

The Office of Equity, Diversity & Inclusion

2022-23 Annual Progress Report



Western
Equity, Diversity
& Inclusion

Land Acknowledgement

We acknowledge that Western University is located on the traditional lands of the Anishinaabek, Haudenosaunee, Lūnaapéewak, and Chonnonton Nations, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. An agreement grounded in Indigenous legal traditions, the Dish with One Spoon is one of several Wampum treaties (Gaswéñdah) that commemorates the relationship between the Anishinaabek and Haudenosaunee Confederacy.

This land continues to be home to diverse Indigenous Peoples (e.g., First Nations, Métis and Inuit) whom we recognize as contemporary stewards of the land and vital contributors to our society. The three Indigenous Nations that are neighbours to London, Ontario are the Chippewas of the Thames First Nation; the Oneida Nation of the Thames; and the Munsee-Delaware Nation whom all continue to live as sovereign Nations with individual and unique languages, cultures and customs. It is vital to emphasize that where these reserves are located today, is shaped by colonization, resource extraction, and the Indian Act.

We are committed to continuing to build long term, ongoing, mutual respectful, and reciprocal relations with Indigenous communities, Indigenous teachings, ways of knowing, and knowledge systems. We are all treaty people

and therefore, we must all acknowledge the responsibilities we have to know the origins of the land upon where we live and our responsibility as its caretakers. Further, acknowledging the land is to acknowledge Indigenous presence since time immemorial, and the assertion of sovereignty they have to our land.

As we move forward, we commit to working towards reconciliation and decolonization, by learning from and supporting Indigenous communities, cultures, and traditions. We recognize and honour the ongoing contributions of Indigenous Peoples, and pledge to work towards restoring the relationships and land-based practices that have been disrupted by colonization. True reconciliation is an ongoing process that requires us to challenge systemic injustices and work toward equity, respect and solidarity.

With this, we respect the longstanding relationships that Indigenous Nations have with this land, as they are the original caretakers. We acknowledge historical and ongoing injustices that Indigenous Peoples endure in Canada and we accept responsibility as a public institution to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through our teaching, research and community service.

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Introduction

The Office of Equity, Diversity & Inclusion (EDI) envisions a community that embraces and embodies four key commitments outlined in Western’s strategic plan, *Towards Western at 150*.

These commitments, which align with the values of equity, diversity, inclusion, excellence, innovation and citizenship, are implemented through various initiatives. This report provides an update from May 2022 to May 2023 on the implementation of the six recommendations put forth by the *President’s Anti-Racism Working Group (ARWG) Final Report* and builds upon the Office of EDI’s *6-Month Progress Report*.

Western’s equity, diversity, inclusion, and decolonization (EDID) approach aims to combat racism, discrimination and ableism in all their manifestations. It strives to cultivate a campus environment where all community members can fully engage in university life, learning, working, contributing, thriving, and feeling safe.

Furthermore, the Office of EDI remains dedicated to engaging with diverse Western communities to gain insight into the challenges and barriers they encounter.

OFFICE OF EDI TEAM



Lesley Oliver
EDI Specialist



Michael Godfrey
EDI Data Analyst



Neisa Long
Project Associate



Ana Boller
Digital Learning Specialist



Andreen Jackson-Ellis
Administrative Coordinator



Jessica Ouko
Project Associate



Mars Noorani
Communications Specialist

Message from the Associate Vice-President (Equity, Diversity & Inclusion)

As I reflect on the past year from our *6-Month Progress Report* and our progress toward advancing EDI at Western, I am humbled by the tremendous support from our incredible community to make Western more equitable, diverse and inclusive.

For me and my team, this work has been deeply meaningful and rewarding. Through the Office of EDI, we have made a tangible difference in the lives of our students, staff, faculty and local community.

As we continue our work towards creating a welcoming and inclusive community, the Office of EDI supported and amplified the many diverse voices on campus. We maintained a strong ongoing partnership and consultation with campus groups including Black Student Association (BSA), Muslim Student Association (MSA), Western Hillel, faculty and staff associations and various additional clubs.

The Office of EDI invited, encouraged and actively supported diverse voices by creating and maintaining a database of presenters and speakers from the Black and racialized community, 2SLGBTQIA+, persons with disabilities, in addition to Jewish and Muslim community leaders who were available to present, speak or consult on various EDID related topics. The database was also made available to all faculties, schools and departments at Western. Through the coordination of various offices, these discussions and sharing of information helped in the creation of multi-faith prayer spaces across campus.

Of course, this work is not easy. It requires us to confront uncomfortable truths and challenge long-held beliefs and practices. This is incredibly important, and I am proud of our progress. Whether through the development of inclusive policies and practices, the recruitment and retention of a diverse workforce and student body, or our outreach efforts to equity-deserving communities, every step brings us closer to building a stronger sense of community and strengthening relationships.

As we look ahead, I am confident we will continue to build on our successes and overcome challenges. But we cannot do this work alone. It requires dedication, commitment, and allyship from every member within our Western community to make lasting change. And so, I ask you to join me in this vital work, to listen to the voices of those who have been historically marginalized, and to work towards a future where everyone is valued and empowered to succeed.

Thank you for your partnership and support in this important work.

Best regards and blessings,



Dr. Opiyo Oloya
Associate Vice President (Equity, Diversity and Inclusion)



“As we look ahead, I am confident we will continue to build on our successes and overcome challenges. But we cannot do this work alone. It requires dedication, commitment, and allyship from every member within our Western community to make lasting change.”



Message from the Vice-Provost and Associate Vice-President (Indigenous Initiatives)

The Office of Indigenous Initiatives (OII) is pleased to collaborate with colleagues in the Office of Equity, Diversity & Inclusion (EDI) to advance common goals for the benefit of the entire Western community, and beyond. The University's institutional strategic plan, *Towards Western at 150*, identifies achieving reconciliation with Indigenous communities as a key priority. The Office of EDI is a significant ally in the work towards reconciliation, and over the past year we have partnered to develop and implement strategies to advance an inclusive campus that values diversity and the perspectives of all.

