Western
UNIVERSITY · CANADA

Members are reminded of the requirement that they give notice of conflict of interest prior to consideration of any matter on the Board open and closed session agendas

BOARD OF GOVERNORS MEETING – OPEN SESSION

Date: Thursday, November 21, 2024
Time: 10:00 a.m. – 12:00 p.m.
Place: Western Interdisciplinary Research Building, Room 3000/Zoom

Members of the community who wish to view the open session remotely may request the Zoom meeting details by contacting secretariat@uwo.ca.

		Action	Time
1.0	Land Acknowledgement		
2.0	Approval of Agendas and Minutes		5
2.1	Adoption of Agenda – Open Session	Approval	
2.2	Approval of the Open Session Minutes of the Meeting of September 26, 2024	Approval	
2.3	Business Arising from the Minutes		
3.0	Report of the President	Information	20
4.0	Committee and Senate Reports		
4.1	Report of the Property and Finance Committee		
4.1(a)	Revisions to Resolution re: Delegation of Authority	Approval	5
4.2	Report from Senate		
4.2(a)	Equity, Diversity, Inclusion, Decolonization and Accessibility (EDIDA) Strategic Plan	Approval	20
5.0	Unanimous Consent Agenda		5
5.1	Items from the Property and Finance Committee		
5.1(a)	Semi-Annual Ratio Report on Non-Endowed Funds	Information	
5.1(b)	Annual Report on Endowments (Underwater)	Information	

ITEM 1.0 - Land Acknowledgement

ACTION: ☐ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

Marlene McGrath will offer a land acknowledgement or reflection.

Dr. Christy Bressette, the Vice-Provost and AVP (Indigenous Initiatives), has indicated that it is important to remind ourselves regularly of our commitment to reconciliation and decolonisation, and to ensure that these objectives remain central in our collegial decision-making.

In the spring of 2021, the recommendation to offer a land acknowledgement was extended to the Board's committees.

Members of the Governance and By-Laws committee were broadly supportive of this practice, while also being mindful that land acknowledgments should be meaningful and dynamic, and not simply a rote exercise.

Some suggestions for practices that might be most meaningful and relevant to the Board and committees are:

- a land acknowledgement
- a reminder of one or more of the TRC Calls to Action, particularly those relating to education
- a reminder of elements of Western's Indigenous Strategic Plan
- a reference to local Indigenous culture or narratives

Western Land Acknowledgement:

We/I acknowledge that 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. 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 of our society.

ITEM 2.1 - Adoption of Agenda – Open Session

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

RECOMMENDED: That the agenda for the open session be approved as circulated.

ITEM 2.2 - Approval of the Open Session Minutes of the Meeting of September 26, 2024

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

RECOMMENDED: That the open session minutes of the meeting held September 26, 2024 be approved, as circulated.

ATTACHMENT(S):

Open Session Minutes of the Meeting of September 26, 2024

MINUTES OF THE MEETING OF THE BOARD OF GOVERNORS

SEPTEMBER 26, 2024 – OPEN SESSION

The meeting was held at the Western Interdisciplinary Research Building, Room 3000 and on Zoom.

PRESENT:	Sarah Shortreed, Chair	
	Amy Bryson, Secretary	

	Cameron Bailey	Marlene McGrath (Vice-Chair)
	Susan Bennett	Stephen Poloz
	Arzie Chant	Terry Rice
	Susan Clarke	Cecil Rorabeck
	Greg Dick	Alan Shepard
	Ed Goehring	David Simmonds
	Kathleena Henricus	Jane Toswell
	Lori Higgs	Joel Welch
	Beth MacDougall-Shackleton	Ken Yeung

Regrets:	Michelle Banik, Kelly Meighen, George McAuley, Josh Morgan, Geoff Pollock
By Invitation:	Karen Bertrand, Althea Blackburn-Evans, John Doerksen, Paul Eluchok, Lynn Logan, Eric Mallory, Eric Morse, Ryan Palmer, Penny Pexman, Florentine Strzelczyk, Caroline Whippey
Secretariat Resource:	Bonnie Brown

Chair S. Shortreed called the meeting to order at 10:00 a.m.

S. Shortreed welcomed the following individuals as new members of the Board of Governors: Kathleena Henricus, George McAuley, Jane Toswell, and Joel Welch; she extended appreciation to Susan Bennett for her years of service to the Board; and congratulated Steve Poloz for his recent appointment as an Officer of the Order of Canada.

1.0 **Land Acknowledgement**

Lori Higgs offered a land acknowledgement.

2.0   Adoption of Agenda and Minutes

2.1   Adoption of Agenda – Open Session

The agenda for the open session was adopted, as circulated.

2.2   Approval of the Open Session Minutes of the Meeting of June 27, 2024

Moved by M. McGrath, seconded by S. Bennett:

> That the open session minutes of the meeting of June 27, 2024, be approved, as circulated.

CARRIED

2.3   Business Arising from the Minutes

None.

3.0   Report of the President

A. Shepard, President & Vice-Chancellor, opened his remarks by highlighting the success of Orientation Week and extending his appreciation to the student leadership and to the volunteers.   He commented on the preparations in place for Homecoming weekend and highlighted the positive relations with the City of London in this regard.

A. Shepard continued his report by describing the rationale for the closure of roadways on campus and the outreach to student organizations in the lead up to October 7.

In relation to his recent opinion article in the Toronto Star criticizing the lack of a coherent federal policy on international students, A. Shepard described the government's latest inclusion of graduate students in the number of allowable permits and his concern for the longer-term impacts this will have on Canada and the sector.

A. Shepard advised consultations regarding proposed changes to MAPP 1.1 will begin this fall, primarily with constituted groups on campus. As a reminder to the Board, he advised there were 47 formal protests on campus since last October.

In concluding his report, A. Shepard announced the opening of the new Ronald D. Schmeichel Building for Entrepreneurship and Innovation and described some of the programming to be offered in the facility.   He expressed his gratitude for the philanthropic gifts that were relied upon to support its construction.

A. Shepard welcomed E. Morse, Special Advisor to the President (Entrepreneurship), to the meeting and invited him to provide information on the Morrissette Institute for Entrepreneurship that will be housed in the Ronald D. Schmeichel Building for Entrepreneurship and Innovation.

E. Morse provided an overview of the entrepreneurship program that supports student entrepreneurs from discovery and start-up, through to growth and transition. He further described how the new facility will be used by students.

A. Shepard responded to questions of clarification regarding student enrolment, the campus road closures, and the rationale for the proposed revisions to MAPP 1.1.

4.0   **COMMITTEE AND SENATE REPORTS**

4.1   **REPORT OF THE AUDIT COMMITTEE**

4.1 (a)   **Audited Financial Statements for the Year Ended April 30, 2024**

L. Higgs presented for approval the audited financial statements for the year ended April 30, 2024.

L. Higgs reported on the process used by members of the Audit Committee to review the audited financial statements, the due diligence completed, and the role of the external auditors. She noted the committee has an opportunity to meet with the external auditors without management.

L. Higgs advised it was a clean audit. There were no concerns or control deficiencies; and there were no exceptions or corrections to the financial statements.

L. Higgs further advised Western's financial sustainability metrics were reviewed noting all metrics were met and there was no action required by the Ministry. Based on the financial performance of this year end, it is anticipated there will be a no action result.

Appreciation was extended to Administration in recognition of their work.

Moved by L. Higgs:

> That, on recommendation of the Audit Committee, the Board of Governors approve the draft audited combined financial statements for the University for the fiscal year ended April 30, 2024.

CARRIED

In response to a question, L. Logan advised the financial statements are posted on Western's public accountability webpage once they are approved by the Board.

L. Logan responded to a question of clarification regarding the audit of the Ivey group of companies.

In response to a question, L. Higgs described the due diligence completed when appointing the external auditors.

5.0 UNANIMOUS CONSENT AGENDA

Moved by C. Rorabeck, seconded by S. Bennett:

That the items listed in the consent agenda be approved or received for information by the Board of Governors by unanimous consent.

CARRIED

5.1 ITEMS FROM THE PROPERTY AND FINANCE COMMITTEE

5.1(a) **New Scholarships, Awards, and Prizes**

A report on the terms of reference approved by the Property and Finance Committee for the new donor-funded scholarships, awards, and prizes was received for information.

It was noted that two of the scholarships are in memory of two students.

5.1(b) **Supply Chain Canada Chair**

A report on the new criteria for the selection of the Supply Chain Canada Chair in the Ivey Business School, approved by the Property and Finance Committee, was received for information.

5.1(c) **First and Second Wolfe-Western Fellowships At-Large for Outstanding Newly Recruited Research Scholars**

A report on the amended criteria for the first and second Wolfe-Western Fellowships At-Large for Outstanding Newly Recruited Research Scholars, approved by the Property and Finance Committee, was received for information.

5.2 ITEMS FROM THE FUND RAISING AND DONOR RELATIONS COMMITTEE

5.2(a) **Fund Raising Quarterly Report to July 1, 2024**

A report outlining the fundraising results for the first quarter of fiscal 2025 was received for information.

5.2(b) **Naming Opportunities**

A report advising the Board of Governors on the naming of various rooms and building components approved by the Naming Sub-Committee of the

Fund Raising and Donor Relations Committee was received for information.

5.3 ITEM FROM THE GOVERNANCE AND BY-LAWS COMMITTEE

5.3(a) Board By-Election Schedule

The schedule for a by-election to elect an undergraduate representative to the Board was received for information.

6.0 ITEMS REMOVED FROM THE CONSENT AGENDA

None.

7.0 QUESTIONS FROM MEMBERS

None.

8.0 OTHER BUSINESS

None.

9.0 ADJOURNMENT TO CLOSED SESSION

On motion, the meeting adjourned at 10:52 a.m.

_____   _____
S. Shortreed   A. Bryson
Chair   University Secretary

ITEM 2.3 - Business Arising from the Minutes

ACTION: ☐ APPROVAL ☐ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

There is no business arising from the minutes of the previous meeting.

ITEM 3.0 - Report of the President

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

A. Shepard, President & Vice-Chancellor, will provide a verbal update.

F. Strzelczyk, Provost & Vice-President (Academic) and P. Pexman, Vice-President (Research) also will provide brief verbal updates on their respective portfolios.

ATTACHMENT(S):

Report of the President

REPORT OF THE PRESIDENT

To: Board of Governors

From: Alan Shepard

Date: November 14, 2024

Re: Quarterly report for November 2024

Dear Members of the Board,

Following are some noteworthy developments since my last quarterly report for the Board meeting of September 26, 2024.

Canadian Severe Storms Laboratory (CSSL) launched: On October 28, Western announced the creation of a national lab based in the Faculty of Engineering to improve severe and extreme weather detection and documentation across the country. Building on Western's track record in climate change research and natural disaster mitigation, the CSSL is supported by a new $20 million gift from ImpactWX and will inform policy as well as mitigation strategies. Funding from ImpactWX to support this research now totals more than $30 million. Media coverage included a two-page spread in The Globe and Mail, and extensive coverage in The Toronto Star, The London Free Press, CTV News, and CBC News. National advertisements announcing the launch are attached to this report.

Fall convocation: Western celebrated convocation **October 23, 24, and 25.** In addition to welcoming a new cohort of graduates, we recognized honorary degree recipient **Maimuna Kanyamala** of Tanzania, an entrepreneur, feminist, women's advocate, and longtime partner with *Western Heads East*. More than 2,500 graduates crossed the stage during six ceremonies. This marks our last convocation before moving off campus to Canada Life Place (formerly Budweiser Gardens) for at least five years, as recommended by the Convocation Task Force.

Starling Centre for Just Technologies and Just Societies: the Faculty of Information & Media Studies officially opened its new collaborative research centre focused on social accountability in datafied society through "interdisciplinary investigations and solidarity-based efforts to advance greater civic participation and engagement assessing the impacts of digital data, artificial intelligence, and related technologies."

Long-service awards: On October 28, we recognized 107 Western staff and faculty members who reached their 25-year service milestone in 2024. We thank them for their dedication.

Consultation for policy on use of university facilities: The Provost & Vice-President (Academic) and Vice-President (Operations & Finance) are leading a two-stage consultation process to inform proposed revisions to Western's [MAPP Policy 1.1](#) on the use of university facilities for non-academic purposes and accompanying procedures. A number of constituted groups at Western were invited to participate in the consultations (stage one). These sessions will be an important input for proposed revisions to the policy, to be circulated for feedback in early 2025 (stage two).

Accolades: Congratulations to the following Western community members who, among others, have received special honours and awards in recent months:

- **2024 Alumni Awards**:
    - Dr. Ivan Smith Award - **Rick Konrad** (BA'75)
    - Young Alumni Award - **Thomas Neumann** (BSc'11)
    - Community Service Award - **Janelle Coultes** (BSc'01)
    - Professional Achievement Award - **Nils Petersen** (BSc'72)
    - Professional Achievement Award - **Susan Haigh** (MLIS'87)
    - Music Wall of Fame - **Brian McIntosh** (BA(Mus)'79), **Jamie Hillman** (BMus'05)
    - Science Alumni Award of Achievement - **Amanda Holden** (BSc'87)
    - Arts & Humanities Alumni Award of Achievement - **Kadie Philp** (BA'05, MA'07)
    - Health Sciences Lifetime Achievement Award - **Louise Taylor** (BScN'82)
    - Health Sciences New Alumni Award - **Adam Ly** (BHSc'14, MSc (OT)'16)

- **Mark Daley** (Science), Chief AI Officer, appointed NSERC Scholar in Residence for Artificial Intelligence effective 2024 to 2026.

- **Alissa Centivany** (Information & Media Studies) provided expert testimony to the Standing Committee on Banking, Commerce, and the Economy in the Senate of Canada, related to proposed amendments to the Copyright Act.

- **Erin Hannah** (King's) appointed Editor-in-Chief, *Oxford Research Encyclopedia of Politics.*

- Professor Emeritus **Elizabeth Grasby** (Ivey) and lecturer **Ian Dunn** (Ivey) named to The Case Centre's list of bestselling case authors for the 2023-2024 academic year.

- Deep Breathe, a startup founded by **Rob Arntfield** (Schulich) that develops AI-powered ultrasound diagnostic systems, won xTechInternational, a US-army-sponsored competition.

- Recent PhD graduates **Elmond Bandauko** (Social Science), **Rochelle Furtado** (Health Sciences), and **Marie Lan** (Schulich) named recipients of the *Governor General's Gold Medal* for outstanding academic achievement.

- **Global Undergraduate Awards:** Western had four global winners and four regional winners (best in North America) in this annual international competition:

    o Global winners: **Christy Yi-Qing Xie**, Chemical & Pharmaceutical Sciences, **James Kenneth**, Classical Studies & Archaeology, **Hongshu Wang**, Mass Communications, and **Diana Maria Urian**, Psychology.

    o Regional winners: **Katrina Crone**, Art History and Theory, **Shan Malhi**, Law, **Gabriella Violet Scott Simonelli**, Life Sciences, and **Emma Cleland**, Literature.

- **Celia Carrasco Gil,** PhD candidate (Arts and Humanities) received the *Prize for the Promotion of Artistic Talent*, from the Government of Navarra.

- **Rashaan Allwood**, PhD candidate (Music) named Composer-in-Residence for 2024-2025 and 2025-2026, for New Music Concerts, a Toronto-based organization focused on curating, performing, and promoting innovative and cutting-edge music.

- **Rajender Singh**, PhD candidate (Education), won the Government of Canada's National Student Paper Competition, for his policy paper, "*Hooked Online: A Call for Canadian Leadership in Addressing Internet Addiction*."

- **Stephanie Curcio** (JD'15) and **Melissa Munro** (BHSc'10, BScN'13) received "Ones to Watch" awards, as part of the *2024 RBC Canadian Women Entrepreneur Awards*.

- **George Dolhai** (LL.B. '87) named Director of Public Prosecutions and Deputy Attorney General of Canada.

- **Jane Philpott** (MD'84) appointed Chair of the Ontario's Primary Care Action Team.

- **Raymond Chun** (BA'92) appointed CEO of TD Bank.

- **Jon Love** (LLD'16, HBA'76) received the Fraser Institute Founder's Award, the institute's highest honour.

- **Lorin MacDonald** (JD'09) received a Governor General's Award in Commemoration of the Persons Case, received the Ontario Human Rights Award for Distinguished Service, and was named the March of Dimes Canada's Disability Changemaker of the Year.

- **Dan Luong** (BMus'15, MMus'17) received two gold medals from the Royal Conservatory of Music for his marks in Elementary Piano Pedagogy (Ontario) and Intermediate Piano Pedagogy (Canada).

Leadership updates:

John Yoo was reappointed Dean, Schulich School of Medicine & Dentistry, for a second term, beginning July 1, 2025, through June 30, 2030.

Donna Kotsopoulos was reappointed Dean, Faculty of Education, for a second term beginning January 1, 2026, through June 30, 2031.

Jason Oliver has been appointed as Chief Technology Officer, effective December 2, 2024.

Review/Selection Committees are established/underway for the Deans of Arts & Humanities, Law, Health Sciences, and Information & Media Studies.

Sharp
Impactful
Research

Western University is the severe storms research authority in Canada.

Powered by donations of over $30-million from ImpactWX, Western has launched the Canadian Severe Storms Laboratory—the first and only research centre in the country dedicated to investigating extreme weather to mitigate damage and keep Canadians safe. From tornadoes and hail to windstorms and flash flooding, Western's world-class scientists and engineers are at the forefront of weather detection and documentation.

This is one of the many ways Western is using research to improve our society, today.

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Bright Illuminating Research

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Bold
Persistent
Research

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ITEM 4.1(a) – Revisions to Resolution re: Delegation of Authority

ACTION: ☒   APPROVAL   ☐   INFORMATION   ☐   DISCUSSION

RECOMMENDED: That, on the recommendation of the Property and Finance Committee, the Board of Governors approve the amendments to Resolution re: Delegation of Authority as outlined in Item 4.1(a).

EXECUTIVE SUMMARY:

The Resolution re: Delegation of Authority has been amended to provide the President with the delegated authority for real property dispositions in alignment with the President's authority for real property purchases. In addition, the threshold by which the President may sell or otherwise dispose of the University's physical assets has been increased from $1 million to $5 million.

ATTACHMENT(S):

Resolution re: Delegation of Authority (revised)

Delegation of Authority

Effective Date: ~~April 24, 2024~~**November 21, 2024**

Supersedes: **April 24, 2024,** February 22, 2022; September 27, 2016; April 30, 2009; May 3, 2001; April 27, 2000; May 25, 1995; April 23, 1992; June 27, 1991

_____

Employees

1. In accordance with applicable agreements negotiated with employee groups and policies and procedures established by the Board, the President (or the President's designate) is authorized to approve the following:

    a) In respect of the Vice-Presidents, any leaves and acting appointments;

    b) In respect of all other employees of the University (faculty and staff), all changes involving appointments, acting appointments, promotions, conferment of tenure, sabbatical leaves and the granting of continuing appointments;

    c) All related salaries or salary changes for all positions below the level of Vice-President, except for the Deans, the Registrar, the University Librarian and the University Secretary, unless the President is authorized by the Senior Policy and Operations Committee to fix, in accordance with policies which may be established by the Board from time to time, the remuneration, retirement benefits and severance of those excepted employees;

    d) All employee changes involving resignations, terminations, and retirements, except that any such change which will entail a continuing commitment on the part of the University other than normal pension benefits or which falls outside existing University policies shall be referred to the Senior Policy and Operations Committee.

2. While the Senior Policy and Operations Committee, at its discretion and on behalf of the Board, may impose conditions or limitations to apply in discussions or agreements, the Board authorizes the President to reach agreement with unions or associations representing employee groups, on collective changes in salaries and benefits and conditions attached thereto on the understanding that the agreements are subject to approval by the Board.

Operations and Research

3. The President is authorized to commit the University to the expenditure of funds and approve contracts, as follows:

   a) Without limit, externally-imposed levies, such as municipal taxes and Workers' Compensation assessments, or any ongoing expenses for transactions, contracts, and agreements that have already been approved during Western's regular budget approval process; and

   b) Up to a limit of $5,000,000 for any one transaction, not otherwise included above.

4. In addition, the President may authorize purchases over $5,000,000 of research equipment funded by external awards that require the funds to be used only for the specified purchase, provided that any contribution from the University's operating budget toward any one such purchase does not exceed $5,000,000. Any purchases so approved by the President shall be reported to the Property and Finance Committee.

5. In addition, the President is authorized to approve real property purchases **and dispositions** as follows:

   a) Up to $10 million for **the** acquisition of real property directly adjacent to, or contiguous with, existing university property; and

   b) Up to $5 million for **the** acquisition any other real property.

   c) **Up to $5 million for the disposition of real property, including property directly adjacent to, or contiguous with, existing university property.**

   Any purchase **or disposition** so approved by the President shall be reported to the Property and Finance Committee in a timely manner.

6. The President and Vice-Presidents are authorized to transfer funds between accounts within approved budgets as required for the effective management of the University.

7. The President is authorized to sell or otherwise dispose of the University's physical assets, excluding real property, having a fair market value of up to $~~1~~ **5** million.

Imposition of Sanctions for Non-Academic Offences

8. The President is authorized to take such measures as are appropriate to promote the orderly conduct of students and to impose academic and other

sanctions on students who commit non-academic offences. This authority may be sub-delegated by the President. This authority is not limited by proceedings taken under other internal policies or codes but can be limited by resolution of the Board.

9. The Administration, on the authority of the President (or the President's delegate), retains the discretion to impose academic and other sanctions on students for non-academic offences notwithstanding any other civil, criminal or quasi-criminal proceedings.

**ITEM 4.2(a) – Equity, Diversity, Inclusion, Decolonization and Accessibility
(EDIDA) Strategic Plan**

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

RECOMMENDED: That, on the recommendation of Senate, the Board of Governors
approve the Equity, Diversity, Inclusion, Decolonization and
Accessibility (EDIDA) Strategic Plan.

EXECUTIVE SUMMARY:

Opiyo Oloya, Associate Vice-President (Equity, Diversity & Inclusion) and Lesley Oliver,
EDI Specialist (Equity, Diversity & Inclusion) will provide an overview of the EDIDA
Strategic Plan and its implementation in Phase 1.

ATTACHMENT(S):

EDIDA Strategic Plan

EDIDA Strategic Plan Supplemental Data Analysis Document

EDIDA Strategic Plan Launch (power point presentation)

ADVANCING INCLUSIVE EXCELLENCE

Strategic Plan Linkages: Towards Western At 150; Western University Indigenous Strategic Plan and Western In The World - Global Engagement Plan

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. These are:

- 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

Furthermore, under each strategic priority are clearly articulated strategies and strategic objectives **(p.8 - 20)** that call the community to action and purpose.

In anticipation that units/departments/Faculties are at various stages of implementing inclusivity, the EDIDA strategic plan provides flexibility for unit/departments to select, engage and advance 1-2 strategies from each strategic priority area in the initial 3-year timeframe of implementation of the plan.

To **invite action** and **promote accountability**, the initial implementation for the EDIDA envisions a timeframe running from November 2024 to June 2027 **(p.24).** 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.

I. 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, Etuaptmumk / 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 Etuaptmumk / 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

II. CHARTING WESTERN'S EQUITY, DIVERSITY, INCLUSION, DECOLONIZATION, AND ACCESSIBILITY STRATEGIC COURSE

Western's 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 22 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 (see Section IX).

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.

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

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.

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, 3191 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 see the EDIDA Strategic Plan Supplemental Data Analysis document.

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

III. GUIDING PRINCIPLES FOR EDIDA AT WESTERN

Towards Western at 150 (Section Two, People 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 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.

We, the collective Western community recognize and understand that:

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 be provided with an opportunity to lead and participate 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 University fosters an environment in which academic freedom thrives, and debate, challenges, and collegial disagreement should not only be expected but encouraged.

IV. 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 University 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. And, their aspirations painted a picture of a university where diversity is celebrated, where diverse ways of knowing and being in the world are celebrated, and where we lift one another up so everyone can flourish.

Western University's EDIDA vision is:

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

V. 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 communities Western 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.

OUTCOME STATEMENTS

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.

VI. STRATEGIC PRIORITIES

The first four strategic priorities describe the areas that Western University will focus on to ACHIEVE the EDIDA vision and outcomes.

Diverse Representation and Engagement	Inclusive Excellence in Learning and Teaching	Inclusive Excellence in Research and Innovation	Safe, Accessible, and Inclusive Spaces, Places, And Experiences
Western University 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.	Western University cultivates inclusive, equitable, and accessible learning environments, embedding Indigenization, and equity, diversity, inclusion, decolonization, and accessibility principles and best practices into our teaching, curriculum, programming, and assessment.	Western University 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.	Western University 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.

The following strategic priority describes the areas that Western University will focus on to ENABLE achievement of the first four strategic priorities.

System-wide Capacity Building and Cultural Change

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

STRATEGIC PRIORITY: DIVERSE REPRESENTATION AND ENGAGEMENT

Western University 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, Office of the Registrar, Admissions, University and Unit Human Resources, Employee Groups, Office of Equity, Diversity and Inclusion (Office of EDI), Office of Indigenous Initiatives, Western Libraries, Faculty Relations, Student Experience, , Office of Academic Quality and Enhancement, Student Groups, etc.

Strategies	Strategic Objectives
Advance equitable recruitment and hiring, retention, development, and promotion of staff, faculty, librarians, archivists, and leaders from Equity Deserving (ED) communities.	We, **the collective Western community**, will: • 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. • 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.

Strategies	Strategic Objectives
Regularly review and strengthen the student admissions, enrolment, and retention practices to reflect EDIDA principles and cultivate successful student outcomes.	We, **the collective Western community**, will: • 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.
Develop an environment of inclusion and belonging at Western, where ED groups are fully valued and engaged.	• 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, sponsorship[1], and networking opportunities for ED students, staff, and faculty. • Endeavor 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 ED 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.

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[1] In the context of EDID, 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 AND TEACHING

Western University 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, Centre for Teaching and Learning, Faculty Groups, Deans, Western Libraries, Student Experience, Human Resources, Office of Indigenous Initiatives, Office of EDI.

Strategies	Strategic Objectives
Prepare and support faculty to incorporate EDIDA more fully into the classroom to enhance students' learning experiences.	We, **the collective Western community**, will: • 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 EDI, 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.

Strategies	Strategic Objectives
Apply equity, diversity, inclusion, accessibility, decolonization, and anti-racism principles in undergraduate and graduate education.	We, **the collective Western community**, will: • 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 Process (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.).
Build university-side culture that values EDIDA in teaching and learning at the level of policy and governance.	• 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.
Support multiple pathways to and beyond the university.	• 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 AND INNOVATION

Western University 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: Western Research, Deans, Research Chairs, Graduate and Postdoctoral Studies,
Training & Development, Western Libraries, Office of Indigenous Initiatives, Office of EDI

Strategies	Strategic Objectives
Advance equity in internal and external research funding and awards. .	We, **the collective Western community**, will: • Identify and mitigate barriers to research funding for Indigenous and ED scholars. • Promote and support Indigenous, diverse, non-traditional, and EDID-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.
Expand mentorship opportunities tailored specifically to ED students, and undergraduate, graduate, postdoctoral and ECR training.	We, **the collective Western community**, will: • 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.

Strategies	Strategic Objectives
Cultivate inclusive and accessible research environments where students, researchers, and staff feel welcomed, supported, valued, and celebrated.	We, **the collective Western community**, will: • 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 leverage librarian, archivist, and staff expertise and continue to fund and support EDIDA library resources, such as books, journals, electronic resources, Scholarship@Western, archival and special collections, and geospatial, statistical, and data resources. • 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.
Develop partnerships with ED groups, both internal and external to Western, to promote research that benefits their communities.	We, **the collective Western community**, will: • 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, AND EXPERIENCES

Western University 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: Deans, Facilities Management, Housing and Ancillary Services, Campus Safety, Health and Wellness, Office of Accessible Education, Western Libraries, Student Experience, Office of Indigenous Initiatives, Office of EDI, etc.

Strategies	Strategic Objectives
Optimize accessibility across Western's campus for people with disabilities.	We, **the collective Western community**, will: • 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.
Enhance accessibility, safety, and ease of use of indoor and outdoor spaces, facilities, and environments.	We, **the collective Western community**, will: • 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.

Strategies	Strategic Objectives
	• Evolve services and supports to reflect the diversity of community members with unique family care responsibilities.
Embed accessibility principles across Western.	We, **the collective Western community**, will: • 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 EDI 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.
Reflect diverse identities, cultures, histories, traditions, and ways of being across campus indoor and outdoor spaces and programming.	We, **the collective Western community**, will: • 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.
Support and nurture ED student, staff and faculty wellness and success.	We, **the collective Western community**, will: • Build staff capacity to provide culturally relevant, gender affirming services that effectively meet the unique concerns and needs of ED groups. • Continually evaluate and finetune 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.

ENABLING PRIORITY: SYSTEM-WIDE CAPACITY BUILDING AND CULTURAL CHANGE

This priority outlines the <u>strategic enablers</u>, 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 University 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 EDI, Office of Indigenous Initiatives, Western Libraries, Institutional Planning and Budgeting, Facilities Management, Student Experience, Housing and Ancillary Services.

Strategies	Strategic Objectives
Embed equity, diversity, inclusion, decolonization, and accessibility into Western's culture and climate.	We, **the collective Western community,** will: • 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 EDID-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.

Strategies	Strategic Objectives
Strengthen and widen the EDIDA governance and leadership net.	We, **the collective Western community**, will: • Establish an EDIDA Strategic Plan Implementation Committee, co-chaired by the Associate Vice-President (Equity, Diversity & Inclusion), and the Vice-Provost & Associate Vice-President (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.
Collect, analyze and use data to guide our way forward and advance accountability for EDIDA change.	We, **the collective Western community**, will: • 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 EDI. • Support units to acquire the necessary data to understand and appreciate the status of their EDIDA progress and variances that need to be addressed.

