

# TACTICAL ACTION PLAN

## Priority: Diverse Representation & Engagement.

Strategy 1.3: Develop an environment of inclusion and belonging at Western, where ED groups are fully valued and engaged.

Objective 1.3.2 Expand mentorship, sponsorship, and networking opportunities for ED students, staff, and faculty.

Tactical Goal 1.3.2.1: Connect FHS students, faculty, and staff with mentorship, sponsorship, and networking opportunities through equity-deserving groups and individuals who share related lived experiences.

| ACTION STEPS | KPIs   | TARGET START DATE   |       | TARGET END DATE |       | REQUIRED RESOURCES    | ACCOUNTABILITY / RESPONSIBILITY |   | STATUS                                   | STATUS UPDATE |  |
|--------------|--|---|-------|-----------------|-------|-----------------------|---------------------------------|---|--|---------------|--|
|              |  | YEAR  | MONTH | YEAR            | MONTH | FUNDING/DATA/HR/OTHER | PROJECT LEAD                    | PROJECT TEAM MEMBERS/ COLLABORATING PARTNERS  |  |               |  |
| 1.a          | Engage with FHS students to identify their priorities for creating mentorship, sponsorship and networking opportunities.   | Received feedback from at least 5%-10% of students in each school and allow space for ongoing feedback to come in after that                                    | 2025  | Jul             | 2026  | Jan                   | Funding/ HR                     | EDIDA Coordinator, EDIDA Committee Representatives-connect with the EDIDA section of each S.C | Student Councils                         |               |  |
| 1.b          | Develop a centralized space that collates a list of established equity-deserving community groups within Western and external to Western that provide faculty, students and staff with opportunities to engage and connect with individuals with related lived experience. | Create section within EDIDA website to include at least 10 Western and non Western supports for Students, and 10 for faculty and staff. To be updated annually. | 2025  | Sep             | 2028  | Aug                   | Funding/ HR                     | EDIDA Coordinator   | comms team and/or other Western supports |               |  |
| 1.c          | Develop an FHS mentorship program that connects students from equity-deserving groups with upper-year students or faculty with related lived experience, guided by student-identified mentorship priorities [previously identified]  | By year 3 have at least 10 students in the program, connected with other students or a faculty member.  | 2026  | Jan             | 2028  | Sep                   | Funding/ HR                     | EDIDA Coordinator, Representatives from each of the seven schools                             | Student Councils                         |               |  |

# TACTICAL ACTION PLAN

## Priority: Inclusive Excellence in Learning & Teaching

Strategy 2.1: Prepare and support faculty to incorporate EDIDA more fully into the classroom to enhance students' learning experiences.

Objective 2.1.4: Support faculty to co-create accessible classrooms of inclusion and belonging, utilizing students-as-partners approaches where appropriate, in collaboration with ED students and Western partners, such as the Centre for Teaching and Learning, Student Wellness and Well-being, Accessible Education, the Office of EDI, and the Office of Indigenous Initiatives.

Tactical Goal 2.1.4.1: Develop a plan to foster inclusive and accessible learning environments through collaborative and student-centered approaches.

| ACTION STEPS |  | KPIs  | TARGET START DATE |       | TARGET END DATE |       | REQUIRED RESOURCES    | ACCOUNTABILITY / RESPONSIBILITY                   |   | STATUS | STATUS UPDATE |
|--------------|--|---|-------------------|-------|-----------------|-------|-----------------------|---|---|--------|---------------|
|              |  |   | YEAR              | MONTH | YEAR            | MONTH | FUNDING/DATA/HR/OTHER | PROJECT LEAD                                      | PROJECT TEAM MEMBERS/ COLLABORATIVE PARTNERS                |        |               |
| 1.a          | Set up an online forum for instructors to connect and share resources and support one another in their journeys in creating inclusive and accessible learning environments | Complete setup items by end of year 1 and pilot forum for year 2. Setup items include:<br>Platform selected and configured<br>Access granted to instructors<br>Welcome post and guidelines posted<br>At least one initial resource shared<br>Announcement or invitation sent to target audience | 2025              | Sept  | 2027            | Aug   | HR                    | DesignEd, School Directors, UG + Grad Chairs      | All instructors   |        |               |
| 1.b          | Collaborate with FHS partners and committees/CoPs to develop an interdisciplinary, user-friendly, and accessible EDIDA-related curriculum support hub                      | Set up a shared collaborative (FHS & Schulich) website that will have 30 resources by the end of year 3 or will grow in the number of resources by atleast 20% every year   | 2025              | Sept  | 2028            | Aug   | Funding/HR            | Inclusive Curriculum Committee (FHS and Schulich) | Schulich  |        |               |
| 1.c          | Develop and share a series of FHS-specific easy to implement teaching support resources aimed at creating inclusive and accessible learning environments                   | Develop 3-5 packages/modules per year   | 2025              | Sept  | 2028            | Aug   | HR                    | DesignEd  | Program-specific staff, school directors, EDIDA coordinator |        |               |

# TACTICAL ACTION PLAN

## Priority: Inclusive Excellence In Research & Innovation.

Strategy 3.4: Develop partnerships with ED groups, both internal and external to Western, to promote research that benefits their communities.

Objective 3.4.3: Expand opportunities to connect with other researchers and engage in disciplinary, interdisciplinary and multi-disciplinary research focused on topics / issues that impact ED communities.

Tactical Goal 3.4.3.1: Develop strategies to engage equity-deserving groups from diverse populations, fostering authentic connections and ensuring research findings accurately represent all communities.

