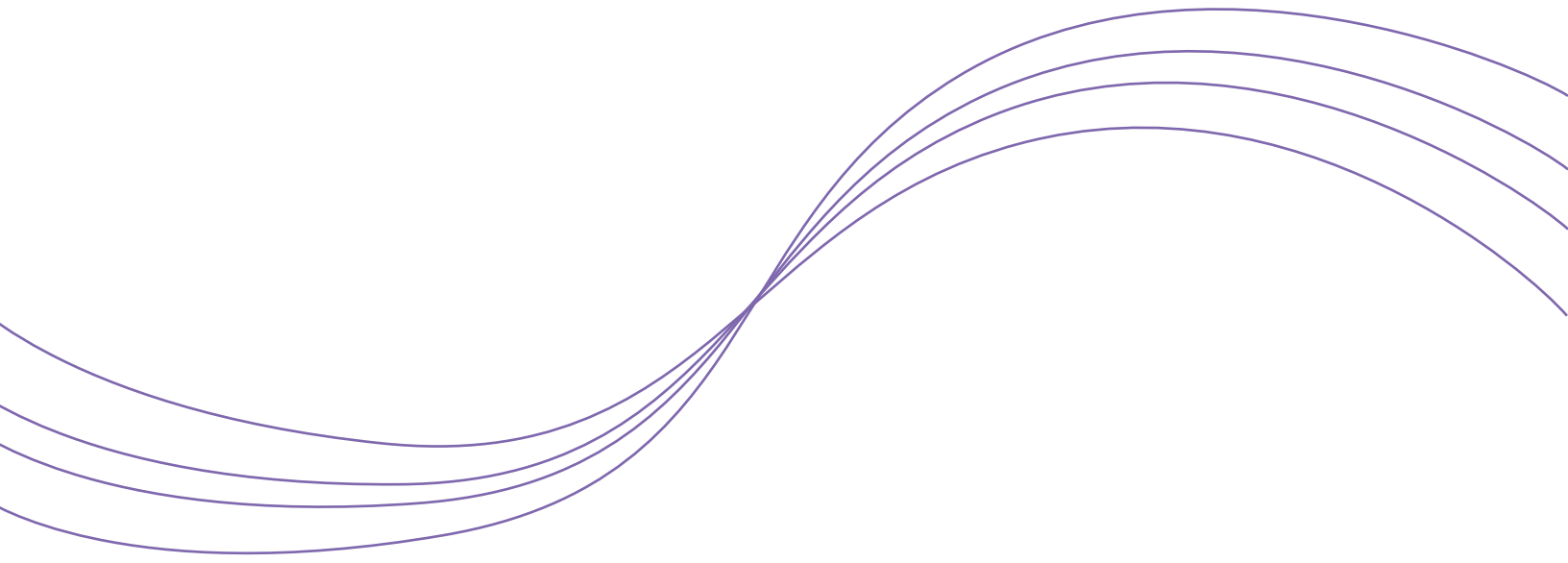


EDIDA Strategic Plan

Advancing Inclusive Excellence

2024



ADVANCING INCLUSIVE EXCELLENCE

Strategic Plan Linkages:

[Towards Western At 150](#)

[Western University Indigenous Strategic Plan](#)



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EXECUTIVE SUMMARY

The Equity, Diversity, Inclusion, Decolonization, and Accessibility (EDIDA) Strategic Plan is the culmination of a robust consultation with and contribution from the Western community.

Beginning with the launch of the EDIDA Strategic Survey in January 2023, which invited participation from the community to inform on 'where we are' and 'where we would like to go', and many townhalls and group feedback, the plan embodies Western's commitments to creating an inclusive, diverse, and welcoming community for all.

The community clearly expressed actions in five strategic priority areas toward building an inclusive campus:

- Diverse representation and engagement
- Inclusive excellence in learning and teaching
- Inclusive excellence in research and innovation
- Safe, accessible, and inclusive spaces, places, and experiences
- System-wide capacity building and cultural change

Each priority includes clearly articulated strategies and objectives that call the community to action and purpose.

Recognizing that units, departments, and faculties are at different stages in implementing inclusivity, the EDIDA strategic plan offers flexibility, allowing each to select, engage with, and advance one to two strategies from each strategic priority area during the initial three-year implementation period.

To invite action and promote accountability, the initial implementation for the [EDIDA strategic plan envisions a timeframe running from November 2024 to June 2027](#). The timeframe embeds specific dates for action including opportunity to share with the community progress. At the end of the initial implementation timeframe, the community has opportunity to celebrate successes, reflect on the best practices and engage conversation on areas that require further focus and new choices of action.

Share your
thoughts.



THE TRUTH AND RECONCILIATION COMMISSION CALLS TO ACTION

One of Western's key strategic priorities in the *Towards Western at 150* strategic plan is “advancing Reconciliation with Indigenous communities” under Theme 2 — People, Community, and Culture - People, Community and Culture.

The Truth and Reconciliation Commission (TRC) was formed in 2008 after the Indian Residential Schools (IRS) Settlement. The survivors requested part of their settlement be used to create the commission, and record what happened, so no Canadian could claim ignorance of the IRS system.

In 2015, the TRC released their Final Report, including 94 Calls to Action, after several years of travelling across Canada to listen to, and document, survivor and family stories.

Education for Reconciliation, Calls 62-65

62. We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:

- i. Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students.
- ii. Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.
- iii. Provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms.
- iv. Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in education.

63. We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:

- i. Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.
- ii. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.
- iii. Building student capacity for intercultural understanding, empathy, and mutual respect.
- iv. Identifying teacher-training needs relating to the above.

64. We call upon all levels of government that provide public funds to denominational schools to require such schools to provide an education on comparative religious studies, which must include a segment on Aboriginal spiritual beliefs and practices developed in collaboration with Aboriginal Elders.

65. We call upon the federal government, through the Social Sciences and Humanities Research Council, and in collaboration with Aboriginal peoples, post-secondary institutions and educators, and the National Centre for Truth and Reconciliation and its partner institutions, to establish a national research program with multi-year funding to advance understanding of reconciliation.





Western
Equity, Diversity
& Inclusion

Chapter 1

Introduction



LAND ACKNOWLEDGEMENT

At Western, we encourage Land Acknowledgements that strive to rise above mere words and instead communicate actions and commitments towards reconciliation and building relationships with Indigenous communities.

Western University is located on the traditional lands of the Anishinaabek (Ah-nish-in-a-bek), Haudenosaunee (Ho-den-no-show-nee), Lūnaapéewak (Len-ahpay-wuk) and Chonnonton (Chun-ongk-ton) Nations, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. In addition to a local urban Indigenous community, the three local Indigenous communities which are located 30 – 45 minutes southwest of Western University include: [Chippewas of the Thames First Nation](#), [Oneida Nation of the Thames](#) and [Munsee Delaware First Nation](#). Each community is distinct in its culture, history, ceremonies, stories and languages.

With this, we respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers. We acknowledge historical and ongoing injustices that Indigenous Peoples (First Nations, Métis and Inuit) endure in Canada, and we accept responsibility as a public institution to help identify and meaningfully address these injustices while also cultivating respectful relationships with Indigenous communities through our teaching, research and community service.

Adapted from More Than Words, A Guide to Land Acknowledgements at Western University



As Western University embarks on setting goals and implementing the new EDIDA Strategic Plan, we recognize the importance of the Two-Eyed Seeing principle introduced by Mi'kmaw Elder Albert Marshall. This guiding principle emphasizes that more effective outcomes are achieved when we integrate multiple perspectives, encouraging a collaborative approach to learning and understanding.