Strategies	Strategic Objectives
Expand understanding of, and commitment to, EDIDA across students, staff and faculty.	We, **the collective Western community**, will: • 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.
Build and sustain EDIDA capacity across Western.	We, **the collective Western community**, will: • 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.

Strategies	Strategic Objectives
Develop and bolster sustainable partnerships with external ED communities, associations, networks, and organizations.	We, **the collective Western community**, will: • 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.
Communication & Story Telling	We, **the collective Western community**, will: • 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 EDI 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.

VII. 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 Associate Vice-Provost (Equity, Diversity & Inclusion) and the Vice-Provost & Associate Vice-Provost (Indigenous Initiatives), and comprised of senior leaders from across Western University, 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 administrative units 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 EDI 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 administrative units to develop and implement annual EDIDA Action Plans. Action Plans will include tasks, timelines, responsibilities, and budgets.

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.

VIII. ACCOUNTABILITY FRAMEWORK

The **Inclusive Impact** Performance Scorecard, which encompasses strategic performance indicators (PIs) is 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 (HR) 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 (ERGs), 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 EDID.
- Increase in training programs, related to harassment and discrimination, sexual violence, etc.

STRATEGIC PRIORITY: INCLUSIVE EXCELLENCE IN LEARNING AND TEACHING

- Evidence that EDIDA is incorporated into the 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.

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.

## 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.

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 EDI 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.
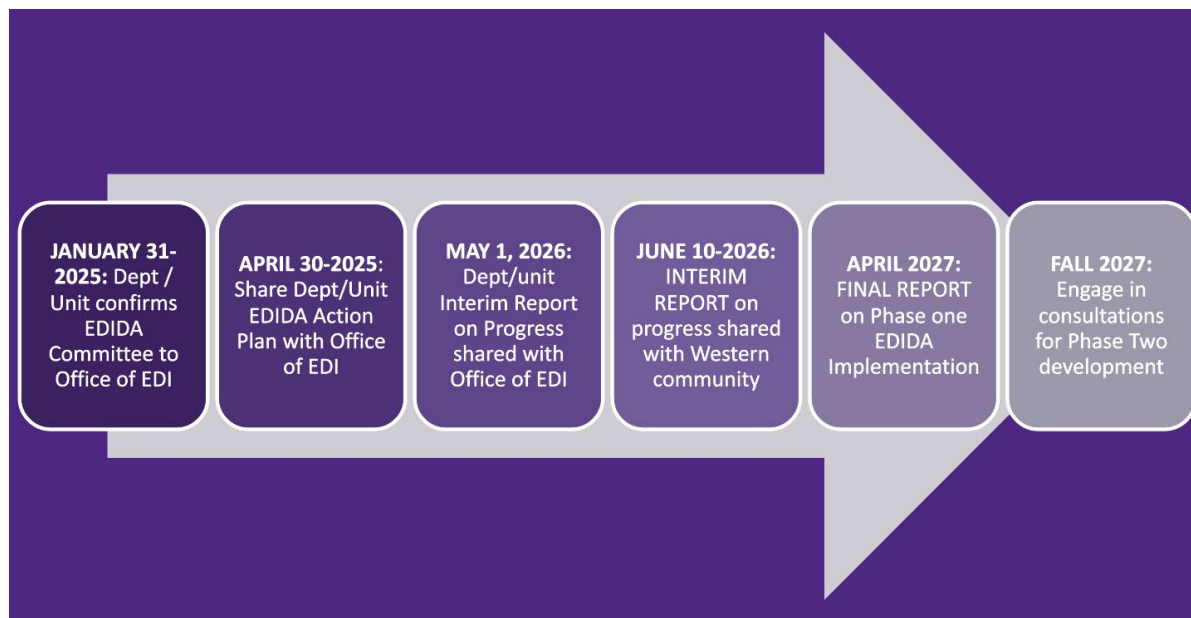
IX. DEFINITIONS

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-Racism[2]

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.

Decolonization

Decolonization involves the dismantling of colonial power structures, be they political, epistemic, or social, with the goal of "repatriati[ng] ... 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

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[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)

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 Communities refers to the diverse groups of individuals who comprise the ecosystem of Western University. 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

[Truth and Reconciliation Calls to Action](#)

[AODA Postsecondary Education Standards Final Recommendations](#)

[Indigenous Strategic Plan](#)

[Towards Western at 150 - Western University Strategic Plan](#)

[Western In The World Global Engagement Plan](#)

[Postsecondary Course Accessibility Guide](#)

[Office of EDI Online Learning Modules and Certificates](#)

[Maatookiiying gaa-miinigoowiziying (Sharing Our Gifts) Indigenous Learning Bundles](#)

EDIDA Strategic Plan: Supplemental Data Analysis Document

Measures

(1) Belonging (Employees and Students)[1]

Participants were asked to respond to eight items on a Likert-scale from 1 (Strongly Agree) to 5 (Strongly Disagree) that focused on their sense of belonging at Western (see Question 18, Appendix A). Example items include "I feel like I belong at Western", "I feel welcome and included in the Western community", and "I feel my many 'differences' are appreciated and respected at Western". The average (i.e., mean) score of all items was calculated for each participant and used as an indication of their sense of belonging for the quantitative analyses. This scale, which we called 'Belonging', demonstrated good internal consistency ($\alpha = 0.94$; i.e., individuals answered each item in a similar manner). Participants were also provided an opportunity to expand on their responses in an open-ended manner through the following question: "Please expand on your answers (if applicable). Do you have any recommendation related to your responses?" (Question 19, Appendix A). Qualitative responses to this open-ended question were subsequently thematically analyzed.

(2) Community

(a) Individual Community

Participants responded to five items on a Likert-scale from 1 (Strongly Agree) to 5 (Strongly Disagree) about their individual communities at Western (see Question 20, Appendix A). Example items include, "I can easily find and connect with my communities at Western", "I feel proud of my communities at Western", and "I feel I can successfully belong to multiple communities at Western". Again, we calculated a mean score for each individual based on their responses to these items as an indication of their sense of community from an individual perspective (i.e., Individual Community; $\alpha = 0.90$) to be used in the quantitative analyses.

(b) Western Community

Participants responded to three items on a Likert-scale from 1 (Strongly Agree) to 5 (Strongly Disagree) about their perceptions of the Western community as a whole (see Question 20, Appendix A). Items included, "Western students, staff and faculty seem to value and respect my communities and our contributions", "Western students, staff and faculty seem interested in finding out more about my communities", and "Western students, staff and faculty welcome communities and cultures that are unique from their own". We used the mean score of these items in our analyses (i.e., Western Community; $\alpha = 0.85$).

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[1] Students = Undergraduate, Master's, and Doctoral Students; Employees = Postdoctoral Fellows, Staff Members, Faculty Members, Managers/Supervisors, or Members of Senior Administration.

Some participants chose to elaborate their responses to these community questions through the open-text question: "Please expand on your answers (if applicable). Do you have any recommendations related to your response?" (Question 21, Appendix A). The responses were included in our qualitative analyses.

(3) Inclusion (Employees)

Participants responded to seven items on a Likert-type scale from 1 (Not included at all) to 5 (Completely Included) about the degree to which they feel included across multiple contexts Example items include, "In working environments i.e., in meetings, in discussions or debates, on project teams, etc.", "In training and development environments i.e., in workshops, in mentoring or coaching sessions, etc.", and "In social environments i.e., in extra-curricular activities, social events, conversations with my colleagues, etc." (see Question 22, Appendix A). Means were calculated across the items for each individual as an indication of their overall sense of inclusion (i.e., Inclusion; $\alpha = 0.94$).

(4) Inclusion (Students)

Participants responded to six items on a Likert-type scale from 1 (Not included at all) to 5 (Completely Included) about the degree to which they feel included across multiple contexts Example items include, "In learning environments i.e., in the classroom, team-based learning activities, labs, tutorial sessions, etc.", "In social environments i.e., in extra-curricular activities, social events, etc.", and "In formal environments i.e., in student residences / housing, Western libraries, sports and recreation facilities, etc." (see Question 23, Appendix A). We calculated an average score for each individual to create a scale that could be used in our analyses (i.e., Inclusion; $\alpha = 0.91$).

(5) Climate (Employees)

Participants responded to seven items on a Likert-scale from 1 (Strongly Agree) to 5 (Strongly Disagree) oriented around the campus climate at Western (see Question 24, Appendix A). Example items include "Western cultivates working environments where I feel listened to, seen and understood", "Western creates space for me to freely express my ideas and viewpoints, without worry or fear", and "Western encourages us to explore, experience and try new things, in a psychologically safe environment". These items were used to create a mean score for each individual as an indication of their perceptions of the climate at Western (i.e., Climate; $\alpha = 0.94$).

Participants then had an opportunity to expand upon their answers through the following open-text question: "Please expand on your answers. Do you have any recommendations related to your responses?" (Question 25, Appendix A). These responses were subsequently used in our qualitative analyses.

(6) Perceptions of Educators **(Students)**

Participants responded to five items on a Likert-scale from 1 (Strongly Agree) to 5 (Strongly Disagree) about their perceptions of educators at Western (see Question 26, Appendix A). Example items include, "Western educators (professors, instructors and teaching assistants) create learning environments where I feel I belong and am valued", "Western educators intentionally integrate topics of diversity, inclusion and equity into their teaching", and "Western educators intentionally foster environments that invite and encourage us to challenge the status quo and talk freely about our ideas and viewpoints". Participants answered consistently across items, and mean scores were used for our analyses (i.e., Perceptions of Educators; α = 0.89).

(7) Psychological Safety **(Students)**

Participants responded to eight items on a Likert-scale from 1 (Strongly Agree) to 5 (Strongly Disagree) oriented around their level of psychological safety at Western (see Question 28, Appendix A). Example items include "I feel I can genuinely express my viewpoints", "I am comfortable showing my identity to other people", and "I can really be my true self at Western, without fear of judgement". Items were averaged and used to create a scale variable used in our analyses (i.e., Psychological Safety; α = 0.94).

Similar to the other categories of questions, participants were provided an opportunity to elaborate via the open-text question: "Please expand on your answers (if applicable)?" (Appendix A, Question 29), which was subsequently used in our qualitative analyses.

(8) EDI Commitment

Participants responded to eight items on a Likert-scale from 1 (Strongly Agree) to 5 (Strongly Disagree) oriented around Western's action and commitments as they related to EDI (see Question 30, Appendix A). Example items include "Creating a more inclusive and diverse university is a top strategic priority for Western", "Western is working hard to address and dismantle inequities, biases and outdated practices and policies that are barriers to EDI", and "Western is committed to expanding accessibility, services and supports to underrepresented and / or diverse student groups". Means were calculated across the items for each individual as an indication of individuals' perceptions of Western's EDI Commitment (i.e., EDI Commitment; α = 0.92).

Participants were again provided an opportunity to elaborate via the open-text question: "Please expand on your answers (if applicable)?" (Question 31, Appendix A). These open-ended responses were then analyzed thematically.

(9) Critical Action

At the end of the survey, participants were asked to describe the most critical EDI Action Priorities that Western should focus on (Question 32, Appendix A). Responses were used in our qualitative analyses.

Results

Quantitative Analyses

Data Cleaning Procedures

Prior to conducting our main analyses, we needed to recode some of the data.

(1) We recoded the response options for the Likert scales to be more intuitive. The survey structured the responses to the Likert scales as follows: (1) Strongly agree, (2) Somewhat agree, (3) Neither agree or disagree, (4) Somewhat disagree, (5) Strongly disagree. Low numbers represented a high level of agreement with statements and high numbers represented a low level of agreement. Therefore, to minimize confusion in the interpretation of the results, we recoded these Likert scales so the numbers increased with the level of agreement: (1) Strongly disagree, (2) Somewhat disagree, (3) Neither agree or disagree, (4) Somewhat Agree, (5) Strongly agree.

(2) We recoded variables that allowed for multiple responses (e.g., gender, sexuality) to ensure individuals were only included once in our analyses. For those individuals who reported more than one identification category, they were included in an additional category that was later renamed if necessary (e.g., minoritized identity of gender, minoritized identity of sexuality).

(3) We recoded the racial identity variable based on the distribution of participants in each category. Those categories that had 10 individuals or less were added to the "Additional or Mixed" category. Furthermore, individuals who identified as "Metis" or "First Nations" were added to the higher order category "Indigenous/Aboriginal". Individuals who selected "Do not know" were re-categorized as missing data.

Main Analyses

We conducted two multivariate analyses of variance (MANOVAs; one for students and one for employees) to determine if (a) there were differences in perceptions of belonging, community, inclusion, psychological safety, perceptions of educators, climate, and Western's commitment to advancing EDI (i.e., the dependent variables) across different demographic groups (i.e., the independent variables) and (b) the nature and magnitude of potential discrepancies. Specific findings for each independent variable can be found in the sections below.
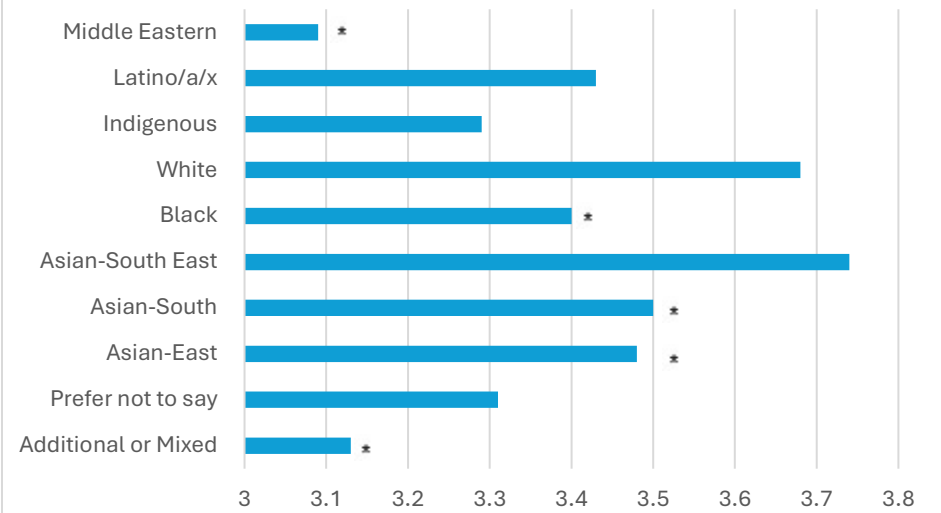
Racial Identity (Students)

There were significant differences across racial groups for the dependent variables (Wilkes' lambda, 0.90, p = 0.001). Specifically, racial groups differed with respect to their sense of belonging, $F(9, 964)$ = 3.49, $p < 0.001$, ηp^2 = 0.03; individual community, $F(9, 964)$ = 3.15, $p < 0.001$, ηp^2 = 0.03; perceptions of educators, $F(9, 964)$ = 3.22, $p < 0.001$, ηp^2 = 0.03; inclusion, $F(9, 964)$ = 4.66, $p < 0.001$, ηp^2 = 0.04; and psychological safety, $F(9, 964)$ = 3.15, $p < 0.001$, ηp^2 = 0.03. Specific comparisons across groups for each dependent variable are shown in the figures below. Asterisks (*) indicate a significant difference compared to White individuals. Table 1 at the end of this section provides all the means and standard deviations for each measure.
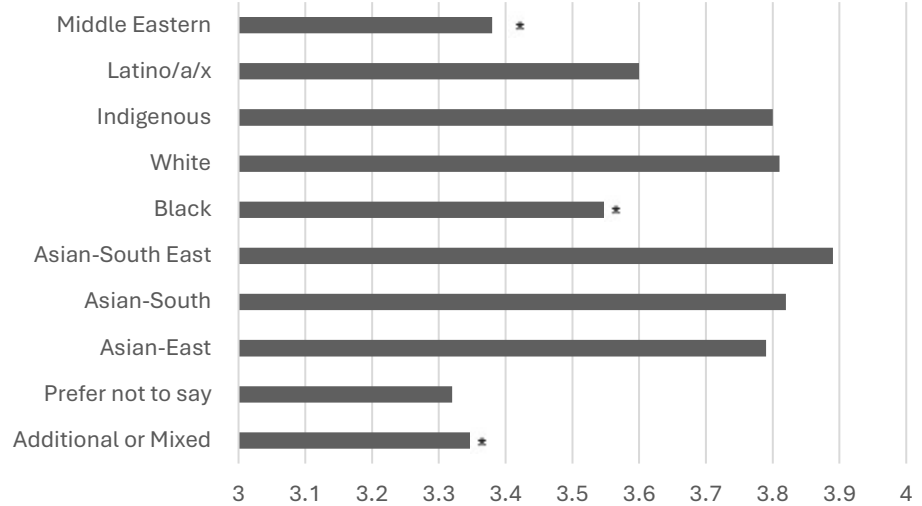

Racial Identity and Sense of Belonging

Racial Identity and Individual Community
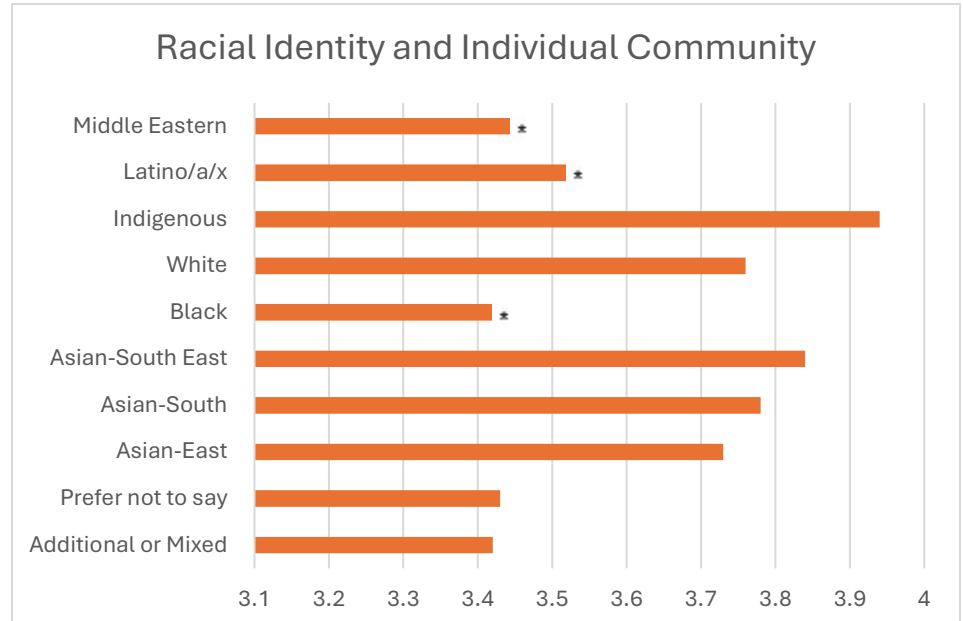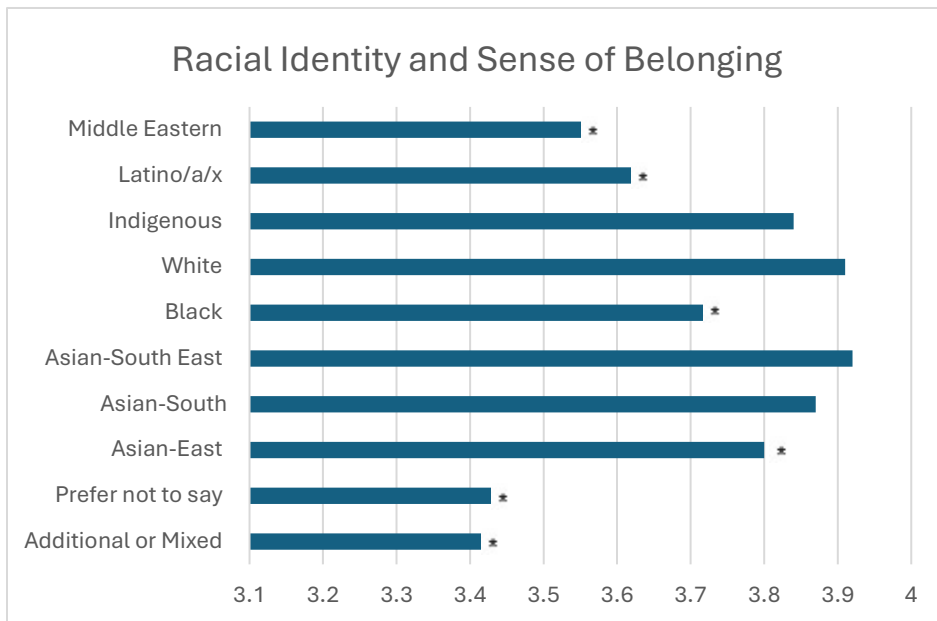
Racial Identity and Perceptions of Educators
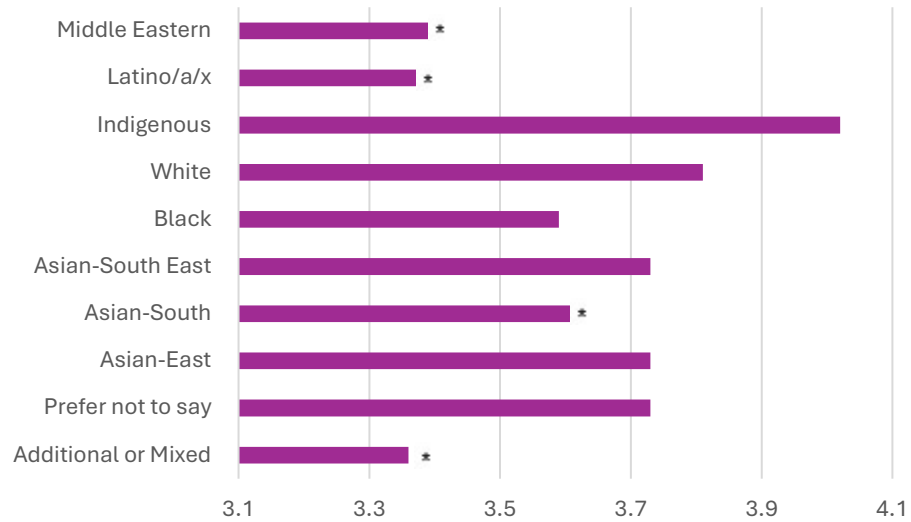
Racial Identiy and Inclusion

Racial Identity and Psychological Safety

Gender Identity (Students)

Our analysis did not unearth significant differences in perceptions of the dependent variables across women, men, and individuals with minoritized identities of gender (MioG; Wilkes' lambda, 0.97, p = 0.068). The means and standard deviations for the gender identity category can be found in Table 1 at the end of this section.

Sexuality (Students)

We also examined if individuals' perceptions of the dependent variables differed by sexuality. A significant Wilkes' lambda (0.96, p = 0.001) indicated the presence of such differences. In terms of the specific dependent variables, discrepancies among heterosexual individuals, individuals with minoritized identities of sexuality (MioS), and those individuals who preferred not to answer were found for perceptions of belonging, $F(2, 964)$ = 4.69, p = 0.009, ηp^2 = 0.01; individual community, $F(2, 964)$ = 4.32, p = 0.014, ηp^2 = 0.01; inclusion, $F(2, 964)$ = 10.63, $p < 0.001$, ηp^2 = 0.02; psychological safety, $F(2, 964)$ = 4.43, p = 0.012, ηp^2 = 0.01; and Western's commitment to EDI, $F(2, 964)$ = 4.41, p = 0.012, ηp^2 = 0.01. Please see the figures below for comparisons across groups. Asterisks (*) indicate a significant difference compared to individuals who identify as heterosexual. Means and standard deviations for gender identity across each independent variable can be found in Table 1.

Sexuality and Inclusion

Sexuality and Psychological Safety

Sexuality and EDI Committment
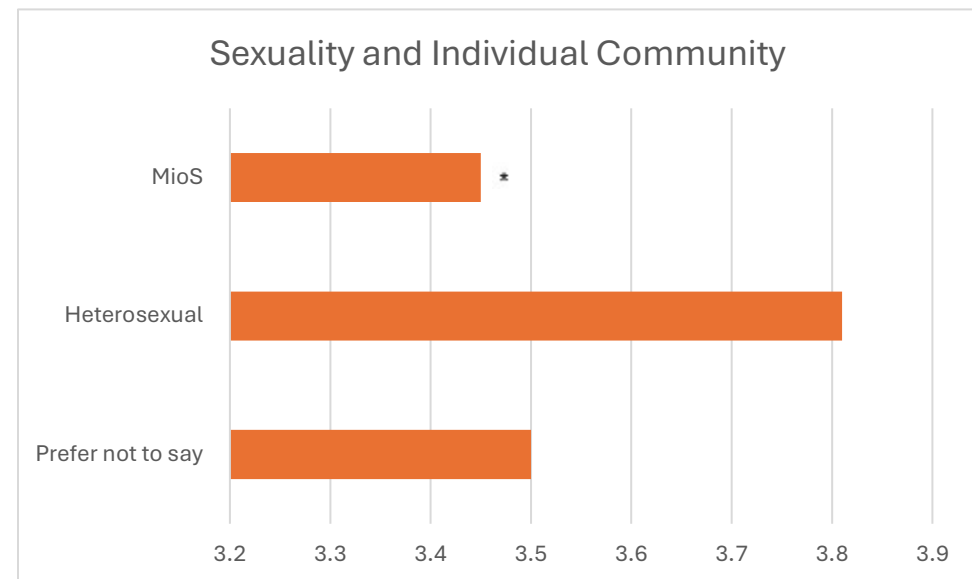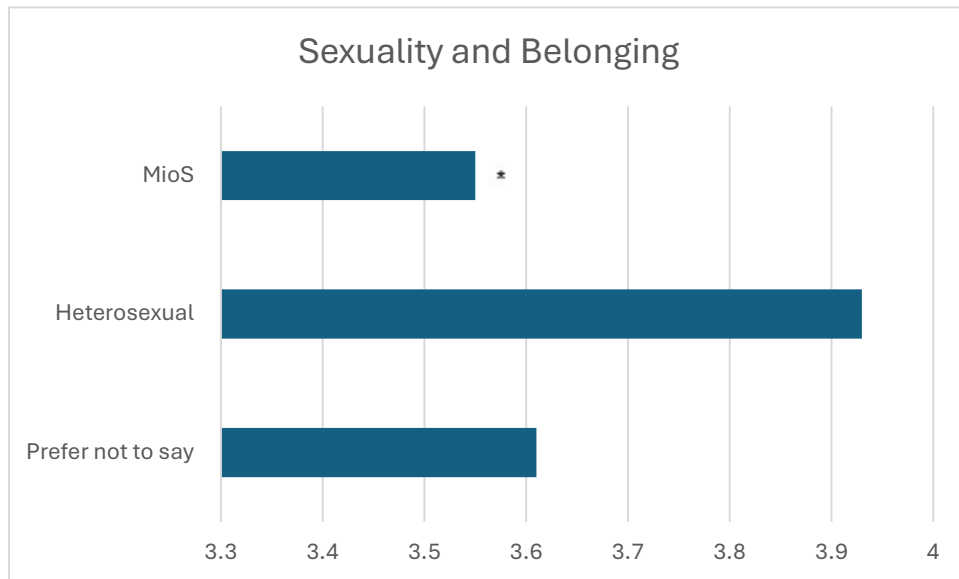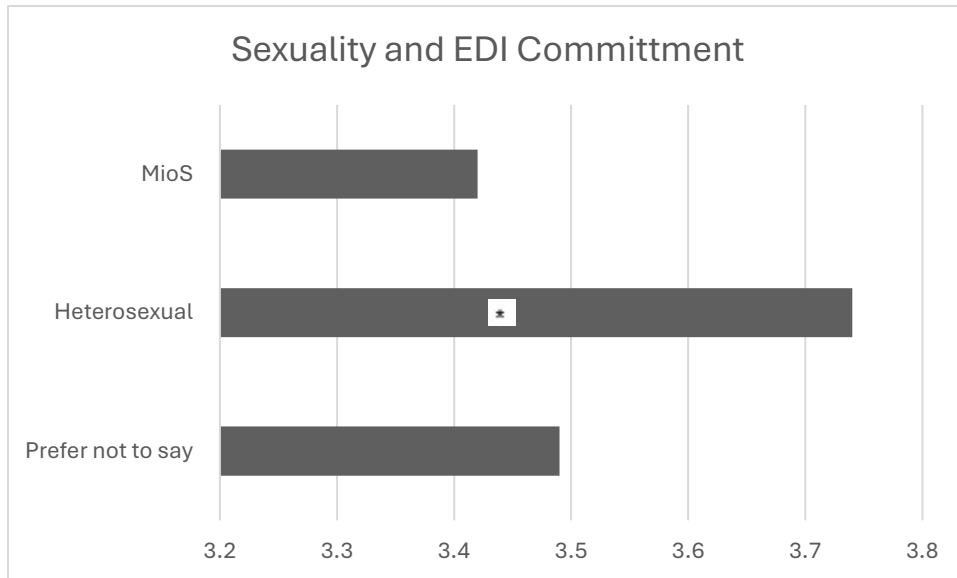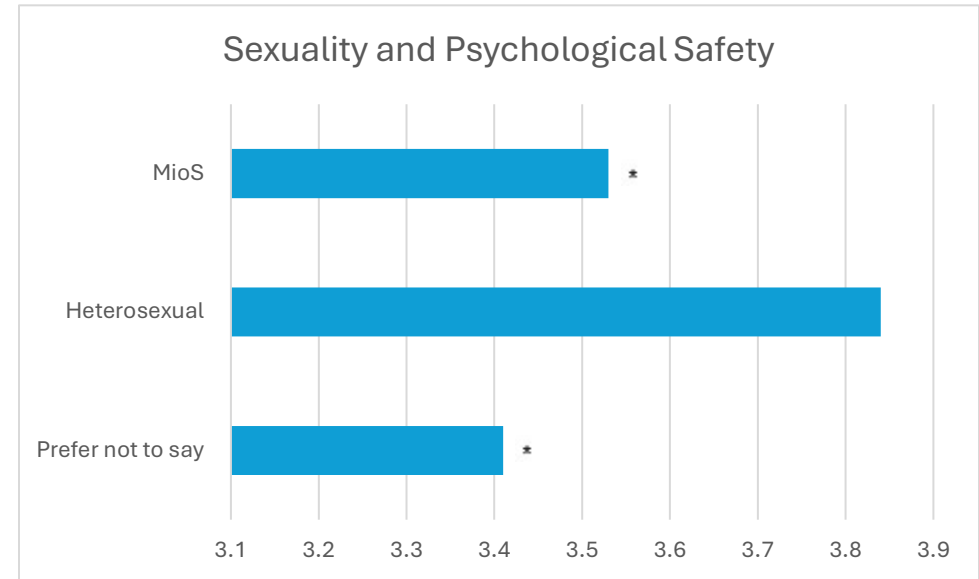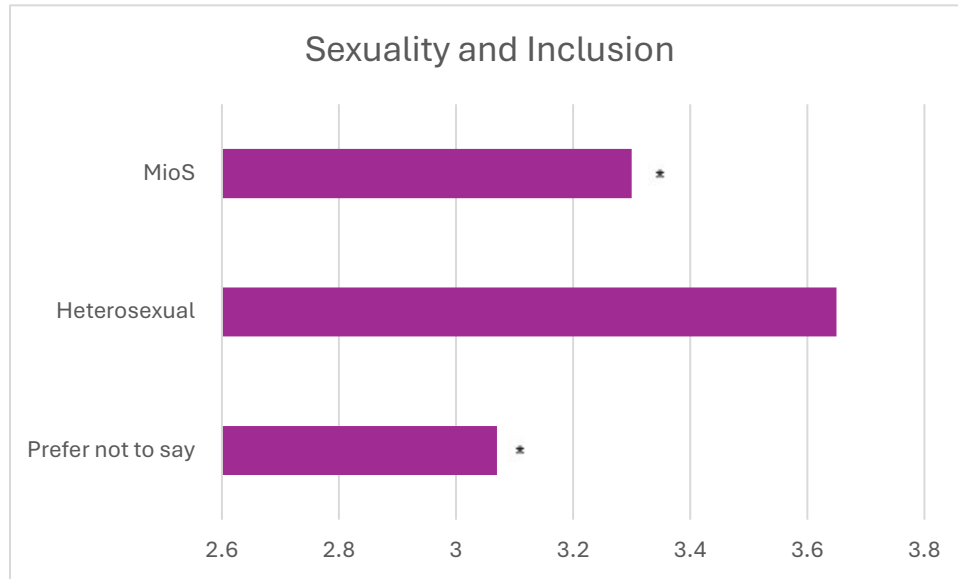
Ability (Students)

Participants responses also differed based on their abilities (Wilkes' lambda = 0.93, $p < 0.001$). This analysis also revealed that there were differences among those individuals with a disability, those without, and those who preferred not to disclose for perceptions of belonging, $F(2, 964) = 32.32$, $p < 0.001$, $\eta p^2 = 0.06$; individual community, $F(2, 964) = 19.67$, $p < 0.001$, $\eta p^2 = 0.04$; Western community, $F(2, 964) = 17.70$, $p < 0.001$, $\eta p^2 = 0.04$; inclusion, $F(2, 964) = 5.88$, $p = 0.003$, $\eta p^2 = 0.01$; perceptions of educators, $F(2, 964) = 3.84$, $p = 0.022$, $\eta p^2 = 0.01$; psychological safety, $F(2, 964) = 12.27$, $p < 0.001$, $\eta p^2 = 0.03$; and Western's commitment to EDI, $F(2, 964) = 6.40$, $p = 0.002$, $\eta p^2 = 0.01$. See the figures below for specific information regarding the differences among groups (asterisks (*) indicate a significant difference compared to individuals who do not have a disability) and Table 1 for the means and standard deviations.

