in the table below any leveraged cash or in-kind contributions provided by the institution

Leveraged cash or in-kind contributions from your institution (if applicable):

	Amount \$	Source / Type (cash or in-kind)
1	0	N/A
2	0	N/A

Key Objective 3

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 3:

Ensure equitable pay, workload and research supports for new CRCs

Systemic barriers -

Please provide a high-level description of the systemic barriers (e.g. summarize what the barriers are and how they were identified):

After a review of compensation, workloads and research supports for CRC holders, it was apparent that workloads and salary stipends for early Chairholders were inconsistent.

Corresponding actions undertaken to address the barriers:

Standards were implemented for workloads and salary stipends to ensure equity among CRCs across all fields. Monitoring of those standards is ongoing and administrative processes for CRCs were developed to ensure visibility and consistency. Research supports remain flexible in order to accommodate the range of research activities undertaken by CRCs in different fields.

Data gathered and Indicator(s) - can be both qualitative and quantitative:

Ongoing monitoring of: Workload distribution for all CRCs; salary stipend level for all CRCs.

Progress and/or Outcomes and Impacts made during the reporting period:

All CRCs appointed since 2019 and all future CRCs will receive the same salary stipend (differentiated by Tier) and CRC workload.

Challenges encountered during the reporting period:

None

Next Steps (indicate specific dates/timelines):

Continued monitoring of the stipends, workload and supports for new CRCs. All first-term CRC holders with an end-date before June 2023 were provided the opportunity initiated by the CRCP in the spring of 2021 to extend their term for one year as a result of COVID, in order to mitigate any likelihood that COVID delays would negatively affect the renewal of their Chairs.

Was funding from the CRCP EDI stipend used for this key objective?

No

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

Key Objective 4

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 4:

Ensure Mentoring is Available for Tier 2 CRCs

Systemic barriers -

Please provide a high-level description of the systemic barriers (e.g. summarize what the barriers are and how they were identified):

In the 2020-21 academic year, the Provost appointed a Special Advisor on Faculty Employment Equity. A project was undertaken which looked at equity in employment practices, including mentoring strategies for faculty. The scan revealed gaps rather than barriers. These include the absence of consistent mentoring plans for mid-career and senior faculty. Tier 2 CRCs specifically need targeted leadership development and planning for the next career stage post-CRC. This need for mentoring is felt most acutely by those externally recruited at the Associate Professor level.

Corresponding actions undertaken to address the barriers:

A report will be submitted to the Provost in June 2021 with recommendations and advice. Decisions regarding implementation will be undertaken by the Vice-Provost (Academic Planning Policy and Faculty), the Vice-Provost and Assistant Vice-President (Indigenous Initiatives) and the new Associate Vice-President (EDI) during the 2021-22 Academic year. The recommendations extend beyond mentorship and also address other dimensions of barrier-free faculty support and career development.

Data gathered and Indicator(s) - can be both qualitative and quantitative:

Data gathered for the analysis above included: an internal scan of Western's current practices including input from focus groups of Academic leaders as well as faculty at various career stages; an external scan of practices at other Universities; and advice on best practices referenced by scholarly publications as well as organizations.

Progress and/or Outcomes and Impacts made during the reporting period:

In 2020-21, Western implemented the Western Leader Academy, which had been developed in the prior academic year. This program is open, by application, to all faculty at Western. This is an opportunity for faculty interested in research leadership careers in addition to other academic leadership tracks. This year it was attended by faculty from all eleven Faculties: some had no official leadership experience while others held a range of roles up to and including deans.

Challenges encountered during the reporting period:

None

Next Steps (indicate specific dates/timelines):

Campus-wide guidance for mentorship of all faculty, of all career stages, will be introduced in 2021-22. Faculty, including CRCs, who have an interest in research leadership career tracks will be encouraged to participate in Western Leader Academy.

Was funding from the CRCP EDI stipend used for this key objective?

Yes

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective:

25779

If an amount was entered in the previous question, indicate specifically what the funds were spent on.

