Canada Research Chairs — Chaires de recherche du Canada

INSTITUTIONAL EQUITY, DIVERSITY AND INCLUSION ACTION PLAN: PROGRESS REPORT

Institution: The University of Western Ontario

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Instructions

Filling out all four sections of this report is mandatory. Institutions must email a PDF of this completed report and, if applicable, a revised copy of the institution's equity, diversity and inclusion action plan by December 15, 2018, to edi-edi@chairs-chaires.gc.ca. If an institution chooses to revise its action plan in anticipation of the assessment process, it must post an updated version of the plan on its public accountability web page.

Equity, Diversity and Inclusion Recognition

Each year, the Tri-agency Institutional Programs Secretariat recognizes an institution with exemplary recruitment, nomination and/or appointment practices that promote equity and diversity. Indicate below whether your institution would like to be considered for the program's recognition. The evaluation process for the recognition will be based on the committee's assessment of this progress report and the institution's corresponding action plan.

Yes:____X_____ No:_____

PART A: Equity and Diversity Targets and Gaps
A.1) Provide the current targets and gaps for your institution in the table below (using the target-setting tool).

Designated group	Target (percentage)	Target (actual number)	Representation (actual number)	Gap(actual number)
Women	30%	13	9	4
Indigenous peoples	1%	0	****	****
Persons with disabilities	4%	2	****	****
Visible minorities	15%	6	12	No gap

Number of currently active chairs:_____42_____

Number of empty chairs:___15 (5 preparing nominations)__

Number of chairs currently under peer review:_____9_____

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

**** Referenced above - As stipulated by the CRC Program, in keeping with the Privacy Act, if the number of chair holders who self-identified as belonging to one of the four designated groups is less than five, it is not provided to protect the privacy of the chairholders.

Five (5) empty Chair allocations have completed the recruitment process.

Five (5) empty chairs are currently advertised and in various stages of recruitment.

Two (2) empty Chair allocations are at the beginning stages of the recruitment process.

Three (3) empty Chairs have been allocated to Faculties and are currently vacant.

PART B: Results of the institution's Employment Systems Review, Comparative Review and Environmental Scan

In developing their action plans, institutions were required to develop objectives that were S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely), and include a measurement strategy for monitoring, reporting on progress, and course correcting if necessary, based on: 1) an employment systems review; 2) a comparative review; and 3) an environmental scan (see Appendix A for the requirements that the program stipulated to develop the action plans).

B.1) Outline the key findings of the employment systems review that was undertaken when drafting the action plan limit 250 words:

Western's Employment Systems Review was conducted in 2009 which predated the CRC EDI initiative. Findings addressed since 2009 include a finding that women were not as well supported as their male colleagues in their career trajectory towards tenure and full professorship. Ongoing annual monitoring of this, and addressing this, through provisions in the Faculty Collective Agreement (FCA) demonstrates that women achieve these milestones as quickly as their male counterparts. A finding that women felt unsupported during and after parental leaves was addressed through FCA provisions for entitlements to alternative or reduced workload arrangements after completing legislated leaves.

Ongoing needs indicated below were considered in developing our action plan.

1) The ESR raised concern regarding emphasis on traditional content/teaching and research approaches which favour male dominated academic areas and approaches. To address this issue, the

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

2) The ESR identified limited training of leaders for managing diverse workforces and indicated a need for accountability to meet objectives.   As part of Western's strategy to implement EDI awareness and practice, Equity & Human Rights Services regularly presents at Western's annual *Academic Leaders Summer Conference*, which is intended to support and develop our leaders' core leadership competencies. Annually, approximately 140 academic leaders attend this conference, including Deans, Associate Deans and Chairs/Directors. EDI-related topics included have covered Employment Equity, Diversity and Intercultural Competency, and Equity, Diversity and Inclusion, including a recent session at the 2018 Conference.

B.2) Outline the key findings of the comparative review that was undertaken when drafting the action plan (limit 250 words):

As a provision of the FCA, a career trajectory analysis was conducted for all full-time faculty at Western in 2017. This analysis looked for, and did not find any, gender based differential in faculty salaries. An additional review conducted for the purpose of CRC EDI monitoring, did identify non gender-based variation in stipends provided to CRCs. This variation was discipline-based.   This will be addressed through the implementation of minimum required stipend levels (Tier 1 and Tier 2) for new chairs, and correcting previous anomalies as applicable. A review of workloads was conducted and identified very good consistency of workload provisions with the majority of CRCs receiving a 50% reduction in their teaching load to create protected time for research.   There are some exceptions in specific situations based on multiples roles of an individual requiring a different distribution, while still adhering to the minimum standards suggested by CRCP.