“As such, Etuaptmunk / Two-Eyed Seeing can be understood as the gift of multiple perspectives, which is treasured by the Mi'kmaw people and other Indigenous Peoples. Our world today has many arenas where this principle, this gift, is exceedingly relevant including, especially, education, health, and the environment. I've often described Etuaptmunk / Two-Eyed Seeing this way:

I, you, and we need to learn to see from one eye with the best or the strengths in the Indigenous knowledges and ways of knowing... and learn to see from the other eye with the best or the strengths in the mainstream (Western or Eurocentric) knowledges and ways of knowing... but most importantly, I, you, and we need to learn to see with both these eyes together, for the benefit of all.” (Elder Albert Marshall, 2018)

Adapted by Dr. Ana Boller for 'A Guide for Courageous and Respectful Conversations' at Western University



MESSAGES FROM WESTERN LEADERS



When we developed *Towards Western at 150*, Western's strategic plan, community voices were clear: an inclusive and equitable Western is foundational to our success.

It underpins all our other achievements – from research to teaching to student experiences.

An equitable, inclusive, diverse, and respectful community generates the perspectives, learning, and collaborative magic that help create solutions to global challenges and develop strong leaders.

Thanks to the work of the Office of Equity, Diversity and Inclusion, and the contributions of our campus partners, we have an opportunity to strengthen the Western community.

This plan is a call to action for all of us to think differently, to continue to combat discrimination, to raise up diverse voices, and to challenge ourselves to participate in critical conversations.

By joining together in our commitment to these strategic priorities, we will continue to build a diverse, caring, and successful Western.

Alan Shepard

President & Vice-Chancellor



Together, we can build an inclusive community where we all feel welcome.

Since the inception of the Office of Equity, Diversity and Inclusion, our guiding vision has been to build a more equitable, diverse and inclusive campus. Alongside our Western community, we are taking action to realize this vision with the new Equity, Diversity, Inclusion, Decolonization and Accessibility (EDIDA) Strategic Plan: Advancing Inclusive Excellence.

Input and support for the plan has been overwhelming and has informed our process every step of the way. This community involvement gives me confidence that implementing the plan will be a collaborative effort and will contribute to making a tangible, positive difference across campus.

We invite you to engage with this plan to continue building the inclusive campus we deserve and to continue learning from one another. We also invite ongoing feedback and reflections as we strive to represent the ideas and experiences of the Western community.

I extend my thanks to everyone who shared their voice. I am filled with hope and optimism that we will forge a future at Western that is more equitable, diverse and inclusive for everyone.

Thank you,

A handwritten signature in black ink that reads "Opiyo Oloya".

Opiyo Oloya

Associate Vice-President, Equity, Diversity and Inclusion

I am deeply honoured to collaborate with colleagues in the Office of Equity, Diversity and Inclusion (EDI), together with many allies, in noble work to create and safeguard at Western a healthy and safe community where every individual matters, is respected, and is heard.



Similar to the goals of Western's Indigenous Strategic Plan and the 94 Calls to Action of the Truth and Reconciliation Commission of Canada, the new Equity, Diversity, Inclusion, Decolonization, and Accessibility (EDIDA) Strategic Plan will help to advance work towards the creation of a more just society for the benefit of everyone today and those still ahead in the future.

With an eye toward creating a better tomorrow – where we can all live together in peace and harmony - everyone at Western and beyond is charged with seeking out and actioning opportunities to implement the EDIDA strategic plan, therein taking up an active role in making the necessary shift to make the world a better place.

Kindest regards and Miigwech,

A handwritten signature in black ink that reads "Christy R. Bressette".

Christy R. Bressette (Neta Noo-Ke Kwe : Hard-working Woman)

Vice-Provost & Associate Vice-President (Indigenous Initiatives)

CHARTING WESTERN'S EDIDA STRATEGIC COURSE

Western's Equity, Diversity, Inclusion, Decolonization, and Accessibility (EDIDA) strategic plan, *Advancing Inclusive Excellence*, is a call to action, charting our course forward to an inclusive and brighter future for all. At the centre of the plan is the vision and the desired outcomes we want to achieve. The vision and outcomes are driven by five priority strategic areas of focus, cascaded into 23 strategies. Progress is already underway in establishing performance indicators for each of these priority areas.

Over the past 19 months, the Western community has been on a journey of introspection, analysis, and exploration to envision a more inclusive, diverse, and equitable university where everyone can thrive. Guided by a multidisciplinary Strategic Planning Steering Committee, we engaged over 3,500 students, staff, faculty, librarians, archivists, and leaders in EDIDA community conversations, think tanks, consultations, and a campus-wide survey. Their voices shaped the planning process, and their ideas, experiences, and aspirations are imprinted in the plan's vision, strategic priorities, and goals. During this planning process, we also established common definitions for important terms related to EDIDA, which form a solid basis for shared understanding across Western's communities.

Western's Vision for EDIDA

Fostering safe, accessible, and equitable places, spaces, and experiences where every person belongs and feels empowered to achieve their full potential.

Advancing Inclusive Excellence signifies our pledge to work together toward creating a more equitable and inclusive Western. It also signals our commitment to learn from our past and combat all forms of discrimination and oppression. The plan recognizes the need for meaningful change and motivates each of us to think and act in new and diverse ways.

Priority Areas of Strategic Focus

- Diverse Representation and Engagement
- Inclusive Excellence in Learning and Teaching
- Inclusive Excellence in Research and Innovation
- Safe, Accessible, and Inclusive Spaces, Places, and Experiences
- System-wide Capacity Building and Cultural Change



What we learned from our engagement processes

In the fall of 2022, the EDIDA Strategic Planning Steering committee launched the EDIDA Strategic Planning Survey to gain input from the Western Community about barriers to EDIDA and opportunities for improvement. The survey included both qualitative (open-ended) and quantitative (closed-ended) questions.

Topics included: demographic characteristics, sense of community, perceptions of EDIDA and equality, sense of belonging, inclusion, psychological

safety, perceptions of educators and leaders, comfort, and Western's commitment to advancing EDI.

In total, 3,191 individuals participated in the survey, which was subsequently analyzed quantitatively to identify differences in perceptions across groups (e.g., racial/ethnic identity categories, gender identity categories) and qualitatively to uncover common themes that could inform the strategic plan.

Quantitative Analyses

We used inferential statistics (i.e., used data from the survey to make inferences about the Western community as a whole) to compare various perceptions as they relate to individuals' identities. This information helped to shape the broad themes and strategic priorities within this document.

Through these analyses it became evident that the Western community has a relatively strong sense of belonging, inclusion, and community. However, several equity deserving groups including people with disabilities, racialized individuals, and individuals with minoritized identities of sexuality and/or gender had significantly lower ratings in various indicators of EDIDA at Western.

For example, white students felt a significantly greater sense of inclusion compared to Asian-East, Asian-South, Black, and Middle Eastern students and students with disabilities had significantly lower perceptions of inclusion compared to students without disabilities. Furthermore, students who identified with a minoritized identity of gender had significantly lower perceptions of inclusion compared to students who identified as men or women and students who identified as part of the 2SLGBTQ+ community had significantly lower perceptions of inclusion than heterosexual students. These patterns were similar, though not identical, among employees.

For more specific details of how equity deserving groups differed in their perceptions, please request to see the EDIDA Strategic Plan Supplemental Data Analysis document.

3,191

Individuals participated in the survey.

Qualitative Analyses

The open-ended survey responses were analyzed using thematic analyses, which involved both inductive and deductive processes. This involved reading all of the written responses, categorizing information based on the questions themselves, and ultimately coding into themes based on the content of the responses.

Categories for the thematic analyses included: belonging, campus climate, comfortability, sense of community, Western's current action on EDI, and EDIDA action priorities. Several themes emerged in each category and, together with the quantitative data, these themes set the foundation for the strategic priorities, strategies, and objectives.

For example, many of the themes identified in the Western's Current Action on EDIDA category were directly translated into the strategic plan. These included leadership opportunities, clarity in reporting processes, transparent communication, genuine action, and accountable engagement. Additional information regarding categories and the themes that emerged can also be found in the Supplemental Data Analysis document upon request.