Ability and Western Community

Ability and Inclusion

Ability and Perceptions of Educators

Ability and Psychological Safety

Ability and EDI Committment
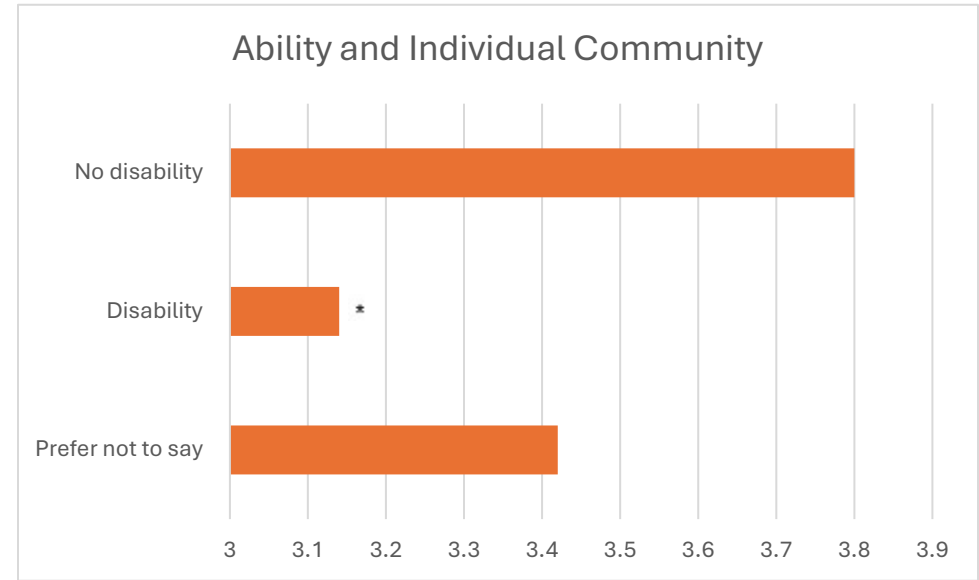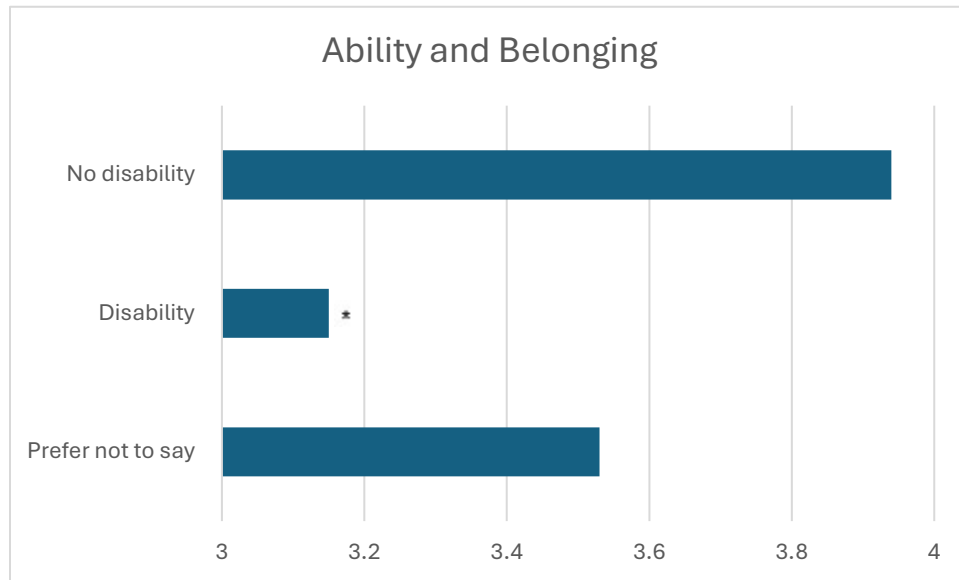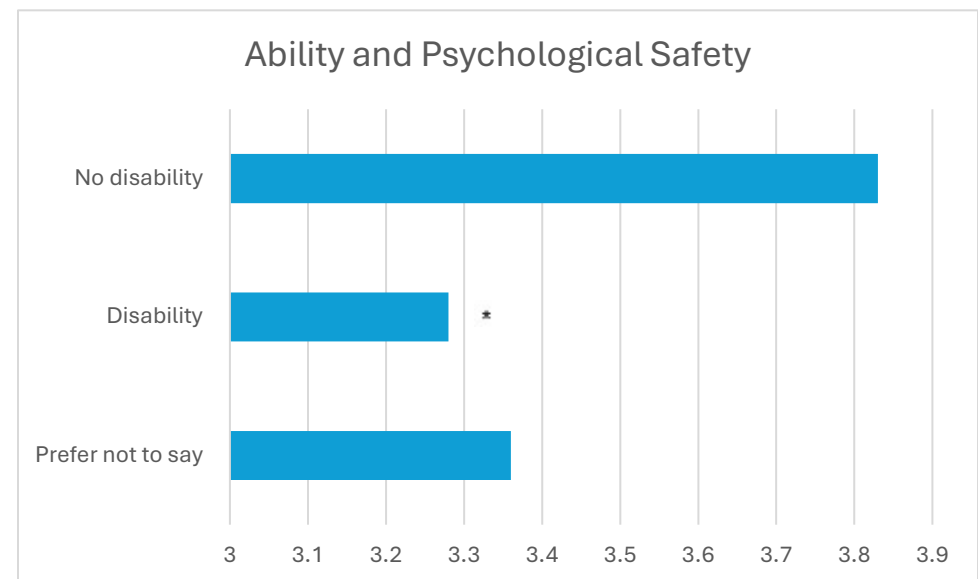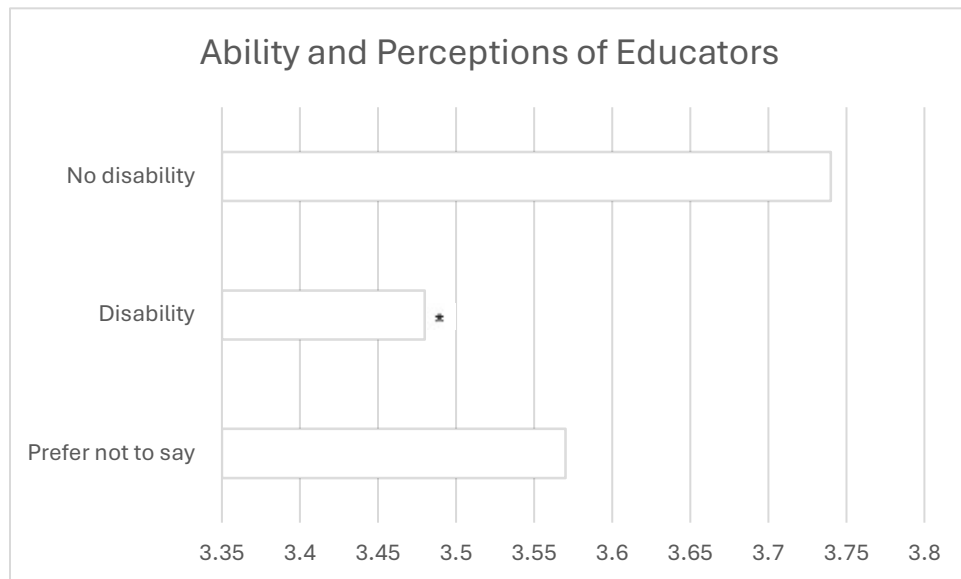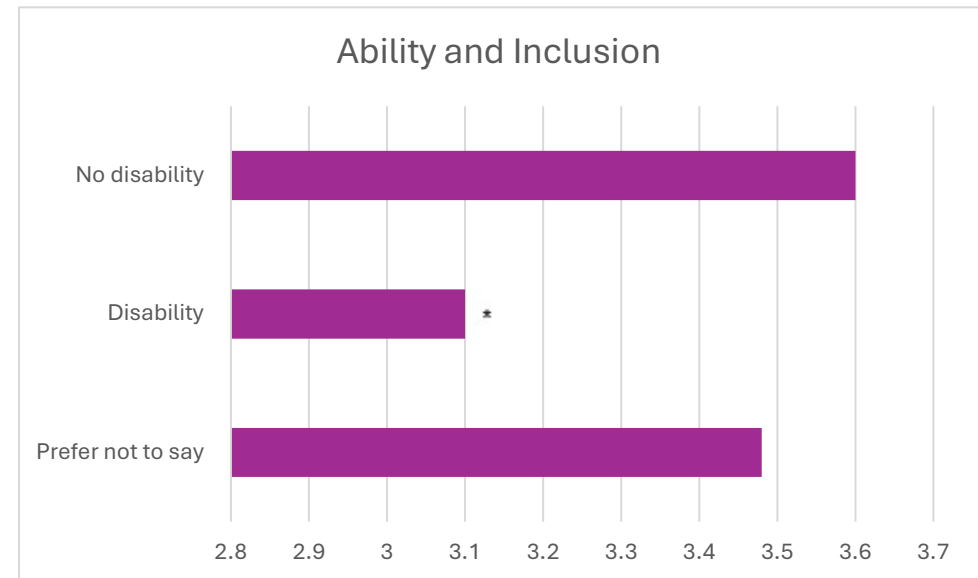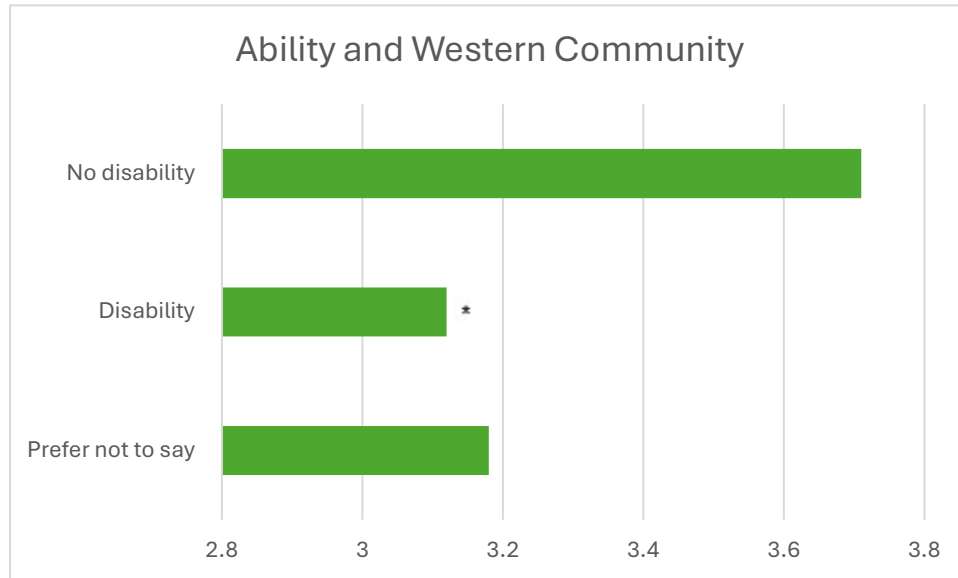
Table 1. Descriptive Statistics for Demographic Categories (Students)

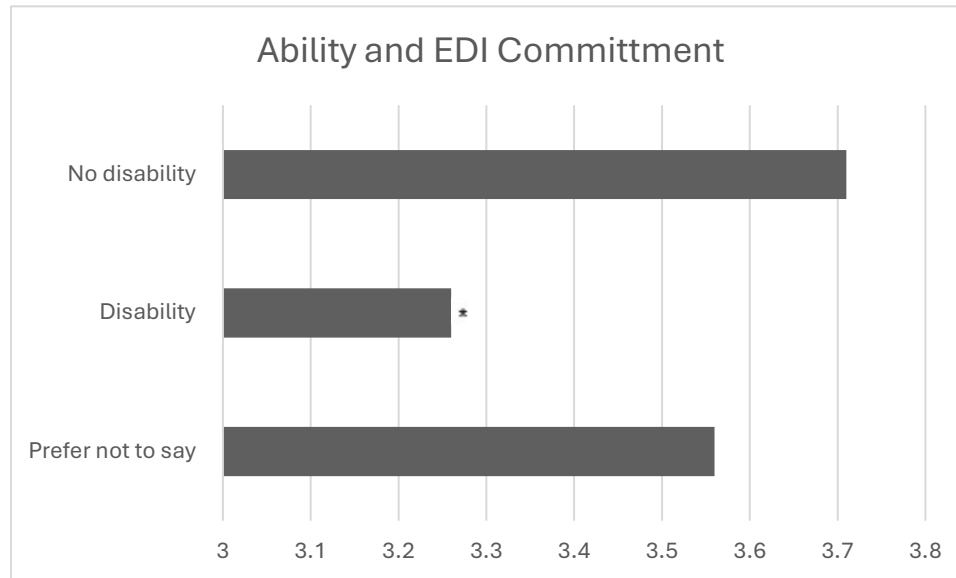| Identity Characteristic	Sense of Belonging *Mean (SD)*	Individual Community *Mean (SD)*	Western Community *Mean (SD)*	Perceptions of Educators *Mean (SD)*	Inclusion *Mean (SD)*	Psychological Safety *Mean (SD)*	EDI Commitment *Mean (SD)*
Racial Identity							
Asian-East (n=169)	3.80 (0.78)	3.73 (0.83)	3.65 (0.85)	3.73 (0.84)	3.48 (0.91)	3.79 (0.79)	3.69 (0.83)
Asian-South (n=115)	3.87 (0.83)	3.78 (0.90)	3.69 (1.06)	3.61 (1.05)	3.50 (1.00)	3.82 (0.97)	3.73 (0.97)
Asian-South East (n=22)	3.92 (0.76)	3.84 (0.66)	3.68 (0.87)	3.73 (0.76)	3.74 (0.91)	3.89 (0.78)	3.48 (0.92)
Black (n=53)	3.72 (0.85)	3.42 (0.88)	3.44 (0.82)	3.59 (0.96)	3.40 (0.96)	3.56 (0.91)	3.53 (1.04)
White (n=438)	3.91 (0.89)	3.76 (0.90)	3.67 (0.96)	3.81 (0.90)	3.68 (1.03)	3.81 (0.93)	3.63 (0.90)
Indigenous (n=13)	3.84 (0.75)	3.94 (0.78)	3.87 (0.88)	4.02 (0.71)	3.29 (1.05)	3.80 (0.85)	3.84 (0.83)
Latino/a/x (n=33)	3.62 (1.03)	3.52 (0.89)	3.47 (1.06)	3.38 (1.09)	3.43 (1.12)	3.60 (0.89)	3.79 (0.84)
Middle Eastern (n=75)	3.56 (0.97)	3.45 (0.85)	3.36 (0.99)	3.39 (0.95)	3.09 (0.93)	3.38 (0.98)	3.55 (0.95)
Additional or Mixed (n=39)	3.43 (1.19)	3.42 (1.15)	3.33 (1.12)	3.36 (1.18)	3.13 (1.23)	3.36 (1.20)	3.37 (1.19)
Prefer not to say (n=24)	3.43 (1.04)	3.43 (1.19)	3.21 (1.27)	3.73 (1.11)	3.31 (1.22)	3.32 (1.29)	3.54 (1.05)
Gender							
Man (n=256)	3.90 (.90)	3.80 (0.90)	3.66 (1.00)	3.75 (0.96)	3.64 (1.03)	3.77 (0.96)	3.73 (0.94)
Woman (n=650)	3.83 (0.85)	3.71 (0.87)	3.63 (0.93)	3.69 (0.92)	3.54 (1.00)	3.77 (0.90)	3.65 (0.90)
MIoG (n=62)	3.12 (1.07)	3.05 (0.97)	3.16 (1.08)	3.50 (1.14)	2.86 (1.01)	3.21 (1.09)	3.11 (0.86)
Prefer not to say (n=13)	3.72 (0.98)	3.48 (0.92)	3.33 (1.29)	3.80 (0.99)	3.65 (1.02)	3.21 (1.13)	3.53 (0.93)
Sexuality							
Heterosexual (n=653)	3.93 (0.82)	3.81 (0.85)	3.68 (0.93)	3.72 (0.94)	3.65 (0.98)	3.84 (0.90)	3.74 (0.88)
MioS (n=278)	3.55 (0.98)	3.45 (0.96)	3.45 (1.03)	3.64 (0.96)	3.30 (1.03)	3.53 (1.00)	3.42 (0.97)
Prefer not to say (n=50)	3.61 (0.92)	3.50 (0.95)	3.38 (1.04)	3.69 (0.87)	3.07 (1.18)	3.41 (0.97)	3.49 (0.91)
Ability							
Disability (n=147)	3.15 (1.01)	3.14 (0.98)	3.12 (1.04)	3.48 (1.08)	3.10 (1.04)	3.28 (1.07)	3.26 (1.00)
No disability (n=801)	3.94 (0.81)	3.80 (0.83)	3.71 (0.92)	3.74 (0.91)	3.60 (0.99)	3.83 (0.88)	3.71 (0.89)
Prefer not to say (n=33)	3.53 (1.04)	3.42 (1.19)	3.18 (1.17)	3.57 (0.93)	3.48 (1.19)	3.36 (1.15)	3.56 (0.96)

Racial Identity (Employees)

Among employee participants, there were significant differences in responses across racial groups (Wilkes' lambda, 0.91, p = 0.001). These differences were evident for sense of belonging, $F(9, 925)$ = 3.99, $p < 0.001$, ηp^2 = 0.04; individual community, $F(9, 925)$ = 2.30, p = 0.015, ηp^2 = 0.02; Western community. $F(9, 925)$ = 2.31, p = 0.015, ηp^2 = 0.02; and inclusion, $F(9, 925)$ = 3.94, $p < 0.001$, ηp^2 = 0.04. Specific comparisons across groups for each dependent variable are shown in the figures below. Asterisks (*) indicate a significant difference compared to White individuals. Means and standard deviations can be found in Table 2.

Racial Identity and Belonging

Racial Identity and Individual Community
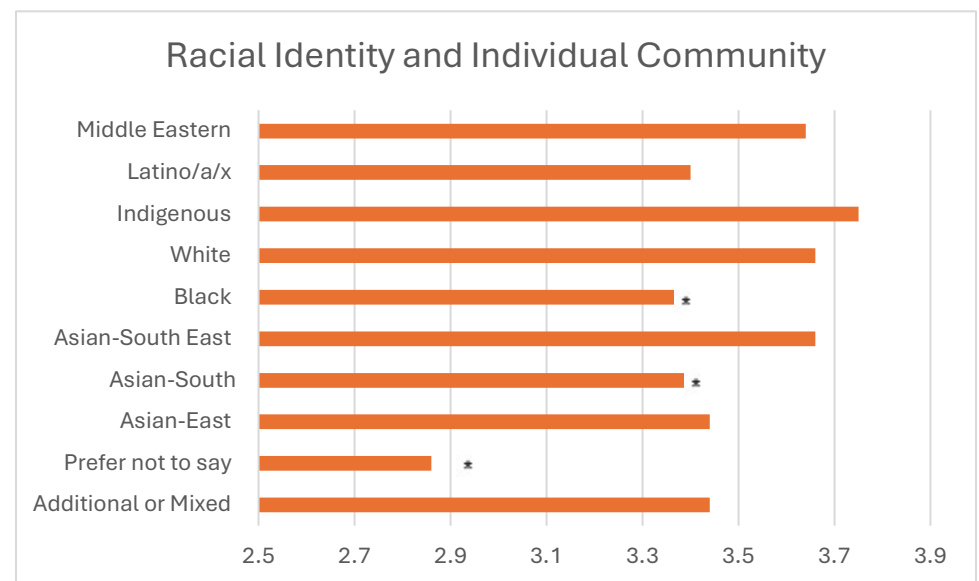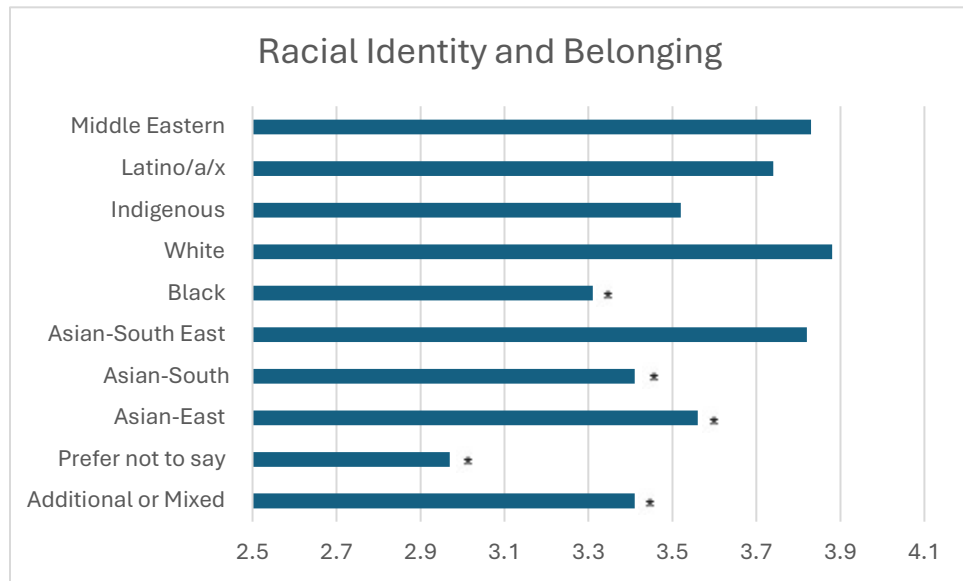
Racial Identity and Western Community
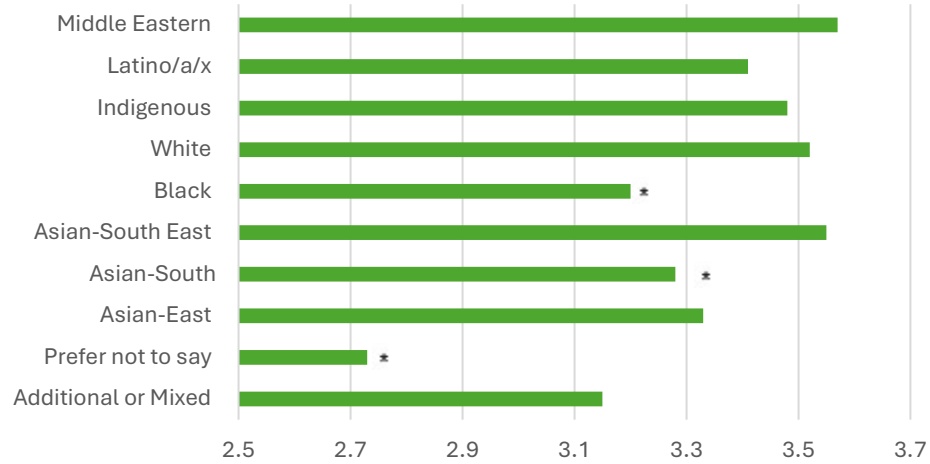
Racial Identity and Inclusion
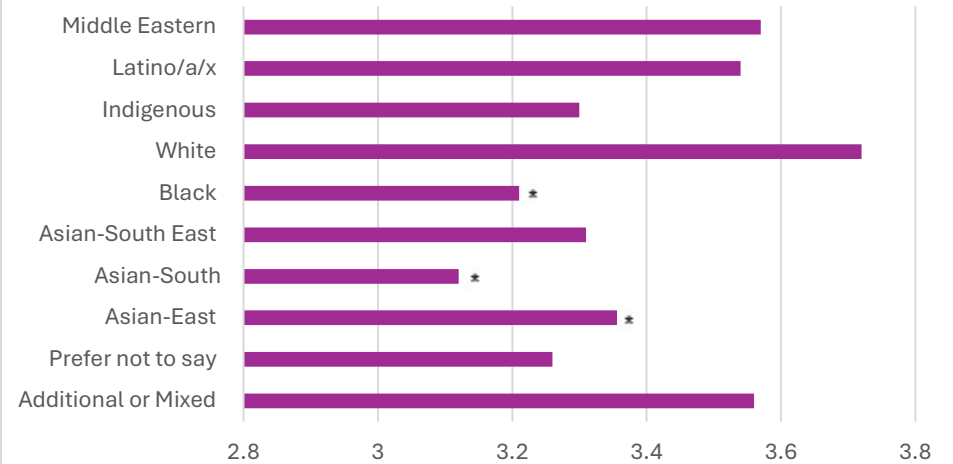
Gender Identity (Employees)

There was evidence that perceptions of the dependent variables differed by gender (Wilkes' lambda, 0.96, p = 0.003). Discrepancies were found for perceptions of inclusion, $F(3, 925)$ = 4.25, p = 0.005, ηp^2 = 0.01 and climate, $F(3, 925)$ = 2.99, p = 0.030, ηp^2 = 0.01. A summary of the comparisons across groups is provided in the figures below. Asterisks (*) indicate a significant difference compared to men. Means and standard deviations for all dependent variables across groups can be found in Table 2.
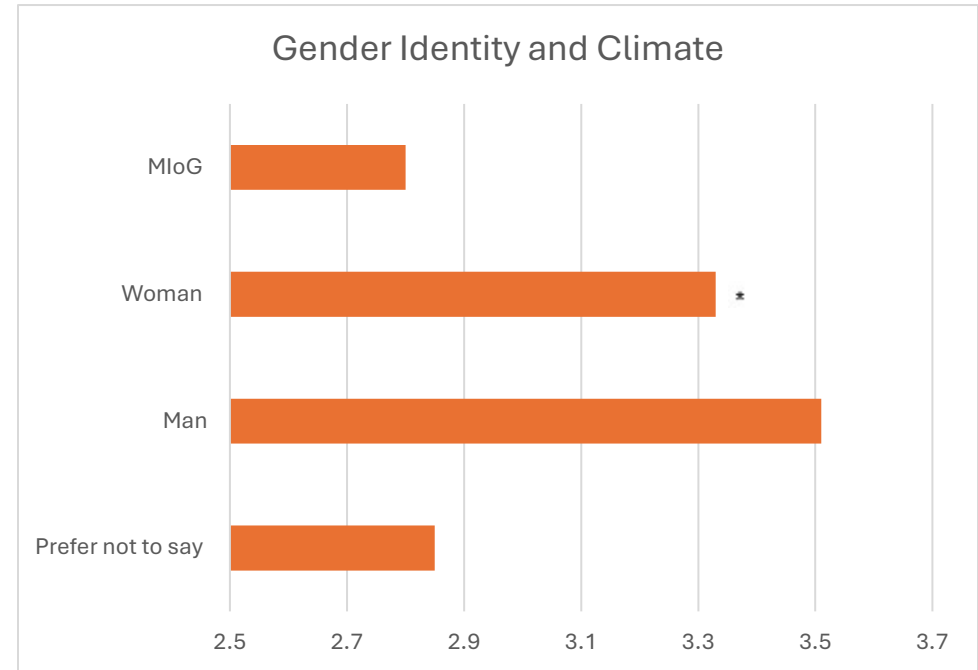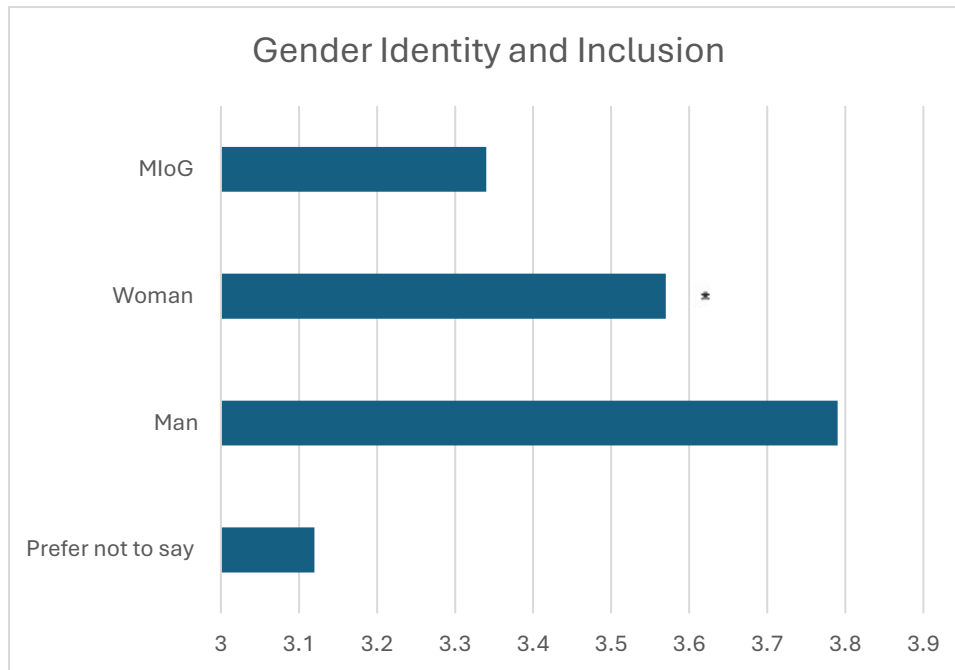
Sexuality (Employees)

The overall model indicated that there were not significant differences in the dependent variables across different sexualities (Wilkes' lambda, 0.98, $p = 0.066$). The means and standard deviations for the sexuality category can be found in Table 2 at the end of this section.