B.3) Outline the key findings of the environmental scan that was undertaken when drafting the action plan (limit 250 words):

Our environmental scan made use of several resources, including the following annual reports we produce as part of our internal FCA audits to scan for employment equity: Western's Annual Report on Recruitment and Retention, Promotion and Tenure, Career Trajectory Analysis Report 2017 and, where applicable, Workforce Analysis Summary Reports.

In addition, in 2018 we conducted focus groups with current CRCs and current nominees which identified the following themes to advance our representation of the FDGs in our Canada Research Chairs: academic institutions should focus on the "pipeline" for academic positions and identify and encourage training opportunities for members of the FDGs during the stages of their careers; providing research mentorship for CRCs, specifically Tier 2; when advertising, the institution should promote supports available at Western which include legislated leaves, health care, benefits, schooling programs, relocation assistance, etc.; recognition of the challenges of recruiting dual career couples; and reducing any delays in implementing start-up funding for new recruits.

Consultation also occurred with the Steering Committee and the EDI CRC committee which includes current CRC holders, representatives of key areas on campus (Research Office, Equity Office), and members of designated groups.

B.4) Provide an overview of who was consulted in the drafting of the action plan. What form did the consultation/engagement with members of the four designated groups (i.e. women, persons with disabilities, Indigenous peoples and visible minorities) and other underrepresented faculty take? What equity diversity and inclusion (EDI) experts were consulted? Note: Do not to disclose any third party personal information (limit 250 words):

The action plan was drafted by the Western's CRC EDI committee which includes CRC holders, representatives of key areas on campus (Research Office, Equity Office) and members of designated groups. Consultation also occurred with the CRC Steering Committee, and with University Leadership (President, Vice-Presidents and Associate Vice-Presidents) and the Deans.

PART C: Objectives, Indicators and Actions

Indicate what your institution's top six key EDI objectives are, as well as the corresponding indicators and actions (as indicated in the action plan). For each objective, outline what progress has been made, with reference to the indicators. Use the contextual information box to communicate any progress made to date for each objective.

Key Objective 1:
Attract and retain the best talent available in an increasingly diverse workforce to achieve and maintain an equitable and diverse representation of the four designated groups in our Canada Research Chairs Allocations.
Corresponding actions:
Steering Committee assigns CRCs that are aligned with the Strategic Research Plan and Faculty Academic Plans with emphasis on allocations where field of research is more broadly defined and in areas where units have identified a diverse applicant pool.
Indicator(s):
Increased Representation of Members of the Four Designated Groups in CRC positions.
Progress:
Currently meeting targets in two of the designated groups and with an anticipated increase in at least one of the other groups based on current recruitments of nominees. In addition, we have evidence of increased nominations in the most recent cycle.
Next steps:
Will continue to work with search/appointment committees, Equity Representatives, ensuring advertisements are broadly defined and continued monitoring of Collective Agreement practices for EDI which include ensuring pool of applicants is broad and meets minimum requirements prior to shortlisting.
Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):
Progress has been made, although slower than anticipated because of a number of chairs that were already in recruitment and selection during 2017.   To ensure allocated chairs do not remain vacant

for prolonged periods, the steering committee has set specific timelines for units to complete recruitments.

Key Objective 2:
Continue Institutional monitoring of Employment Equity through the provisions of the Faculty Collective Agreement and annual reporting on Recruitment and Retention, Promotion and Tenure and Career Trajectory Analysis as required.
Corresponding actions:
The Faculty Collective Agreement was recently re-negotiated and the new collective agreement continues provisions for monitoring EDI to ensure women and members of other designated groups, were not disadvantaged in recruitment processes and academic progression. An added provision of the new collective agreement is the inclusion of a committee member who will be designated as an Equity Representative on all Appointments, Promotion & Tenure and Annual Performance Evaluation committees.   This extends beyond CRC committees.
Indicator(s):
Increased representation of the members of the four designated groups in faculty appointments which will be reflected in the annual reporting structures that are in place to monitor this activity.
Progress:
Ongoing implementation of Collective Agreement provisions.
Next steps:
Implementation of a committee member as the Equity Representative on all committees.   Additional training for the Equity Representatives will be implemented in partnership with the Equity & Human Rights Services Office.
Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):
The Joint Employment Equity Committee at Western reviews and monitors provisions of EDI in accordance with the collective agreement and also conducts reviews of annual reports (Recruitment and Retention and Promotion and Tenure). A recent review shows improvement in both STEM and non-STEM disciplines in time to Full Professorship. Time to tenure remains longer in STEM disciplines, however it remains relatively equal in non-STEM disciplines.

