



**Canada Research Chairs Program (CRCP) Institutional Equity, Diversity and Inclusion (EDI)
Action Plan and EDI Stipend Progress Report for Western University**

June 20, 2022

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 talent pipeline.

In addition, to ensure new equity targets set by the 2021 Canadian Human Rights Settlement will be achieved, additional allocations of Chairs have been devoted to specific designated groups. This includes a search in all disciplines for Indigenous peoples (one Tier 1 and two Tier 2 Chairs); a search in all disciplines for a Person with a Disability (one Tier 1). A search in English & Writing Studies for an Indigenous person (one Tier 2) was conducted, however the search was not successful.

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 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.

In the spring of 2022, Western's updated equity census was launched. The census was developed by an EDI Data Working Group which was established in 2020-21 and facilitated through the President's Office. The updated equity census collects data on equity-seeking groups, with updated classifications to extend the historic Federal Designated Group system and updated methods to enhance participation rates. Student assistants were hired using the CRC EDI Stipend and collaborated with members of the Working Group on research and development of the demographic panel, as well as developing a communications strategy for the launch of the campus-wide EDI data collection process.

The Knowledge Exchange and Impact team at Research Western offers a series of tools to guide researchers, including a Knowledge Exchange & EDI Tool, which is intended to support the creation of knowledge mobilization translation plans with a focus on EDI initiatives.

The Office of Equity, Diversity and Inclusion have identified a number of resources, toolkits and training opportunities relating to Equity, Diversity and Inclusion for the campus community to incorporate EDI-related best practices throughout our employment, academic and research-related policies, practices and procedures, which can be found at: <https://www.edi.uwo.ca/resources/>

Challenges encountered during the reporting period:

Collection of timely, relevant data to monitor progress remains a challenge and the launch of the Equity and Census Survey received a low response rate.

Next Steps (indicate specific dates/timelines):

As noted above, additional Canada Research Chairs have been allocated to specific designated groups. Recruitment is currently underway, with the expectation that successful applicants will submit nominations to the CRCP during the 2022-23 academic year.

Increasing awareness of the new Equity Census will continue.

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 Census. Following the launch of the campus-wide census, it was moved into the HR system to allow current and new employees to complete it or to update their records. Having the records integrated within the HR system enables better equity data reporting (subject to Western's new Demographic Data Governance Policy, October 2021). The census questions were further extended into our online application system for staff and part-time faculty. In 2022, we will enter the planning stages for a project that will enable applicants to full-time faculty appointments to complete the survey as part of their application process. 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. This continued throughout the 2021/2022 academic year.

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.

During May and June, 2022, training on the implementation of the Letter of Understanding: Indigenous Faculty Members was provided to Deans, Chairs and Directors and feedback was received. Development of a training session for Western's Indigenous Faculty Members is being

developed to ensure they are familiar with the opportunities available under the Letter of Understanding. Additional training for UWOFA Members, participating on Annual Performance Evaluation, Promotion, Tenure and Continuing Status and Workload committees will also be conducted.

A Career Trajectory Analysis of salaries for all full-time UWOFA Faculty is currently being conducted in accordance with the Collective Agreement in the final year of the current 2018-2022 agreement. This analysis will first identify and correct salaries which may be anomalously low based on gender. If there are no gender anomalies, or if there are remaining funds after gender anomaly corrections, the fund will identify and address faculty salary adjustments anomalously low based on 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.

Letters of Understanding relating to Annual Performance Evaluation, Use of Alternative Technologies, Promotion and Tenure and Administration and Use of Student Questionnaires on Courses and Teaching for Courses Taught in the 2020-21 academic year were updated during the 2021-22 academic year to reflect the continuing impact of COVID 19 on faculty member's careers, including women, members of designated groups and CRC holders.

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 2020/21 academic year, data collected at Western for the entire faculty complement for our Recruitment and Retention Report demonstrates that women now make up 37.6% 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 continue to be 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. In 2022, the data indicate women in STEM fields are moving from tenure to full professorship slightly quicker than men, while those women in non-STEM fields are moving from tenure to full professorship on par with men. This shows a recent increase and we will continue to monitor this data. A copy of the most recent 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):

As a result of the launch of our new campus equity census, we will have better data to monitor our outcomes.