Ability (Employees)

There were significant differences regarding individuals' abilities (Wilkes' lambda = 0.95, $p < 0.001$). Specifically, discrepancies were found in perceptions of belonging, $F(2, 925) = 14.92$, $p < 0.001$, $\eta p^2 = 0.03$; individual community, $F(2, 925) = 12.03$, $p < 0.001$, $\eta p^2 = 0.03$; Western community, $F(2, 925) = 9.94$, $p < 0.001$, $\eta p^2 = 0.02$; inclusion, $F(2, 925) = 14.25$, $p < 0.001$, $\eta p^2 = 0.03$; climate, $F(2, 925) = 7.93$, $p < 0.001$, $\eta p^2 = 0.02$; and Western's commitment to EDI, $F(2, 925) = 6.76$, $p = 0.001$, $\eta p^2 = 0.01$. See the figures below for specific information regarding the differences among groups (Asterisks (*) indicate a significant difference compared to people with no disability) and Table 2 for all of the means and standard deviations.

Ability and Belonging

Ability and Individual Community
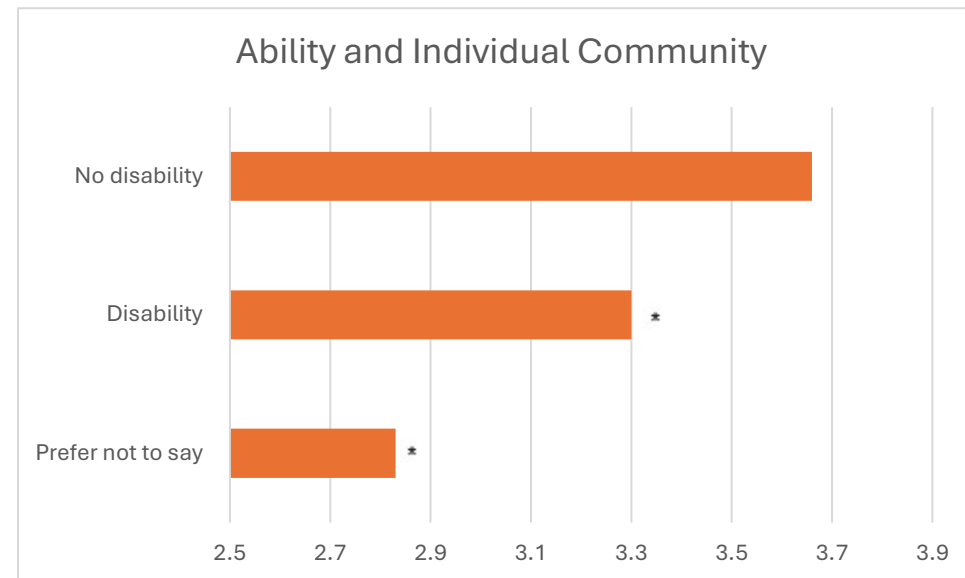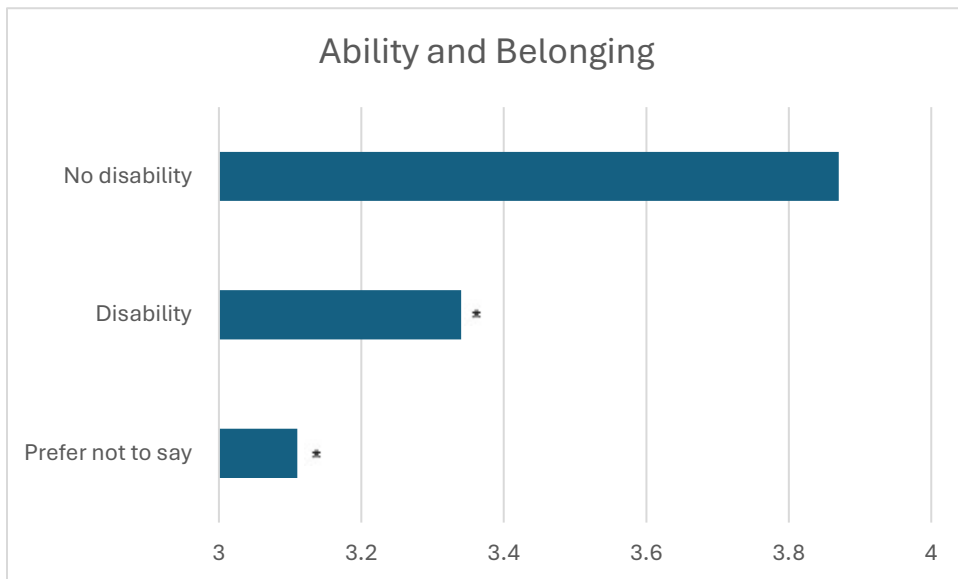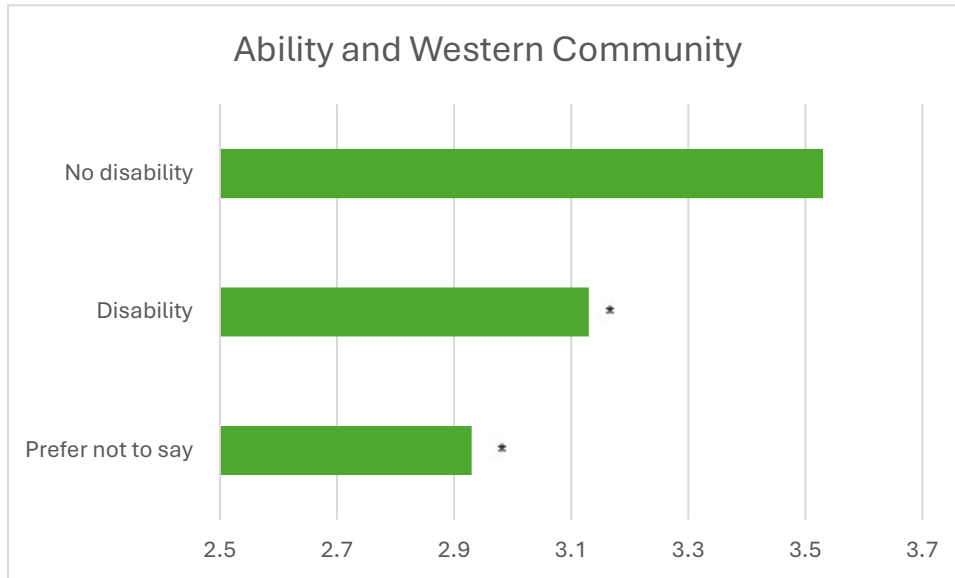
Table 2. Descriptive Statistics for Demographic Categories (Employees)

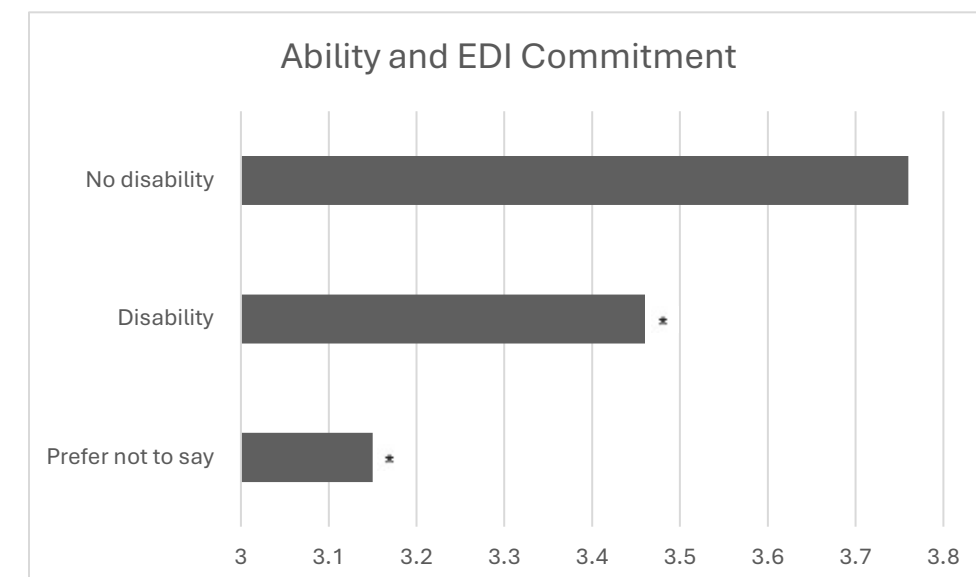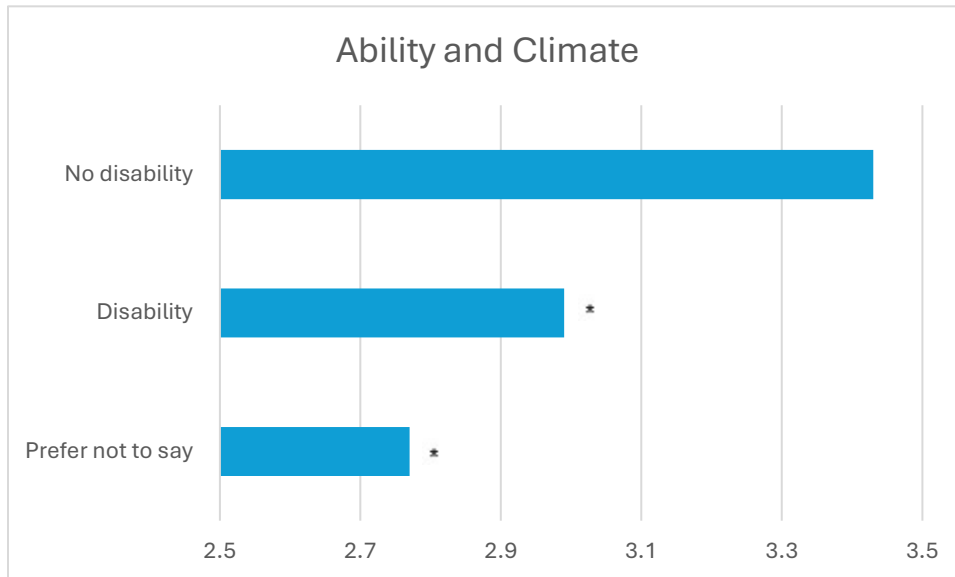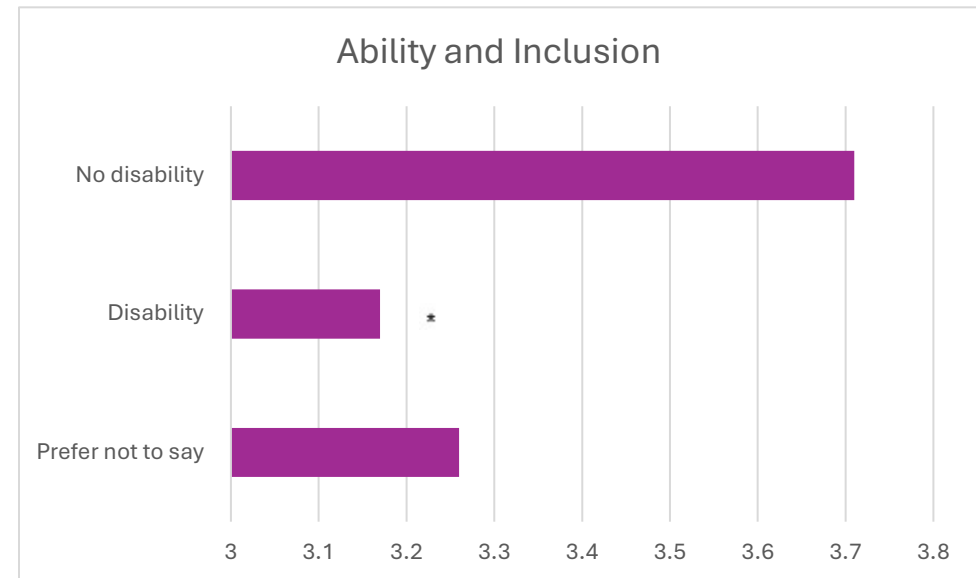| Identity Characteristic	Sense of Belonging Mean (SD)	Individual Community Mean (SD)	Western Community Mean (SD)	Climate Mean (SD)	Inclusion Mean (SD)	EDI Commitment Mean (SD)
Racial Identity						
Asian-East (n=34)	3.56 (0.86)	3.44 (0.84)	3.33 (0.90)	3.37 (0.93)	3.36 (1.03)	3.61 (0.75)
Asian-South (n=40)	3.41 (1.19)	3.39 (0.95)	3.28 (1.13)	3.19 (1.26)	3.12 (1.10)	3.42 (1.13)
Asian-South East (n=20)	3.82 (1.05)	3.66 (1.03)	3.55 (1.02)	3.53 (1.08)	3.31 (1.10)	3.74 (0.88)
Black (n=31)	3.31 (0.93)	3.37 (0.82)	3.20 (0.96)	3.02 (0.95)	3.21 (0.94)	3.56 (0.88)
White (n=692)	3.88 (0.93)	3.66 (0.87)	3.52 (0.89)	3.41 (1.03)	3.72 (0.99)	3.76 (0.91)
Indigenous (n=16)	3.52 (1.05)	3.75 (0.81)	3.48 (1.02)	2.95 (0.93)	3.30 (1.00)	3.65 (0.91)
Latino/a/x (n=31)	3.74 (0.92)	3.40 (0.96)	3.41 (1.03)	3.47 (1.10)	3.54 (1.16)	3.78 (0.90)
Middle Eastern (n=25)	3.83 (1.19)	3.64 (0.93)	3.57 (1.03)	3.63 (1.17)	3.57 (1.06)	3.65 (1.07)
Additional or Mixed (n=26)	3.41 (1.19)	3.44 (0.95)	3.15 (1.19)	3.19 (1.28)	3.56 (1.20)	3.55 (1.05)
Prefer not to say (n=27)	2.97 (1.11)	2.86 (0.83)	2.73 (0.90)	2.65 (0.92)	3.26 (1.02)	3.20 (1.00)
Gender						
Man (n=296)	3.85 (1.04)	3.61 (0.93)	3.52 (0.97)	3.51 (1.07)	3.79 (1.05)	3.71 (0.95)
Woman (n=597)	3.79 (0.94)	3.63 (0.85)	3.46 (0.90)	3.33 (1.03)	3.57 (1.01)	3.73 (0.91)
MIoG (n=28)	3.37 (1.01)	3.13 (1.06)	3.12 (1.02)	2.80 (1.01)	3.34 (0.91)	3.44 (0.97)
Prefer not to say (n=21)	3.02 (1.11)	2.95 (0.88)	2.94 (0.96)	2.85 (1.06)	3.12 (1.06)	3.29 (1.08)
Sexuality						
Heterosexual (n=762)	3.85 (0.95)	3.64 (0.88)	3.50 (0.92)	3.42 (1.04)	3.68 (1.01)	3.77 (0.91)
MioS (n=140)	3.54 (1.08)	3.45 (0.89)	3.36 (0.95)	3.15 (1.12)	3.46 (1.10)	3.52 (0.96)
Prefer not to say (n=40)	3.23 (1.04)	3.21 (0.91)	3.08 (0.97)	2.86 (0.93)	3.15 (0.99)	3.22 (0.93)
Ability						
Disability (n=121)	3.34 (1.07)	3.30 (0.93)	3.13 (0.95)	2.99 (1.06)	3.17 (1.03)	3.46 (0.90)
No disability (n=793)	3.87 (0.94)	3.66 (0.87)	3.53 (0.91)	3.43 (1.04)	3.71 (1.00)	3.76 (0.92)
Prefer not to say (n=28)	3.11 (1.09)	2.83 (0.86)	2.93 (0.91)	2.77 (0.95)	3.26 (1.09)	3.15 (0.96)

Qualitative Data

The survey (Appendix A) included multiple open-ended questions for participants to provide additional information regarding their experiences as a member of the Western community. Specifically, participants gave written responses oriented around six higher order categories: *(1) Belonging, (2) Community, (3) Climate, (4) Psychological Safety, (5) EDI Commitment, and (6) Critical Action Priorities.* Several themes and subthemes emerged in each category and the results are summarized in the sections below.

(1) Belonging (Employees and Students)

Several themes and subthemes emerged in the broader *Belonging* category. These included higher order themes of *Barriers* and *Opportunities*, which each housed several subthemes (See Table 1 below for a summary).

Table 1.

Overview of Themes and Subthemes for Belonging

Themes	Subthemes
Barriers	Discrimination/harassment Inadequate accommodations Systemic challenges Western culture Insufficient funding Hiring and career progression Ineffective communication
Opportunities	Increase representation Leadership Student/employee support Education Optimism

Barriers

Participants highlighted several barriers to belonging that they encountered. These barriers ranged from interpersonal experiences (e.g., microaggressions, racism, sexism) to systemic issues (e.g., hiring practices, funding inequities). Themes, and associated quotes, are provided below.

a) Discrimination/harassment

Many participants highlighted that they experienced direct discrimination/harassment in the form of preferential treatment, judgement, and microaggressions, among others.

> *I feel that I have not been treated the same as the white men in my workplace. Left out and have been looked over for promotions. The women are expected to get the coffee, organize the parties, take the minutes in meetings.*

It is very difficult to feel belonging, inclusion etc. when all judgements are made based on your skin tone and one is judged appropriately as such. Why do I feel looked down for being brown? Why is there STILL a culture that podiums white people?

There is racism, transphobia, and misogyny that seems to be systematic/not recognised because there are few people calling it out, including mangers.

The current social climate at Western is conservative. I have experience significant amounts of transphobia at this university. If the university takes discrimination seriously, they must take active steps to alter the culture at the university to be intolerant of bigoted beliefs and behaviour.

As a student coming from a diverse background, having English as my second language, and bringing professional experiences from a different country, I feel that I often suffer microaggressions at Western. It is present in subtle forms and I don't think people recognize when they are doing that. I have felt, many times, unsupported by instructors and colleagues.

b) Inadequate accommodations

Although it was not direct discrimination/harassment, participants shared many perceptions/experiences that demonstrated indirect discrimination as a result of accommodations that did not meet the necessary standards and made it impossible for many to feel a sense of belonging.

Instructors refuse to fulfill approved accommodations, which harms my well being significantly. I am forced to chase after them for basic things instead of study. My mental health gets worse and worse, and my disability becomes even less manageable. As a direct result (proven), I suffer from depression and anxiety. These aren't conditions I had before coming to Western.

From my experience, the system built to support students with disabilities is ineffective, lacks transparency and a proper accountability system. Going through this system was very indignifying and made me feel unsupported and unwanted at Western

If there could be a system put in place for easier access to accommodation services, it could greatly improve equity at the university. As a student in need of accommodations, I find there are many hoops to jump through in order to receive accommodations.

An example is the difficulty in getting special accommodations for someone that has a disability (long-term or short-term). The hoops and hurdles that someone has to go through is unnecessary, which is why I have yet to ask for special accommodations. I do not have the time or energy to go through all of that.

Too many accessibility barriers as mentioned previously. Disabled students must jump through so many hidden hoops that most people do not know exist.

c) Systemic challenges

Some individuals who completed the survey also were aware of the larger systems at work that serve to create environments that do not foster a sense of belonging for the entire Western community. Specifically, participants discussed the history and patriarchy that permeates into all university activities and diminishes folks' ability to fit in/belong.

Honestly, a person could answer these questions the way I have done above without the structural reasons being a lack of diversity or attention to diversity. I certainly do still feel that patriarchal structures at Western impact my ability to thrive.

There are many historic rigid structures and practices at Western that inhibit opportunities for innovation in teaching and learning.

I do not believe I can participate fully at Western. A real question that we need to ask is: where does our budget/financials say our priorities are? No matter what our strategic plan says, the money will always be the final answer. MY role stemmed from what our strategic plan says and so far, it has become clear to me that our Faculty is more concerned with making money instead of the learning experience and bringing diverse and important perspectives into discussion and conversations.

Western is very set in its ways. There is little opportunity for thinking "outside the box" when the box has been set the same way for years or decades even.

d) Western culture

There were also comments that provided further context about these systemic challenges and how they are, in fact, indicative of a broader culture that does not promote equity, diversity or inclusion.

"Western culture" apart from academics and support is catered towards a white, straight, cis majority. In order to feel included amongst peers, many feel that they must whitewash themselves or suppress the parts of them that make them unique, as otherwise they will feel judged.

In a formal/explicit sense, all is good. The problem is with the implicit Western culture (e.g., Implicit overvaluation of alpha males and the winner-take-all culture that emerged from that).

Western's culture is very wealthy and very white which I think makes others that don't fit in very uncomfortable.

There is a definite culture among them of the 'Western way' that acts as a White and cliquey echo-chamber against progress and novel perspectives. Most of my peers have two or more degrees from western and are in full time salaried positions, while I have none and have only been offered limited duties

I believe there are stereotypes about what a "typical Western student" acts and looks like. When I don't match up to that image, I struggle with myself and sometimes worry I need to change to feel more welcome

Staff members need to be given more support in career growth.

e) Insufficient funding

Participants recognized that an individual's sense of belonging very much relies on financial resources being allocated intentionally to support those who have been historical marginalized in the postsecondary education system.

Western needs to do better, especially concerning the funding of BIPOC students who fall under the financial need category. It is strikingly obvious that this university has a certain 'look' that it strives to upkeep, however, that may be detrimental in the future.

Lack of funding and support for Indigenous grad students.

There should be equal opportunity for all students. The funding supports differ from person to person even in the same program. This can be improved upon to enable students thrive.

Look at financial implications that impact continuing professional development and education. More funding for those with less salary.

Better funding, lower tuition, benefits, affordable housing

The least the university could do would be to put in place bridge funding for people in my position so that when grants end, there is money in place to keep people like me employed until the next grant begins.

f) Hiring and career progression

In a similar vein, participants recognized the need to overhaul many of the systems that are relied on for hiring and career progression. There were also perceived discrepancies in opportunities for students and staff versus faculty.

There is no career path for professional staff. Western should create TIER CAREER PATHS for professional staff too.

Western's hiring and interview processes are biased towards extroverted, neurotypical individuals. People with anxiety, English as a second language, or who are neuroatypical/neurodivergent have difficulty performing as well in an interview and therefore have difficulty being hired and/or promoted.

There is a felt-sense of difference in belonging and value being a contract vs full-time employee

I feel from an HR perspective there is inequitable evaluation for similar roles across campus, which results in inequitable pay for the same work. This likely affects people of colour or other individuals from marginalized communities at a greater rate than white, straight people, but it does affect everyone. An evaluation or audit should be done across units and faculties to ensure equitable, fair pay, but also that equitable, fair policies are in place and implemented consistently regardless of where you work on campus.

We need to recruit more diverse workers and study barriers that have prevented that from happening

Staff members need to be given more support in career growth.

g) Ineffective communication

Finally, participants highlighted that, to date, many efforts to advance EDI have not been communicated effectively and, as a result, have looked performative.

I feel like Western could do better at taking action to fight the injustices on campus by having the president's office make more statements about what they are physically doing to defend victims and prosecute the bullies.

Despite all the efforts with EDI, I never hear about many of the opportunities.

I would like to see clear guidelines on how to seek support if needed. Expectations from senior admit is limited and not clearly communicated.

How can students know where to turn in these cases? Where could I have reviewed policies or procedures to handle these interactions? With such a large and diverse campus it would be beneficial to have a centralized digital space where anyone can review Westerns commitments/plans/policies/procedures.

It has also sometimes resulted in some performatives (talk but no walk). In reality in practice there are still many barriers that persist on the academic side, which impact my daily life and ability to thrive in the institution as a scholar and educator.

Opportunities

Although many barriers to belonging were highlighted, participants also provided suggestions for how Western could facilitate belonging among its community. Ideas ranged from actively recruiting and retaining students, staff, and faculty from equity deserving groups to ensuring there is education and support for the community that is already here.

a) Increase representation

Many participants mentioned the need to increase representation of equity deserving groups across the Western community so everyone could feel a sense of belonging.

I wish to see more representation in the staff. (eg., diff backgrounds and abilities).

I also think that increasing representation of students from equity deserving groups in leadership roles on campus would help people make equitable decisions.

I had ONE non-white instructor. There are land recognitions all over but where are the first nations instructors?

It's hard to feel you fully belong when you rarely see other people like yourself.

I feel like we need a more diverse faculty, at least for my program it is a primarily white, Christian, cisgender, heterosexual group of professors and there are so many other perspectives that need to be seen.

No queer or racialized professors in my department.

b) Leadership

Participants also mentioned existing challenges within the leadership structure and spoke to the importance of leadership in advancing EDI and creating a sense of belonging within the institution.

While I feel safe and supported by my immediate community at Western, I believe that upper administration does not care about me or other students.

Western has a de facto class system built into its staff structures. There is an arrogance in management and executive-level staff that implies that we value some people more than others. As a person with a disability in an entry-level position, I am not treated with dignity and my input is not sought or respected as a result. I am often treated like I am broken despite the quality of my work that is beyond the position I was hired for.

I feel as though front-line managers and supervisors are not given the tools we need to effectively support our teams and promote accessibility, diversity, and flexibility.

I feel very fortunate to be in my position at Western and grateful for all that has been offered to me. I know that much of that has been dependent upon the leadership that I've worked with and for. This reinforces my belief that an organization needs strong supportive leadership in order for employees (and I'm sure it's true for students as well) to reach their full potential. While visual representation is important in leadership, the underlying values and philosophy of leadership is equally important.

I often don't feel like I can speak my mind due to the power hierarchy as a contract faculty member.

I still need to call in supervisors and male managers in order to have my opinions heard by certain management parties. However, those managers have stepped up and spoken up for me, which is appreciated.

c) Student/employee support

Based on participants responses, there are also immense opportunities to enhance student and employee supports. This was particularly notable as it relates to mental health and disability.

As a student, I feel as though I have no support for my mental health and academically there are no exceptions. I also have yet to see anyone with a cognitive or other disability telling me that this is a welcome space for people with cognitive or even physical disabilities.