One vehicle for our collaboration is the EDI-DI (Equity, Diversity, Inclusion – Decolonization, Indigenization) Central Working Group. The group was formed to support and advise the AVP-EDI and VP/AVP-OII on opportunities and promising practices for coordinating EDI-DI efforts across Western's faculties, administrative units, and student organizations. We meet on a regular basis, and our engagements have resulted in the provision of a variety of supportive initiatives at Western. We look forward to building on what we have achieved so far.

While OII has a mandate distinct from that of the Office of EDI, we share a common approach to key strategic goals: creating and welcoming a diverse community of students, staff, and scholars; increasing equity across campus; and combatting all forms of discrimination.

Miigwech to our allies in the Office of EDI and many allies across the campus community for all we have achieved together, and I congratulate the EDI team for the significant accomplishments achieved in the short time since the office was established.

All the best,

Christy R. Bressette
Vice-Provost and Associate Vice-President
(Indigenous Initiatives)

Message from the President and Vice-Chancellor

At Western, we believe that creating an inclusive environment is essential to providing a world-class education for all our students and a thriving workplace for our employees.

The Office of Equity, Diversity & Inclusion has been working diligently to advance our collective efforts. This report highlights our progress, illustrates the high standards we aim to achieve, and points our focus on future initiatives.

I want to thank the EDI team for their leadership and dedication to creating the kind of culture and community in which we all feel proud to belong.

Alan Shepard
President & Vice-Chancellor

Actualizing the EDI Vision: Turning strategies into action

The Office of EDI is committed to the four overarching principles laid out in the Western Strategic Plan, *Towards Western at 150*, to foster a strong sense of belonging. These four commitments are as follows:



1 CREATING A WELCOMING AND INCLUSIVE SPACE

This commitment involves acknowledging and embracing all voices and identities in the Western community.



2 INCREASING DIVERSITY AND EQUITY IN WESTERN'S WORKFORCE AND STUDENT POPULATION

To achieve this, the Office of EDI is committed to providing opportunities to equity-deserving groups and implementing ethical, transparent, and culturally safe data-collection systems to help the University monitor and respond to trends related to EDI.



3 INVEST IN COMBATING RACISM AND ALL FORMS OF DISCRIMINATION

The Office of EDI is dedicated to creating impactful training programs that will help members of the Western community understand the impact of racism and discrimination within our community.



4 ENGAGING THE DIVERSE WESTERN COMMUNITY

The Office of EDI aims to foster strong relationships within the Western and broader communities to promote inclusivity and diversity.



1 Creating a welcoming and inclusive space

- a. Welcome to Our New Space
- b. Western EDI Strategic Planning Process
- c. New Multifaith Spaces on Campus
- d. Western Black Student Scholarships

WELCOME TO OUR NEW SPACE

We are thrilled to report that the Office of EDI has relocated to a brand-new office space in the heart of Western's campus. Our new home is located in the Western Student Services Building (WSSB) Room 2120, offering a central location that is easily accessible to all community members.

One of our primary goals for this new space is to ensure it is welcoming to all. We have worked hard to design an environment that is open, accessible, and inviting to everyone who comes through our doors. Our space features a range of amenities and resources, including a comfortable seating area, meeting area, coffee bar and greenery.

We are also excited about the opportunities for more collaboration and partnership in our new location. Being situated in WSSB means we are now co-located with other student support and services offices, including Office of Indigenous Initiatives, Western Student Experience, and the Office of the Registrar. Thus, allowing us to work more closely with these divisions to build a more inclusive campus environment.

WESTERN EDI STRATEGIC PLANNING PROCESS

The 2022-23 academic year provided the Office of EDI an opportunity to consult with community members regarding the creation of Western's EDI Strategic Plan. We invited allies, collaborators and leaders of EDI initiatives across campus to be part of our EDI Strategic Plan Steering Committee, to guide our efforts and assist in establishing key performance indicators for this important work.

We launched a survey in November 2022 and followed up with Community Conversations to share feedback and experiences of specific groups, offering virtual and in-person sessions to gain as much community input as possible. In March 2023, we began analyzing the data gathered and presented the information to the EDI Strategic Plan Steering Committee, the President's Group and the larger campus community.

3,000+

Responses to the EDI Strategic Planning Survey

12

Community Conversations successfully complete including

Indigenous, Black, Racialized, Muslim, 2SLGBTQIA+, Jewish, People with Disabilities, International Students, Women, Faculty at Large, Staff at Large, Student at Large

Our next phase will involve developing a draft of the EDI Strategic Plan to bring to the community for feedback. Once the final changes are made, the intention is to launch the official EDI Strategic Plan in the late fall of 2023 and commence its implementation.



NEW MULTIFAITH SPACES ON CAMPUS

Within the Western campus community, individuals from diverse faiths, spiritualities, and religions coexist, contributing to a rich tapestry of beliefs and traditions. Our office has made it a priority to ensure that all members of our community have access to safe, inclusive, and welcoming spaces where they can freely express, pray and celebrate their respective beliefs. We take great pride in our involvement in establishing multiple multifaith spaces in key locations across the University, namely the University Community Centre (UCC), Middlesex College, and the Faculty of Engineering. These spaces have been thoughtfully designed to accommodate the diverse needs of our campus community, ensuring that individuals from various faiths, spiritualities, and religions feel valued, respected and included.

NAMING OF THE WESTERN UNDERGRADUATE ADMISSION SCHOLARSHIPS FOR BLACK STUDENTS

In May 2022, Western University announced the new Undergraduate Admission Scholarships for Black Students. These scholarships provide a unique opportunity for Western to strengthen its relationship with the Black community and recognize excellence among incoming Black students. The scholarships are awarded based on competitive or outstanding admission averages calculated by Western.

