PART A: Equity and Diversity Targets and Gaps

A.1) Provide the current targets and gaps for your institution in the table below (using the target-setting tool).

Designated group	Target (percentage)	Target (actual		4
Indigenous peoples	1%	0	****	****
Persons with disabilities	4%	2	****	****
Visible minorities	15%	6		

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tions

A.2) Provide any contextual details, such as empty chairs for which recruitment processes have started (limit 200 words):

> **** Referenced above - As stipulated by the CRC Program, in keeping with the Privacy Act, if the number of chair holders who self-identified as belonging to one of the four designated groups is less than five, it is not provided to protect the privacy of the chairholders.
>
> Five (5) empty Chair allocations have completed the recruitment process.
>
> Five (5) empty chairs are currently advertised and in various stages of recruitment.
>
> Two (2) empty Chair allocations are at the beginning stages of the recruitment process.
>
> Three (3) empty Chairs have been allocated to Faculties and are currently vacant.

Steering Committee is assigning chairs aligned with the Strategic Research Plan/Faculty Academic Plans with emphasis on CRCs where field of research is more broadly defined and in areas where units have identified a diverse applicant pool.

2) The ESR identified limited training of leaders for managing diverse workforces and indicated a need

Key Objective 6:
Equity Training for All Faculty
Corresponding actions:
Equity, Diversity and Inclusion training is provided to members of appointments/search committees involved in a CRC search and during the summer of 2018, Equity & Human Rights Services offered training for all appointments committee members. The recently ratified Collective Agreement broadens this training to include all members of Appointments, Promotion & Tenure and Annual Performance Evaluation committees. In addition,   Western is currently developing a learning module on Employment Equity, Diversity and Inclusion. While this module is intended for all Western employees, it will be provided alongside the ongoing training conducted by CRC Equity Representatives on behalf of the Equity and Human Rights Services office to all CRC Committees.
Indicator(s):
Number of Faculty Training Resulting in Increased awareness of Equity, Diversity and Inclusion in the Western community.
Progress:
We anticipate rolling out this online module in the Spring of 2019.
Next steps:
This campus wide initiative is being led by Human Resources and the Equity and Human Rights Office at Western and will be implemented campus wide when completed.
Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):
Currently Equity, Diversity and Inclusion training is provided to members of appointments/search committees involved in a CRC search. Implementing an online module campus wide and extending the training to include all members of Appointments, Promotion & Tenure and Annual Performance Evaluation committee will increase awareness of EDI.

PART D: Challenges and Opportunities

Other than what has been outlined in the section above, outline any challenges and opportunities/successes, as well as best practices that have been discovered to date in developing and implementing the institutional equity, diversity and inclusion action plan (limit: 500 words):

Progress has been made which can be identified through the increase in the number of women nominees over the last year. Other members of the designated groups cannot be identified unless individuals self-identify.   Western woul 194.28 221.1I2J0.0 w:

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evident and will continue to be monitored. Finding employment in London for certain careers can be challenging.

Leveraging the benefits available to faculty members, either through the comprehensive employee benefits package at Western, options for career progression and academic leaves in the Collective