As a person who does not belong within the binary genders of women and men, Western does not do much with supporting those who have those identities and do not have many resources for 2SLGBTQ+ peoples other than when it is applicable and can include non-2SLGBTQ bodies who self-appoint allyship (i.e., pride month etc.)

I found the mental health support available to be incredibly difficult to navigate especially in an elevated state of vulnerability.

As a student leader, there's been too much reliance on peer support and limited effective support from above.

There isn't a lot of support for older students returning to school as older adults. I would like a space set up for older students to gather or study or a place that would help with family supports within the community.

d) Education

There was an overwhelming response regarding the need for education across the Western community. Participants wrote about specific EDI training and how faculty should incorporate EDI into their courses.

I think increasing the anti-racism and EDI training that administrators, professors, student leaders, and students go through.

I find that professors do not have basic accessibility training and are completely oblivious to different needs of students, a lot of it is tech support, but also just common sense like making PowerPoints read-able at a far distance, putting subtitles on a video.

More training on EDI required.

Some staff really need sensitivity training for how to treat LGBTQ+ people. We can't be our true selves while looking behind our backs.

Little to no focus on queer topics or discussion of equity in departmental teachings.

We need people to understand and be told that they are contributing to these actions and that these aggressions are wrong, even if they are micro, and don't support an inclusive workspace.

e) Optimism

Lastly, many participants had a sense of optimism as it related to their experiences of belonging on campus. This should serve as a reminder of the progress we have made, while also inspiring us to do better in the future.

I have been generally impressed and appreciative of how people respect my pronouns as a genderqueer student.

Western has been the best university I've been to for my neurodivergence and communication disorders because people are more willing to meet me where I am and not just be competitive and judgemental about it.

Mental health services and educational accommodations for disabilities are helpful.

I felt very welcomed here from the first day.

The student support case management was one of the most helpful resources that I have used at Western.

(2) Community

Both student and employee participants responded to the open-ended question about community. Several themes and a few subthemes emerged. See below for a summary of the findings (Table 2).

Table 2.

Overview of Themes for Community

Themes	Subthemes
Lack of community resources No community Recognition of privilege Western community	Cultural clubs Western's Western culture

Lack of community resources

Several participants mentioned that it was hard to find communities or resources that were relevant for them. This seemed of particular concern for some equity deserving groups such as the 2SLGBTQ+ community and people with disabilities.

> *I have been generally underwhelmed with community resources, support, and visibility of the LGBQT+ community at Western. It feels like it all falls on the shoulders of a handful of key advocates, with limited physical (space) or financial resources from Western central.*

> *A lack of clubs and community at the graduate studies level (when comparing to the undergraduate offerings).*

> *It feels as though the gen z/student population is supported, but perhaps not so much with Western operations and staff.*

> *More events and focus on community for staff members would be wonderful to see moving forward.*

> *Disability representation and clubs are very low or hard to find.*

No community

In addition to some communities not feeling as though there were adequate resources, other individuals highlighted how they did not see any communities whatsoever for themselves.

> *No existing community for persons with disabilities of which I am aware.*

> *I do not feel a sense of community at Western.*

> *There isn't enough diversity for me to find and connect with my community at Western. I am surprised to see people of my ethnic background in staff or faculty. All people of colour notice each other. We notice each other because there are few of us.*

> *I have never been asked by staff or faculty about my community. There are some people of colour employees who feel they are not welcome because they have an accent.*

> *I don't even know what my community at Western is. I do not feel like I belong to any specific, identifiable community.*

> *This is a hard question to answer because I haven't been able to find community at Western as a staff member. I have searched to see if there are any groups for staff, but most of the focus is on students or faculty. I wish I could find a group here to belong to, as I believe it would enhance my experience and involvement at Western.*

Recognition of privilege

Many individuals recognized that they had no true community because they fit the Western society standard as it relates to identities. These participants also discussed the privilege they had in this regard.

> *I have almost all the privilege so of course I feel that my identities are supported. The reason I don't feel so proud of my communities is because we've benefited from historic*

and contemporary injustices, not because Western doesn't let an old white lady feel proud.

It's a bit hard to answer this since I'm uncertain what groups/communities exist for me – i.e., a white, cis-gendered, straight woman who was raised from a place of privilege.

I'm cisgender and straight. My community is the assumed baseline that is the problem.

As a member of a dominant, privileged community, many of these questions are difficult to answer. Western is built around supporting people with my background, to the exclusion of others.

I realize that I am in a position of privilege, sometimes to the exclusion of other groups. That's why I'm not 100% proud.

Western community

The final theme in this category, *Western community,* had two subthemes that contained content related to individuals' perspectives of Western as a whole.

a) Cultural clubs

Many respondents described the numerous cultural clubs that exist, and how this helps to embrace the culture that is already at Western.

Cultural clubs are abundant at Western; many if not all of these clubs are ratified by the University Students' Council and anyone can join.

Western has surprisingly done an amazing job with diversity I am so glad with the amount of cultural clubs present and opportunities for black students that are harder to get otherwise.

Clubs such as Pangea which hopes to be ratified for the 2023-2024 school year hope to encourage students to embrace their differences in an safe environment and learn from others.

Clubs make me feel welcome.

b) Western's Western Culture

Participants perceived the general culture at Western to be very colonial in nature and that it did not welcome people bringing their whole selves to school or work.

The culture at Western is "leave who you are as a person at home". We're only there to work. No one cares about my identities, background, past, aspirations, etc.

Again, white-dominance actually reinforces community as that's where you don't feel judged or looked down upon. Although the university tries to be inclusive it is only performative. The culture, which expects you to be white conforming (else it brands you as an outlier) must change!

Western has higher values on traditional white, male success. This is somewhat due to the way institutions are measured for success regionally, nationally and internationally.

Many clubs and events in my program include going out for drinks and I cannot participate because I do not drink or should not drink.

I have been told I need to change to fit in with the norms.

Aside from the occasional microaggression, there is more of a culture of silence due to a fear to offend as opposed to a curiosity, which I would welcome. I wish more people would ask open-ended questions instead of silently letting their assumptions fester. I know these assumptions exist because of things people tell me when their guards are down.

(3) Climate (Employees)

Several themes emerged regarding the climate of the university. This question was reserved for employees only and a summary of the themes can be found in Table 3.

Table 3.

Overview of Themes for Climate

Themes
Hierarchical Performative Leadership Hiring and career progression Microclimates

Hierarchical

Survey respondents mentioned how Western appears to be very hierarchical in terms of structure, which underscores the challenges as they relate to the broader institutional climate.

Western is still very hierarchical in its approach to leadership and employee relations.

There is a strong hierarchy at Western...staff are not made to feel valued as much as faculty.

This institution is built upon hierarchy and control and is not supportive of equity.

My experience at Western is that it is highly hierarchical.

There is a definite hierarchy at Western. Staff often do not feel comfortable expressing concerns to those considered "higher" than them (that is, faculty and administrators). Many higher administrators at Western (but by no means all) do not seem to value or respect staff at all. I should say though, that there are also some wonderful administrators.

Performative

Many participants highlighted the performative approach that Western employs. That is, from the perspective of the participants, Western says it does things to improve the climate as it relates to EDI, but does not take active steps to ensure positive change.

I feel that Western leaders repeatedly say they are all about inclusion and teams. I find that they demonstrate that by asking everybody and their brother for input but ultimately ignore it because they already have their mind set on what is going to happen. They might ask just for the optics but when it comes down to it that just seems like a formality for something that has already been decided so that they can say "look we included everyone in the process".

"Western consistently demonstrates the importance of cultivating and sustaining an inclusive workplace" - I certainly see this voiced a lot, but, in practice, it hasn't been my personal experience in the day to day interactions and decisions in my unit.

Western talks a lot about the importance of these things, but it is not obvious that it actually does anything it talks about.

Western pays lip service to all of this, but the reality is sadly very different.

Western isn't interested in making real change, more likely they're interested in making it look as though they are. HR is more concerned about threatening staff to stay quiet about manager misconduct, and it becoming public than about actually stopping bullying, harassment, etc. Western needs to seriously look at how they treat staff.

Much of this I see as sincere, and a lesser amount is performative and so I can imagine it may not ring completely true to those who may have felt excluded. I suspect this is common in such contexts of change, but that cannot be an excuse for not addressing it.

Leadership

Similar to other categories, leaders were highlighted as key agents of change as it relates to improving the campus climate at Western.

I don't think that leaders are doing enough to support staff. There are few opportunities to network or learn more or be included in decision making.

I do not always feel that upper administration (Deans and above) are committed to diversity and equity.

People in leadership roles at multiple levels are still not comfortable with with including people who are not like them in terms of gender, ability, race, sexual identity.

In my experience, it is not safe as an employee to raise any concerns or objections to anything put forward by supervisors or the administration. Early on in my career I tried this and came to regret it. I became perceived as a trouble-maker and someone who was holding back the unit from just doing what it was told and achieving the goals.

I have zero confidence in senior leadership at the Dean level, and vice provost levels.

Hiring and career progression

Participants also discussed how a negative climate is evident through the existing hiring and career progression processes at Western. Many of the processes described were, at best, biased and, at worst, discriminatory and racist.

I feel that the annual review process discriminates. They may know that I have a chronic illness or that I have ADHD, but I am still judged as being less at my job because of

those things. The things that are unique about me - the ability to synthesize ideas, a unique viewpoint, understanding how we need to accommodate others etc. receive no value whereas the things I don't do well because of neurodiversity, such as long term planning are held against me. The intense focus on proof of your value (which boils down to the equivalent of [work] produced) means that extra benefits brought to the work by an individual are not appreciated.

Western's hiring process puts significant emphasis on interview performance, which is biased towards extroverted, neurotypical individuals. Those who are introverted, who have English as a second language, have speech impediments, and/or who are neuroatypical or neurodivergent have more difficulty performing in interviews and being hired or promoted. I have been on hiring committees where applicants were criticized for having notes prepared (for VidCruiter questions) who were ESL, and preference given to candidates who had a more extroverted manner. Those who are more sensitive to stressful situations because of who they are or how their brains work are at a disadvantage due to reliance on traditional interview processes and associated biases. Western HR also mandates extremely long interviews compared to peer institutions, and does not follow practices in the field such as sharing questions with applicants shortly before interview which would help level the playing field and remove barriers.

We don't have career progression programs for staff.

As mentioned, some leaders allow staff to pursue opportunities, training and further education. There is a cap on education for staff so they may not be able to afford post graduate work.

We need systematic practices to ensure hiring is diverse. Our systems are setup to reflect 'the best hire' based on historical systems, and doesn't necessarily account for understanding a person's background. This will require training to all hiring managers on how to account for diversity when hiring.

I hear racist comments about job applicants in my unit all the time. Jokes about foreign-sounding names and a complete disregard for the equitable hiring process that Western advocates for. I think that working units should have to report on their demographics from time to time and explain how they are working toward being more diverse and diverse should be defined broadly.

Microclimates

Importantly, many participants mentioned that an overarching Western climate is hard to pinpoint. Rather, respondents discussed the many microclimates that exist and how some are more inclusive than others.

This depends hugely on the teams you work with. Some teams are fantastic and some are awful. My department is fantastic. This message is not true across the board. Leadership makes a huge difference.

I think that there is a big difference between "Western" and my working unit. My answers would be different if these questions were asking about my department specifically where I feel very supported, as opposed to my faculty where I feel less supported.

I can speak more to what I see inside of my own portfolio, where I see a great group of leaders. It's harder to speak to Western at large – i.e., if you work in an administrative role vs an academic one.

While I feel intentions are good in most cases, I don't think staff would say that they feel all leaders, and senior leaders, are supportive of them to achieve their goals. In my personal situation, yes that is the case, but for many others, staff feel overworked and under-supported by leaders.

These are sweeping generalizations, given that inclusion is usually developed at a more granular level than "Western" and has a lot to do with your particular Department of Faculty. So I think it is variable and highly dependent on the very local level. I have only recently started to feel good in my Department, having experienced times in my career where colleagues actively sought to get me denied tenure/promotion to Associate and also, later, Promotion to Professor. I feel now I have been around long enough that I have experienced efforts at the institutional level. But unless they "filter down" they are just words.

(4) Psychological Safety (Students)

Only student participants were asked about psychological safety. The findings from the thematic analysis are summarized below (see Table 4).

Table 4.

Overview of Themes for Psychological Safety

Themes
Fear Inadequate mental health and disability support Microclimates Building on positive experiences

Fear

Several participants highlighted that a key barrier to psychological safety for them was fear. The fears expressed were oriented around, as examples, disclosing one's identity, expressing viewpoints, and one's cultural values.

In social situations and amongst peers, I find myself concealing parts of my identity for my own mental and sometimes physical safety.

I am honestly afraid to talk about my beliefs and values to the general student body at western. I have seen people be ostracized for their opinions and beliefs. I do stand up for what I believe in, but it is not easy and I really have to stand against the status quo and the attitudes of my classmates and professors at times.

I have about the same amount of general fear of proudly showcasing aspects of my identity as I do in society at large, which I know is a privilege I have that I'm able to do

so. I'm stubborn and bold, so the fear doesn't stop me from being who I am often, but it is there.

As mentioned previously, I hear very negative comments towards minority groups on a daily basis primarily from Western faculty and staff, as well as some students. I feel that as though if I genuinely shared my viewpoints and beliefs with other members of the Western community, I would be ostracized, which would affect my productivity as a graduate student, as well as the connections and references I need to maintain in order to find a job in the future.

Some of my cultural values don't feel safe to share within this environment.

Studying and working at Western has created immense stress and anxiety in many ways.

Inadequate mental health and disability support

Respondents to this question also clearly emphasized that a lack of psychological safety experienced was directly relatable to the level of support that was received. This was particularly true for individuals with disabilities, including those who struggle with their mental health.

A lot of this is not specific to Western, but about university as an institution in general, it is not an environment where psychological/mental health is valued, deadlines are more important and I don't think that can change.

I am unsure how you would define psychological safety but as someone who has a diagnosed mental illness, I feel safe in terms of being able to communicate struggles to certain key figures in my program (i.e. peers, supervisors), but I would not say that I feel institutionally supported, which in turn impacts my safety. I have to pay for a lot of therapy out of pocket because financial support covers only about 4-8 sessions a year, which is not enough to even see a therapist once a month, not to mention folks who may need to see theirs more frequently than that.

Limit on the number of free sessions for therapy for students cerates barriers for those who can't afford it.

Academics play a large part in my mental wellbeing and due to the current restrictions on acquiring and the form of accommodations, I find being at Western to be challenging.

Western lacks mental health support. All counselors say "get rest, get sleep, be compassionate with yourself" instead of taking time to really talk to us.

Microclimates

Respondents to this question also emphasized the variability across different departments, units, or faculties as it relates to psychological safety.

Depends on the space and who you interact with.

I feel very safe within my faculty, but less so with the rest of the university.

My responses are limited to the program I am in and the courses I take, nothing beyond that.

It depends on spaces, I have sometimes had a hard time expressing opinions and do not feel safe as a queer woman and other times I feel my opinions are positively revered which is the majority.

Building on positive experiences

Finally, many participants shared positive experiences that they have had, which provides optimism for the future.

Like I said previously, I feel very accepted, valued and appreciated for who I am at Western and I was so beyond happy to be accepted to the university for September that I cried. I am the first person in my entire family line that has ever gone to university and I feel very blessed. There are so many great minds at Western and that's what is the best.

However, the campus is generally very safe and the students are fantastic

In comparison with my country situation there no fear for me to share my ideological view.

Western is pretty inclusive, a true no judge zone.

I don't think that many people judge you for your identity at Western.

(5) EDI Commitment

Both employees and students were asked about their thoughts on Western's commitment to EDI. Several themes emerged and are summarized below (Table 5).

Table 5.

Overview of Themes for EDI Commitment

Themes
Performative Lack of transparency Optimism Unclear/poor reporting processes Leadership opportunities Accessibility

Performative

Many participants wrote about the seemingly performative action that Western is taking. That is, it was perceived that Western was attempting to advance EDI for its image, as opposed taking steps to create real change.

It feels like there is a lot of talk about EDID, but not a ton of consistent action. I'm so happy to see the new office for EDID, Western BLUE, and the Wampum Learning Lodge, but these things have taken soooooo long to happen. It's hard to know if Western is just checking boxes or is really committed to breaking down systemic barriers that it helped create and continues to uphold.

I find Western mainly improves EDI for their reputation and how the media and outside world views them, not because it is the right thing to do. If we didn't have student protests with media exposure all these changes wouldn't have happened and we would still have the culture that we have.

Western is, seemingly, working to address inequalities but I have no confidence that these actions are actually meaningful, intentional actions designed to drive change. I think Western is talking more about positive change than actually taking action to drive that change. These EDI efforts feel like performative moves for reputation management.

Like many big organizations, it feels like Western talks a lot of talk but rarely walks in a way that is tangible and meaningful to the lives of individuals in our campus community. When you do a survey like this, share the results widely along with tangible actions that will be or have been taken in response to them. Make clear connections for people between what the community has said/felt and what actions Western has taken.

I think Western is working hard to make it LOOK like they are working to address systemic inequities, biases, etc., but aren't actually making a difference.

Lack of transparency

In addition to perceiving Western as performative, participants raised concerns regarding the communication and transparency that exists when it comes to EDI initiatives/efforts.

I am not fully educated on all of the efforts occurring across campus. For instance, I know various committees have been struck to manage EDI, but I cannot say that I have been informed about what these committees have actually accomplished. This is not to say that the job isn't being done, but that it feels there is a lack of communication on what is being done. I hope to eventually hear about the plans to take meaningful action based on the results of this survey and other efforts being done across campus.

If Western is taking action on these fronts, it isn't always obvious to the staff, students and public. Perhaps more focused pieces on what is happening in the background would bring more transparency around Western's EDI efforts.

I think it is hard to answer these questions as I don't seem to see much talk of what is being done.

There may be work underway but if so, it's not shared widely enough.

Unclear/poor reporting processes

This poor communication extended to the process related to reporting discrimination and/or harassment. Many folks were not familiar with where to go or had heard about difficult experiences/situations in which reports were ignored.

I don't think everyone knows where to go to report things like microaggressions, and whether appropriate actions are taken when they are reported.

Remove barriers to reporting harassment. Make the process more transparent and accessible.

Make it easier to report inappropriate behavior with minimal or no risk of retaliation. This could be in the form of anonymous reports that are investigated by a objective team.

Formal complain processes need to have more support from faculty and the safety of students lodging discrimination/harassment complaints need to be more robustly attended to.

I hope that all of these values are truly at the top of mind for the university but from stories I have heard, reporting incidents is a difficult and unrewarding process that many are discouraged from

Western has policies that are hard to access and are not supportive of those who experience discrimination or harassment violence in the workplace.

There seems to be a robust reporting tool available, however, I am consistently hearing from UWOSA and PMA members that when they bring up racially-based discrimination to their supervisors, their concerns are ignored, "forgotten", or diminished (e.g., "racelighting").

Reporters of harassment/discrimination aren't always believed, and/or the perpetrators are given the benefit of the doubt, or the reports aren't taken as seriously as they should be. Action on the reports is lacking.

I had a friend who had a racist encounter with a prof. They reported it to another faculty member (also a person of colour) who laughed at them and then advised that if they wanted to report it sure - but it would take more time to go through the ombudsperson than what was left in their program (18 months left).

Leadership opportunities

Participants discussed the key roles that leaders can play regarding the advancement of EDI and culture change. They also highlighted how a lack of representation and perspectives at the top continues to be a challenge.

We need the whole culture to change and part of that is letting go of leaders who are resistant to change and make poor decisions that impact culture (many of whom are older white men). A lot of people with decision making power on campus I don't believe will truly enact change and therefore we will say we are doing something and yet we won't be making change where it needs to be made.

As mentioned earlier there is a problem when people in leadership positions are not spoken to when they treat staff poorly. The old boys club is still very prominent on campus.

The culture and heart of this university heavily resides in the Deans, Directors, Managers, and Faculty. Until there is a true revitalization or review of these positions, especially in respect to their (lack of) leadership, we will not be able to achieve our goals for EDI-D.

I believe we are missing "buy in" from the top down (generally speaking). Western as an institution may say and attempt to make these changes and advances, but without the people in charge really adopting those changes, no matter what new mandates are presented, the culture will not change.

> *You need to change what upper leadership across campus looks like to really address it.*

Accessibility

There was a general sense that Western has a lot of work to do as it relates to improving the environment and culture for individuals with disabilities.

> *Western does not do a good job of supporting students with disabilities, especially non-visible disabilities. I have attended training sessions where they discuss accessibility, but they mean mobility related disabilities. Western is not an accessible campus for deaf and visually impaired students.*

> *The staff in that department are wonderful BUT I do have a problem with having to "prove" your disability to the school via doctors notes etc. This is not accessible and I am only able to get my accommodations so easily because I am privileged enough that I live in my home town with my family doctor and psychologist in close proximity.*

> *Western should really take into account the accessibility aspects in classrooms, especially classrooms that have the tiny tiny chairs with the pull out desks. For plus sized students, and even students who are even just a little bit bigger than stick skinny, the chairs are inaccessible and are impossible to write midterm exams in like we are forced to do.*

> *We have a lot of work to do to address physical disabilities and make campus far more accessible for everyone.*

> *We should examine access to our buildings. Often, accessibility ramps into buildings are far from the main entrance and require the person to go a much further distance than an able-bodied person.*

Optimism

Despite many areas for improvement, many participants mentioned the good work that Western is doing and were happy with its commitment to improving the culture moving forward.

> *I feel that Western is doing an excellent job currently with removing barriers for students and being proactive about handling incidents related to discrimination/ harassment*

> *There is some great policy that has come forth, putting that in place campus wide will take time.*

> *It feels very real and believable that Western is committed to this which feels good.*

> *The intent is there, and the message is clear that Western wants an inclusive and diverse environment.*

> *I feel we are poised to turn a corner on this, whereby we are more serious about meaningful change.*

> *Western has put commendable policies in place, please add more practices to change mindsets to be broadly inclusive.*

(6) Critical Action Priorities

At the end of the survey, all participants were asked to describe the most critical EDI action priorities that Western should focus on. A summary of the thematic analysis for this question is provided below (see Table 6).

Table 6.

Overview of Themes for Critical Action Priorities

Themes
Accessibility
Discrimination/harassment
Accountability
Education
Western community engagement
Hiring and career progression
Representation
Leadership
Safety and supports

Accessibility

Similar to other questions in the survey, participants highlighted the importance of improving the accessibility of Western's campus and culture.

> *Accessibility of our learning and physical spaces.*

> *Meet the accessibility needs of physically disabled individuals to the highest possible standards so they can fully participate.*

> *We need to make the campus more accessible for those with physical disabilities. When issues arise that need to be fixed, they should be fixed asap.*

> *Accessibility needs to be a focus.*

> *Disability accommodation and just overall equity. Decreasing the stress placed on students for having sick days, mental health days, etc., and making knowledge accessible for students so that they can succeed regardless of their experiences would foster a learning environment that is overall much more inclusive.*

> *I feel the most critical EDI Action Priorities are for those who have a disability. Campus parking is widely unavailable for those who can drive and need close access to their classrooms. Classrooms are quite tight and make it difficult to traverse.*

Discrimination/harassment

Many participants mentioned that addressing discrimination and harassment as well as removing barriers for equity deserving groups should be key priorities for the strategic plan.

> *Discrimination based on one's background (ethnicity, cultural, skin color, political, religious, sexual orientation, etc.)*

> *Reducing discrimination.*

Fighting genuine discrimination as opposed to finding discrimination in areas where it really doesn't exist or is very minimal.

Accepting and acknowledging racism. Anti-Semitism, Islamophobia and actually working against those racist ideologies.

Discrimination against people who identify as women in relation to sexual violence.

Accountability

Another theme that arose in this question related to ensuring accountability in any action that comes from this data gathering exercise. Participants shared their concerns regarding a lack of accountability in the past, particularly as it relates to reports of racism, discrimination, and/or harassment.

Hold the university accountable for progress and take action when discrimination or bias occurs, such as setting targets, monitoring progress and implementing measures to address issues.

Accountability and assessment: This includes regularly assessing the university's progress on EDI initiatives, creating systems for tracking and reporting incidents of bias and discrimination, and holding individuals and units accountable for creating an inclusive environment.

Western does lots of surveys and never acts on them. I have heard this from older students as well. You could take what the survey results tell you and actually use them instead of focusing on the mostly good answers and leaving things how they are.

Being more quick to handle matters of racism and discrimination is vital.

Ensure that issues reported are thoroughly dealt with.

Education

The importance of education in the EDI space came out loud and clear. Participants highlighted the need for more training and a system for integrating this type of learning into classes. This included calls for mandatory training for both students and employees.

Educate staff and faculty and especially those who hire to remove any biases they may have. There's scientific research showing that having more diversity in teams actually yields more productivity, efficiency and creative solutions.

Culture is an emergent property. The issues that I have disclosed happen in the hallway, or are largely behind closed doors (sometimes on purpose). Sometimes they haven't been believed because the person with the power to change things has never themselves experienced anything similar because of their privilege. I'm not sure what to recommend. I guess training? More training? Like WHIMS it's not that people don't know about bias etc., it's about being in the forefront of people's minds. Equity and privilege need to be constantly discussed. And not treated as lip service.

Educate the community about racism and discrimination on a regular basis. One mandatory course taken every few years is not enough. People need to change their

attitudes in a way that improves day-to-day thinking and behaviour. I know that I don't consider the experience of BIPOC individuals enough and need to work on that.

Further training for faculty, specifically educators, on how to promote equity, diversity, and inclusion. And increased forums for students to share their experiences and actually be heard.

Providing students with more opportunities to learn about different cultures!

Educating staff, faculty, students about their own inherent biases and racism so Western can prevent racist attitudes and actions from being expressed.

Start implementing 1 required (mandatory) course as part of the curriculum in every undergraduate/graduate program that addresses EDI (e.g., Indigenous studies, black studies etc.), not just an option as an elective.

Mandated training for faculty.

Western community engagement

Survey responses to this question also emphasized how important it is to continue to engage the Western community and to create an environment and climate that reflects our diversity. Engagement suggestions ranged from gathering data to better inform decision-making to modelling inclusive behaviour to enhance comfort within the Western community.

Celebrate diversity. Food services staff used to wear buttons stating that they spoke certain languages. That helped provide service to more people as well as normalizing the fact that staff are diverse. I would love the opportunity to wear something declaring my identities. Imagine a ND or queer student struggling and they see a staff member (older than middle-aged) proudly declaring their differences and showing that career success is possible for people who are different - and that they can count on me to support them.

Create an outreach program for marginalized groups

We need data - without knowing where our gaps are in representation it is impossible to make effective strategies to create a more diverse, representative community. The Equity Census should be mandatory for all staff, students, and faculty and aggregate data should be shared with units who want to develop EDI strategies. Working blind without knowing our specific barriers and communities will not lead to progress.

Listening to what the students want. Being there for them and not staying silent when things arise.

Provide ample opportunities for students to share their opinions in a way that is truly impactful, and act on them quickly and strongly.

Hiring and career progression

Many respondents highlighted the need for equity in the hiring process and beyond. This includes, for example, addressing bias and nepotism and creating pathways and/or mentorship opportunities to help with career development and progression.

EDI in staff/faculty recruitment - we are seeing more diversity at the student level but this is not reflected at the staff/faculty level - understanding that this can be difficult in a union environment the recruiting structure should be examined to see if we can find a way to stop putting unintentional barriers to recruiting a more diverse workforce - current structures are set up to filter out those who do not have English as a first language, are neurodivergent or who do not have the same experiences as those who grew up in North America.

In terms of practices, the university needs to develop evidence-based practices to reduce implicit bias in hiring & evaluation.

If Faculties are not able to move towards hiring a diverse workforce then their hiring activities should be centralized for a period of time so that HR can effect change on their diversity. NSERC did this for a time when women weren't being chosen for Chair positions in Sciences and it was very effective.

Focus on hiring practices - how do we limit bias in the hiring process and minimize nepotism? Need to hire less white men, while hiring/promoting more women and people from marginalized communities.

Equitable hiring and promotion... Leave less room for nepotism and recruit outside of the Western alumni dossier.

Mentoring and equitable opportunities for seeking further education and employment opportunities.

Understanding that employees may require more equitable employment practices to ensure employees feel valued and respected (i.e. supporting caregivers in having flexible work schedules to ensure childcare needs are met [which disproportionately affects women], hybrid options for working for those with disabilities who are in roles that can be accommodated).

Western has long had a statement that "we hire...." but once diverse groups get here, there is not a lot of training in regard to "now what". For example, how do we welcome and ensure we are including diverse thoughts, opinions and people in our work practices.

Representation

Participants also highlighted the need to increase representation across the many positions in our campus community. Specifically, many people felt as though increasing the diversity of faculty to better reflect the student population was extremely important.

Recruitment of leaders, faculty and staff who are from diverse backgrounds and representative of the communities we serve.

Recruit more diverse faculty.

Active recruitment of diverse students, staff and faculty at all levels within the university.

Enhancing recruitment and retention efforts for underprivileged communities (i.e., establishing more scholarships for students in need on our campus).

Recruiting diverse students and faculty, and actually supporting them so they can be successful - mentorships, building relationships, opportunities to connect with others.

Ensure that admissions processes are reviewed for bias.

Leadership

Leaders were once again mentioned as key players who have the power to promote and create change as it relates to EDI. Participants highlighted the need for more diversity and accountability within senior and middle-level leadership.

Having a culturally diverse administration should be a top priority so that moving forward, decisions are representative of the student population.

Leadership buy-in for EDI practices.

I made a note about leadership being over-worked. I know they get paid a lot but they are also humans with families. We might get better work and commitment from them if they could have a better work life balance.