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. The CRCP provided the opportunity to provide extensions to CRC holders again and to support renewals. Western approved offering these extensions to all CRCs in their first term regardless of their end date or term.

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 included 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:

Decisions regarding how to address identified barriers will be undertaken by the Vice-Provost (Academic Planning, Policy and Faculty), the Vice-Provost and Assistant Vice-President (Indigenous Initiatives) and Associate Vice-President (EDI) and it is expected they will extend beyond mentorship to 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:

During 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 program continues.

Challenges encountered during the reporting period:

None

Next Steps (indicate specific dates/timelines):

Mentorship for faculty is a priority. A funding request through the CRCP EDI Grant competition to develop a program to be piloted on Tier 2 CRC who self-identify as part of an equity-deserving group has been requested. The gaps have been identified and as Tier 2 CRCs specifically need targeted leadership, research development and planning for their career stage post-CRC. Future goals will include expansion of the mentorship program to all CRCs and faculty across the university.

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 continuing to occur on campus.

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.

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; the first *EDI Advisory Council* was established and the first Associate Vice-President of The Office of Equity, Diversity & Inclusion was hired during the summer of 2021. The Office is working on a strategic plan to guide EDID work at Western. The following 6 Month Progress Report outlines the work accomplished to date <https://www.edi.uwo.ca/resources/reports/>.

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 Summer 2022 conference included an afternoon with a KAIROS Blanket Exercise as well as sessions on Historical Perspectives from a Local Indigenous Leader and Sharing our Gifts. The Associate Vice-President, Equity, Diversity and Inclusion hosted a session on the Evolving Nature of Equity and Inclusion. The Western Leader Academy and our Excellence in Leadership at Western Program (aimed at academic and research leaders as well as administrative leaders) continue to incorporate EDI awareness and accountabilities for human rights, equity and accessibility into various sessions.

Individual Faculties and research units 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 recruited an Associate Dean, EDI. Western Research has recently appointed a Director, Knowledge Exchange, Impact and EDI-D in Research and plans to recruit an Indigenous Research Officer and an EDI-D Research Officer in 2022. In addition, EDI initiatives across campus include a [Faculty of Engineering EDI Committee](#); a [Diversity in Neuroscience Summer Internship Program](#) that provides Western undergraduate students interested in cognitive neuroscience, who self-identify as Black, Indigenous, LGBTQ2S+, people with a disability, and women, an opportunity to have an immersive experience in a research environment, along with gaining valuable skills needed to excel in academia and beyond; a WindEEE Research Institute EDI & Training Committee; and a [Council on Reforming EDI for Trainees \(CREDIT\)](#). A more comprehensive list of initiatives and positions focused on Equity, Diversity and Inclusion at Western can be found at: <https://www.edi.uwo.ca/about-us/leadership/>.

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 the AVP-EDI.

Next Steps (indicate specific dates/timelines):

Work by the Associate Vice-President, Equity Diversity and Inclusion has already begun and a 6 month report is available at: <https://www.edi.uwo.ca/resources/reports/>

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 UWofA collective agreement and/or Canada Research Chair related Committees, and this participation continues to grow. In addition, specially trained CRC Equity Representatives who are faculty members provide training and participate on every CRC related committee. A number of new CRC Equity Representatives were trained during 2021 to support the CRC recruitment activities that continue.

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 Collective Agreement training and this iteration has served to deepen the 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 cases, has assisted with more easily facilitating people's attendance (as there's no need to travel to participate in sessions). It is expected we will continue with this format in 2022 to facilitate increased participation as it eliminates the need to travel.

Next Steps (indicate specific dates/timelines):

Currently, the Joint Employment Equity Committee continues in the process of reviewing, revising and updating Western's Employment Equity Guide, https://www.uwo.ca/hro/doc/fac_employ_equity_guide.pdf We expect it to be available online in the 2022-23 academic year.