In February 2023, we took a further step towards honouring the legacy of Black excellence and leadership by hosting an event naming the scholarships after three Black community leaders who left an indelible mark at Western. The scholarships were named after James Jenkins, Lt.Col. Kenneth Jacobs, and Carmeta Thelma Hodges. We were honored to have Dr. Jean Augustine as the keynote speaker at the event, where she emphasized the importance of education, service, and recognizing Canada's Black history. This momentous occasion underscores our ongoing commitment to EDI and supporting Black students during their time at Western.



James Jenkins

James Jenkins was the founder of The Dawn of Tomorrow, a publication that promoted education for young Black people, served as a watchdog for racist incidents, and was integral to the efforts of Black organizations in London and across Canada in their work to fight discrimination in hiring practices. In 1927, he helped organize the Canadian League for the Advancement of Coloured People, for which The Dawn of Tomorrow was the official paper. At its height, the publication had a total circulation of 48,000, and 21,000 subscribers. Western's D.B. Weldon Library holds original copies, as well as microfilm of the newspaper.



Lieutenant-Colonel Kenneth Jacobs

Lieutenant-Colonel Kenneth Jacobs served in the Royal Canadian Medical Corps as an Operating Room Assistant during the Second World War. Following the war, he returned to civilian life to complete his education in arts at Western University and social work at the University of Toronto. After graduation, Jacobs was a front-line social worker with the Toronto Children's Aid Society. In 1954, he joined the Royal Canadian Air Force. He reached the rank of Lieutenant-Colonel in 1976, the first Black Canadian to reach that level, and went on to become the first Black Canadian to have a career as a Flying Officer. After 24 years of service, Jacobs retired in 1988 with the rank of Wing-Commander.



Carmeta Thelma Hodges

Carmeta came to Canada to study and received her Bachelor of Science in Nursing from Western University and a Master of Public Administration from Queen's University. Throughout her career, Carmeta worked as a nurse in the Northwest Territories, a public health nurse in London, Ontario, and as a professor of nursing at St. Lawrence College, Kingston, Ontario. She is a founding member of the Ontario Nurses Association and past president of the Kingston Chapter of the Registered Nurses Association of Ontario. Throughout her life, Carmeta was a strong supporter and mentor to those in the health care and teaching communities, providing advice, guidance, and support to colleagues and students.



2 Increasing diversity and equity in Western's workforce and student population

- a. Western Career Launch Program
- b. Hiring an EDI Data Analyst
- c. Sharing of Equity Census Data
- d. Creation of an EDI Data Governance Committee
- e. Launch of the Western Black Leadership University Experience (B.L.U.E.)

WESTERN CAREER LAUNCH

Western Human Resources developed a pilot program called the Career Launch Program. This program assists recent graduates with their careers by providing full-time positions at Western paired with a mentor to help guide them. As part of this program, our office was selected to fill two positions, which were filled by Neisa Long (BAHons) and Jessica Ouko (BAHons).

Neisa and Jessica were paired with mentors Lesley Oliver and Dr. Ana Boller who have provided ongoing support and helped both recent graduates transition smoothly from students to working professionals. These mentors have shared valuable insights and advice from their own careers, which has helped Neisa and Jessica to thrive in their new roles at Western.

Neisa and Jessica have gained new skills and professional experiences as new associates while building relationships with professional colleagues, other Career Launch members, and the broader Western community. Since joining the program, Jessica has supported EDI-related event planning, successfully managed the Western B.L.U.E. program in its inaugural year, and co-created training modules related to anti-racism and anti-oppression. At the same time, Neisa has supported EDI-related event planning, communications, and the development of e-learning modules.



HIRING AN EDI DATA ANALYST

We are thrilled to welcome Michael Godfrey who joined our team as an EDI Data Analyst in January 2023. He is responsible for coordinating the ongoing campus-wide surveys and is working closely with various departments, faculty, and unit leaders to ensure that EDI-related data collection and reporting are accurate, robust, and informative.

Michael's work is crucial to our ongoing efforts to use data to promote EDI on campus. He collaborates closely with Western's Chief Data Officer, Colin Couchman, to ensure that our institutional data governance program and data policies are aligned with and contribute to the advancement of EDI.

SHARING EQUITY CENSUS DATA

On October 6, 2021, the Office of EDI launched the first ever campus-wide ongoing Census survey, now in its second year. The Office of EDI has been providing Equity Census reports to departments, units, and faculties interested in gaining insights into the characteristics of their students, faculty, or staff. These reports include the Equity Census response rate and the percentage of individuals within each demographic category/question included in the census, such as Indigenous identity, racial identity, ability, sexual orientation, gender and more. This is a critical first step in understanding the demographic makeup of the Western community.

Inferential Statistics from the Equity Census

We have started using inferential statistics (i.e., using data from a sample of a population to make inferences about the population as a whole) to examine how individuals' perceptions and demographic characteristics may differ based on individuals' identity-oriented diversity characteristics. Specifically, we are conducting analyses in which we compare the mean (i.e., average) values of belonging, reported on a scale from 1 (very weak sense of belonging) to 5 (very strong sense of belonging), across different groups of people (i.e., racial identity categories, ability categories). We are also examining how identity-oriented characteristics are related to outcomes such as socioeconomic status and educational attainment. These analyses are being conducted separately for students and faculty/staff/administrators, which will allow for a more nuanced understanding of how these perceptions differ across our campus community. Please see below for a summary of findings to date at the institutional level.