The funds were spent on two part-time student assistants. The assistants supported the internal and external data gathering described above which led to gap analyses and recommendations. The project is scheduled for completion, inclusive of report, in June 2021.

EDI Stipend Impact Rating

Please rate the extent of the impact the EDI Stipend has had on your institution in meeting this key objective:

Major impact (the EDI Stipend had a major impact on achieving progress)

Indicate in the table below any leveraged cash or in-kind contributions provided by the institution

Leveraged cash or in-kind contributions from your institution (if applicable):

	Amount \$	Source / Type (cash or in-kind)
1	0	N/A
2	0	N/A

Key Objective 5

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 5:

Implement EDI awareness and practice as core leadership competencies, with accountabilities to ensure EDI is advanced throughout the institution.

Systemic barriers -

Please provide a high-level description of the systemic barriers (e.g. summarize what the barriers are and how they were identified):

There is a great deal of positive EDI-related work happening on campus, and it has been expanding during the reporting period. The President's Anti-Racism Working Group (ARWG) was established in January of 2020. The ARWG was comprised of 20 students, faculty and staff. The group issued a comprehensive report in May of 2020, which includes an examination of systemic barriers and twenty-four recommendations. The recommendations span the campus and includes recommendations on policy, training, hiring and development, curricula and research, student experience, to name a few. The full report of the Anti-Racism Working Group is available here: <https://president.uwo.ca/pdf/arwg-final-report-to-president-shepard-fnl.pdf>

Corresponding actions undertaken to address the barriers:

It became clear that Western University would benefit from aligning our EDI-related initiatives across campus. Importantly, the ARWG recommended that Western establish a senior administrative role/office that will engage the campus community in developing a comprehensive EDI strategy across the institution. We are currently recruiting for this position.

Data gathered and Indicator(s) - can be both qualitative and quantitative:

The President's Anti-Racism Working Group gathered both qualitative and quantitative data from the campus community, including information gathered through the use of open listening sessions for all campus members, small-group roundtables with members of ethnocultural groups on campus, written submissions and the use of an online campus climate survey. Detailed information is available in the report (linked above). In addition, Appendix D of the report includes detailed information about the campus climate survey and its analysis.

Progress and/or Outcomes and Impacts made during the reporting period:

The University has made a number of significant strides toward further embedding our commitment to equity, diversity and inclusion throughout our campus community at all levels. For example, at the University level, two new Special Advisors to the President on Anti-Racism were appointed to begin building awareness and competencies around anti-Racism; we established our first EDI Advisory Council and we have created, and are in the process of recruiting to, a new role of Associate Vice-President of Equity, Diversity and Inclusion (EDI). We have recruited an inaugural Vice-Provost and Associate Vice-President of Indigenous Initiatives. A Special Advisor to the Provost on Faculty Employment Equity was appointed to evaluate the existing provisions for equity in faculty recruitment and career processes and to recommend improvements. EDI has also been embedded in a variety of leadership training venues. For example, Western academic leaders gather at Fall, Winter and Summer conferences: in 2020-21 the Fall and Winter conferences focused on diversity in faculty recruitment and developing curriculum for a diverse student body, respectively, and the Summer conference focused on Indigenization and Accessible Education. The Western Leader Academy offered a session on EDI. And our Excellence in Leadership at Western Program (aimed at academic and research leaders as well as administrative leaders) incorporates EDI awareness and accountabilities for human rights, equity and accessibility into various sessions, including a half-day learning session called "Supervisor Responsibilities: What a Western Leader Needs to Know" (offered 5 times in 2019). An online training module on 'Leadership Recruitment at Western' was developed in 2019, which includes a special focus on EDI-related best practices in hiring. Individual Faculties are also developing their own EDI initiatives and structures. For example, the Ivey Business School has appointed a Director, Diversity and Inclusion, and the Schulich School of Medicine and Dentistry is recruiting an Associate Dean, EDI. In 2021-22, we anticipate that the leadership roles described above and a newly established EDI Network will further enhance alignment. Western's EDI Network is a cross-campus collection of representatives from all faculty, staff and student groups doing work in the EDI domain, regardless of portfolio or academic affiliation. The EDI Network was established by the Special Advisors to the President on Anti-Racism to increase awareness of the activities of other groups on campus and to build alignment, linkages and synergies.