GUIDING PRINCIPLES FOR EDIDA AT WESTERN

Towards Western at 150 (Theme 2 – People, Community, and Culture) outlines Western’s commitment to improving the diversity and equity of our community and creating a more welcoming and inclusive experience, particularly for Indigenous Peoples and all equity-deserving (ED) groups.

This strategic plan represents our response to that call for action and reflects the voices, expectations and aspirations of over 3,500 participants in the strategic planning process. As we move forward to bringing the strategic plan to life, the following set of principles will guide and inform Western’s journey and work.

Based on feedback provided, we, the Western community, will

1. Large, intentional and sustained cultural change, grounded in human rights, takes commitment, time, effort, perseverance, dedicated resources, capacity building and leadership.

2. No single community can embark on this EDIDA endeavor in isolation. While Western leaders are tasked with leading and championing EDIDA, each Western community bears the responsibility of actively engaging in this essential work to achieve the university’s EDIDA vision and goals. Accordingly, specific examples of potential supportive communities are delineated under each strategic priority.

3. It is critical for all members of Western’s community to engage in leading and participating in collaborative, and courageous EDIDA conversations, training, learning, unlearning, and change making.

4. Ongoing, intentional, open, and transparent communication and reporting about EDIDA is essential to our shared progress and success.

5. EDIDA work is complex, and EDIDA strategies and action plans must evolve in alignment to emerging data, insights and changing circumstances.

6. A diverse range of voices and perspectives must continue to inform and shape EDIDA planning and decision-making, as well as the development and implementation of all EDIDA action plans.

7. Relevant and robust data on Western demographics, representation, and inclusion must be collected, analyzed, actively shared across units, and used to identify evidence-based disparities, and under-representation, informing strategic and equitable approaches and action plans.

8. Western fosters an environment in which academic freedom exists and debate, challenges, and disagreement should be expected.



WESTERN'S EDIDA VISION

The vision for EDIDA is crafted from the vibrant tapestry of Western voices: thousands of students, staff, faculty, and leaders. With passion and optimism, they shared their dreams of Western in the coming years.

Their vision? A place where every individual is valued and respected and feels they belong.

They envisioned a community steeped in dignity, kindness, and compassion. Their aspirations painted a picture of a university that celebrates diversity, embraces diverse ways of knowing and being, and uplifts one another so everyone can thrive.

Vision:

Fostering safe, accessible, and equitable places, spaces, and experiences where every person belongs and feels empowered to achieve their full potential.





Chapter 2

Strategic Priorities

EDIDA OUTCOME STATEMENTS

Looking into the future, the outcome statements answer the question, ‘what impact will this strategic plan have on the students, staff, faculty, alumni, and Western communities serves and partners with?’

The following five outcome statements emerged directly from the thoughtful and comprehensive input provided by Western communities during our engagement processes.

Western students, staff, faculty, leaders, alumni, and visitors will feel safe and have a strong sense of belonging.



Students, staff, faculty, and leaders with disabilities will experience barrier free, accessible environments and services at Western.



Equity deserving groups will be represented in Western’s students, staff, faculty, librarians, archivists, and leaders.



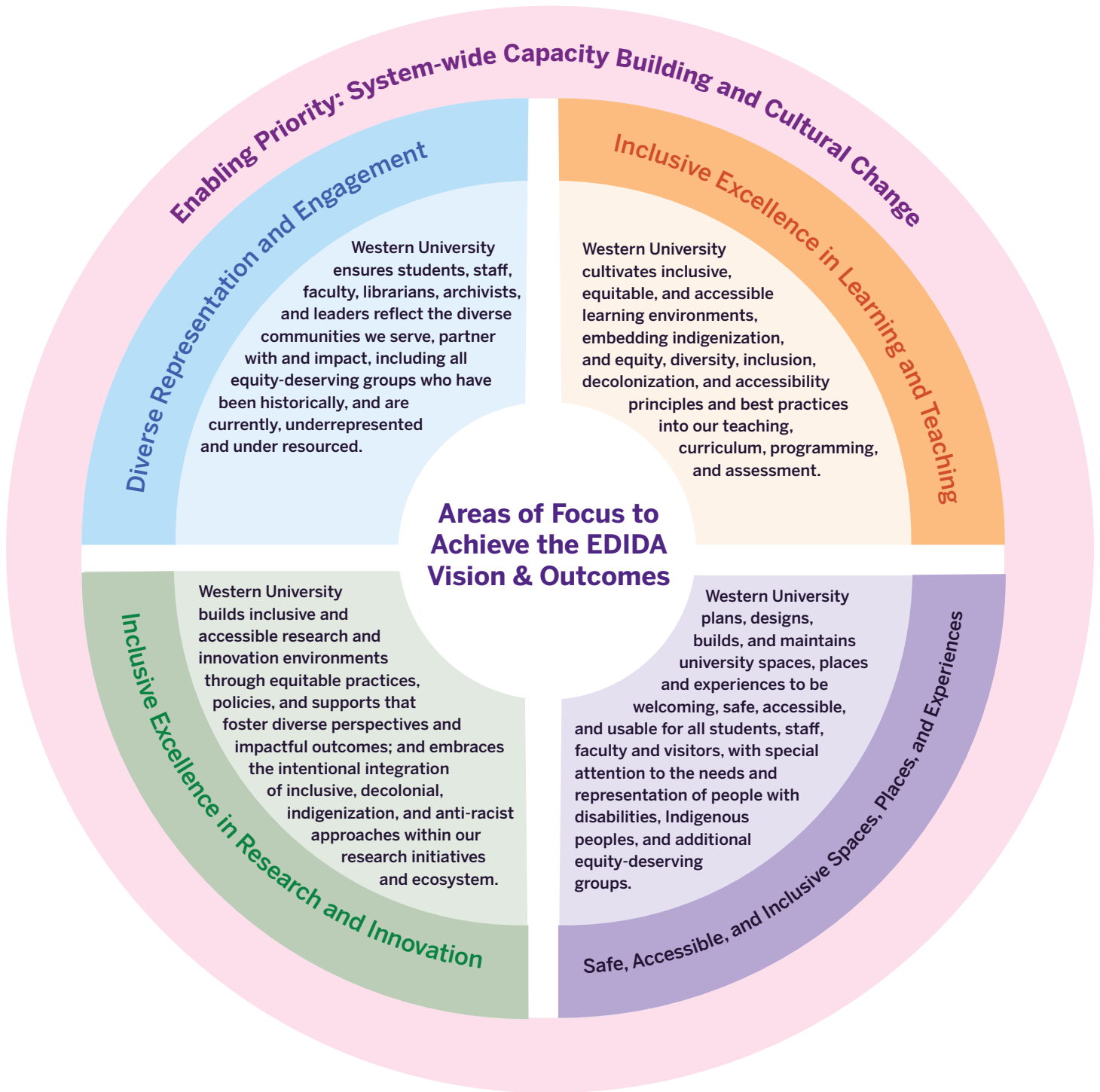
Western’s community, culture, policies, and curriculum will reflect the values of reconciliation with Indigenous Peoples and demonstrate our collective commitment to responding to the Truth and Reconciliation Commission’s 94 Calls to Action and the Western Indigenous Strategic plan.



Western leaders will be active EDIDA practitioners and passionate champions for actively building a culture of inclusion and addressing inequality.



STRATEGIC PRIORITIES



Strategic Priority: Diverse Representation & Engagement

Western ensures students, staff, faculty, librarians, archivists, and leaders reflect the diverse communities we serve, partner with and impact, including all equity-deserving groups who have been historically, and are currently, underrepresented, and under-resourced.

Examples of Support Communities to implement this strategic priority: Senior Leadership team, Deans, Registrar’s Office, Admissions, University and Unit Human Resources, Employee Groups, Office of Equity, Diversity and Inclusion, Office of Indigenous Initiatives, Western Libraries, Faculty Relations, Student Experience, Faculty Relations, Office of Academic Quality and Enhancement, Student Groups, Western Alumni, etc.