Sense of Belonging

Within the Equity Census, participants were asked "How would you describe your sense of belonging as a member of the Western community?" with five response options provided (in addition to the response options 'I do not know', 'I prefer not to answer', and 'I have not been here long enough to assess this'). The five response options included in the analyses were each assigned a numerical value as follows: (1) Very weak, (2) Somewhat weak, (3) Neutral, (4) Somewhat strong, and (5) Very strong. We then compared the mean (average) values for different groups based on four identity-oriented diversity characteristics.¹

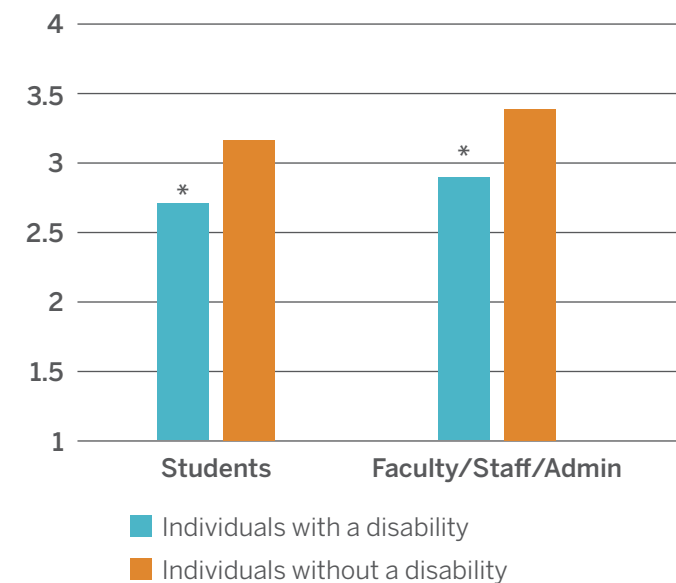
¹ These analyses were conducted using multiple univariate analyses of variance and the alpha value used for significant findings was adjusted using the Bonferroni correction to limit the likelihood of concluding differences that do not exist. The identity-oriented diversity characteristics that were not the main variable of interest in each analysis were included as covariates to control for their potential effects.

Ability

Students without a disability ($M = 3.18$) had significantly higher perceptions of belonging compared to students with a disability ($M = 2.71$; $p < 0.001$).² A similar pattern was seen with faculty/staff/admin as those individuals without a disability ($M = 3.39$) had a stronger sense of belonging than those individuals with a disability ($M = 2.89$; $p < 0.001$). An important observation with respect to these differences is that for both students and faculty/staff/admin, the score on the belonging scale slips below the neutral midpoint of 3. This means, as whole, individuals with disabilities have a relatively weak sense of belonging on our campus.

Figure 1.

Perceptions of Belonging Based on Ability³



Note. *Significantly different from individuals without a disability ($p < 0.001$). Main effect of ability for students: $F(2, 8670) = 50.49$, $p < 0.001$, $\eta^2 = 0.01$. Main effect of ability for faculty/staff/admin: $F(2, 6950) = 42.74$, $p < 0.001$, $\eta^2 = 0.01$.

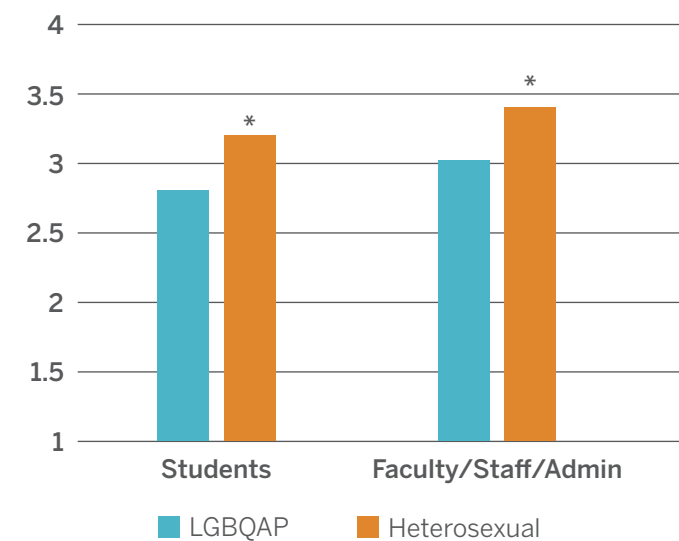
Sexual Orientation

The current Equity Census only has three response options for sexual orientation: (1) Lesbian, Gay, Bisexual, Queer, Asexual, Pansexual (LGBQAP; as one category), (2) Additional, and (3) Heterosexual. This categorization was intentional to protect the anonymity of participants, but the census is currently being reconstructed to be more inclusive of diverse sexualities, while also ensuring the identities of these individuals remain confidential.

Students who identified as heterosexual had significantly stronger perceptions of belonging compared to individuals who identified as LGBQAP ($M = 3.20$ vs. 2.88 ; $p < 0.001$). In terms of faculty/staff/admin, heterosexual individuals ($M = 3.40$) also had higher perceptions of belonging than LGBQAP individuals ($M = 3.02$; $p < 0.001$). Notably, the mean belonging score for LGBQAP students dipped below the neutral midpoint (3), which again indicates these individuals' sense of belonging leans toward weak.

Figure 2.

Perceptions of Belonging Based on Sexual Orientation⁴



Note. *Significantly different LGBQAP individuals ($p < 0.001$). Main effect of sexual orientation for students: $F(3, 8669) = 14.58$, $p < 0.001$, $\eta^2 = 0.01$. Main effect of sexual orientation for faculty/staff/admin: $F(3, 6949) = 14.73$, $p < 0.001$, $\eta^2 = 0.01$.