Eliminating leadership practices growing out of anything from unconscious bias to outright hostility and racism/sexism/antisemitism/ableism at dean's level and above will result in increased retention and success at all levels for students, faculty, and staff. What people are saying in public are sometimes not consistent with what people are doing behind closed doors and this can be measured by looking at retention and hiring rates in different units and tracking decision-making processes. There needs to be repercussions to administrators whose actions result in creating hostile environments and the quantifiable departure of students, staff, faculty. Hold administrators accountable for their incompetence and maliciousness. I do hope this is a "few bad apples" scenario and not a case of persistent systemic rot. The choices of the people with the most power will determine the future of this institution in relation to EDI issues.

If you want to start, start at the top. Who is on the board and why are they there?   What do they represent? What values do they display. Do the same for the President and the senior leadership and the deans. I think if you do this honestly you will be surprised and perhaps a little disappointed in yourselves.

Western leadership must be evaluated and assessed on the degree to which people at Western are victims of hate and discrimination. Just as a leader would be held accountable for significant budget deficits (even if these are caused by factors not entirely under their control) so too should leaders be accountable for acts of discrimination and hatred that happen within their mandate (even if these are caused by factors not entirely under their control). Concretely, this means that a leader should face the same sanctions/penalties if a student, staff member, or faculty member is subject to racism/sexism/transphobia (etc.) in an area related to their mandate as if funds had been mismanaged (ex. lack of accounting oversight, embezzlement, etc.). In this kind of incentive/evaluation context I suspect that just as much effort and just as many controls would be put in place regarding EDI as there are efforts and controls to ensure balanced and responsible budgets.

Safety and supports

The final subtheme for this question related to safety. Participants mentioned that ensuring physical and psychological safety within the Western community is overdue and necessary. This included, but was not limited to, increasing mental health supports and culturally relevant support for students, staff, and faculty.

> *Protecting the safety of women, and people of colour on campus.*

> *Western needs to focus on staff and students that feel most unsafe in this environment. I think that Western is right to invest heavily in mitigating/preventing anti-black racism, colonialism and racism against Indigenous peoples, misogyny (including GBV), and hatred targeted towards LGBTQ2S+ peoples. These groups are not safe in our society or at Western.*

> *Safe spaces for those who need them (wellness rooms in all facilities across campus).*

> *While there are things that Western has in place for accommodating disabilities, I feel like mental illness is often overlooked. Aside from having more things in place for asking for extensions in assignments, which benefit everyone, there should be better services for that.*

> *Increasing mental health support. Also making more in person help available.*

> *Increased support to diverse and underrepresented students.*

Appendix A: Online Survey for EDI Strategic Planning Process

Equity Diversity and Inclusion Strategic Planning Survey

HELP SHAPE A MORE INCLUSIVE AND EQUITABLE WESTERN!

In *Towards Western at 150*, Western commits to build a more equitable and inclusive community. Together, we can develop a strategic plan that will act as our roadmap for change and for the future. To ensure we achieve these goals, **WE NEED YOUR INPUT!** Please provide us with your candid and thoughtful feedback on the following survey questions. This survey will ask some demographic self-identification questions that will help us to better understand and identify barriers to EDI and opportunities for improvement at Western. We can then implement strategies that will build a more equitable and inclusive Western community. If you are uncomfortable answering any of the questions, you can skip the question or select the "prefer not to answer" option. The survey will take approximately 15 - 20 minutes to complete. Once you have finished the survey, press submit, and your **confidential and anonymous** responses will be forwarded to a **secure database operated by Qualtrics**. All data will be collected, sorted and analyzed by an independent firm and aggregated summary reports will be used to shape Western's five-year EDI strategic directions. **At the end of the survey, you will be re-directed to another survey to enter a draw for a chance to win one of three $50.00 Gift Cards (Western Eatery, Western Bookstore, VISA Gift Card) or the Grand Prize of an Apple iPad. We will destroy all contact information after the draw is complete. Please note, your contact information is not connected to the answers you provide in the EDI Strategic Plan survey.** If you have any questions about the survey, please contact edi@uwo.ca or check out our [FAQ webpage](#). **SURVEY DEADLINE: FRIDAY, FEBRUARY 3rd, 2023**

Let's Get Started ...

1. I am taking this survey as a / an ...

○   Undergraduate Student

○   Masters Student

○   Doctoral Student

○   Post-Doctoral Fellow

○   Staff Member

○   Faculty Member

○   Manager or Supervisor

○   Member of Western's Senior Administration

○   Additional (Please Specify)

_____

2. Please specific your employment status at Western University.

○   Full-time employment

○   Part-time employment

○   Contract employment

○   Additional (please specify)

_____

3. If you are an Undergraduate Student, please indicate what year you are in.

_____

4. Please select your academic load.

○   Full-time load

○   Part-time load

○   Prefer not to say

5. Please indicate your current age bracket.

○   Under 19 years of age

○   19 - 22 years old

○   23 - 29 years old

○   30 - 39 years old

○   40 - 49 years old

○   50 - 65 years old

○   Over 65 years old

○   Prefer not to say

6. Which best describes how you identify your gender? Select all that apply.

- [ ] Male

- [ ] Woman

- [ ] Transgender Woman

- [ ] Transgender Man

- [ ] Gender Nonconforming

- [ ] Genderqueer

- [ ] Two-spirit

- [ ] Non-binary / third gender

- [ ] Questioning

- [ ] Prefer not to say

- [ ] Additional (please specify)

_____

7. Which best describes how you identify with your sexual identity / orientation? Select all that apply.

☐ Asexual

☐ Bisexual

☐ Gay

☐ Heterosexual or straight

☐ Lesbian

☐ Queer

☐ Questioning

☐ Pansexual

☐ Prefer not to say

☐ Additional (please specify)

_____

8. Which of the following best describes your racial or ethnic group? Check one.

○   Asian - East (e.g. Chinese, Japanese, Korean)

○   Asian - South (e.g. Indian, Pakistani, Sri Lankan)

○   Asian - South East (e.g. Malaysian, Filipino, Vietnamese)

○   Black - African, Caribbean, North American

○   White - North American, European

○   First Nations

○   Indigenous / Aboriginal

○   Inuit

○   Metis

○   Indian - Caribbean

○   LatinX

○   Black South American

○   Middle Eastern (e.g. Egyptian, Iranian)

○   Do not know

○   Prefer not to say

○   Additional or Mixed (please specify)

_____

9. Do you identify as a person with a disability?

Note: Note: The UN Convention on the Rights of Persons with Disabilities describes persons with disabilities as those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.

○   Yes

○   No

○   Prefer not to say

10. Please tell us your disability / disabilities that you identify with. Select all that apply.

- [ ] Blind of impaired vision

- [ ] Deaf or impaired hearing

- [ ] Learning disability

- [ ] Chronic illness or medical conditions, such as arthritis, cancer, diabetes, etc.

- [ ] Mental health or psychological condition

- [ ] Physical or mobility impairment

- [ ] Speech or communication disability

- [ ] Neurological disability, such as epilepsy, cerebral palsy, etc.

- [ ] Nuerodiverse

- [ ] Disabling food or environmental allergies

- [ ] Prefer not to say

- [ ] Not applicable

- [ ] Additional (please specify)

  _____

11. From your perspective, do you identify as coming from a low-income background?

○   Yes

○   No

○   I am not sure

○   Prefer not to say

If you would like to expand on your answer, please comment in the text box below.

_____

12. Is English your native language?

○   Yes

○   No

○   Prefer not to say

13. What does 'inclusion and belonging' at Western University mean to you?

_____

_____

_____

_____

_____

14. What does 'diversity' mean to you?

_____

_____

_____

_____

_____

15. What does 'equity' mean to you?

_____

_____

_____

_____

_____

16. What does 'equality' mean to you?

_____

_____

_____

_____

_____

17. From your perspective, describe what a more equitable, inclusive and diverse Western will look and feel like five years from now.

_____

_____

_____

_____

_____

18. Reflecting on your experience at Western University, to what extent do you agree with the following statements.

	Strongly Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
I feel I belong at Western.	○	○	○	○	○
I feel welcome and included in the Western community.	○	○	○	○	○
I feel I am treated fairly at Western.	○	○	○	○	○
I feel I can participate fully at Western.	○	○	○	○	○
I feel my many 'differences' are appreciated and respected at Western.	○	○	○	○	○
I feel I can be my true self at Western.	○	○	○	○	○
I feel I have what I need at Western to thrive.	○	○	○	○	○
I feel I have access to the tools and opportunities I need to enable me for success.	○	○	○	○	○

19. Please expand on your answers (if applicable). Do you have any recommendations related to your responses?

_____

_____

_____

_____

_____

20. Reflecting on your experience at Western University, to what extent do you agree with the following statements about the communities and networks of people that you may identify with. For example, your communities / networks could include a racial or ethnic community or a community that represents gender or language or sexual orientation, or intersections between multiple groups, etc.

	Strongly Agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
I can easily find and connect with my communities at Western.	○	○	○	○	○
I feel proud of my communities at Western.	○	○	○	○	○
I feel supported by my communities.	○	○	○	○	○
Western students, staff and faculty seem to value and respect my communities and our contributions.	○	○	○	○	○
Western students, staff and faculty seem interested in finding out more about my communities.	○	○	○	○	○
Western students, staff and faculty welcome communities and cultures that are unique from their own.	○	○	○	○	○
I feel I can successfully belong to multiple communities at Western.	○	○	○	○	○
I feel Western creates space for my communities.	○	○	○	○	○

21. Please expand on your answers (if applicable). Do you have any recommendations related to your response?

_____

_____

_____

_____

_____

22. Reflecting on your experience at Western, to what extent do you feel included in the following environments and surroundings. Please describe any barriers to inclusion and recommendations for improvement in the text boxes.

	Not included at all	Somewhat included	Moderately included	Mostly included	Completely included	Not Applicable
In working environments i.e., in meetings, in discussions or debates, on project teams, etc.	○	○	○	○	○	○
In training and development environments i.e., in workshops, in mentoring or coaching sessions, etc.	○	○	○	○	○	○
In social environments i.e., in extra-curricular activities, social events, conversations with my colleagues, etc.	○	○	○	○	○	○
In academic environments i.e., Western libraries, collaboration spaces, sports and recreation facilities, etc.	○	○	○	○	○	○
In academic networks i.e., faculty or staff groups, committees, associations, clubs, etc.	○	○	○	○	○	○
In discussions and decision making i.e., I have input into issues and decisions that are important to me in my work environment and at Western.	○	○	○	○	○	○

In Western spaces and places, including indoor and outdoor campus facilities, eateries, amenities and spaces i.e., accessible buildings and spaces; diverse identities are reflected across Western buildings and spaces; dedicated spaces to meet my unique needs, etc.

○   ○   ○   ○   ○   ○

23. Reflecting on your experience at Western, to what extent do you feel included in the following environments and surroundings. Please describe any barriers to inclusion and recommendations for improvement in the text boxes.

	Not included at all	Somewhat included	Moderately included	Mostly included	Completely included	Not Applicable
In learning environments i.e., in the classroom, team-based learning activities, labs, tutorial sessions, etc.	○	○	○	○	○	○
In social environments i.e., in extra-curricular activities, social events, etc.	○	○	○	○	○	○
In formal environments i.e., in student residences / housing, Western libraries, sports and recreation facilities, etc.	○	○	○	○	○	○
In university networks i.e., in student groups, committees and clubs, etc.	○	○	○	○	○	○
In discussions and decision making i.e., I have input into issues and decisions that are important to me at Western.	○	○	○	○	○	○
In Western spaces and places , including indoor and outdoor campus facilities, amenities and spaces i.e., accessible buildings and spaces; diverse	○	○	○	○	○	○

identities are
reflected across
Western buildings
and spaces;
dedicated spaces to
meet my unique
needs, etc.

24. Reflecting on your experience at Western University, to what extent do you agree with the following statements.

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
Western cultivates working environments where I feel listened to, seen and understood.	○	○	○	○	○
Western creates space for me to freely express my ideas and viewpoints, without worry or fear.	○	○	○	○	○
Western encourages us to explore, experience and try new things, in a psychologically safe environment.	○	○	○	○	○
Western is committed to building and engaging teams, representative of a diverse range of people, inclusive of race, ethnicity, gender, mindsets and more.	○	○	○	○	○

Western ensures that people from all backgrounds and identities have equitable opportunities to advance their careers.

○	○	○	○	○

Western consistently demonstrates the importance of cultivating and sustaining an inclusive workplace.

○	○	○	○	○

Western leaders care about faculty and staff and support them to achieve their goals.

○	○	○	○	○

25. Please expand on your answers. Do you have any strategic recommendations related to your responses?

_____

_____

_____

_____

_____

26. Reflecting on your experience at Western University, to what extent do you agree with the following statements.

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
Western educators (professors, instructors and teaching assistants) create learning environments where I feel I belong and am valued.	○	○	○	○	○
Western educators intentionally integrate topics of diversity, inclusion and equity into their teaching.	○	○	○	○	○
Western educators intentionally foster environments that invite and encourage us to challenge the status quo and talk freely about our ideas and viewpoints.	○	○	○	○	○

Western educators truly care about students and support them to be successful.	◯	◯	◯	◯	◯
Western educators strive to identify and remove barriers that prevent students from reaching their full potential.	◯	◯	◯	◯	◯

27. Please expand on your answers. Do you have any strategic recommendations related to your responses?

_____

_____

_____

_____

_____

28. When reflecting on your experience at Western, to what extent do you agree with the following statements.

	Strongly agree.	Somewhat agree.	Neither agree or disagree.	Somewhat disagree.	Strongly disagree.
I feel I can genuinely express my viewpoints.	○	○	○	○	○
I feel my contributions matters at Western.	○	○	○	○	○
I am comfortable showing my identity to other people.	○	○	○	○	○
I can really be my true self at Western, without fear of judgement.	○	○	○	○	○
I can safely live my values at Western.	○	○	○	○	○
I can stand up for what I believe.	○	○	○	○	○
I can talk openly about who I am and my communities.	○	○	○	○	○
I feel psychologically safe at Western.	○	○	○	○	○

29. Please expand on your answers (if applicable)

_____

_____

_____

_____

_____

30. To what extent do you agree with the following statements.

	Strongly Agree (1)	Somewhat agree (2)	Neither agree nor disagree	Somewhat disagree (4)	Strongly disagree (5)
Creating a more inclusive and diverse university is a top strategic priority for Western.	○	○	○	○	○
Western is working hard to address and dismantle inequities, biases and outdated practices and policies that are barriers to EDI.	○	○	○	○	○
Western is committed to expanding accessibility, services and supports to underrepresented and / or diverse student groups.	○	○	○	○	○
Western is introducing policies and practices to increase access and inclusion for underrepresented and / or diverse groups across Western.	○	○	○	○	○
Western has processes in place to report incidents of discrimination, racism and harassment.	○	○	○	○	○

Western consistently takes action and responds to reports of discrimination, racism and harassment.	○	○	○	○	○
Western will take meaningful action to improve equity, diversity and inclusion based on the results of this survey.	○	○	○	○	○

31. Please expand on your answers. Do you have any strategic recommendations related to your responses?

_____

_____

_____

_____

_____

32. Considering your answers to the survey questions, what do you feel are the most critical EDI Action Priorities that Western should focus on? Please describe below.

_____

_____

_____

_____

_____

33. Please share any further feedback and / or suggestions related to EDI at Western University.

_____

_____

_____

_____

_____

EDIDA STRATEGIC PLAN LAUNCH

Western

AGENDA

- Final Presentations

- Executive Summary

- Phase One Implementation Timeline 2024-2027

- Q & A

Office of Equity, Diversity & Inclusion

FINAL PRESENTATIONS

- SCUP on Monday, October 28, 2024

- Senate on Friday, November 8, 2024

- Board of Governors on Thursday, November 21, 2024

EXECUTIVE SUMMARY

- 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

PHASE ONE IMPLEMENTATION

JANUARY 31 - 2025: Dept / Unit confirms EDIDA Committee to Office of EDI

APRIL 30 - 2025: Share Dept / Unit EDIDA Action Plan with Office of EDI

MAY 1 - 2026: Dept / Unit Interim Report on Progress shared with Office of EDI

JUNE 10 - 2026: Interim Report on progress shared with Western community

APRIL 2027: Final Report on Phase One EDIDA Implementation

FALL 2027: Engage in consultations for Phase Two development

Western

Feedback / Questions

Office of Equity, Diversity & Inclusion

ITEM 5.0 – Unanimous Consent Agenda

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That the items listed on the consent agenda be approved or received for information by the Board of Governors by unanimous consent.

EXECUTIVE SUMMARY:

The Board's parliamentary authority - *American Institute of Parliamentarians Standard Code of Parliamentary Procedure* (formerly called *Sturgis Standard Code of Parliamentary Procedure)* - explains the consent agenda:

> Organizations having a large number of routine matters to approve often save time by use of a *consent agenda*, also called a *consent calendar* or *unanimous consent agenda*. This is a portion of the printed agenda listing matters that are expected to be non-controversial and on which there are likely to be no questions.

> Before taking the vote, the chair allows time for the members to read the list to determine if it includes any matters on which they may have a question, or which they would like to discuss or oppose. Any member has a right to remove any item from the consent agenda, in which case it is transferred to the regular agenda so that it may be considered and voted on separately. The remaining items are then unanimously approved *en bloc* without discussion, saving the time that would be required for individual votes.

A number of Canadian university governing bodies have employed the consent agenda format to include not only routine approval items, but also information items. One reason for using this format is to allow the governing body to focus on major items of business. While approval of an omnibus motion saves time at meetings, Board members will want to review the agenda materials carefully in order that they properly discharge their responsibilities.

How it works:

The Secretary identifies action and information items that are routine and/or likely non-controversial. In so doing, they may consult with the Chair of the Board, the relevant committee chair, and principal resource persons. In each Committee's report, these items are noted in the list of items at the beginning of the report. Action and information items on the agenda that are not noted on the consent agenda will be presented singly for discussion and voting (when appropriate).

When members receive their Board agendas, they should review all reports in the usual manner. **If any member wants to ask a question, discuss, or oppose an item that is marked for the consent agenda, they can have it be removed from the consent agenda** by contacting the Secretary of the Board of Governors prior to the meeting or by asking that it be removed before the Chair calls for a mover and seconder for the motion to approve or receive, by unanimous consent, the items listed.

At the Board meeting, before the unanimous consent motion is presented for approval, the Chair of the Board (1) will advise the Board of items that are to be removed from the list, based on prior requests from Board members; and (2) will ask if there are any other items that should be removed from the list. The remaining items are then unanimously approved *en bloc* without discussion saving the time that would be required for individual presentation and voting. Those matters that have been struck from the consent agenda will be handled in the usual way as each Committee's report is presented.

The minutes of the Board meeting will report matters approved as part of the consent agenda as "carried by unanimous consent". Information items received as part of the consent agenda will be reported as received.

ITEM 5.1(a) - Semi-Annual Ratio Report on Non-Endowed Funds

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

The semi-annual report presents the quarterly activity of the non-endowed funds and monitors the ratio of investments to obligations against the target ratio of 1.08. As at September 30, 2024 the ratio is 1.25 and exceeds the target ratio.

ATTACHMENT(S):

Semi Annual Ratio Report on Non-Endowed Funds

<u>Semi-Annual Ratio Report on Non-Endowed Funds</u>

The attached report shows the non-endowed fund activity from 2013/2014 to September 30, 2024. The balance in the Undistributed Investment Returns Account at September 30, 2024 was $171.2 million. At September 30, 2024, the 12-quarter moving average of non-endowed investments to the obligations of the portfolio was 1.25 (column 10), well above the target ratio of 1.08.

- ❑ Net returns / (losses) (column 1) amounted to $30.9 million.

- ❑ Allocations to accounts (column 2), represents income distributed to the non-endowed fund balances. The non-endowed rate is based on the 30-day Treasury bill rate less administrative and management fees of 0.42%. The rate is adjusted quarterly and is applicable to non-endowed fund balances with the exception of Robarts. The non-endowed rate for the period July – September 2024 was 4.59%. In the case of Robarts, in accordance with the operating agreement, the long-term portion of their fund balance earns the rate of return generated by the Operating & Endowment portfolio.

- ❑ The allocation to the operating budget (column 3) was zero as approved by the Board.

- ❑ Other Allocations (column 4) for the period ending September 30, 2024 were zero.

- ❑ The non-endowed investments increased $8.4million (column 6).

- ❑ The total market value of the non-endowed fund's portion of the externally managed portfolio at September 30, 2024 amounted to $879.6 million (column 7).

- ❑ The obligations of the portfolio amounted to $708.4million at September 30, 2024 (column 8).

- ❑ The ratio of investments to obligations stood at 1.24 (column 9) at September 30, 2024.

Western University
Non-Endowed Funds: Quarterly Values

Quarter	Net Returns (1)	To Accounts (2)	Allocations To Operating Budget (3)	Other (4)	Change in amount Owed (5)	Net Change (6)	Total Investments (7)	Total Obligations (8)	Ratio of Investments to obligations (9)	Ratio of Investments to obligations Average for 12 Quarters (10)
2013/2014	15.4	(1.0)	0.0	(1.6)	8.8	21.6	384.4	240.4	1.60	1.46
2014/2015	14.2	(0.9)	0.0	(0.9)	(2.8)	9.7	446.0	254.3	1.75	1.60
2015/2016	0.7	(0.1)	0.0	(0.5)	13.9	14.1	489.0	275.5	1.77	1.72
2016/2017	21.4	(0.8)	0.0	(0.1)	(4.8)	15.7	569.1	307.4	1.85	1.80
2017/2018	10.4	(0.7)	0.0	(12.5)	3.4	0.6	582.7	275.8	2.11	1.92
2018/2019										
July 2018 Q1	21.8	(0.5)	0.0	0.0	5.5	26.8	609.1	305.5	1.99	1.94
October 2018 Q2	(19.2)	(0.5)	0.0	0.0	(7.5)	(27.2)	581.9	298.0	1.95	1.95
January 2019 Q3	10.7	(0.6)	0.0	0.0	(15.2)	(5.1)	576.8	282.8	2.04	1.97
April 2019 Q4	34.6	(4.3)	0.0	(4.4)	1.3	27.2	604.0	284.1	2.13	2.00
2019/2020										
July 2019 Q1	5.1	(0.9)	0.0	(255.0)	259.9	9.1	613.1	544.0	1.13	1.96
October 2019 Q2	15.6	(1.8)	0.0	0.0	(4.3)	9.5	622.6	539.7	1.15	1.92
January 2020 Q3	31.6	(1.9)	0.0	0.0	(13.9)	15.8	638.4	525.8	1.21	1.86
April 30 2020 Q4	(50.2)	6.6	0.0	(4.9)	(12.3)	(60.8)	577.6	513.5	1.12	1.77
2020/2021										
July 2020 Q1	38.1	(0.7)	0.0	0.0	21.6	59.0	636.6	535.1	1.19	1.70
October 2020 Q2	4.3	0.0	0.0	0.0	(2.4)	1.9	638.5	532.7	1.20	1.62
January 2021 Q3	64.6	0.0	0.0	0.0	(13.5)	51.1	689.6	519.2	1.33	1.53
April 2021 Q4	46.5	(7.0)	0.0	(72.3)	50.6	17.8	707.4	569.8	1.24	1.47
2021/2022										
July 2021 Q1	48.9	(2.3)	0.0	0.0	26.0	72.6	780.0	595.8	1.31	1.42
October 2021 Q2	28.1	0.0	0.0	0.0	(10.1)	18.0	798.0	585.7	1.36	1.37
January 2022 Q3	3.4	(1.9)	0.0	0.0	(3.7)	(2.2)	795.8	582.0	1.37	1.31
April 2022 Q4	(27.6)	(3.1)	0.0	(47.3)	47.4	(30.6)	765.2	629.4	1.22	1.24
2022/2023										
July 2022 Q1	(0.9)	(0.3)	0.0	(1.7)	33.5	30.6	795.8	662.9	1.20	1.24
Oct 2022 Q2	(21.4)	(1.2)	0.0	(3.6)	(19.6)	(45.8)	750.0	643.3	1.17	1.24
Jan 2023 Q3	50.6	(2.5)	0.0	0.0	(19.2)	28.9	778.9	624.1	1.25	1.25
Apr 2023 Q4	30.2	(4.6)	0.0	(14.3)	(55.4)	(44.1)	734.8	568.7	1.29	1.26
2023/2024										
July 2023 Q1	19.9	(5.4)	0.0	(1.1)	46.8	60.2	795.0	615.5	1.29	1.27
Oct 2023 Q2	5.2	(6.5)	0.0	(1.2)	(11.2)	(13.7)	781.3	604.3	1.29	1.28
Jan 2024 Q3	60.0	(6.3)	0.0	(1.0)	(6.3)	46.4	827.7	598.0	1.38	1.28
Apr 2024 Q4	53.2	(11.1)	0.0	(169.4)	98.0	(29.3)	798.4	696.0	1.15	1.27
2024/2025										
July 2024 Q1	50.6	(7.3)	0.0	0.0	26.3	69.6	868.0	722.3	1.20	1.26
Sept 2024 Q2	30.9	(5.4)	0.0	0.0	(13.9)	11.6	879.6	708.4	1.24	1.25

General notes:

[A] For 2013/2014 through to 2018/2019 the figures are the average for the four quarters.

Columns (1) to (6) refer to changes during the quarter, column (7) to (10) refer to the end of each quarter.
All figures are millions of dollars, except columns (9) and (10). Column (9) is the ratio of column (7) to column (8).
Column (10) is the average of the ratios in column (9) over 12 quarters (i.e. over 3 year period).

Notes:

(1) Net investment returns, including changes in unrealized capital gains, net of consulting and investment management fees. This total includes returns on internally managed funds and other sundry investment earnings less overdraft interest and interest paid to employee benefit accounts.

(2) Allocations from the fund to all account fund balances and associated companies, except the Operating budget and Other allocations (column 4)

(3) Allocations to the Operating budget.

(4) April 2024 includes allocation of investment income to MSOF and Sinking Funds (40.6); special alllocation to MSOF (100.0); special allocation to capital (31.6) netted by debenture cost to carry (-3.0) and market adjustment on RBC SWAP interest agreement of (.2)

(5) The change in the amount owed to other funds for the quarter is the net cash flows into the accounts less any transfers to Western's bank account.

(6) Quarterly net change, is the sum of columns (1) to (5) and is the change in the value of the fund in column (7), which is the change in the market value of investments during the quarter.

(7) Total non-endowed externally managed funds. Endowed funds are not included.

(8) Total of the non-endowed externally managed funds that are owed to University accounts and other creditors.

(9) The ratio of column (7) to column (8).

(10) The average of this ratio over the previous 12 quarters. The Board target for this ratio is an average of 1.08.

ITEM 5.1(b) - Annual Report on Endowments (Underwater)

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

The annual report summarizes endowments where the market value is less than the original donated capital (termed 'underwater'). The historical information is presented as at April 30, and is a risk management practice to monitor the long-term health of University endowments.

During fiscal 2024, the quantity and value of underwater endowments decreased to 5 and $1.85M, respectively (2023 - 52 and $2.2M), driven by strong market returns. Year-to-date returns for fiscal 2025 are 5.8%.

ATTACHMENT(S):

Annual Report on Endowments (Underwater)

Annual Report on Endowments (Underwater)

The University's policy with respect to the management of endowments permits a temporary draw down of endowment capital outlined in policy number 2.11, as follows:

> "In any particular year, should accumulated investment returns of any individual endowment be insufficient to fund the amount made available for spending, endowment capital will be used, with the expectation that such amounts will be recovered from future investment returns."

An endowment becomes underwater when the current market value of the fund is less than the original donated amount.

Western now administers 2,431 endowed accounts with a market value of $1.295 billion as at April 30, 2024 (2,389 and $1.141 billion at April 30, 2023, respectively). Of the 2,431 endowments, there are 5 that are underwater by a total of $1.849 million (0.14% of the endowed market value). Of the 5 endowments that are underwater, 3 are part of the Schulich group of endowments and are administered outside of the Investment Payout Policy (MAPP 2.11) in accordance with the original terms of the gift. These 3 endowments represent $1.827 million of the $1.849 million underwater amount, and have encroachment exceeding 20% as shown in the chart below. The original terms agreed to with the donor leave these 3 endowments in a continuous state of being underwater. The remaining 2 endowments are underwater by $21,860.

The chart below provides a breakdown of the underwater endowments by the level of encroachment as a percentage of original capital.