Strategies	Strategic Objectives
<p>Advance equitable recruitment and hiring, retention, development, and promotion of staff, faculty, librarians, archivists, and leaders from Equity Deserving (ED) communities.</p>	<p>Based on feedback provided, we, the Western community, will:</p> <ul style="list-style-type: none"> • Continually innovate and strengthen recruitment, hiring, selection and promotion processes, to reflect best EDIDA practices (i.e., EDIDA-related behavioural interviewing process; interviewing innovation, job descriptions, etc.). • Regularly explore and implement evolving strategies to reduce bias in the recruitment and selection process of hiring committees and individual interviewers. • Actively strive for all recruitment committees to be diverse champions of accessibility and under-represented groups, and to be aware of gaps in representation within their areas. • Enhance access to equitable career development pathways for faculty, staff, and leaders to progress and thrive. • Support staff and faculty to develop and demonstrate EDIDA competencies and capabilities when recruiting for leadership roles and during career progression. • Advocate for opportunities to integrate EDIDA principles into performance review and compensation systems, processes, and practices. • Continually enhance onboarding processes for newly hired employees, weaving EDIDA into all training content, resources, and supports. • Provide intentional supports to newly hired ED employees.

Strategic Priority: Diverse Representation & Engagement

Strategies	Strategic Objectives
<p>Regularly review and strengthen the student admissions, enrolment, and retention practices to reflect EDIDA principles and cultivate successful student outcomes.</p>	<ul style="list-style-type: none"> • Identify and implement robust strategies to address biases and dismantle barriers to equitable student admissions. • Develop intentional pathways and programming to support diverse student learning styles and needs. • Provide access to mental health and wellness supports to students at all transition points across the academic journey. • Expand promotion and usage of equity-focused admissions tools including, but not limited to, tuition assistance, EDIDA training for admissions committees and supervisors, and transition/bridging programs. • Increase access to scholarships, grants, and bursaries for ED student groups. • Continue to amplify engagement and outreach to attract prospective ED student populations, particularly Indigenous, Black, and Racialized communities. • Use census, Ontario Universities' Application Centre, and EDIDA data to inform and strengthen decisions and actions related to ED student admissions and retention.
<p>Develop an environment of inclusion and belonging at Western, where ED groups are fully valued and engaged.</p>	<ul style="list-style-type: none"> • Develop tools, resources and supports to enable Employee Resource Groups (ERGs); staff and faculty committees; student clubs and hubs, and networks that reflect diverse cultures, identities, and backgrounds; and interdisciplinary forums across campus to exchange EDIDA ideas and best practices. • Expand mentorship, sponsorship¹, and networking opportunities for ED students, staff, and faculty. • Endeavour to close the structural disparities in equity and inclusion for ED groups, integrating approaches that affirm diverse gender identities. • Facilitate and promote events and forums to bring multi/intercultural groups together to engage connect, learn, and promote belonging. • Expand student access to an evolving catalogue of EDIDA and intercultural training and implementation resources. • Facilitate regular EDIDA community conversations with students, faculty, and staff and allies. • Continually evaluate and upgrade all EDIDA training programs and resources. • Support members of equity-deserving groups to learn about their rights and responsibilities and feel empowered to express their ideas and needs. • Regularly monitor policies and procedures to ensure they optimize campus safety for all students, staff, faculty, leaders, and alumni.

¹ In the context of EDIDA, sponsorship refers to a relationship in which an individual with influence and power advocates for and supports the career advancement and development of someone from a marginalized or underrepresented group. A sponsor moves beyond being a mentor by actively promoting the individual's visibility, providing them with opportunities and working hard to support them to achieve their goals and thrive.

Strategic Priority: Inclusive Excellence in Learning & Teaching

Western cultivates inclusive, equitable, and accessible learning environments, embedding indigenization and equity, diversity, inclusion, decolonization, and accessibility (EDIDA) principles and best practices into our teaching, curriculum, programming, and assessment.

Examples of Support Communities include but are not limited to: Academic Programs, Teaching & Learning Centre, Faculty Groups, Deans, Western Libraries, Student Experience, Human Resources, Office of Indigenous Initiatives, Office of Equity, Diversity, and Inclusion, Western Alumni.

Strategies	Strategic Objectives
<p>Prepare and support faculty to incorporate EDIDA more fully into the classroom to enhance students' learning experiences.</p>	<p>Based on feedback provided, we, the Western community, will:</p> <ul style="list-style-type: none">• Increase access to self-directed and self-reflective learning opportunities on EDIDA and anti-racism principles in teaching and learning.• Facilitate workshops to prepare faculty and staff to incorporate EDIDA into pedagogy and curriculum design.• Develop and facilitate cultural competency training, programs, and toolkits for academic leaders, staff, instructors, and student leaders.• 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 Equity, Diversity, and Inclusion, and the Office of Indigenous Initiatives.• Equip instructors with the pedagogical tools, resources, and strategies to teach, engage, and accommodate students with disabilities and diverse needs.• Prepare and support Instructors to create the conditions to incorporate critical thinking and discussions that challenge stereotypes, biases, and system inequities, thereby fostering a deeper understanding of social justice.

Strategic Priority: Inclusive Excellence in Learning & Teaching

Strategies	Strategic Objectives
<p>Apply equity, diversity, inclusion, accessibility, decolonization, and antiracism principles in undergraduate and graduate education.</p>	<ul style="list-style-type: none"> • Intentionally update/design curriculum and learning experiences to address the diverse needs, backgrounds, and identities of all students, particularly ED groups. • Embed dedicated reflections about how academic programs are integrating EDIDA in program operations, curriculum, and outcomes as part of Western’s Institution Quality Assurance Processes (IQAP). • Provide faculty, instructors with the knowledge and skills to understand access needs of a diverse student population and reduce barriers to access and participation. • Expand opportunities for ED students, staff, faculty, and communities to actively contribute to program and curriculum creation, renewal, and innovation. • Expand the number of courses and programs focused on the study of, and scholarship by ED groups (e.g., Black studies, Indigenous studies, Jewish studies, Islamic studies, transgender studies, etc.).
<p>Build university-side culture that values EDIDA in teaching and learning at the level of policy and governance.</p>	<ul style="list-style-type: none"> • Build campus-wide understanding about the value and benefits that diversity brings to the classroom. • Revise existing and develop new policies and governance procedures to embed EDIDA in teaching and learning at Western. • Recognize EDIDA teaching excellence at Western in recruitment, hiring, promotion, and tenure practices at Western.
<p>Support multiple pathways to and beyond the university.</p>	<ul style="list-style-type: none"> • Help ED students successfully navigate the transitions throughout their journey at Western, from undergraduate to graduate programs to the work environment. • Expand access to self-directed and experiential local and global learning opportunities, community placements, and internships for ED students.

Strategic Priority: Inclusive Excellence In Research & Innovation

Western builds inclusive and accessible research and innovation environments through equitable practices, policies, and supports that foster diverse perspectives and impactful outcomes; and embrace the intentional integration of inclusive, decolonial, Indigenization, and anti-racist approaches within our research initiatives and ecosystem.

Examples of Support Communities include but are not limited to: Research Western, Deans/ Research Chairs, Graduate and PostDoc Studies, Training & Development, Western Libraries, OII, Office of Equity, Diversity, and Inclusion, Western Alumni.