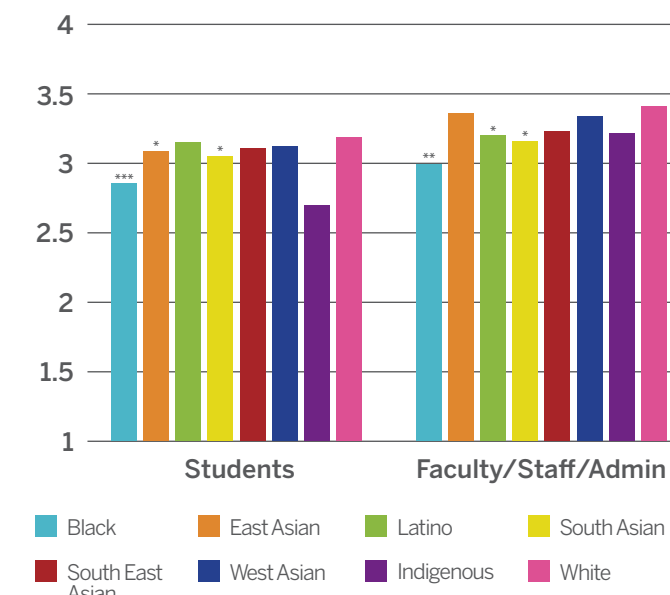
Racial Identity

In terms of students, White individuals ($M = 3.19$) had a stronger sense of belonging than Black ($M = 2.86$), East Asian ($M = 3.09$), and South Asian ($M = 3.05$) individuals ($ps < 0.001$). Indigenous students had the weakest sense of belonging ($M = 2.70$) followed by Black students, who also had significantly lower perceptions compared to East Asian, West Asian ($M = 3.12$), Latino ($M = 3.15$), and South Asian ($M = 3.05$) students ($ps \leq 0.01$).

White faculty/staff/admin ($M = 3.41$) had higher perceptions of belonging than Black ($M = 2.99$), Latino ($M = 3.23$), and South Asian ($M = 3.18$) faculty/staff/admin. Black faculty/staff/admin had the weakest sense of belonging and it was also significantly lower than East Asian ($M = 3.36$) and West Asian ($M = 3.34$) individuals ($ps \leq 0.01$).

Figure 3.

Perceptions of Belonging Based on Racial Identity⁵



Note. *Significantly different from White individuals ($p < 0.001$); **Significantly different from White, West Asian, and East Asian individuals ($p \leq 0.01$). ***Significantly different from White, East Asian, West Asian, Latino, and South Asian individuals ($p \leq 0.01$). Main effect of racial identity for students: $F(10, 8662) = 8.22$, $p < 0.001$, $\eta^2 = 0.01$. Main effect of racial identity for faculty/staff/admin: $F(10, 6942) = 7.25$, $p < 0.001$, $\eta^2 = 0.01$.

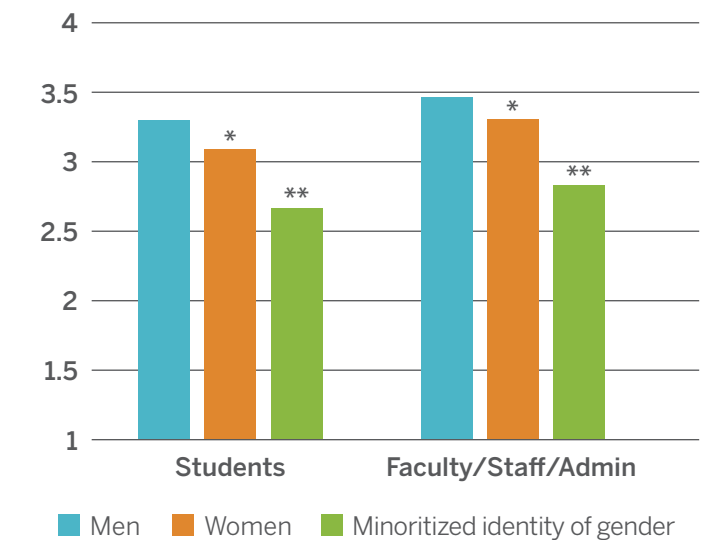
Gender

Students who identified as women ($M = 3.08$) or a minoritized identity of gender⁶ ($M = 2.67$) had a weaker sense of belonging than students who identified as men ($M = 3.29$; $ps < 0.001$). Additionally, students who identified as a minoritized identity of gender had significantly lower perceptions of belonging than women students ($p < 0.001$).

Regarding faculty/staff/admin, those individuals who identified as a man ($M = 3.46$) had a stronger sense of belonging than both those who identified as a woman ($M = 3.30$) or a minoritized identity of gender ($M = 2.83$; $ps < 0.001$). Furthermore, women faculty/staff/admin had higher perceptions of belonging than those faculty/staff/admin who identified as a minoritized identity of gender ($p = 0.001$).

Figure 4.

Perceptions of Belonging Based on Gender



Note. *Significantly different from Men ($p < 0.001$); **Significantly different from Men and Women ($p \leq 0.001$). Main effect of gender for students: $F(3, 8669) = 27.97$, $p < 0.001$, $\eta^2 = 0.01$. Main effect of gender for faculty/staff/admin: $F(3, 6949) = 14.99$, $p < 0.001$, $\eta^2 = 0.01$.

² M = mean score.
³ Individuals who responded 'I prefer not to say' were included in the analysis, but no significant differences were found.
⁴ Individuals who responded 'I prefer not to say' or 'Additional' were included in the analysis, but not reported here for simplicity.

⁵ Individuals who responded 'I prefer not to say' or 'Additional' were included in the analysis, but not reported here for simplicity.
⁶ The term minoritized identity of gender includes individuals who identify as Trans, Two-Spirit, Gender non-conforming, Gender Fluid, Non-binary, Genderqueer, Gender variant, X, Agender, Queer, or an additional gender identity.



Racial Identity by Socioeconomic Status (SES)

STUDENTS

We used chi-square analyses to examine how individuals from the various racial identity groups were distributed across several household income categories, which we categorized as SES. These findings are summarized in Table 1 below.

In terms of students, these analyses suggest that there is an association between Racial Identity and SES, $X^2(90, N = 8581) = 984.53, p < 0.001$. To highlight some examples, individuals who identify as White are significantly overrepresented in the income ranges of \$90-99,000 and \$100-149,000 as well as significantly underrepresented in the income ranges of < \$30,000, \$30-39,000, and \$40-49,000 compared to the number of individuals expected. Furthermore, Black, Latino, South Asian, and West Asian individuals are significantly overrepresented in < \$30,000 income range. See Table 1 below for more specific details regarding the expected and actual representation of each group.

Table 1.