Key Objective 3:
Ensure equitable pay, workload and research supports for new CRCs.
Corresponding actions:
A career trajectory analysis conducted in 2017 for all full-time Faculty members indicated no gender anomaly in current complement.   In accordance with the new collective agreement, this analysis will be repeated in year 4 of the agreement. In addition, a comparative review was conducted to specifically assess current equity within CRCs, particularly relating to research stipends (compensation), workload and research supports.
Indicator(s):
All CRCs will receive the minimum level of stipend for Tier level and a minimum standard alternative workload, recognizing in some circumstances workload may also be impacted by other responsibilities. Special attention will be given to Indigenous Scholars.
Progress:
Where appropriate, changes are being reviewed and discussed for existing Chairs.
Next steps:

Continued monitoring of minimum requirements.
Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):
Historically all decisions were decentralized and different methods were used to implement supports for CRCs, making comparisons more difficult. Implementing minimums for pay and workloads will allow better tracking and ensure fairness and transparency. Research supports (funding for research) will vary by chairholder needs and research requirements.

Key Objective 4:
Ensure Mentoring is Available for Tier 2 CRCs
Corresponding actions:
Annual meetings with the Dean and Department Chair/Director for all pre-tenure Faculty members exist that provide feedback and evaluation. Units will be asked to identify mentoring strategies for post-tenure Faculty.
Indicator(s):
Monitoring of Promotion and Tenure and Performance Evaluation statistics.
Progress:
Feedback from existing CRCs indicates mentoring occurs both formally and informally within units.
Next steps:
Development and delivery of mentorship for Tier 2 CRCs is under review.
Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):
Collective agreement provisions provide opportunities for mentorship for overall career progression and promotion, therefore ensuring mentorship for Tier 2 CRCs aligns with these principles.

Key Objective 5:
Implement EDI awareness and practice as core leadership competencies, with accountabilities to ensure EDI is advanced throughout the institution.
Corresponding actions:
As part of Western's strategy to implement EDI awareness and practice, the office of Equity & Human Rights Services regularly presents at Western's annual *Academic Leaders Summer Conference*, including in 2018, which is intended to support our leaders and further develop core leadership competencies. EDI-related topics included have covered Employment Equity, Diversity and Intercultural Competency, and Equity, Diversity and Inclusion.
Indicator(s):
Number of Leaders Attending EDI Sessions
Progress:
The Equity & Human Rights Services office participates in leadership programs on a regular basis as identified above.
Next steps:
Will continue to offer sessions and request Faculties report on EDI activities within the unit.
Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):
Faculties with the greatest gender disparity were required to report on activities to address the disparity in the current Academic Planning Cycle.

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

PART D: Challenges and Opportunities

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

Progress has been made which can be identified through the increase in the number of women nominees over the last year. Other members of the designated groups cannot be identified unless individuals self-identify.   Western would benefit from the CRCP providing an explicit description on how, whether or when applicant survey data should be used, suppressed or shared to best support our EDI efforts, while also upholding our responsibilities under the OHRC and the Privacy Act.   Facilitating recruitment of dual career families of a CRC candidate remains a challenge.   Financial incentives exist to units when recruiting academic spouses, however accommodating an academic spouse is not always successful. For non-academic spouses, in 2017-18 the Office of Faculty Recruitment and Retention developed an external partnership with a Career Support firm to provide external career support for non-academic partners.   Some early successes for this initiative are

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

Leveraging the benefits available to faculty members, either through the comprehensive employee benefits package at Western, options for career progression and academic leaves in the Collective Agreement or through legislated and social program available in Canada, particularly for international candidates, is extremely beneficial in the recruitment process.