Strategies	Strategic Objectives
<p>Advance equity in internal and external research funding, awards.</p>	<p>Based on feedback provided, we, the Western community, will:</p> <ul style="list-style-type: none"> • Identify and mitigate barriers to research funding for Indigenous and ED scholars. • Promote and support Indigenous, diverse, non-traditional, and EDIDA-related research endeavours. • Elevate, profile, and recognize Indigenous research and EDIDA in research through the creation of specialized awards and prizes. • Stimulate and support more nominations of ED individuals for internal and external awards and prizes. • Strive for equitable representation on nomination and selection committees and provide EDIDA training for all members.
<p>Expand mentorship opportunities tailored specifically to ED students, and undergraduate, graduate, postdoctoral and ECR training.</p>	<ul style="list-style-type: none"> • Strengthen and actively support mentorship, networking, and career development programs for Indigenous and ED researchers. • Facilitate student connections to experiential research collaborations and exchanges within Canada and around the world.

Strategic Priority: Inclusive Excellence in Research & Innovation

Strategies	Strategic Objectives
<p>Cultivate inclusive and accessible research environments where students, researchers, and staff feel welcomed, supported, valued, and celebrated.</p>	<ul style="list-style-type: none"> • Increase training and resources to promote EDIDA intersectionality and anti-racist approaches to research design and practice. • Work collaboratively with all faculties and offices to implement inclusive knowledge mobilization and research assessment practices. • Promote/incentivize the development of interdisciplinary, collaborative research teams, representative of diverse expertise, cultures, identities, lived experiences, and backgrounds. • Expand the utilization of the Own your Future Programs and other research support programs to empower ED career researchers. • Build a community of practice for staff involved in EDIDA-in-research work. • Continue to build EDIDA capacity across the entire research ecosystem. • Continue to fund EDIDA library resources, such as books, electronic resources, Scholarship@Western, GIS, and statistical data. • Promote the profile of Indigenous and ED scholars within and external to Western, working with Western Communications. • Expand impact metrics to better reflect the impact on society, London, and beyond, re-balancing to focus on metrics that are reflective of sustainable impact and advancement of EDIDA in society.
<p>Develop partnerships with ED groups, both internal and external to Western, to promote research that benefits their communities.</p>	<ul style="list-style-type: none"> • Create programming that advances anti-racism, equity, and inclusion across disciplines (i.e., provide seed research funding, conference funding to ED members, etc.). • Sustain and scale research partnership programming to develop pathways for connecting researchers and diverse communities, helping researchers to build reciprocal working relationships. • Expand opportunities to connect with other researchers and engage in disciplinary, interdisciplinary and multi-disciplinary research focused on topics / issues that impact ED communities. • Advocate for and support the meaningful integration of diverse populations, perspectives, and methodologies into study design and research opportunities, when appropriate.

Strategic Priority: Safe And Inclusive Spaces, Places, & Experiences

Western plans, designs, builds, and maintains university spaces, places and experiences to be welcoming, safe, accessible, and usable for all students, staff, faculty and visitors, with special attention to the needs and representation of people with disabilities, Indigenous peoples, and additional equity-deserving groups.

Examples of Support Communities include but are not limited to: Deans, Facilities Management, Housing and Hospitality Services, Campus Safety, Health and Wellness, Office of Accessible Education, Western Libraries, Student Experience, Office of Indigenous Initiatives, Office of Equity, Diversity, and Inclusion, Western Alumni, etc.

Strategies	Strategic Objectives
<p>Optimize accessibility across Western’s campus for people with disabilities.</p>	<p>Based on feedback provided, we, the Western community, will:</p> <ul style="list-style-type: none"> • Ensure Western fully complies with the Accessibility for Ontarians with Disabilities Act (AODA). • Implement best practices for Universal Design and inclusive campus planning. • Proactively remove barriers to participation for People with Disabilities in all classrooms, workplaces, housing, facilities, outdoor spaces, and Western communities. • Continue to review accessibility audits of campus spaces and mobility systems to find ways to improve access, safety, and security and ensure compliance.
<p>Enhance accessibility, safety, and ease of use of indoor and outdoor spaces, facilities, and environments.</p>	<ul style="list-style-type: none"> • Incorporate the voices, input and values of Indigenous and equity deserving communities into the design, renewal, and construction of Western places and spaces. • Strengthen and communicate the processes for reporting and dealing with complex accessibility concerns. • Create barrier-free access to participation at Western by ensuring physical, hybrid, and virtual classrooms, facilities, residences, and other spaces accommodate all needs and abilities. • In alignment with Western’s long-range space plan, upgrade, renew, and retrofit older buildings and physical spaces to make the campus safer and more universally accessible. • Regularly review and refine campus security, space utilization, wayfinding, and mobility to enhance safety, movement, and accessibility across campus. • Be aware of and respond to evolving legislation (i.e., Ontario Postsecondary Education Standards under AODA) and other accessibility standards and codes, and implement improvements as required. • Evolve services and supports to reflect the diversity of community members with unique family care responsibilities.

Strategic Priority: Safe And Inclusive Spaces, Places, & Experiences

Strategies	Strategic Objectives
<p>Embed accessibility principles across Western.</p>	<ul style="list-style-type: none"> • Work together to embed and prioritize accessibility in academic and work plans, strategic plans, and budgets across campus. • Maximize accessibility and understanding of print and online content and messaging. • Embed and continually refine the Office of Equity, Diversity, and Inclusion Inclusive Language Guide, which provides practical tools for using inclusive language in written and verbal communication, promoting inclusivity and respect for diverse identities, cultures, and experiences.
<p>Reflect diverse identities, cultures, histories, traditions, and ways of being across campus indoor and outdoor spaces and programming.</p>	<ul style="list-style-type: none"> • Support and create meaningful gathering spaces for members of ED communities to connect, share, and support one another. • Represent Indigenous and diverse identities in naming opportunities, artwork, photography, signage, and other visual symbols. • Revitalize Western’s 21st-century housing strategy to meet the diverse scope of student backgrounds, needs, circumstances and expectations across the entire learning journey. • Create high-quality, affordable culinary experiences that celebrate diverse foods and menus in safe, welcoming and accessible spaces. • Design and offer university services and programs, in areas such as sports and recreation, career services, counseling and retail services, that reflect a wide range of cultures, backgrounds, abilities, and identities.
<p>Support and nurture ED student, staff and faculty wellness and success.</p>	<ul style="list-style-type: none"> • Build staff capacity to provide culturally relevant, gender affirming services that effectively meet the unique concerns and needs of ED groups. • Continually evaluate and fine-tune student academic accommodation policies and practices, that consider lived experiences, to ensure equitable assessment and outcomes. • Increase circulation of information resources and training to assist faculty and staff in better understanding the academic accommodation process and how to liaise with the Office of Accessible Education to support students. • Support GBSV-prevention at Western through commitments to training, survivor-focused and trauma- and violence-informed support, policies, and reporting for students, staff, and faculty. • Communicate regularly with students, staff, and faculty about the resources and services that are available to support them, and how to access them.

Strategic Priority: System-wide Capacity Building and Cultural Change

This priority outlines the strategic enablers, which are the drivers of success for the first four priorities. Without fully acting on this enabling priority, it will be very difficult to achieve the previous four priorities.

Western builds system-wide capacity and capabilities to lead and ignite bold and meaningful EDIDA cultural and operational change.

Examples of Support Communities include but are not limited to: Senior Leaders including Deans, Western Communications, Western Research, Human Resources, Faculty Relations, Centre for Teaching and Learning, Office of Equity, Diversity, and Inclusion, Office of Indigenous Initiatives, Data Office, Western Libraries, Institutional Planning and Budgeting, Facilities Management, Student Experience, Housing and Hospitality, Western Alumni.