RACIAL IDENTITY CATEGORY	SOCIOECONOMIC STATUS (IN THOUSANDS OF DOLLARS)									
	< 30	30-39	40-49	50-59	60-69	70-79	80-89	90-99	100-149	≥ 150
% within Black	17.7*	7.4	6.8	6.8	7.1	3.2	5.3	11.8	13.0*	20.9
% within East Asian	8.1	8.2*	6.9*	6.4	4.8	4.8	5.5	13.6	15.5*	26.3*
% within Latino	21.7*	9.8	5.4	6.5	6.0	4.3	7.1	14.1	8.2*	16.8
% within South Asian	12.7*	4.6	6.0	5.4	5.1	4.3	7.2	20.0	19.2*	15.6
% within South East Asian	9.0	11.0	4.5	7.1	5.8	5.8	9.7	15.5	11.6*	20.0
% within West Asian	27.0*	6.8	6.8	6.1	3.9	4.8	3.7	8.6*	11.6*	20.6
% within White	4.6*	3.6*	3.8*	4.1*	4.9	5.2	8.3*	21.5*	31.9*	12.2*
% Expected	8.9	5.0	5.0	5.0	4.9	4.9	7.2	18.3	24.7	16.1

Note. *Significantly different from expected ($p < 0.001$). Expected values are calculated using the total number of people in each income category divided by the total number of people. White cell = Underrepresented; Black cell = Overrepresented; Purple cell = Expected representation; Gray cell = Not significantly different than expected representation. Racial identity categories that had less than 5 individuals expected in each cell are not presented in the table. Some cell counts are less than 15, but included here because this is institutional data and individuals will not be able to be identified based on this information alone.

FACULTY/STAFF/ADMIN

There was also a significant association between Racial Identity and SES, $X^2(90, N = 6646) = 777.49, p < 0.001$ for faculty/staff/admin. Individuals who identify as White are significantly overrepresented in the income range of ≥ 150 as well as significantly underrepresented in the income ranges of < \$30,000, \$30-39,000, and \$40-49,000 compared to the number of individuals expected. Furthermore, Black, Latino, South Asian, and West Asian are significantly overrepresented in < \$30,000 income range. See Table 2 below for more specific details regarding the expected and actual representation of each group.

Table 2.

RACIAL IDENTITY CATEGORY	SOCIOECONOMIC STATUS (IN THOUSANDS OF DOLLARS)									
	< 30	30-39	40-49	50-59	60-69	70-79	80-89	90-99	100-149	≥ 150
% within Black	19.9*	6.5	4.5	9.5	6.5	5.5	5.5	5.5	18.4	18.4*
% within East Asian	9.8	9.1*	11.4*	6.3	6.1	5.3	5.5	6.4	17.8	22.3*
% within Latino	16.8*	7.9	6.4	5.0	6.4	6.4	4.5	7.4	15.3	23.8
% within South Asian	15.9*	6.0	5.3	5.5	6.8	6.2	4.0	6.6	18.0	25.7*
% within South East Asian	9.5	8.3	10.7	9.5	-	6.0	7.1	9.5	22.6	13.1*
% within West Asian	26.3*	8.0	6.7	7.3	7.3	5.0	3.0	5.7	11.7*	19.0*
% within White	2.9*	2.9*	3.2*	5.2	5.0	4.8	5.4	6.5	25.7*	38.4*
% Expected	7.1	4.4	4.6	5.6	5.5	5.1	5.2	6.5	22.9	33.2

Note. *Significantly different from expected ($p < 0.001$). Expected values are calculated using the total number of people in each income category divided by the total number of people. White cell = Underrepresented; Black cell = Overrepresented; Purple cell = Expected representation; Gray cell = Not significantly different than expected representation. Racial identity categories that had less than 5 individuals expected in each cell are not presented in the table. Blank cells also indicate that less than 5 individuals were expected. Some cell counts are less than 15, but included here because this is institutional data and individuals will not be able to be identified based on this information alone.

CREATION OF AN EDI DATA GOVERNANCE COMMITTEE

Our office founded an ad hoc committee to develop the organizational structure, mandate, terms of reference, and membership for a future institutional working group that will advise on the collection, analysis, and reporting of data that inform EDI. This working group will consist of representatives from the Office of EDI, the Office of Indigenous Initiatives, Western Research, Faculty Relations, SGPS, HR, student governments, as well as other units/departments and will be responsible for:

- a. Ensuring consistency in the collection of data that support the advancement of EDI and decolonization (EDID);
- b. Providing guidance for analyses and reporting processes as needed;
- c. Engaging with equity-deserving groups to ensure the priorities related to EDID are accurately identified and managed, and that transparent and user-friendly access to data is provided;
- d. Communicating and collaborating with broader institutional data governance committees; and
- e. Reviewing and providing guidance around recommended data governance processes, frameworks, and guidelines for data that inform EDID.

In the meantime, the current ad hoc committee is interacting with leaders from departments, units, and faculties to guide the design and implementation of demographic and EDID-related surveys (i.e., surveys that ask about individual perceptions of belonging or inclusion). This temporary guidance will help provide structure and consistency in data collection while maintaining the momentum of the various ongoing EDID programs and initiatives across Western.



LAUNCH OF THE WESTERN BLACK LEADERSHIP UNIVERSITY EXPERIENCE (B.L.U.E.)

The Western Black Leadership University Experience (Western B.N.L.U.E.) was established in November 2022 to provide paid part-time leadership opportunities for Black students by pairing them with local organizations and dedicated mentors. The program aimed to match 15 students, but due to strong interest by host sites, 20 students were eventually matched within Western and the larger London community. The students, who were studying at the undergraduate and graduate levels, worked independently on various challenges and received a stipend for their five-month commitment.

Along with their on-site commitments, the students participated in two professional development workshops and attended a fireside chat with five Black Western Alumni excelling in their professional careers. Feedback from the mentors indicated that the students performed remarkably well on their respective challenges.

