

TABLE OF CONTENTS

You may complete sections individually by selecting them from the table of contents. At the end of each section, you will be redirected to this table of content to select another section to complete or to review. Alternatively, you may complete the full report, without going back to this table of content between each section, by selecting the option "Complete Full Report".

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

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

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 ou

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

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 (ED) 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.

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

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 an

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

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 Acknowledgement for Indigenous Peoples; and the Indigenous Leadership Development Program. (limit: 4080 characters)