Challenges encountered during the reporting period:

There is general agreement on the need to align all the existing EDI structures and the new initiatives in order to make best use of the resources available to achieve our objectives. This requires both broad consultation with equity-seeking groups and the strategic vision of our soon-to-be appointed AVP-EDI.

Next Steps (indicate specific dates/timelines):

We anticipate that Western's new AVP-EDI will begin their work in August of 2021. The incumbent will work with both academic and administrative leaders across Western's campus to align the University's EDI efforts, including ensuring systems are in place to both promote accountability and to assess EDI-related initiatives.

Was funding from the CRCP EDI stipend used for this key objective?

No

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

Key Objective 6

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 6:

Equity Training for All Faculty

Systemic barriers -

Please provide a high-level description of the systemic barriers (e.g. summarize what the barriers are and how they were identified):

The equity training required as part of the CRC program has done a great deal to raise awareness of equity issues more broadly on campus and to drive recognition that broader equity training would be beneficial. The main barrier to such training has been our capacity to scale it up to all faculty processes across campus.

Corresponding actions undertaken to address the barriers:

The Joint Employment Equity Committee under our Collective Agreement created Western's 'Employment Equity Guide' for Committees many years ago. The guide is currently being updated to align best equity practices more closely with the processes of the Collective Agreement and to provide easily accessible EDI guidance for all faculty who engage with the Collective Agreement. The employment equity article of the most recent Collective Agreement requires a trained equity representative be a member of each Appointments, Promotion, Tenure and Continuing Status and Annual Performance Evaluation Committees. A recent LU has extended that requirement to Chair and Director Selection Committees and search committees. We provide the required training for those equity representatives and are pleased to note that some departments have chosen to require that all members of those committees receive equity training. There are two required components of Western's equity training. Prior to attending the equity training, all attendees are directed to complete the online Unconscious Bias Training Module, which has been provided by the Canada Research Chairs Program. The second component is participation in a synchronous Equity Training Session delivered by the office of Equity & Human Rights Services and/or Western's CRC Equity Representatives. The session reviews equity considerations related to employment matters, such as advertising positions, reviewing applications, interviewing candidates, accommodating human-rights related needs, and evaluating candidates' research, teaching and service using an equity lens.

Data gathered and Indicator(s) - can be both qualitative and quantitative:

To-date, over 250 faculty members have participated in the equity training for committees established under the UWOPA collective agreement and/or Canada Research Chair related Committees. In addition, specially trained CRC Equity Representatives who are faculty members provide training and participate on every CRC related committee.

Progress and/or Outcomes and Impacts made during the reporting period:

The CRC cluster hires have greatly expanded the number of trained equity representatives on campus and have made the expectations of that training broadly familiar. The success of the training can be seen in our success in not only meeting but exceeding our 2019 targets. The CRC equity training in turn made the requirement for Collective Agreement equity reps broadly acceptable. As committee membership turns over the proportion of our faculty who have received the training continues to grow. A substantial number have received both the CRC training and the CA training and this iteration has served to deepen understanding of equity processes and principles.

Challenges encountered during the reporting period:

Prior to March 2020, the equity training was delivered in-person. As a result of the COVID-19 pandemic, we transitioned to delivering the training in an online format using Zoom. While this initially presented a challenge, the online format has been widely accepted and, in some case, has assisted with more easily facilitating people's attendance (as there's no need to travel to participate in sessions).