Reflections from some of our Western B.L.U.E. Class of 2023



RACHEL MAWUENYEGAH
Organization: London Chamber of Commerce

What did you discover about yourself through this experience?

I discovered I am not too shy to talk to people when networking. That was something I was nervous about, just having the right things to say, or not wanting to approach people. I found that after the first few minutes of the January Business after Five (BAF) watching the other Chamber staff members communicate with others, I found myself conversing with many Chamber members. It was quite a rewarding experience, telling people about how my experience at the Chamber was and learning about so many different industries. This is a huge benefit to me, especially just starting out at university where there will be numerous occasions of networking opportunities. This program was a great way to learn what I am capable of for my future university experience, and I appreciated the supportive environment I was able to learn this.

I also learned that I can get a lot of things done even though there was more work to do overall. While I was mostly excited at the prospect of working, I knew that adjusting to university would also take a lot of work. The transition after November was way better than I thought. As I mentioned above, I seemed to have better time management skills with more work at hand, because I knew if I wanted to be successful in all areas I was involved in, I had to be more disciplined in my schoolwork when I had the time to do it.

While I imagined the learning experience to be strictly from Kalee, it seemed like there was a by-product that I was not expecting to discover about myself. This is just another reason why B.L.U.E. has strengthened both my educational and professional forecast.



TAVIA GILKES
Organization: Office of the Registrar at Western

What did you contribute to the organization through this experience?

I brought a fresh perspective to the recruitment team and highlighted the lack of information related to student experiences on campus that resonate with Caribbean prospective students on Western's social platforms. I worked on bridging the disconnect that can occur in communication with these students by creating "Caribbean Student Diaries," which told the stories of current and former Western students from various Caribbean islands. The number of applicants from Barbados and Trinidad and Tobago increased during this period.



NASRA YAROW
Organization: Hume Cronyn Observatory

What did you contribute to the organization through this experience?

I created many connections within the Black community for the observatory and created a document with a list of contacts and lessons that the observatory (and the next potential B.L.U.E. student) can use. By being the first person to reach out to the Black community and create events for the community at the observatory, we learned what worked and what didn't, which the observatory can take into future endeavors.



JANELLE ALLAN
Organization: Western Sports & Recreation

Has this experience influenced your career goals?

Most definitely! Getting an opportunity to be mentored by a Western graduate has led me towards a path involving opportunities with Rogers Sports Network



JESSICA BROWN
Organization: United Way Elgin-Middlesex

What did you contribute to the organization through this experience?

I increased grant applications and expanded recruitment to diverse organizations and charities that had never before applied. Also, I increased education on sensitive social media topics and how to navigate uncomfortable conversations or situations through an EDI lens.



KRISTINA SPRINGER
Organization: School of Graduate and Postdoctoral Studies

What were your main accomplishments?

I learned how to improve my videography and photo taking skills. I also coordinated between program coordinators and students to recruit volunteers, have them complete their questionnaires and then to move onto filming. I was able to re-film over 25% of graduate programs' promotional videos.



AWOSUSI ABIODUN EMMANUEL
Organization: Western Research

How do you hope this experience will contribute to your career goals?

I am gaining vital knowledge, skills, and networking relevant to academic and professional success: these include an understanding of the research ecosystem at Western and the use of rapid surveys to shape decisions and co-create initiatives. I am learning how to embed EDID in research agenda and program design; how to map and engage meaningfully with diverse stakeholders to create impactful programs and projects. I am also able to spot and maximize opportunities to create value.



NIYONELLA KAMERA
Organization: The Office of Equity, Diversity & Inclusion at Western

What did you learn through this experience?

I am walking away from this experience with three key learnings. First, I've learned how to effectively manage a project from start to finish. This included creating a timeline for AAR [Anti-Asian Racism] module, updating mentor on project progress and timelines for each week/ each milestone and how to adjust timelines if something takes longer than expected. Secondly, I learned how to develop creative and interactive academic materials with a clear pedagogical goal. At first didn't know what that meant but through research and participating in online learning myself I discovered what this meant (putting myself in the shoes of a student). Lastly, I learned not to be afraid to ask for help in content design.



3 Invest in combating racism and all forms of discrimination

- a. EDI Trainings and Workshops
- b. Inclusive Language Guide
- c. Accessibility

EDI TRAININGS AND WORKSHOPS

The Office of EDI developed an e-learning module in 2022 called Building Inclusivity through Anti-Racism. Its purpose was to equip participants with the foundational skills and knowledge to recognize and combat systemic racism, promote diversity and inclusion, and create a safe and equitable environment for all. Over 26,000 students, faculty and staff completed the module.

21,620

Students

5,097

Employees

The Office of EDI is creating two certificate programs to further support EDI learning: the *Anti-Racism Foundations Certificate Program* and the *Anti-Oppression Certificate Program*. The *Anti-Racism Foundations Certificate Program* will provide e-learning modules and workshops covering the history of racism in Canada, power transformation and white privilege, and biases and microaggressions. The *Anti-Oppression Certificate Program* will address specific forms of discrimination, such as antisemitism, anti-Islamophobia, and anti-Asian racism, among others. Both certificate programs will provide learners with a better understanding of the experiences of equity-deserving group members and educate them about how to become allies. The *Anti-Racism Foundations Certificate Program* is now fully available for completion to all Western students and employees, and the *Anti-Oppression Certificate Program* will be fully available for completion in early 2024. In addition to the certificates, the Office of EDI has offered customized workshops and training for different units and departments at Western.

Finally, in April 2023, in collaboration with Western Human Resources, the Office of EDI introduced the Inclusive Leadership Workshop as part of the Excellence in Leadership Program offered to all employees in leadership roles. This 2-part workshop offers Western leaders an opportunity to increase their EDI literacy, reflect on their own identities, and build the sensitivity and skillfulness required to build an inclusive team and address challenges that may arise (such as what to say or do when team members raise EDI concerns).