The University of Western Ontario
Summary of Endowments Where Capital Has Been Encroached
At April 30, 2024
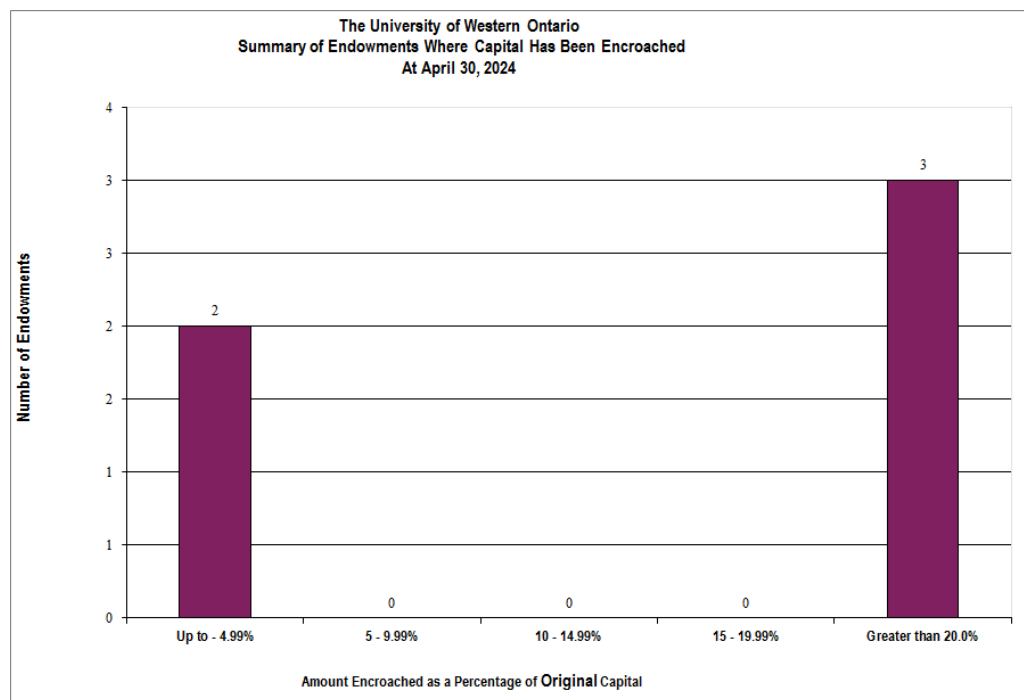
The following chart shows the number and amount of underwater endowments for fiscal years 2006 – 2024, showing the volatility from period to period resulting from historical investment returns:

The University of Western Ontario
Underwater Endowments
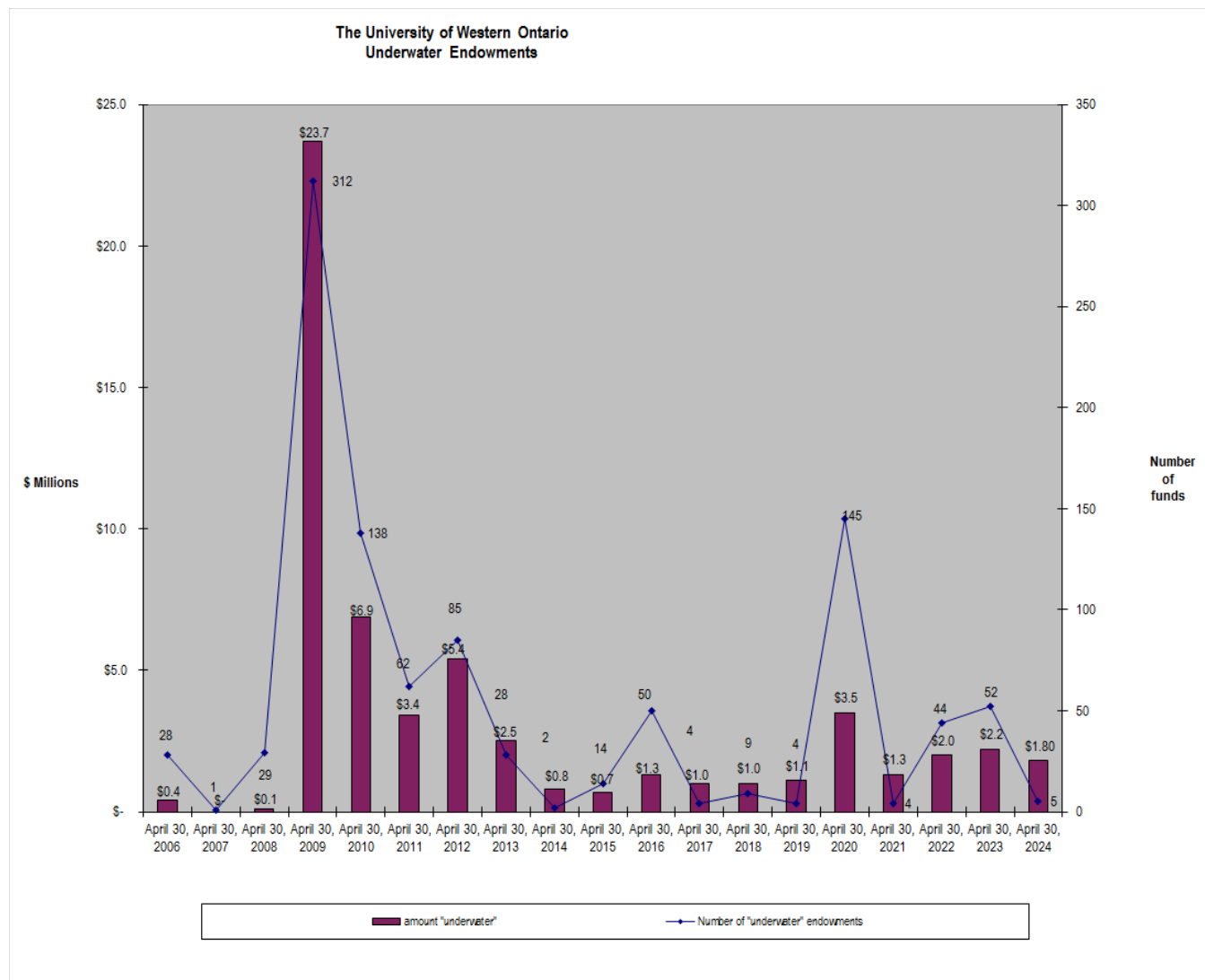
Periods of sustained positive investment returns will reduce the amount and number of underwater endowments, while periods of sustained negative investment returns will increase the amount and number of underwater endowments.

Fiscal 2025 is off to a good start with the Operating & Endowment Fund earning 5.8% before fees, as at August 31, 2024.

ITEM 5.1(c) - Report of the Investment Committee

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

The Investment Committee is a subcommittee of the Property and Finance Committee, responsible for establishing the investment policy, objectives and strategy, appointing managers and investment consultants, and periodically reviewing the portfolio performance. This report is provided three times annually.

As at June 30, 2024, the University had $3.01 billion (2023 - $2.73 billion) in assets under management ("AUM") across the short-term portfolio, mid-term portfolio ("MTP"), and the operating and endowment fund (the "Fund"). The Fund comprises approximately 71.8% of the AUM.

The Fund is managed for long-term performance with 5, 10 and 20 year returns of 9.7%, 9.0% and 7.9%, respectively, and has met its objectives over these periods.

ATTACHMENT(S):

Report of Investment Committee (including Appendix 1)

Report of the Investment Committee

This report outlines the market value of the assets under management and the recent activities of the Investment Committee. In addition, the performance of the Mid-Term Portfolio and Operating & Endowment Fund (the 'Fund') are provided.

Total Investments:

The following chart summarizes the total market value of investments held at June 30, 2024:

Asset Portfolio	Market Value ($M)
Short-Term Portfolio	**631.3**
Mid-Term Portfolio	**214.6**

Operating Portfolio:
     Obligations
     Surplus
Total Operating Portfolio
	
	745.0
	125.5
	870.5

Endowment Portfolio	1,294.0
Total Operating & Endowment Fund	**2,164.5**
Jarislowsky Fraser Seg. Investment	**3.3**
Total Investments	**3,013.7**

Update on Investment Committee Activities:

- The Investment Committee has approved a $30 million commitment to the Hazelview Multi-Residential Fund VI, to manage a non-core real estate equity mandate.
- The Investment Committee approved a US$45 million commitment to the Brookfield Global Transition Fund II, which will contribute to the Fund's 10% commitment to sustainable opportunities. As a result of this commitment, total investments and commitments in sustainable opportunities now represent 10.2% of the O&E Fund, as of June 30, 2024.
- The University is continuing to roll out its private equity program as a result of the 2020 strategic asset allocation review. Since our last update, a US$17.5 million commitment to Nautic Partners Fund XI. Nine private equity commitments to primary funds have been made so far, for a total of US$147.5 million. Two US$25 million commitments to secondary funds have also been made.
- The O&E Fund's investment the European Diversified Infrastructure Fund I (EDIF I) has been fully realized as of September 14, 2024. EDIF I, managed by Igneo Infrastructure Partners, returned a net IRR of 12.5%, compared to a target of 10% and generated a multiple of invested capital (MOIC) of 2.2X.
- The Investment Committee is preparing to conduct an asset mix review for both the O&E Fund and the Mid-Term Portfolio. An asset mix review was last

conducted for the O&E Fund in 2019, and this will be the first review for the Mid-Term Portfolio. The review is not expected to require significant changes to the current mix.

The following engagement, risk management, monitoring, and reporting activities have been completed or are underway in relation to our **Responsible Investing Strategy and Pathway**:

- Management is currently reviewing the responses to the 2024 ESG manager survey questionnaire.
- Investments and commitments to sustainable investment strategies have been US$155 million to date. Total investments and uncalled commitments now represent 10.2%, thus reaching the 10% target allocation for sustainable opportunities (as of June 30, 2024).
- Management is currently finalizing the 2023 Responsible Investing Report. It is anticipated that it will be released shortly.
- Management completed an audit of the proxy voting records made by Western external managers. The audit tracked votes by each individual manager, provided vote-by-vote comparison and benchmarking of individual voting practices and assessed whether proxies are voted according to principles and priorities. The results will be used to improve manager engagement.
- Future projects include the 2023 carbon footprint measurements and the analytics for climate transition assessment.

Financial Performance Metrics

Mid-Term Portfolio:

Performance

The performance related to the Mid-Term Portfolio at June 30, 2024 is as follows:

Investment Hierarchy

Account/Group	Ending Market Value CAD	Ending Weight	Policy Weight	One Month	Three Months	One Year	Three Years	Five Years	Ten Years	Inception to Date	Inception Date
University of Western Ontario	214,559,017	100.00		0.43	0.41	7.52	3.23	-	-	4.29	08/08/2019
Policy Index UWO				1.04	1.42	9.52	2.65	-	-	4.52	08/08/2019
Excess Return				-0.61	-1.01	-2.00	0.57	-	-	-0.23	08/08/2019
FTSE 91-Day T-Bills + 300 bps				0.62	2.04	8.27	6.14	-	-	5.24	08/08/2019
Excess Return				-0.19	-1.63	-0.76	-2.92	-	-	-0.95	08/08/2019

Source: Northern Trust Monthly Financial Reporting

Objectives

The main objective of the Mid-Term Portfolio is to outperform the FTSE 91-Day T-Bill Index by 300 basis points over a 3 to 5 year period.

As at June 30, 2024 the Mid-Term portfolio did not meet its objective over the 3-year period. This is primarily due to the asset mix, which is 70% fixed income and 30% equity. Rising interest rates have the effect of negatively impacting fixed income mandates. In addition, increasing yields on short-term investments have had the effect of raising the benchmark rate of return.

The original contribution to the Mid-Term Portfolio was $175 million in 2019.

Operating & Endowment Fund:

Performance

The annualized performance of the Operating & Endowment Fund (the "Fund") was as follows:

Asset Class	1 Year June 2024	5 Year June 2024	Since Inception
Fixed Income	10.7%	4.3%	7.1%
Equities:			
Canadian	11.0	9.4	9.0
US	38.7	18.7	11.2
International	13.0	8.4	7.0
Global	19.3	-	5.0
Private Equity	8.1	19.5	19.4
Real Estate	0.9	10.3	9.3
Infrastructure	10.0	11.7	11.5
Absolute Return	1.0	5.6	7.3
Money Market & Cash	6.8	1.8	1.6
Total Fund Return	14.1%	9.6%	8.7%
Benchmark Return	14.4%	8.7%	8.2%
Total Fund Real Return	11.4%	6.2%	6.6%

Additional Operating & Endowment Fund performance detail can be found in Appendix 1 to this report.

Objectives

The objectives of the Operating & Endowment Fund are as follows:

Real return

One of the Fund objectives is to maintain the purchasing power of the Fund after pay out over the long-term. (i.e., to earn an amount after pay out, over the rate of inflation, as measured by the Consumer Price Index). Inflation has averaged 3.4% per year for

the five-year period.

For the five years ending June 30, 2024, the annualized <u>real</u> return was 6.2%.

Value added

A second Fund objective is to earn the return produced by the asset mix policy based on the return of the market indices plus a premium to reflect active portfolio management.

Over the five years ending June 30, 2024, the actual annualized return for the Fund was 9.6% and the return generated by the market indices for the portfolio was 8.7% (benchmark return).

The Fund is managed for long-term performance with 5, 10 and 20 year returns of 9.6%, 8.8% and 8.0% respectively, and has met its objectives over these periods.

<u>Asset Mix</u>

	Market		Target Asset Mix		Actual Asset
	Value	Minimum	Target	Maximum	Mix
Equities					
Canadian	252,101,550	7.5%	12.5%	17.5%	11.6%
US*	248,184,496	2.5%	7.5%	12.5%	11.5%
EAFE*	159,003,685	2.5%	7.5%	12.5%	7.4%
Global*	441,579,179	15.0%	20.0%	25.0%	20.4%
Private	208,586,272	7.5%	12.5%	17.5%	9.6%
Total Equities	**1,309,455,182**	**52.5%**	**60.0%**	**67.5%**	**60.5%**
Fixed Income					
Core Fixed Income	130,437,909	0.0%	5.0%	10.0%	6.0%
Commercial Mortgages	104,068,383	0.0%	5.0%	10.0%	4.8%
Private Debt	143,293,733	0.0%	5.0%	10.0%	6.7%
Total Fixed Income	**377,800,025**	**7.5%**	**15.0%**	**22.5%**	**17.5%**
Real Assets					
Real Estate	125,661,706	5.0%	10.0%	15.0%	5.8%
Infrastructure	215,373,289	5.0%	10.0%	15.0%	9.9%
Total Real Assets	**341,034,995**	**12.5%**	**20.0%**	**27.5%**	**15.7%**
Diversifiers					
Cash & Money Market	83,567,369	0.0%	0.0%	10.0%	3.9%
Absolute Return Strategies, Market Neutral Strategies	52,636,909	0.0%	5.0%	10.0%	2.4%
Total Diversifiers	**136,204,278**	**2.5%**	**5.0%**	**12.5%**	**6.3%**
Grand Total	**2,164,494,480**				**100.0%**

the Global Equities Target Asset Mix of 20% was previously allocated equally to US and EAFE Equities.

Appendix 1

The tables below provide performance data on the Operating & Endowment Fund at June 30, 2024

Total Fund Performance

Total Fund Value Added - For Rolling Periods Ending June 30, 2024

	1 Yr (%)	2 Yrs (%)	3 Yrs (%)	4 Yrs (%)	5 Yrs (%)	6 Yrs (%)	7 Yrs (%)	8 Yrs (%)	9 Yrs (%)	10 Yrs (%)	20 Yrs (%)
Total Fund	14.1	11.9	7.6	11.7	9.6	8.8	8.9	9.5	8.7	8.8	8.0
Total Fund Benchmark	14.4	14.1	7.6	10.0	8.7	8.1	8.3	8.7	7.8	7.8	7.2
Excess Return	-0.3	-2.2	0.0	1.7	0.9	0.7	0.6	0.8	0.9	1.0	0.8

	2024 (%)	2023 (%)	2022 (%)	2021 (%)	2020 (%)	2019 (%)	2018 (%)	2017 (%)	2016 (%)	2015 (%)	2014 (%)
Total Fund	14.1	9.7	-0.3	24.8	1.6	5.0	9.2	14.1	2.1	10.3	20.1
Total Fund Benchmark	14.4	13.8	-4.3	17.5	3.7	5.5	8.9	11.9	1.0	7.5	18.1
Excess Return	-0.3	-4.1	4.0	7.3	-2.1	-0.5	0.3	2.2	1.1	2.8	2.0

Total Fund Real Returns - For Rolling Periods Ending June 30, 2024

	1 Yr (%)	2 Yrs (%)	3 Yrs (%)	4 Yrs (%)	5 Yrs (%)	6 Yrs (%)	7 Yrs (%)	8 Yrs (%)	9 Yrs (%)	10 Yrs (%)	20 Yrs (%)
Total Fund	14.1	11.9	7.6	11.7	9.6	8.8	8.9	9.5	8.7	8.8	8.0
CPI	2.7	2.7	4.5	4.1	3.4	3.2	3.1	2.8	2.7	2.5	2.2
Real Return	11.4	9.2	3.1	7.6	6.2	5.6	5.8	6.7	6.0	6.3	5.8

	2024 (%)	2023 (%)	2022 (%)	2021 (%)	2020 (%)	2019 (%)	2018 (%)	2017 (%)	2016 (%)	2015 (%)	2014 (%)
Total Fund	14.1	9.7	-0.3	24.8	1.6	5.0	9.2	14.1	2.1	10.3	20.1
CPI	2.7	2.8	8.1	3.1	0.7	2.0	2.5	1.0	1.5	1.0	2.4
Real Return	11.4	6.9	-8.4	21.7	0.9	3.0	6.7	13.1	0.6	9.3	17.7

Source: Mercer Investment Monitoring Review

ITEM 5.1(d) – Investment Committee Terms of Reference

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

The Property and Finance Committee approved the revisions to the *Terms of Reference: Investment Committee* as outlined in item 5.1(d).

EXECUTIVE SUMMARY:

The Investment Committee is a subcommittee of the Property and Finance Committee. After reviewing its Terms of Reference, the Investment Committee put forward, for approval to the Property and Finance Committee, minor revisions to its Terms including the addition of the EDI statement that has been added to the Terms of Reference for all Board committees.

ATTACHMENT(S):

Terms of Reference: Investment Committee (revised)

Terms of Reference: Investment Committee

Effective Date: ~~April 13, 2021~~ November 12, 2024

Supersedes: April 13, 2021, January 2019; November 2016; April 2015

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1.   The Investment Committee is a subcommittee of the Property and Finance Committee.

2.   The ~~c~~Committee ~~'s general terms of reference are~~shall:

   (a)   ~~To~~ establish and regularly review investment policy, objectives and strategy;~~.~~

   (b)   ~~To~~ appoint external fund managers and ~~to~~ retain a fund measurement service and other investment consultants as appropriate;

   (c)   ~~To~~ review regularly the portfolio and the performance of the external fund managers and ~~to~~ take action as ~~may be deemed~~ appropriate; and~~-~~

   (d)   **be mindful of the principles of equity, diversity, inclusion, and decolonization in fulfilling its responsibilities.**

MEMBERSHIP AND PROCEDURE

3.   The Committee shall consist of ten members as follows:

      Vice-President (Operations & Finance)
      Associate Vice-President (Financial Services)
      Director, Investments
      ~~At least one, and up to two,~~One or two current or former members of the Board, appointed by the Property ~~&~~ and Finance Committee
      ~~At least five, and up to six members,~~Five or six members appointed by the Property and Finance Committee on the recommendation of the Investment Committee

4.   The Committee may add other members, with the approval of the Property ~~&~~ and Finance Committee, when particular expertise or background is needed.

5.   The Vice-President (University Advancement) may appoint one member of ~~his/her~~ their ~~P~~portfolio to the Committee as a non-voting ~~R~~resource ~~P~~person.

6.   The Vice-President (Operations & Finance) or designate shall be Chair. The Secretary of the Board, or designate, shall be Secretary of the Committee.

7.   The Committee shall meet quarterly, or at the call of the Chair as needed, and shall report to the Property and Finance Committee ~~on a quarterly basis~~three times annually.

ITEM 5.2(a) – Board of Governors Election Schedule for 2025

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

The Board Election Schedule for 2025 is provided for information.   For 2025, the schedule applies to the following constituencies:

- Elected by Undergraduate Students (seat currently held by N. Zabian until June 30, 2025)
- Elected by Administrative Staff (seat currently held by A. Chant until June 30, 2025)

The term of the undergraduate student representative will be two years (July 1, 2025 to June 30, 2027).

The term of the administrative staff representative will be four years (July 1, 2025 to June 30, 2029).

ATTACHMENT(S):

Board of Governors Election Schedule for 2025

Western

BOARD OF GOVERNORS ELECTION SCHEDULE FOR 2025

Elections will be held for **one administrative staff representative** and
one undergraduate student representative as outlined below.

The term of the administrative staff representative will be four years (July 1, 2025 to
June 30, 2029). The term of the undergraduate student representative will be two years
(July 1, 2025 to June 30, 2027).

Administrative Staff Constituency	
Nominations Open	12:00 a.m., Monday, January 13, 2025
Nominations Close	11:59 p.m., Friday, January 24, 2025
Posting of Nominations	Tuesday, January 28, 2025
Balloting – Polls Open	8:00 a.m., Tuesday, February 11, 2025
Balloting – Polls Close	8:00 p.m., Wednesday, February 12, 2025
Posting of Results	Thursday, February 13, 2025

Undergraduate Student Constituency	
Nominations Open	12:00 a.m., Monday, January 13, 2025
Nominations Close	11:59 p.m., Friday, January 17, 2025
Mandatory All Candidates Meeting *(organized by the USC)*	5:00 p.m., Friday, January 17, 2025
Posting of Nominations	Monday, January 20, 2025
Campaign Period begins	12:00 a.m., Monday, January 20, 2025
Balloting – Polls Open	8:00 a.m., Thursday, January 30, 2025
Balloting – Polls Close / Campaign Period Ends	8:00 p.m., Monday, February 3, 2025
Posting of Results	Thursday, February 6, 2025

ITEM 5.2(b) – Revisions to the Board of Governors Election Procedures

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

RECOMMENDED: That, on the recommendation of the Governance and By-Laws Committee, the Board of Governors approve the revised *Board of Governors Election Procedures* as shown in Item 5.2(b).

EXECUTIVE SUMMARY:

In the 2024 election and by-election, some candidates sought to include external links in their candidate statements. The Secretariat removes all external links before posting. Links may pose a security risk, as the Secretariat cannot guarantee validity. Additionally, linking to websites allows candidates to go beyond the word count limit specified in the Board of Governors Election Procedures.

Revisions are proposed to the Election Procedures to prohibit the use of links in candidate statements.

ATTACHMENT(S):

Board of Governors Election Procedures

Election Procedures

Effective Date: ==November 21, 2024==~~November 16, 2023~~

Supersedes: ==November 16, 2023;== September 22, 2022; September 21, 2021; November 19, 2020; November 26, 2016; January 30, 2014

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Pursuant to the provisions for membership on the Board of Governors (hereinafter referred to as the Board) as set out in the University of Western Ontario Act 1982 as amended in 1988 and 2016 (hereinafter referred to as the Act) and By-Law No. 1, the following shall be the procedures for election or appointment to the Board.

For purposes of these Election Procedures, "the University" means Western University, excluding the Affiliated University Colleges; and

The "Affiliated University Colleges" means Brescia University College, Huron University College, and King's University College.

A.   THE ELECTION OF FACULTY-AT-LARGE, ADMINISTRATIVE STAFF, UNDERGRADUATE STUDENT, AND GRADUATE STUDENT MEMEBRS

A.1   General

(1)   The University Secretary shall have responsibility for overseeing all aspects of Board elections including engaging and promoting the electoral process, administering elections including voting, ruling on election matters in accordance with these Procedures, and communicating information to the public and candidates.

(2)   The schedule for calling for nominations, publication of candidates' names, and timelines for campaigning and balloting shall be as published by the University Secretary on or before November 30 each year. Normally, nominations are open for approximately two weeks in early January, followed by a campaign period.

(3)   Candidates for election must be nominated by means of an official nomination form available from the University Secretary and accessible on the University Secretariat website.

(4)   Nomination forms must be supported by 3 persons eligible to vote in the constituency to be represented.

(5)   The nomination forms shall convey information on eligibility for and restrictions upon election to the Board, as provided in the Act, collective agreements, memorandums of agreement and Board policy.

(6)   Nominees must declare on the nomination form:

   (a)   that they are willing to stand as candidates for election and to serve if elected;
   (b)   that they meet the eligibility requirements for the constituency; and
   (c)   that they are validly supported in their nomination, including the specifics of that support (such as the names of nominators).

(7)   Nominees must submit with the nomination form a statement of interest up to a limit of 200 words and may submit a digital photograph for publication. **Statements may not contain hyperlinks.** The statement and digital photograph (if provided) of the candidate will be posted on the election website and linked to the ballot, and by submitting the statement and photograph, candidates agree to such posting.

(8)   Errors or irregularities on a nomination form constitute grounds for rejection of the nomination by the University Secretary.

(9)   When only sufficient nominations to fill the vacancies for any constituency are received, the University Secretary shall declare the person or persons elected by acclamation, except when more than one seat with varying term lengths are to be filled and a vote is required to determine the candidate who shall serve the longer term. Where no candidates are nominated for the faculty or staff constituencies, the seat shall remain vacant until the next election. Where no candidates are nominated for a student constituency, the seat shall be filled in a manner determined by the Governance and By-Laws Committee.

(10)   Except where election is by acclamation, election shall be by secret ballot by those eligible to vote in the constituency concerned. Names shall be listed on the ballot by last name alphabetically.

(11)   The candidate receiving the largest number of votes shall be elected. Should there be more than one seat to be filled in a constituency in any given election, the candidate with the most votes received shall be elected to the longer membership term and the candidate with the next highest number of votes shall be elected for the shorter membership term.

(12)   In cases where two or more candidates receive the same number of votes, the tie shall be broken by a lottery conducted by the University Secretary in the presence of the tied candidates or their agents.

(13)   An election shall not be invalidated by any irregularity which, as determined by the University Secretary, does not affect the outcome. Notification of any

irregularity must be received by the University Secretary within five business days of the closing of the polls.

(14)   The results of the election shall be announced as soon as possible after the closing of balloting. The number of votes received by each candidate will be made public.

(15)   A list of voting results, validated by the University Secretary, and nomination forms shall be retained for a period of at least two years.

A.2   Eligibility

A.2.1   Faculty-at-Large Constituency (2 members)

(1)   To be **eligible for election**, a candidate must be a full-time member of the Faculty of the University, or a Clinical Academic appointed under *Conditions of Appointment for Physicians (2017),* at the rank of Assistant Professor or higher who has held academic appointments at the University for at least four academic years. Elected faculty whose employment status at the University ends during their term shall cease to be Board members.

(2)   The following members of Faculty are **eligible to vote**:

(a)   all full-time members of the academic staff of the University at the rank of Lecturer, Assistant Professor, Associate Professor, or Professor;

(b)   all Clinical Academics appointed under *Conditions of Appointment for Physicians (2017),* at the rank of Assistant Professor, Associate Professor, or Professor; and

(c)   all part-time members of the academic staff of the University at the rank of Assistant Professor or higher who are listed as such in the records of Human Resources.

A.2.2   Administrative Staff Constituency (2 members)

(1)   To be **eligible for election**, a candidate must be a member of the full-time administrative staff of the University and be listed as such in the records of Human Resources. A member of the full-time administrative staff of the University who is a member of Faculty (excluding limited duties appointments) is not eligible for election in the administrative staff constituency. Elected administrative staff whose employment status at the University ends during their term shall cease to be Board members.

(2)   All members of the full-time administrative staff of the University, except those who are members of Faculty (excluding limited duties appointments), are **eligible to vote** in the administrative staff constituency.

A.2.3 Undergraduate Student Constituency (2 members)

(1)   To be **eligible for election**, a candidate must be an undergraduate student in the University who will have completed one academic year as a full-time student or the equivalent as a part-time student by the start date of the term of the seat. Full-time and part-time undergraduate students of the University who are full-time members of the administrative staff or members of Faculty are not eligible for candidacy in the undergraduate student constituency. Elected individuals who cease to have the status of a registered student at the University during their term shall cease to be Board members.

(2)   Students registered at an Affiliated University College are ineligible for candidacy.

(3)   All full-time and part-time undergraduate students in the University are **eligible to vote** in the undergraduate student constituency.

A.2.4 Graduate Student Constituency (1 member)

(1)   To be **eligible for election**, a candidate must be a graduate student in the University as may be verified by the official student records of the University. Graduate students of the University who are full-time members of the administrative staff or members of Faculty are not eligible for candidacy in the graduate student constituency. Elected individuals who cease to have the status of a registered student at the University during their term shall cease to be Board members.

(2)   Students registered at an Affiliated University College are ineligible for candidacy.

(3)   All graduate students in the University are **eligible to vote** in the graduate student constituency.

A.3   Procedures:

A.3.1 Faculty-At-Large/Administrative Staff Constituencies

(1)   In a year in which vacancies occur in the Faculty-at-Large or Administrative Staff Constituencies, the University Secretary shall call for nominations.

(2)   Completed nomination forms must be submitted to the University Secretary in accordance with the deadline provided in the posted Election Schedule. The University Secretary shall publish the list of valid nominations on the University Secretariat website within two business days after the close of nominations. The official list shall be organized by constituency with candidates listed alphabetically by last name and with the title and academic/administrative unit of each nominee.

(3)   Balloting will be conducted during a designated period using a secure electronic platform.

(4)   The University Secretary shall publish the names of the successful candidates on the University Secretariat website, as soon as possible after the close of balloting.

A.3.2 Undergraduate Student and Graduate Student Constituencies

(1)   When possible, elections to the Undergraduate and Graduate Student Constituencies are timed to run in conjunction with the University Students' Council (USC) and Society of Graduate Students (SOGS) presidential elections. Calls for nomination will be issued in accordance with the posted Election Schedule. Undergraduate students may be required to submit a bond to the USC, subject to the USC's By-Law #2 – Election Procedures of the University Students' Council.

(2)   A mandatory all-candidates meeting will be scheduled for undergraduate student candidates following the close of nominations. Undergraduate student nominees who do not attend or have not made arrangements to send an alternate will be disqualified from candidacy. Following the all-candidates meeting, the University Secretary shall publish a list of valid nominations on the University Secretariat website for the undergraduate and graduate student constituencies. The official list shall be by last name alphabetically and show for each candidate the academic program and year of registration as recorded in the official student records of the University.