Next Steps (indicate specific dates/timelines):

It is anticipated that the equity training will be reviewed and revised in conjunction with the Associate Vice President of Equity, Diversity and Inclusion, once the position has been filled. Currently, the Joint Employment Equity Committee is in the process of reviewing, revising and updating Western's Employment Equity Guide. We expect it to be available online in the 2021-22 academic year.

Was funding from the CRCP EDI stipend used for this key objective?

No

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

Challenges and Opportunities

Other than what has been outlined in the section above, outline any challenges and opportunities or successes regarding the implementation of the EDI action plan, as well as best practices that have been discovered to date. If COVID-19 has had an impact on the implementation of the institution's action plan, please outline how below. How has or will the institution address these challenges and opportunities? (limit: 5100 characters):

The challenges, opportunities and successes within the context of each of our objectives, including references to impacts of COVID-19 have been addressed within our report.

Reporting on EDI Stipend objectives not accounted for in Part A**Instructions:**

- Institutions with EDI Action Plans, use this section to report on EDI Stipend objectives that are not accounted for in Section A.
- Institutions without EDI Action Plans, use this section to report on EDI Stipend objectives.

Objectives associated with your institution's EDI Stipend application

Table C1. Provide information on the objectives associated with your institution's EDI Stipend application, including the funding and timelines, for the reporting period.

EDI Stipend Objective 1

Indicate the S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) objective(s) towards which this funding has been directed:

N/A - This has been reported previously within our progress report of our action plan.

Indicator(s): Describe indicators, as presented in the EDI Stipend application, and how they are calculated.

N/A - This has been reported previously within our progress report of our action plan.

Progress: Describe results observed, including indicator results, outcomes, impacts. Include timelines (start and end dates).

N/A - This has been reported previously within our progress report of our action plan.

Outline the total expenditures below:

Total funds of EDI stipend spent on the objective:	0
Institutional commitment (if applicable):	0
Total funds spent:	

Indicate in the table below any leveraged cash or in-kind contributions provided by your institution:

	Amount \$	Source / Type (cash or in-kind)
1	0	N/A
2	0	N/A

Table C2. EDI Stipend Impact Rating

Please rate the extent of the impact the EDI Stipend has had on your institution in meeting this objective as identified in your application, for the reporting period:

Don't know

Provide a high level summary of how the stipend was used:

N/A - This has been reported previously within our progress report of our action plan.

Do you have other objectives to add?

No

Additional Objectives (if applicable)

Table C1. Provide information on the objectives associated with your institution's EDI Stipend application, including the funding and timelines, for the reporting period.

EDI Stipend Objective 2

EDI Stipend Objective 3

EDI Stipend Objective 4

EDI Stipend Objective 5

EDI Stipend Objective 6

Part D: Engagement with individuals from underrepresented groups

Outline how the institution has engaged with underrepresented groups: e.g. racialized minorities, Indigenous peoples, persons with disabilities, women, LGBTQ2+ individuals, during the implementation of the action plan (during the reporting period), including how they have been involved in identifying and implementing any course corrections/adjustments, if applicable. For example, how was feedback gathered on whether the measures being implemented are resulting in a more inclusive research environment for chairholders of underrepresented groups? How has intersectionality been considered in developing and implementing the plan (if applicable)? Have new gaps been identified? How will members of underrepresented groups continue to be engaged? (limit: 10 200 characters)

At Western, we recognize the need to consult with underrepresented groups and we acknowledge that additional time is often required to help build relationship and trust, as well as to ensure that our institutional processes are respectful of the various communities that comprise our campus. The EDI data collection project, which is being funded in part through the CRC EDI stipend funds, is an example of how the University has actively engaged with underrepresented groups and/or related offices to help create and provide important feedback on Western's EDI demographic questionnaire and data governance practices. The EDI Data Working Group was established by and is being facilitated through the President's Office. The input received through the Working Group members has been essential to the development of an updated demographic questionnaire, as well as ensuring that the project is being collaboratively developed by and with underrepresented groups. Once finalized, the changes to Western's EDI data collection methods will also be applied to our CRC-related data needs, as applicable (e.g. CRC applicant equity data methodology). Western has also been engaged in a Cluster Hire intended to respond to the Truth and Reconciliation Commission. We are seeking to fill four positions in the Faculties of Education, Social Science and the Schulich School of Medicine and Dentistry. The search committee for these positions includes Indigenous faculty members from Western and is advised by an Indigenous community member as we seek to ensure that our hires respond to the needs of both communities. The Indigenous LU noted above was also a result of both in-depth discussion with Indigenous faculty members and community consultation.