INCLUSIVE LANGUAGE GUIDE



Inclusive language respects and acknowledges diverse identities. Using inclusive language involves avoiding terms that perpetuate erasure or exclude people based on prejudices, biases and stereotypes, while proactively using words that are welcoming and advocate for a more inclusive society. Inclusive language puts people first and contributes to

an environment where people can bring their authentic selves to Western.

In April 2023, we successfully launched the *Equity, Diversity & Inclusion: A Guide for Inclusive Language*. This guide provides practical tools for using inclusive language in written and verbal communication, promoting inclusivity and respect for diverse identities, cultures and experiences.

ACCESSIBILITY

This year the Office of EDI worked with different campus partners to:

- Conduct an audit of the Convocation ceremony and processes;
- Review the Post-Secondary Education (PSE) Accessibility for Ontarians with Disabilities Act (AODA) recommendations and Council for the Advancement of Standards in Higher Education (CAS) recommendations;
- Review different mentorship opportunities to create a Peer Mentor program for students with disabilities; and
- Conduct training on Accessibility and Accommodations at Western with Western Leaders and different departments and faculties.

Looking ahead, our team will create an e-learning module to address attitudinal barriers in academic settings and help create an action plan to implement the PSE AODA recommendations.



4 Engaging the diverse Western community

- a. Black History Month 2023
- b. EDI-related Events
- c. Community Outreach

BLACK HISTORY MONTH 2023

Black History Month is a time to celebrate and recognize Black individuals' contributions throughout history. It is an opportunity to reflect on the challenges and progress toward achieving equity and justice for Black communities.

At Western, Black History Month is essential to our equity, diversity and inclusion commitment. It provides a platform for us to acknowledge the excellence of Black Canadians both in our community and in Canada at large.

Throughout February and March 2023, we hosted six events ranging from keynote presentations to performances and film screenings that showcased the talent and creativity of Black artists, creators and

advocates. The 2023 Black History Month at Western featured the Honourable Dr. Jean Augustine, Poet Laureate of Ontario Randell Adjei, aspiring paraolympic athlete Anthony Lue, musician and advocate Emmanuel Jal, a prominent Black lawyer Michael St. Patrick Baxter and film screenings of *Home Feeling: Struggle for a Community* and *Speakers for the Dead*.

As we move forward, we are committed to promoting Black History Month at Western by engaging with our Black community and allies to celebrate Black excellence and reminding ourselves of the work necessary to remove systemic barriers that Black individuals encounter.

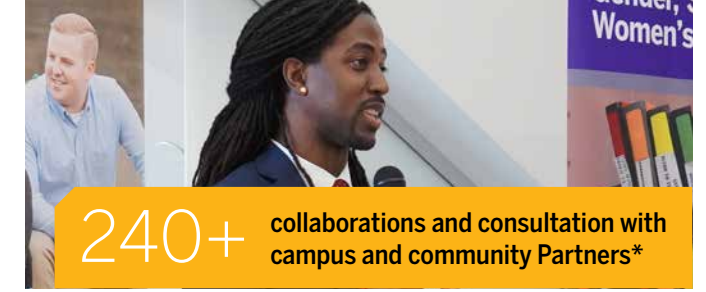


EDI-RELATED EVENTS

Beyond Black History Month, the Office of EDI hosted several events highlighting the diverse excellence within our community. Some of the most recent events include Allyship against Islamophobia with Rumina Morris, Conversations about Intersection Identities with Andrew B. Campbell, The Shadow Light Cattle Car as part of Holocaust Education Week, Out at the Beach for PRIDE Month at Western and Asian Heritage Month 2022 webinars featuring Samya Hasan and Amy Go.

For the remainder of 2023 and looking into 2024, we plan to continue the momentum of these successful events and host a variety of activities to promote, celebrate and raise awareness about Western's diverse communities. Our goal is to educate faculty, staff and students about the various identities and communities throughout Western, fostering a strong sense of belonging and bring awareness to the barriers and discrimination that many of these communities encounter.

**It is important to note that this number may potentially be underreported due to limitations in data collection, reporting discrepancies, and incomplete information.*



240+ collaborations and consultation with campus and community Partners*

COMMUNITY OUTREACH

Collaborative efforts

From May 2022 to 2023, our office has actively engaged in fostering partnerships and consulting with numerous organizations and groups within our campus community and the wider London area. We have dedicated ourselves to supporting the initiatives and priorities of our valued partners, serving as reviewers, consultants and steadfast allies in their endeavors concerning staff, faculty, students and the community at large.

Black students

As part of our commitment to engaging with Black students, we have established close working relationships with the Black, Caribbean and African Students Associations. Our goal is to create a safe and inclusive environment for Black students and Black student clubs to reach out to our office for support, inquiries or concerns. The launch of Western B.L.U.E. further highlights this commitment to community outreach.

Working Together Side by Side (Acknowledgments):

The Office of EDI at Western acknowledges the valuable contributions and unwavering support of our partners as we present our 2022 annual report. Our partners have been instrumental in helping us advance our mission of creating a welcoming and inclusive campus community where all individuals feel respected and valued. We are deeply grateful for their collaboration and look forward to a continued partnership as we work towards a more equitable, diverse, and inclusive campus community.

The Office of EDI would like to thank the following partners:

- Office of the President
- Office of the Provost
- Office of Indigenous Initiatives
- EDI-D Central Working Group
- Western's Faculties
- Graduate and Postdoctoral Studies
- Western Research
- University Advancement
- Alumni Relations
- Human Resources
- Office of the Registrar
- Western Communications
- Western Student Experience
- Western Libraries
- Western International
- University Student Council (USC)
- Society of Graduate and Postdoctoral Studies (SOGS)
- Western Affiliates (Huron University College, Brescia University College, and King's University College)
- Black at Western Alumni Association (BAWA)
- Western Queer Caucus
- Black Students Association
- Western Hillel
- Muslim Student Associations
- City of London



Western
Equity, Diversity
& Inclusion