Strategies	Strategic Objectives
Embed equity, diversity, inclusion, decolonization, and accessibility into Western's culture and climate.	Based on feedback provided, we, the Western community, will: <ul style="list-style-type: none">• Develop and commit to a Western University EDIDA Statement that recognizes Western's history of institutionalized racism and discrimination and acknowledges wrongdoings and stipulates commitments to weaving decolonization, reconciliation, and EDIDA into everything the university does.• Incorporate Western's EDIDA commitments into the institution's policy review processes to ensure they are informed by and when pertinent, reflect Western's EDIDA commitments and support all pertinent regulations/legislation that we must adhere to.• Provide tools and mechanisms to enforce policies and processes for addressing human rights, social justice, and EDIDA-related concerns and complaints.• Continue to advance the implementation work of the President's Anti-Racism Working Group report, Truth and Reconciliation Commission of Canada post-secondary institution recommendations, Post-Secondary Education for AODA calls to action, Council for the Advancement of Standards in Higher Education Report recommendations, and the Report of the Action Committee on Gender-Based and Sexual Violence.

Strategic Priority: System-wide Capacity Building and Cultural Change

Strategies	Strategic Objectives
<p>Strengthen and widen the EDIDA governance and leadership net.</p>	<ul style="list-style-type: none"> • Establish an EDIDA Strategic Plan Implementation Committee, co-chaired by the AVP, Office of Equity, Diversity, and Inclusion, and the Vice Provost & AVP, Indigenous Initiatives, committed to championing and advancing successful implementation of the EDIDA strategic plan. • Establish an implementation accountability framework that identifies leads for each strategic plan priority and objective, defines roles, and assigns accountabilities. • Appropriately fund and staff EDIDA units to facilitate the implementation of the strategic and operational EDIDA plans. • Establish an EDIDA Community of Practice for Western Deans. • Actively support all Western leaders to cascade the EDIDA strategic plan into EDIDA action plans for their areas.
<p>Collect, analyze and use data to guide our way forward and advance accountability for EDIDA change.</p>	<ul style="list-style-type: none"> • Develop and implement a centrally accessible EDIDA Performance Dashboard to track in-time data, measure performance and track progress against goals, across Western and by faculty and department. • Collaborate with Western community members, especially members from ED groups, to co-develop data usage terms, data policies, and data procedures to ensure transparent and consistent collection of demographic information. • Utilize demographic data collected through the Equity Census to advance EDIDA and drive purposeful action, in partnership with Western students, staff and faculty. • Review and revise institutional data infrastructure to ensure demographic data can be accessed and linked to administrative data in an appropriate and transparent manner. • Advance the mandate and impact of the EDIDA Data Working Group and ensure data is collected centrally by the Office of Equity, Diversity, and Inclusion. • Support units to acquire the necessary data to understand and appreciate the status of their EDIDA progress and variances that need to be addressed.

Strategic Priority: System-wide Capacity Building and Cultural Change

Strategies	Strategic Objectives
<p>Expand understanding of, and commitment to, EDIDA across students, staff and faculty.</p>	<p>We, the collective Western community, will:</p> <ul style="list-style-type: none"> • Promote and facilitate access to EDIDA-related training and resources through a centralized channel. • Deliver and assess EDIDA-related education and support programs for students, staff, and faculty and ensure they are well-known and easily accessible. • Support the coordination and delivery of an evolving gender-based sexual violence training program for all leaders, faculty, staff, and students throughout their academic life cycle. • Share, promote, and integrate EDIDA best practices across Western. • Foster university-wide forums to facilitate courageous conversations; question, learn, unlearn, and discuss system challenges; share resources; and provide updates on progress. • Recognize and thank ED students, staff, faculty, allies and communities for engaging in and advancing the EDIDA change efforts across research, teaching, leadership, and university systems.
<p>Build and sustain EDIDA capacity across Western.</p>	<ul style="list-style-type: none"> • Break down EDIDA silos across campus by forming an EDIDA Community of Practice, that includes ED representatives from Western departments and faculties, focused on partnering to develop and deliver synergistic EDIDA programs, solutions, and initiatives. • Continue to harness the expertise of the EDIDA Central Working Group. • Expand and wisely invest university funds and grant funding to achieve Western’s EDIDA vision and goals, aligning resources to the highest priorities on an annual basis. • Develop strategies for recognition of faculty and staff who participate and contribute to EDIDA focused change efforts.

Strategic Priority: System-wide Capacity Building and Cultural Change

Strategies	Strategic Objectives
<p>Develop and bolster sustainable partnerships with external ED communities, associations, networks, and organizations.</p>	<ul style="list-style-type: none"> • Develop reciprocal partnerships with campus and local/regional ED communities and groups to advance shared EDIDA goals. • Proactively establish connections with external communities to involve them in change initiatives, while also learning from and collaborating with them to address disparities and underrepresentation. • Strengthen service and collaboration pathways between Western and ED community agencies that work with and support students, staff, faculty, and leaders. • Support local, community-based companies and vendors from ED and cultural groups, • Embed EDIDA practices into procurement processes and ensure all Western vendors and contractors are familiar with them. • Conduct regular benchmarking and best practice reviews of EDIDA practices at other universities and corporations to stimulate innovation and foster continuous improvement in EDIDA processes.
<p>Prioritize communication and storytelling</p>	<ul style="list-style-type: none"> • Enhance transparent, coordinated and proactive communication and outreach messaging and programs that aim to support, educate, and engage with ED students, staff, and faculty. • Utilize the Office of Equity, Diversity, and Inclusion Communications toolkit that addresses communications strategies related to storytelling, content development, photography, social media, and event planning and management. • Deliver annual and quarterly EDIDA reports to campus communities related to success stories, actions taken, results achieved, and upcoming plans to address opportunities for positive change.





Chapter 3

Framework

IMPLEMENTATION FRAMEWORK

The most vital component of the strategic planning process is implementation; it is essential for realizing Western University's EDIDA vision, strategic priorities and objectives, and sustainable impact.

As we move forward, we will deliver on the following implementation commitments.

1. Western will establish an **EDIDA Strategic Plan Implementation Committee**, co-led by the AVP, Office of Equity, Diversity, and Inclusion, and the Vice Provost & AVP, Indigenous Initiatives, and comprised of senior leaders from across Western, to guide and oversee implementation of the EDIDA strategic plan. The committee will:
 - a. Identify Accountability Leads to oversee critical system-wide EDIDA priorities (i.e., an Accountability Lead for Culture Change, an Accountability Lead for Learning and Teaching).
 - b. Define clear and achievable annual implementation goals and targets in alignment to the strategic plan's priorities and strategic objectives.
 - c. Ensure systems (i.e., implementation toolkit, project management methodologies, etc.) are in place to support Western faculties, schools, and administration departments to develop and operationalize annual EDIDA Action Plans for their areas.
 - d. Allocate resources such as budget, human resources, and technology to support the implementation efforts.
 - e. Quarterly, track and assess the progress of implementation plans and activities against established milestones and performance indicators.
 - f. Identify obstacles or challenges that arise during implementation and develop solutions to effectively resolve issues.
2. Pursuant to the initial launch of the EDIDA Strategic Plan, the Office of Equity, Diversity, and Inclusion will lead a university-wide Awareness Campaign, with support from partners from various Western communities, to educate Western students, staff, faculty, and alumni about the EDIDA strategic plan, and how they can contribute to implementing the plan and realizing the strategic outcomes.
3. Western will develop a user-friendly action planning/implementation toolkit and provide ongoing support to university faculties and administration areas to develop and implement annual EDIDA Action Plans. Action plans will include tasks, timelines, responsibilities, and budgets. Please see our EDIDA Strategic Plan Companion Guide and Action Planning Tool on our [website](#).
4. Western will establish an **Advancing Inclusive Excellence** Performance Dashboard to monitor, evaluate, and report on the university's progress related to strategic outcomes, priorities, and objectives. Routine assessments will compare actual performance against stated outcomes and performance indicators.
5. In response to negative performance discrepancies, Western will implement performance improvement programs and monitor progress.
6. Performance data will be utilized to inform decisions and guide change initiatives, ensuring alignment with strategic goals.
7. Western will annually disseminate an EDIDA Strategic Plan Annual Report to all university communities. The Annual Report will include performance dashboard results, action plans that are being worked on, and stories of impact.