PART E: Efforts to Address Systemic Barriers More Broadly within the Institution

Briefly outline other EDI initiatives underway at the institution (that are broader than those tied to the CRCP) that are expected to address systemic barriers and foster an equitable, diverse and inclusive research environment. For example, are there projects underway that underscore the importance of EDI to research excellence? Is there additional training being offered to the faculty at large? Are there initiatives to improve the campus climate? Please provide hyperlinks where possible. Note that collecting this information from institutions is a requirement of the 2019 Addendum to the 2006 Canadian Human Rights Settlement Agreement and provides context for the work the institution is doing in addressing barriers for the CRCP. (limit: 4080 characters)

Western has and continues to undertake a number of campus EDI initiatives beyond the specific scope of the CRCP. As indicated above, an EDI Data Working Group was established by, and is being facilitated through the President's Office. A new senior leadership position of Associate Vice-President, Equity Diversity and Inclusion has been developed and is currently in recruitment. This inaugural position will further strengthen equity, diversity, and inclusion throughout its campus. This position is in addition to the positions of Special Advisors to the Provost in Indigenous Initiatives and Faculty Employment Equity. A Letter of Understanding: Indigenous Faculty Members was implemented and jointly agreed to between Western and UWOPA to support the goals of Western's Indigenous Strategic Plan including to increase representation of Indigenous faculty members working at Western and recognize and support the activities of Indigenous Scholars. A cluster hire, for Indigenous Scholars, was successful and a second cluster hire is currently under recruitment. Western's Research office has developed a number of resources supporting researchers to incorporate EDI principles throughout all research programs and funding applications. <https://www.uwo.ca/research/services/resources/edi.html> Through Western's Learning and Development Program, a number of leadership development opportunities are provided for Academic Leaders that support increased awareness of equity, diversity and inclusion. They include: Accessibility, Accommodation and Inclusion at Western; More than Words: Land Acknowledgements; Indigenizing the University: Transformative Leadership. The Office of Equity and Human Rights Services also launched an EDI Resources website resource for the Western Campus community. This resource includes links to workshops, online training, as well as educational tools and resources. <https://www.uwo.ca/equity/resources/index.html> During the fall of 2020, Western Student Experience's Learning Development & Success, Writing Support Centre, and Accessible Education underwent an external review process as part of the Council for the Advancement of Standards in Higher Education (CAS). The reviewers recommended that Student Experience commit to adopting equity lenses in the design, implementation and assessment of co-curricular learning experiences. With regard to units like the Writing Support Centre, Learning Development & Success, and Accessible Education, the reviewers suggested that this could include enhancements such as dedicated writing supports and programming for English as Additional Language users and the creation of group programming for students with ADHD to assist with adjustment to university demands. Student Experience has embraced this report and has committed to the furthering inclusion of students with disabilities as an equity-deserving group important to the University's EDI strategy. As the report makes clear, there is much work to be done to move Western beyond purely accommodating students with disabilities. As a university community, we need to invest in cultivating living and learning environments that are fully accessible and intentionally designed to ensure students with disabilities thrive. Robust support of both undergraduate and graduate students with disabilities is fundamental to improving the pipeline for faculty members from this equity-deserving group.

Before submitting your report, please ensure that your responses are complete. You will not be able to edit the information after it is submitted.

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CRCP Institutional EDI Action Plan - Key Objective(s)

This information will be sent to the Tri-agency Institutional Programs Secretariat when you click 'Submit.'

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