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?

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

Part D: Engagement with 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?

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.

Western's new strategic plan, [Towards Western at 150](#) was launched in the fall of 2021. Within the plan, one of the overarching themes is People, Community and Culture, which highlights Western's commitment to uniting community through a sense of belonging. During the fall of 2021 a voluntary equity census began to gather data on EDID matters at Western and to address its commitment to set goals for increased representation among members of equity-deserving groups, a voluntary equity census was distributed to all students, staff and faculty. The census focused on a range of topics, including Indigenous Identity, Racial Identity; Accessibility; Sexual Orientation; Gender Identity; Educational Attainment, Socio-Economic Status and Sense of Belonging and are summarized in the [The Western Equity Census](#) report. This report represents a step forward in ongoing work which will further identify where disparities and inequities are located and for whom, providing the opportunity to address these matters further in alignment with [Western's Strategic Plan](#), the [Indigenous Strategic Plan](#), the [Office of Equity, Diversity & Inclusion: 6-Month Progress Report](#) and other objectives and initiatives making up our EDID Strategy.

Recognizing the need to build our talent pipeline and continue to diversify our faculty, and build on community engagement and leadership, Western has intentionally also engaged in a number of searches that, although not designated as CRCs, have been developed for other equity seeking groups. This includes a Provost Academic Recruitment Fund to recruit 5 Black Scholars and 5 Indigenous Scholars. As previously mentioned, several units have hired leadership positions focused on Equity, Diversity and Inclusion, including an Associate Dean, Equity, Diversity, Inclusion and Decolonization (EDID) in Schulich. During a recent cluster hire not designated for CRCs or designated groups, search and appointments committee kept equity issues front and centre, further contributing to this diversification.

In 2021, Western announced an investment of \$6 Million to support a wide range of new EDI initiatives. This includes the Provost Academic Recruitment Fund identified below as well as funding to support EDI curriculum development across the university and funding to support indigenizing university curriculum. <https://news.westernu.ca/2021/06/western-invests-6-million-to-support-new-edi-initiatives/>.

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.

Western 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.

In 2021, the [Office of Indigenous Initiatives](#), which leads the system-wide change required to advance Truth and Reconciliation efforts at Western and achieve equitable outcomes for Indigenous Peoples and implement [Western's Indigenous Strategic plan](#), provided an [Annual Progress Report](#) which outlines its Milestones on the Road to Indigenization, including the hiring of Indigenous faculty members and the hiring of new Indigenous faculty for two Canada Research Chairs as well as additional faculty members.

A Letter of Understanding: Indigenous Faculty Members was implemented and jointly agreed to between Western and UWOFA 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.

In the summer of 2021, Western's first Associate Vice-President, Equity, Diversity and Inclusion joined Western leading the [Office of Equity, Diversity and Inclusion](#). This office's creation comes from the recommendations of the final report of the [Anti-Racism Working Group \(ARWG\)](#) struck in 2019 that made a series of recommendations accepted by Western in 2020.

A priority of the Office is to create a strategic plan that instructs, directs, formalizes, and implements four broad EDI commitments outlined in Towards Western at 150. A number of initiatives have already been undertaken, including the development and launch of the Equity Census; the development of Western's Central EDID Working Group; the introduction of new scholarships for Black and Indigenous students; and participation in the Scarborough Charter.

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>

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>

A number of leadership development opportunities continue to provide Academic Leaders support of 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.

Western's 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 Student Experience commit to adopting equity lenses in the design, implementation, and assessment of co-curricular learning experiences. In the past year, we have made significant strides, including hiring several positions that will support the inclusion of equitable approaches in our work with undergraduate and graduate students, creating equity-centred content for employers looking to hire diverse Western talent, and the development of new in-person and digital programming to address the specific needs of equity-deserving students. In Fall 2022, Accessible Education will aim to enhance the experience of students with disabilities by creating modular units and group programming to assist with their transition to university learning and life. Additionally, two new roles will support students with disabilities in their career development: a designated Career Coach and an Accessibility Coordinator for Work Integrated Learning.