ACCOUNTABILITY FRAMEWORK

To engage with the EDIDA Strategic Plan, please utilize the EDIDA Strategic Plan Companion Guide and Action Planning Tool on our [website](#). Once the plan is in place, the Inclusive Impact Performance Scorecard below, which encompasses strategic performance indicators (PIs), will be crucial for assessing success in advancing toward Western's EDIDA priorities and goals.

Following are some examples of potential PIs to measure Western's progress.

Strategic Priority: Diverse Representation And Engagement

- Faculty and staff diversity targets; recruitment committee targets, candidate targets.
- Participation rates in EDIDA training for hiring committees, Human Resources staff, hiring staff and faculty, newly hired employees, etc.
- Demonstration of EDIDA competencies included in role descriptions and HR tools and assessments.
- Succession rates and retention rates for ED staff and faculty.
- Student admission rates.
- Participation rates in EDIDA and Bias training for domestic and international students.
- % increase in ED student financial assistance.
- % increase in ED students receiving scholarships, grants and bursaries.
- Graduation rates by ED group (annual cohort, per department and faculty).
- # of information sessions for severely underrepresented groups; participation rates in information sessions.
- # of internship and experiential learning opportunities experienced by ED student groups.
- % increase in the number of ED student clubs, Employee Resource Groups ERG, and networks.
- Satisfaction rates with participant experience in clubs and ERGs.
- % increase of mentorship and sponsorship relationships.
- Target number of events and forums that advance EDIDA.
- Increase in training programs, related to Harassment and Discrimination, Sexual Violence, etc.

ACCOUNTABILITY FRAMEWORK

To engage with the EDIDA Strategic Plan, please utilize the EDIDA Strategic Plan Companion Guide and Action Planning Tool on our [website](#). Once the plan is in place, the Inclusive Impact Performance Scorecard below, which encompasses strategic performance indicators (PIs), will be crucial for assessing success in advancing toward Western's EDIDA priorities and goals.

Following are some examples of potential PIs to measure Western's progress.

Strategic Priority: Inclusive Excellence In Learning And Teaching

- Evidence that EDIDA is incorporated into Institutional Quality Assurance Process (IQAP).
- # of courses that reflect EDIDA across each Faculty.
- Student satisfaction rate with faculty weaving EDIDA into course content and classroom.
- # of EDIDA teaching awards.
- Course review processes/audited for enhancements.
- Participation rates in training programs/workshops by community.
- Faculty engagement rates with learning bundles; EDIDA learning modules and certificates.
- Rates of EDIDA modules being incorporated into class syllabi.

ACCOUNTABILITY FRAMEWORK

To engage with the EDIDA Strategic Plan, please utilize the EDIDA Strategic Plan Companion Guide and Action Planning Tool on our [website](#). Once the plan is in place, the Inclusive Impact Performance Scorecard below, which encompasses strategic performance indicators (PIs), will be crucial for assessing success in advancing toward Western's EDIDA priorities and goals.

Following are some examples of potential PIs to measure Western's progress.

Strategic Priority: Inclusive Excellence In Research And Innovation

- # of internal awards and prizes for ED scholars.
- Demographics of nomination and selection committees.
- EDIDA training for nomination/selection committees: Participant counts; Session counts.
- External grant applications: demographics, number of value of grants.
- Evidence of establishing and supporting the creation of mentorship networks across Western campus.
- Growth in mentorship programs to ED students.
- Increase in number of interdisciplinary research teams, that demonstrate diversity.
- Participation rates in EDIDA research-related training: inventory of programs available and delivered.
- Utilization rate of Own Your Future programs.
- # of staff supporting EDIDA research and Indigenous research.
- Diverse research interests and use of differing methodologies by faculty members to promote heterogeneity of focus areas and specialties within Faculties.
- Growth in # of researcher-community partnerships.
- Increase in Western hosted events, inviting community members to actively participate.

ACCOUNTABILITY FRAMEWORK

To engage with the EDIDA Strategic Plan, please utilize the EDIDA Strategic Plan Companion Guide and Action Planning Tool on our [website](#). Once the plan is in place, the Inclusive Impact Performance Scorecard below, which encompasses strategic performance indicators (PIs), will be crucial for assessing success in advancing toward Western's EDIDA priorities and goals.

Following are some examples of potential PIs to measure Western's progress.

Strategic Priority: Safe And Inclusive Spaces, Places, And Experiences

- Annual AODA reporting of key metrics.
- Accessibility audits related to strategic plan accessibility metrics.
- % increase in number of gender-neutral and fully accessible washrooms.
- Rate of community participation in design of new built and outdoor university spaces.
- Space/Place audit results related to compliance with accessibility standards and diversity goals.
- Annual accessibility audit results and action plans by unit.
- % increase in number of new naming opportunities that are representative of diverse cultures and identities.
- % of diverse culinary choices provided at Western.

ACCOUNTABILITY FRAMEWORK

To engage with the EDIDA Strategic Plan, please utilize the EDIDA Strategic Plan Companion Guide and Action Planning Tool on our [website](#). Once the plan is in place, the Inclusive Impact Performance Scorecard below, which encompasses strategic performance indicators (PIs), will be crucial for assessing success in advancing toward Western's EDIDA priorities and goals.

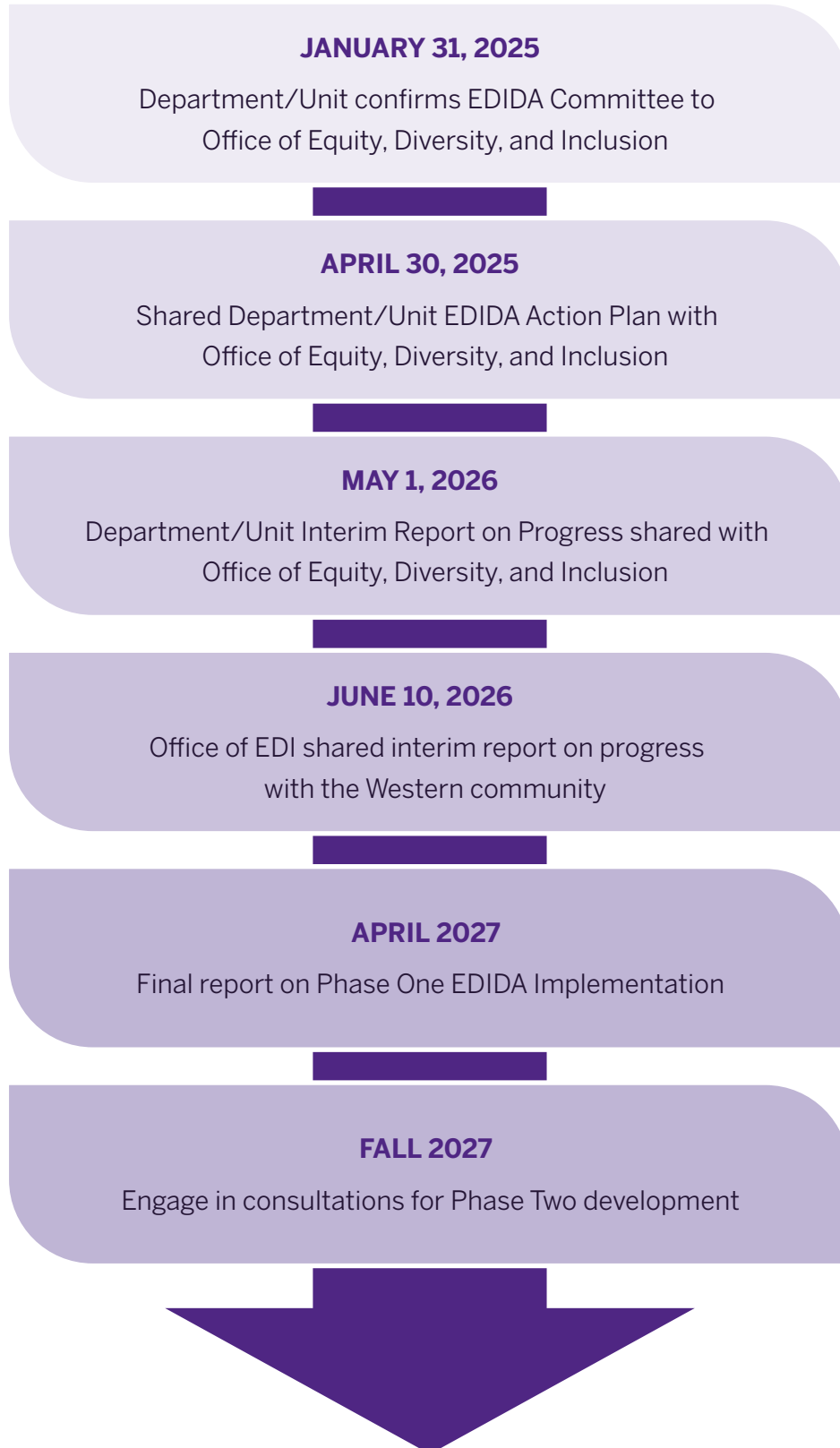
Following are some examples of potential PIs to measure Western's progress.