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|--------------|--|---|-------------------|-------|-----------------|-------|-----------------------|---------------------------------|----------------------|--------|---------------|
|              |  |   | YEAR              | MONTH | YEAR            | MONTH | FUNDING/DATA/HR/OTHER | PROJECT LEAD                    | PROJECT TEAM MEMBERS |        |               |
| 1.a          | Conduct an environmental scan within FHS to identify current research activities, partnerships, and gaps related to equity-deserving communities in order to inform future collaborative and inclusive research initiatives. | Have a curated list of<br>Current research areas<br>Existing community partnerships<br>Gaps (ED community needs, underutilized faculty potentials, etc.)<br>3 or more action steps for future research/collaborations | 2025              | Sep   | 2026            | Dec   | NA                    | School Directors                | Research Office      |        |               |
| 1.b          | Establish partnerships with community organizations that serve equity-deserving groups to co-develop outreach initiatives, ensuring engagement approaches are culturally responsive and inclusive.                           | Develop and start action plan to implement the 3 future direction areas identified from the environmental scan (1.a)  | 2026              | Jan   | 2028            | Aug   | NA                    | School faculty members          | School Directors     |        |               |
| 1.c          | Share resources on ensuring EDIDA principles are incorporated into research  | Support dissemination of Western's Indigeneous Research Allyship Guide through FHS website, emails, sessions, etc.  | 2025              | May   | 2025            | Dec   | NA                    | Research Office                 | All faculty members  |        |               |

# TACTICAL ACTION PLAN

## Priority: Safe And Inclusive Spaces, Places & Experiences.

Strategy 4.2: Enhance accessibility, safety, and ease of use of indoor and outdoor spaces, facilities, and environments.

Objective 4.2.6: Be aware of and respond to evolving legislation (ie., Ontario Postsecondary Education Standards under AODA) and other accesibility standards and codes , and implement improvements as required .

Tactical Goal 4.2.6.1: Identify and address barriers to various types of accessibility within the FHS community in consultation with the AODA guidelines.

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|              |  |  | YEAR              | MONTH | YEAR            | MONTH | FUNDING/DATA/HR/OTHER | PROJECT LEAD                    | PROJECT TEAM MEMBERS/ COLLABORATIVE PARTNERS |        |               |
| 1.a          | Familiarization with AODA recommendations for post-secondary education.  | Prepare and deliver sessions on a simplified version of AODA to the FHS community  | 2025              | May   | 2025            | Dec   | HR                    | DesignEd                        | EDIDA Coordinator                            |        |               |
| 1.b          | With support of the DesignEd team, collaborate with FHS community members to identify what areas within FHS can be enhanced through AODA (not just teaching) | Determine list of AODA priorities within each area (through working groups with representatives from each area, e.g., IT, Comms, etc.) | 2026              | Jan   | 2026            | Dec   | HR                    | DesignEd, AODA Working Group    | EDIDA Coordinator                            |        |               |
| 1.c          | Establish procedures to ensure AODA compliance in identified areas within FHS, and proactively address recommendations for post-secondary education.         | Prepare and distribute AODA-compliance checklist for each area   | 2027              | Jan   | 2028            | April | HR                    | AODA Working Group              | DesignEd                                     |        |               |

# TACTICAL ACTION PLAN

## Priority: System-wide Capacity Building and Cultural Change.

Strategy 5.2: Strengthen and widen the EDIDA governance and leadership net.

Objective 5.2.2: Establish an implementation accountability framework that identifies leads for each strategic plan priority and objective, defines roles; and assigns accountabilities.

Tactical Goal 5.2.2.1: Develop accountability framework for FHS community to actively support EDIDA initiatives and FHS EDIDA action plan.

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|--------------|---|---|-------------------|-------|-----------------|-------|--------------------|---|--|--------|---------------|
|              |   |   | YEAR              | MONTH | YEAR            | MONTH |                    | PROJECT LEAD  | PROJECT TEAM MEMBERS                   |        |               |
| 1.a          | Monitor progress on FHS EDIDA action plan | Develop efficient and sustainable accountability framework (include data gathering and reporting methods, and timeline for check-ins and reports)<br>Implement developed accountability framework | 2025              | May   | 2028            | May   | FUNDING/HR/OTHER   | EDIDA committee<br>school specific<br>representatives,<br>EDIDA Coordinator | Other leads and collaborating partners |        |               |

## Resources for Identifying EDIDA Initiatives

## Weblink

Truth & Reconciliation Calls to Action

[Calls to Action English2.pdf \(exactdn.com\)](#)

Western's Indigenous Strategic Plan

[Indigenous-Strat-Plan---Final.pdf \(uwo.ca\)](#)

AODA Post Secondary Educational Recommendations

<https://www.ontario.ca/page/development-proposed-postsecondary-education-standards-final-recommendations-report-2022>

Western's Global Engagement Plan

[Home - Global Engagement Plan - Western University \(uwo.ca\)](#)

Western's Employment Equity Guide

<https://www.uwo.ca/facultyrelations/pdf/recruitment/Western-Employment-Equity-Guide.pdf>

Beyond Diversity: An LGBT Best Practice Guide for Employer

[Beyond-Diversity-LGBT-Guide.pdf \(prideatwork.ca\)](#)

[Trans-Affirming Education in Schools: An Educator Toolkit \(uwo.ca\)](#)

[Trans-Affirming Education in Schools: An Educator Toolkit \(uwo.ca\)](#)