Enabling Priority - Critical Strategic Enablers: System-Wide Capacity Building And Cultural Change

- Established investment targets (i.e., increase in EDIDA funding, both centrally and in a decentralized manner).
- % of leaders, faculty, staff, students, and leaders who complete the anti-racism foundation certificate program and inclusive leadership program.
- Completion rate of quarterly Implementation Steering Committee meetings.
- Participation rates in EDIDA learning opportunities provided by the Office of Equity, Diversity, and Inclusion and Office of Indigenous Initiatives.
- # of recognition events to support and advance EDIDA engagement.

TIMELINE

The following graphic displays the Phase One Implementation timeline of the Strategic Plan.





DEFINITIONS

Academic Excellence in Teaching and Research

Academic excellence refers to the outstanding quality and achievement in educational endeavours, typically characterized by high standards of scholarship, intellectual rigour, innovation, critical thinking, mastery of subject matter, and a thirst for knowledge. Academic excellence is often demonstrated through a combination of factors such as academic performance, research contributions, leadership, and the ability to apply knowledge effectively in real-world contexts.

Accessibility

Accessibility refers to the inclusive design of products, services, curriculum, or environments for Western students, staff, faculty and visitors, who experience disabilities (examples include but are not limited to physical, mental health, cognitive, addictions, environmental sensitivities). Disabilities can be visible, non-visible, episodic and may have been present from birth, caused by an accident, or developed over time.

Anti-Racism²

The active process of combatting racial inequality and dismantling racist systems that involves unlearning and challenging organizational structures, policies, practices, and attitudes to ensure access and power are shared equitably.

² Murray-Lichtman, A., Aldana, A., Izaksonas, E., Williams, T., Naseh, M., Deepak, A. C., & Rountree, M. A. (2022). Dual pandemics awaken urgent call to advance anti-racism education in social work: pedagogical illustrations. *Journal of Ethnic & Cultural Diversity in Social Work*, 31(3–5), 139–150. <https://doi.org/10.1080/15313204.2022.2070899>

³ Eve Tuck and K. Wayne Yang, *Decolonization is not a metaphor*, (*Decolonization Indigeneity, Education & Society Archives*, 2012-09-08)

⁴ Eve Tuck and K. Wayne Yang, *Decolonization is not a metaphor*, (*Decolonization Indigeneity, Education & Society Archives*, 2012-09-08)

⁵ Eve Tuck and K. Wayne Yang, *Decolonization is not a metaphor*, (*Decolonization Indigeneity, Education & Society Archives*, 2012-09-08)

Decolonization

Decolonization involves the dismantling of colonial power structures, be they political, epistemic, or social, with the goal of “repatriat[ing] ... Indigenous land and life.”³ Decolonizing a university requires a rigorous dismantling of the ways that “the invisibilized dynamics of settler colonialism mark the organization, governance, curricula, and assessment of compulsory learning.”⁴ It also requires a deeper understanding of “how settler perspectives and worldviews get to count as knowledge and research and how these perspectives—repackaged as data and findings—are activated in order to rationalize and maintain unfair social structures.”⁵

Diversity

Diversity is the presence of a wide variety of backgrounds, perspectives, experiences, abilities, and spaces within the Western community. It includes characteristics such as age, education, sexuality, Indigenous status, religion, ability, race, ethnicity, and socio-economic status.

Equity

Equity refers to the process of redistributing resources and restructuring access to systems in order to create more equal opportunities for success. Equity requires eliminating all forms of discrimination and oppression to strive for reconciliation and promote anti-racism and other forms of anti-oppression, such as anti-ableism, anti-transphobia, and anti-classism.

Equity-Deserving (ED) Groups

Refers to groups that have historically faced and continue to face systemic disadvantages, discrimination, and unequal treatment in society. These groups are often marginalized or underrepresented, and may experience barriers that limit their full participation, contributions, and access to opportunities. Examples, include but are not limited to:

- Indigenous Peoples
- People with disabilities
- Black communities
- Racialized communities
- 2SLGBTQIA+ communities
- Women and gender minorities
- Individuals who face socioeconomic barriers
- Religious/faith-based communities as well as Refugees and New Canadians

Human Rights

Human rights are the fundamental entitlements and freedoms that are protected by law and are inherent to all individuals regardless of their race, ethnicity, religion, gender, age, disability, sexual orientation, or other characteristics. These rights include but are not limited to the right to equal treatment, freedom from discrimination and harassment, the right to fair housing, employment opportunities, and access to goods and services. In Ontario, the Ontario Human Rights Code is the primary legislation that safeguards these rights and promotes equality and inclusion throughout the province.

Inclusion

Inclusion is an active, intentional, and consistent practice of creating a welcoming environment that nurtures a strong sense of belonging and distinctiveness while implementing equitable policies and processes. By practicing inclusivity, every individual is supported to reach their fullest potential and feels respected and valued at Western.

Indigenization

Indigenization involves actively incorporating Indigenous perspectives, knowledge, practices, and values into all aspects of Western's operations, including curriculum development, research initiatives, policies, and community engagement. It aims to foster greater understanding, respect, and partnership with Indigenous peoples while addressing historical injustices and supporting Indigenous students, faculty, staff, and communities. Indigenization is a commitment to reconciliation, decolonization, and the promotion of Indigenous ways of knowing and being within the university environment.

Western Communities

Western University Communities refers to the diverse groups of individuals who comprise the ecosystem of Western. This includes students, faculty, staff, alumni, administrators, equity-deserving groups, and other stakeholders who interact within the university environment. These communities contribute to the academic, social, and cultural fabric of the institution, each bringing unique perspectives, experiences, and expertise.



RESOURCES

1. [Truth and Reconciliation Calls to Action](#)
2. [AODA Postsecondary Education Standards Final Recommendations](#)
3. [Indigenous Strategic Plan](#)
4. [Towards Western at 150 - Western University Strategic Plan](#)
5. [Western In The World Global Engagement Plan](#)
6. [Postsecondary Course Accessibility Guide](#)
7. [Office of Equity, Diversity, and Inclusion Online Learning Modules and Certificates](#)
8. [Maatookiying gaa-miinigoowiziying \(Sharing Our Gifts\) Indigenous Learning Bundles](#)



THANK YOU

A heartfelt thank you to the EDIDA Strategic Plan Steering Committee, to Anne Becker from Climb Consulting, and to the students, alumni, staff, faculty, and leaders in the Western community who made their voices heard – your continued guidance and support will help make Western a more inclusive place for all.

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- Opiyo Oloya, Chair of Steering Committee (Office of EDI)
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