(3)   For undergraduate students, the University Secretary may employ the USC Election Committee to supervise campaigning by candidates but any decision that a candidate be disqualified may be appealed to the University Secretary by 4:00 p.m. of the second working day following the date of the letter notifying the candidate of the Election Committee's decision that the candidate be disqualified. Where there is inconsistency between the policies and procedures stated in USC By-Law #2 and those of the Board, the policies and procedures of the Board shall take precedence and the final authority for resolving all disputes in such matters shall rest with the University Secretary.

(4)   For graduate students, the University Secretary may employ the SOGS CRO and Appeals Review Commission to supervise campaigning by candidates but any decision that a candidate be disqualified may be appealed to the University Secretary by 4:00 p.m. of the second working day following the date of the letter notifying the candidate of the Appeals Commission's decision that the candidate be disqualified. Where there is inconsistency between the policies and procedures stated in SOGS election regulations and those of the Board, the policies and procedures of the Board shall take precedence and the final authority for resolving all disputes in such matters shall rest with the University Secretary.

(5)   When either the USC or SOGS processes are not employed, candidates will be required to adhere to the campaign requirements and processes established by the Governance and By-Laws Committee of the Board.

B.   <u>**CONSTITUENCIES: FACULTY ELECTED BY SENATE; ALUMNI MEMBERS; BOARD-ELECTED MEMBERS**</u>

B.1   <u>**Faculty Elected by Senate**</u> (2 members)

(1)   To be eligible for election by the Senate, the candidate must be a member of the faculty constituency of Senate (see A.2.1 of the Senate Election Procedures) and a member of the Senate at the time of election.

(2)   The election of members to the Board by the Senate shall be the responsibility of the Senate and by such procedure as the Senate shall determine.

B.2   <u>**Members Elected by the Alumni Association**</u> (4 members)

    The election of members to the Board by the Alumni Association shall be the responsibility of the Association.

B.3   <u>**Members Elected by the Board**</u> (4 members)

(1)   The election of members by the Board under section 9(1) of the Act, clause (h) shall be by a majority of those members of the Board entitled to vote in such election present at the meeting at which the election takes place, provided that a quorum of fourteen such eligible members are present.

(2)   The Senior Policy and Operations Committee shall be responsible for the identification of candidates as vacancies occur and shall make nominations to the Board.

(3)   Voting shall be by show of hands, ballot or electronic means as may be determined by the Chair of the Board.

C.   <u>**FILLING OF VACANCIES - Elected and Appointed Members**</u>

C.1   When a vacancy occurs prior to the expiration of the membership term of a member elected by the faculty-at-large, the administrative staff, or students, action in respect to the filling of the vacancy shall be as follows:

    (1)   If the time remaining in the term of office is six months or less, the seat shall normally remain vacant until the next regular election. However, for faculty, administrative staff and student constituencies, if the time remaining in the term of office is six months or less and the vacancy

occurs after the February elections and prior to the commencement of new terms in July, the member-elect in the same constituency will be invited by the University Secretary to assume the vacant seat.

(2)   If the time remaining in the term of office is more than six months but less than two years, the vacancy shall be filled from among the eligible candidates of the constituency concerned who were unsuccessful in the last election, in a priority determined by the votes received from most to least in that election, and provided that to be thus eligible a candidate must have polled at least 30% of the votes cast in that election. Failing such circumstances, the University Secretary shall call a by-election.

(3)   If the time remaining in the term of office is more than two years, the vacancy shall be filled by a by-election.

The conduct of a by-election shall be the same as that of a regular election.

C.2   When a vacancy occurs prior to the expiration of the membership term of a member elected or appointed by the Council of the City of London, the Lieutenant Governor in Council, the Alumni Association, the Senate, or the Board, the body responsible for electing or appointing such member shall be requested to appoint a person to fill the vacancy for the time remaining in the membership term except that if the time remaining in the term of office is six months or less, the Board may declare by resolution that the seat remain vacant until the next regular appointment period.

ITEM 5.3(a) – Annual Report on the Non-Discrimination/Harassment Policy

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

The Human Rights Office (HRO) prepares an annual report per MAPP 1.35 Non-Discrimination/Harassment/Sexual Misconduct Policy. The report focuses on harassment, discrimination and sexual misconduct addressed by the Human Rights Office and the Office of the Associate-Vice President, Human Resources.

The report is provided to the Board of Governors through the Audit Committee for information in accordance with the Audit Committee Terms of Reference.

ATTACHMENT(S):

Human Rights Office: Annual Report 2024

Western

Human Rights Office
ANNUAL REPORT 2024
May 1, 2023 – April 30, 2024

Human Rights Office – Annual Report 2024

The Human Rights Office (HRO) prepares an annual report as per the *MAPP 1.35 Non-Discrimination/ Harassment/Sexual Misconduct Policy*. The report focuses on harassment, discrimination and sexual misconduct addressed by the Human Rights Office and the Office of the Associate-Vice President, Human Resources.

Policy Update

Effective June 29, 2023, Western's Non-Discrimination/Harassment/Sexual Misconduct Policy was updated to include the category of sexual misconduct. With the enactment of Ontario Bill 26: Strengthening Post-Secondary Institutions and Students Act, 2022, the University amended the policy to align with required standards to address faculty and staff sexual misconduct towards students.

Sexual misconduct refers to the physical sexual relations with a student, touching of sexual nature of the student or behaviour or remarks of a sexual nature by an employee of the University. It also includes reprisal or threat of reprisal for the rejection of a sexual solicitation or advance made or threatened by an employee of the University in a position to confer, grant or deny a benefit or advancement to the student.

About the Human Rights Office (HRO) at Western

The services of the HRO are available to all members of Western's community. Under the Policy, the HRO facilitates the development, implementation and ongoing management or coordination of Western's policies and programs relating to discrimination, harassment or sexual misconduct. Western's policies comply with the Ontario Human Rights Code and Occupational Health and Safety Act.

The HRO offers the following services:

- Confidential consultation, support, and information available to all Western students, staff, faculty, librarians and archivists and postdoctoral scholars
- Support, education and advice to administrative and academic leaders
- Culture and climate reviews, as appropriate
- Training and presentations

Western University sits on traditional territory. The Human Rights Office acknowledges the Attawandaran (Neutral) peoples who settled the Southwestern Ontario region alongside the Algonquin and Haudenosaunee people, as well as the three other longstanding Indigenous groups of this region: the Anishinaabe Peoples, the Haudenosaunee Peoples and the Leni-Lunaape People.

Contacts to the HRO

Over the past academic year, the Human Rights Office recorded **651** direct contacts via the Office's online reporting tool, email, phone calls and walk ins. The significant increase from the previous reporting year is largely attributed to the impact of global events upon our campus. Of the 651 contacts, 317 were specifically students, faculty, and staff with experiences related to the geopolitical conflict that began on October 7th, 2023. The remaining **334** contacts-initiated service with the Human Rights Office for Code based concerns of discrimination, harassment or non-Code based issues of personal harassment or workplace harassment.

- **36%** of contacts were from individuals who indicated they **directly experienced** behaviours related to discrimination or harassment.
- **54%** of contacts indicated they were **witness** to behaviours of concern; individuals chose "Witness/Made Aware" on the online reporting form and are considered third party for the purposes of this report.
- **10%** of individuals contacted the Human Rights Office with **general requests for information**. This included academic and administrative leaders, student leaders, faculty members seeking clarification on processes, referring individuals and reviewing of materials to ensure compliance with human rights principles.

Chart 1 below, illustrates the issue(s) of concern for all **651 contacts** made to the HRO; **317 of these contacts** were influenced by the geopolitical conflict that began October 7th, 2023.
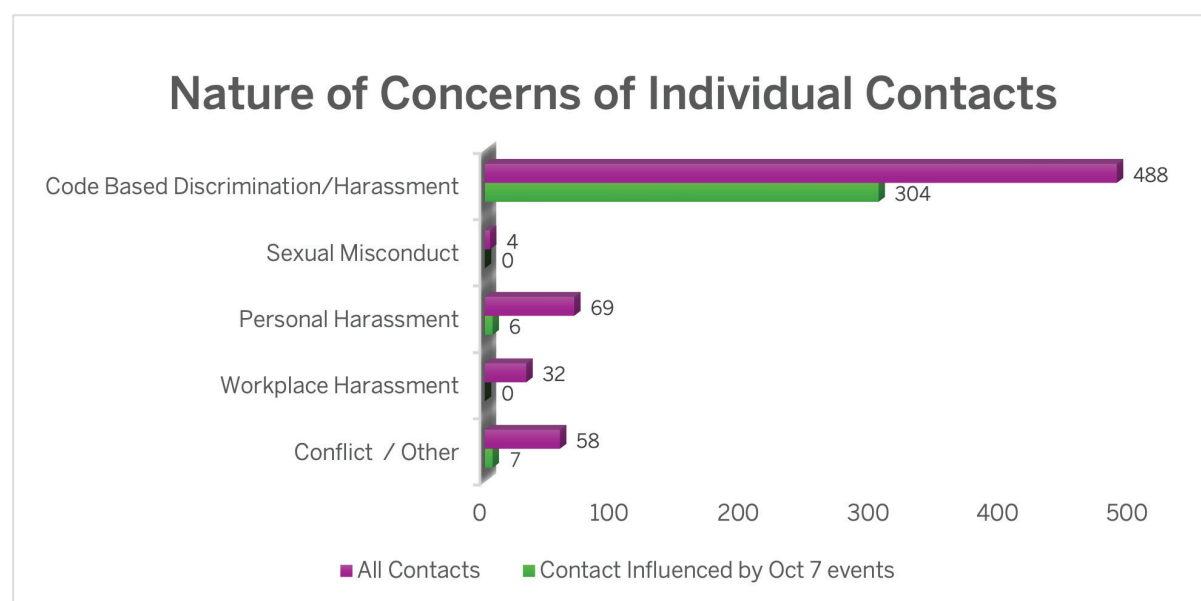

Nature of Concerns of Individual Contacts

Category	All Contacts	Contact Influenced by Oct 7 events
Code Based Discrimination/Harassment	488	304
Sexual Misconduct	4	0
Personal Harassment	69	6
Workplace Harassment	32	0
Conflict / Other	58	7

Chart 1: Nature of Concerns of Individual Contacts

Individuals often raise multiple concerns to the HRO. In addition to harassment, discrimination and sexual misconduct, individuals may report other types of conflict that do not fall within the scope of the Policy. Examples of this include interpersonal issues, misunderstandings about role or job clarity, academic grading concerns, etc. The HRO recognizes that unresolved conflict(s) can negatively impact the workplace and academic environment. In such cases, the HRO will collaborate with and/or refer to Western's network of support services.

Table 1 illustrates the specific Code-Based Discrimination and Harassment Grounds of those individual contacts, not including contacts influenced by the geopolitical conflict that began on October 7th, 2023.

Table 1: Code-Based Discrimination and Harassment Grounds from Individual Contacts

Grounds	Contact
Age	3
Creed (inc. accommodation)	12
Disability (incl. accommodation)	18
Family & Marital Status	3
Gender Identity & Expressions	19
Sexual Orientation	6
Race and Race related grounds	88
Sex (incl. harassment, discrimination & sexual misconduct)	41

While the HRO categorized the contact by the primary issue as described by the individual, there were some matters that had intersecting grounds, and therefore was reflected in more than one category.

HRO and the Campus Community

The Human Rights Office is contacted by individuals who occupy various roles at Western. The HRO supports all members of the Western community – students, staff and faculty. Academic and administrative leaders engage with the Human Rights Office on a regular basis. Understanding the issues that leaders are facing assists our office in designing and delivering support and resources. We also receive inquiries from alumni, members of the Affiliated Colleges and members from the larger community who have no affiliation with our campus. We endeavour to make proper referrals for these individuals.

The HRO offered some form of alternate resolution in relation to **31** matters. Alternate resolution includes mediations, facilitations and HRO-led inquiries to support the proper application of the Policy.

This past year the Associate Vice-President, Human Resources, received **33** complaints. Of those, **14** investigations were completed, and **9** investigations remain ongoing as of April 30. 2024.

36% of the individual contacts to the HRO were students at either the undergraduate or graduate level. **Table 2** and **Table 3** on the next page display the Code-Based and Non-Code Based issues reported by students over the past year.

Table 2: Code Based Discrimination and Harassment Grounds reported by Graduate and Undergraduate Students

Code Based Grounds	Contacts
Age	1
Creed (inc. accommodation)	2
Disability (inc. accommodation)	7
Family & Marital Status	1
Gender Identity & Expression	6
Sexual Orientation	1
Race and Race related grounds	44
Sex (incl. harassment & discrimination & sexual misconduct)	14

Table 3: Non-Code Based Grounds reported by Graduate and Undergraduate Students

| Non-Code Based Grounds	Contacts
Personal Harassment	44
Conflict /Other/Not Sure	25

While the HRO categorized the contact by the primary issue as described by the individual, there were some matters that had intersecting grounds, and therefore was reflected in more than one category.

Online Reporting Form

The online reporting form enhances access to the HRO allowing individuals to share concerns with the HRO outside of standard office hours. The chart below depicts the windows of time the online form has been accessed throughout the past academic year.

Chart 2: Time when on-line reporting form is accessed

Legend:
- Monday-Friday 800-1800hrs — 50%
- Monday-Friday 1800-800hrs — 32%
- Weekend Hours — 18%
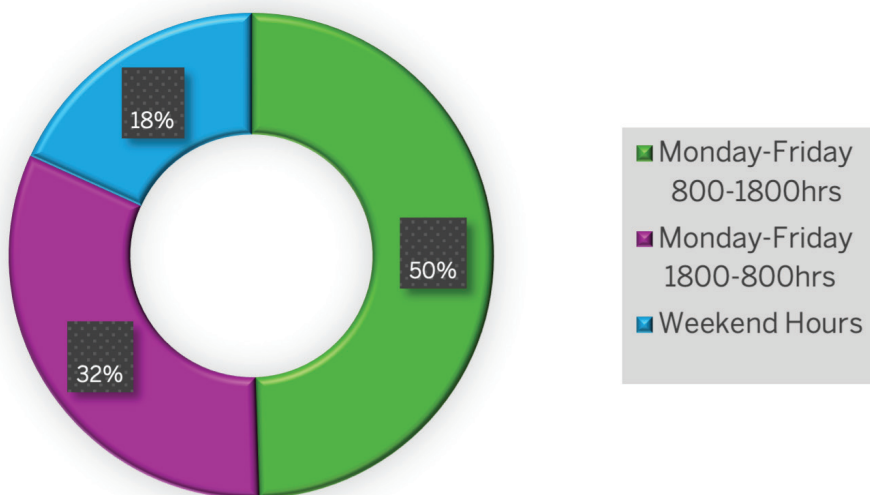
Anonymous Reporting

The online reporting form allows for individuals to remain anonymous when alerting the institution of a concern. When contacts are made anonymously, the HRO is limited in action. Of the **168** forms that were submitted anonymously throughout the past academic year, **34.3%** related to events influenced by the geopolitical conflict that began October 7, 2023 and **20.5%** of forms were related to other concerns.

Safety and Domestic Violence

Where a concern is shared with the HRO that carries the possibility of violence or a threat to an individual's safety, the HRO refers or reports the concern to Campus Safety and Emergency Services (CSES). The HRO referred to or contacted CSES on **16** occasions this past year.

Trends and Highlights

The Human Rights Office offers support to members of the University community both online via zoom and in person. The office engaged in consultations with departments and units across the institution in the reviewing of materials and procedures, and ensuring alignment with human rights principles.

The following trends were noted from the past academic year:

Impact of global events

As previously noted, the impact of global events upon members of the Western community was keenly observed in this Office. Individuals contacted the Office with concerns related to safety and experiences of harm. A coordinated campus response, inclusive of efforts by Campus Safety and Emergency Services, the Office of Student Support & Case Management, Office of Equity, Diversity and Inclusion and the Human Rights Office were required to navigate the deep and painful reverberations felt within Western's community.

Individual contacts related to code-based harassment or discrimination increased significantly as noted in this report and is a direct correlation of referenced global events. The category of race related grounds incorporates the experiences named as Anti Palestinian, Anti Semitic, Anti Jewish and Islamophobia as many of the individual contacts self characterized such experiences under this category. While such concerns can be viewed with the intersecting grounds of race and creed, for the purposes of this report, experiences are reflected under race related grounds.

Concerns around Anti Black racism were noted during the past academic year. With the concerted efforts of the Office of Equity, Diversity and Inclusion, the availability of resources to support individuals in gaining knowledge and tools to address inequities is growing.

Consultations related to grounds of sex

The HRO continued to see a consistent number of consultations on grounds of sex , which includes sexual harassment and discrimination. Balancing the 12-month reporting timeline requirement within the policy, with the needs of a complainant can be challenging with such complex experiences. Providing effective, trauma informed responses will always be a priority for the Office.

Contacts in the social media realm

The Office continues to receive concerns related to behaviours on various social media platforms. Such matters prove to be complex as they intersect with the University's policy of Freedom of Expression in addition to Academic Freedom provisions of the Faculty Collective Agreement.

These highlighted issues emphasize the crucial need for ongoing and meaningful conversations within the broader Western community. By engaging in dialogue, we can work collaboratively to build a more equitable and inclusive environment, ensuring that we actively address and dismantle systemic barriers that hinder progress for all individuals.

Conclusion

We invite all members of our community to reach out to our office for support and resources. We are dedicated to fostering an environment where everyone feels welcomed and valued. Our ongoing efforts aim to create a campus that not only embraces diversity but also promotes inclusivity, ensuring that all individuals can thrive and contribute to our shared community.

We express our sincere appreciation for all those who have entrusted us with their experiences and sought our assistance toward resolving matters. We also wish to thank our campus partners who continue to consult with our office in their commitment to support and practice equity and inclusion.

Human Rights Office
Room 2319, Somerville House
London, ON N6A 3K7
humanrights@uwo.ca
westernu.ca/hro

ITEM 5.4(a) – University Discipline Appeals Committee (UDAC) Membership

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

The Senior Policy and Operations Committee filled two of three undergraduate student vacancies on the University Discipline Appeals Committee. The students appointed are:

Brooklin Begg
Ankita Mishra

Their biographies are attached for reference.

ATTACHMENT(S):

UDAC Nominee Biographies

UDAC Nominee Biographies

Brooklin Begg	*Faculty of Social Science*

As a current Undergraduate Student Senator (At Large) for 2024-2025, I'm interested in joining the University Discipline Appeal Committee (UDAC). My experience includes serving as the University Student Council's Academic Coordinator, working on the Subcommittee on Program Review – Undergraduate (SUPR-U), and briefing policy through student unions like OUSA. These roles have helped strengthen my commitment to impartiality, transparency, and student advocacy, and have equipped me with a nuanced understanding of policy and student needs. I'm dedicated to upholding academic integrity and aim to contribute an objective and compassionate perspective to UDAC's mission of fostering a fair and just campus environment.

Ankita Mishra	*Schulich School of Medicine & Dentistry*

I am Ankita Mishra, a fifth-year student in medical science and political science, and I am interested in sitting on the UDAC committee. During my two terms on the Senate Review Board Academic, I've gained insight on the protocol to follow when deciding whether deans' decisions are reasonable. My experience includes roles as a USC PurpleCare Trustee, USC councillor, AVP of university affairs, and serving on the Senate Committee of Academic Policy. Each of these roles has deepened my understanding of policy review and the importance of maintaining high standards.

UDAC Nominee Biographies

Brooklin Begg	*Faculty of Social Science*

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ITEM 5.5(a) – Annual Report of the McIntosh Gallery

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

The McIntosh Gallery Committee of the Board was dissolved in April 2024 with the understanding that the governance of the McIntosh Gallery would be overseen by the Provost along with an advisory committee.

There was a request that the Annual Report of the McIntosh Gallery continue to be shared with the Board.   With the change in governance for the Gallery, the Annual Report is now received by Senate through the Senate Committee on University Planning. It is shared with the Board through Senate, for information.

ATTACHMENT(S):

McIntosh Gallery 2023-2024 Annual Report

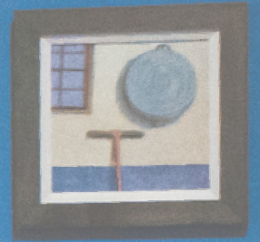# McIntosh Gallery
Annual Report
2023-24

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Cover: Meryl McMaster, *When The Storm Ends I Will Finish My Work*, 2021. Circular Chromogenic print flush mounted to Aluminum Composite Panel Framed, custom-stained hardwood, with Optium Plexi. McIntosh Gallery Collection, Western University. Purchased in part through the support of the Elizabeth L. Gordon Art Program, a program of the Gordon Foundation and administered by the Ontario Arts Foundation.
Inner: Visitors at the opening reception of *The View From Here.*

Above: Paul Walde: *Glacial Resonance*, installation view.
Below: Matt Bahen: *Coming Down the Mountain*, installation view.

DIRECTOR'S REPORT

Through 2023/2024, while the McIntosh continued to contend with gaps in staffing, the gallery team performed admirably. Working together, they presented a roster of exciting exhibitions and ancillary programs, fulfilling our mandate as a resource for academic research while providing opportunities for student experiential learning.

The View From Here, guest curated by Jennie Kraehling (Michael Gibson Gallery), celebrated the breadth and richness of the McIntosh's permanent collection while highlighting its strong regional focus. Another exhibition of note, *The Life Cycle of Celestial Objects Pts. 1 & 2* was co-curated by Helen Gregory (McIntosh Gallery) and Joel Ong (Sensorium, York University) and brought together a diverse group of fifteen contemporary artists from across Canada, each presenting a different narrative on space exploration. The exhibition featured multi-media contemporary artworks, scientific models, interactive projects, and a broader series of science engagement events.

McIntosh's volunteer-run Art & Travel Committee organized several lectures and day trips to museums and galleries. 2023 highlights included a visit to the AGO to see the Cassatt-McNicoll: *Impressionists Between Worlds* and Wolfgang Tillmans: *To Look Without Fear* exhibitions, as well as visits to the McMichael Canadian Art Collection and the AKG Art Museum in Buffalo, NY.

The opening celebration of the Susan Day community ceramic mural project was held on August 31, 2023. The project was a collaborative partnership with Carepoint, a consumption and treatment service site administered by the London HIV/AIDS Connection. Under Day's mentorship, numerous community tile-making workshops were held throughout 2022 and 2023, generating over 10,000 unique tiles, each bearing the distinct imprint of its creator. These tiles, adorned with fingerprints, patterns, and symbols, collectively illustrate the expansive impact of the ongoing opioid crisis, both locally and nationally.

At the end of March 2024, we said farewell to Catherine Elliot-Shaw (a second time) and thanked her for her continued commitment to the McIntosh. Elliot-Shaw had returned from her retirement to take on the role of Acting Director while the search for the new Director took place. With the hiring of McIntosh's new Director, Lisa Daniels, on March 4, 2024, we look forward with anticipation to an exciting future for the Gallery.

This fall, the McIntosh will embark on a multi-phased strategic planning process that will chart the gallery's direction for the next five years. Phase One will include an environmental scan, identification of the needs and expectations of the communities we serve, and an assessment of the future direction of university galleries in general.

Phase Two will consist of a needs assessment and feasibility study that will consider possible configurations and locations for a new gallery site. This new site must be and large enough to meet the identified future priorities and needs of the communities we will serve. Based on the results of Phase One and Two, a business plan will be developed that reflects the identified strategic priorities of McIntosh and Western University, and the physical sites that score the highest.

Many thanks to our friends, donors, funders, exhibiting artists, guest curators, volunteers, and staff who contributed to another memorable year. It is an exciting time for the McIntosh as we build on our past accomplishments and emerge from this period of change and reflection with focused energy and a new sense of purpose. We hope you will join us as we embrace this opportunity to actively shape our future and work together to create space for diverse narratives in a way that values and empowers different worldviews and forms of knowledge through art.

Lisa Daniels
Director

COLLECTIONS REPORT

Over the course of the year, a number of works were accepted into the permanent collection through donations and purchases. We are grateful to the artists and other donors who acknowledge the importance of McIntosh's permanent collection through their generous gifts. Working within the limitations of space, eighteen, two-dimensional works were brought into the collection in 2023/2024.

Continuing our focus on representing regional artists and improving representation of women artists, nine textile pieces were acquired through a donation by London based artist, Kirtley Jarvis. Focussing on everyday domestic life, Jarvis challenges the notion that such art can be dismissed as women's work or craft.

Through a generous donation by McIntosh's Art and Travel Committee, five works by Amanda White were purchased in memory of James Patten. White is a Toronto based artist who is a postdoctoral Fellow at the Centre for Sustainable Curating in the Department of Visual Art at Western University. Additionally, through this donation we were able to acquire Jennifer Murphy's *Scarab Butterfly* which was included in the exhibition Insect as Idea mounted at the McIntosh in 2022.

Above: Amanda White, *Dandelion (welcome mat)* 2019. Wool yarn and plant-based yarn on cotton cloth. McIntosh Gallery Collection, Western University. Purchased with funds donated by the McIntosh Gallery Art and Travel Committee in memory of James Patten.

Thanks to a successful application to the Elizabeth L. Gordon Art Program Art Acquisition Grant through the Ontario Arts Foundation, we were able to purchase *When The Storm Ends I Will Finish My Work* (2021) a photograph by Meryl McMaster which was featured in the 2022 exhibition, Hunter Gatherer. McMaster, a significant Canadian artist with néhiyaw (Plains Cree), Métis, British and Dutch ancestry, furthered our commitment to building a representation of Indigenous artists, helping us to achieve our goal in developing a more inclusive and representational collection.

Looking to the future, and with the recent hiring of a Curator of Collections and Special Projects, we will embark on a comprehensive collection audit to identify gaps, strengths, challenges, and opportunities for change and growth. The audit will inform the thinking and realignment of McIntosh's collection focus, research, exhibitions, policies and procedures. Simultaneously, this position will lead the research, planning, and implementation of a de-colonizing strategy for the gallery, and work to broaden the inclusion of Indigenous Peoples, BIPOC, 2SLGBTQ+, global minorities and other equity-deserving groups and individuals. In addition to forging a path forward for the McIntosh, this future oriented collection work will help advance relevant priorities identified in Western's strategic plan.

DONATIONS

Gift of Kirtley Jarvis

Kirtley Jarvis (Canadian, b.1953)
Please Help 2008
3 printed voile banners, wooden dowels, each 259 cm x 35.6 cm
McIntosh Gallery Collection, Western University
Gift of the artist, 2023, In memory of Darlene Evelyn Scott née Gunderson (1951-2012)
who showed me where the homeless live.

Kirtley Jarvis (Canadian, b.1953)
Portrait of Alzheimer's 2002
 hand-embroidered hospital gown, 111.8 x 162.6 cm
McIntosh Gallery Collection, Western University
Gift of the artist, 2023, In memory of Verna Geraldine Goodden née McQuiggan (1920-2009)

Kirtley Jarvis (Canadian, b.1953)
The Last Supper 2007
hand-embroidered hospital gown, 111.8 x 81.3 cm
McIntosh Gallery Collection, Western University
Gift of the artist, 2023, In memory of David John Goodden (1914-2003)

Kirtley Jarvis (Canadian, b.1953)
Saw Edge Roadway Patent 2008
embroidered linen, 53.3 x 43.2 x 3.8 cm
McIntosh Gallery Collection, Western University
Gift of the artist, 2023

Kirtley Jarvis (Canadian, b.1953)
Saw Edge Roadway Site Map 2008
embroidered linen, 53.3 x 43.2 x 3.8 cm
McIntosh Gallery Collection, Western University
Gift of the artist, 2023

Kirtley Jarvis (Canadian, b.1953)
Glacier Retreat 2008
embroidered linen, 43.2 x 53.3 x 3.8 cm
McIntosh Gallery Collection, Western University
Gift of the artist, 2023

Kirtley Jarvis (Canadian, b.1953)
Springbank Pump House 2008
hand-embroidered linen, 43.2 x 53.3 x 3.8 cm
McIntosh Gallery Collection, Western University
Gift of the artist, 2023

Kirtley Jarvis (Canadian, b.1953)
Industrial Footprint #1 2008
ink on handmade flax and hemp paper casts, wire, buttons, 68.6 x 45.7 x 6.4 cm
McIntosh Gallery Collection, Western University
Gift of the artist, 2023

Kirtley Jarvis (Canadian, b.1953)
A Spoonful of Sugar 2012
hand-embroidered linen, aluminum rod 88.9 x 43.2 cm with audio component by Dr. David
Harris and Rob Green
McIntosh Gallery Collection, Western University
Gift of the artist, 2023

Gift of Jason McLean

Jason McLean (Canadian, b.1971)
The Day the World Blew Away n.d.
mixed media, rubber diving flippers, and paint
59.0 x 22.0 x 7.3 cm.
McIntosh Gallery Collection, Western University
Gift of Jason McLean, 2023

PURCHASES

Angie Quick (Canadian, b.1989)
life before the camera (slurp, slurp) 2022
acrylic on canvas, 121.8 x 121.8 cm
McIntosh Gallery Collection, Western University
Purchase from the artist, 2023

Amanda White (Canadian, b.1979)
Dandelion (welcome mat) 2019
wool yarn and plant-based yarn on cotton cloth, 50.8 x 71.1 cm
McIntosh Gallery Collection, Western University
Purchased with funds donated by the McIntosh Gallery Art and Travel Committee in
memory of James Patten

Amanda White (Canadian, b.1979)
Goldenrod (welcome mat) 2020
wool yarn and plant-based yarn on cotton cloth, 50.8 x 71.1 cm
McIntosh Gallery Collection, Western University
Purchased with funds donated by the McIntosh Gallery Art and Travel Committee in memory of James Patten

Amanda White (Canadian, b.1979)
Thistle (welcome mat) 2020
wool yarn and plant-based yarn on cotton cloth, 50.8 x 71.1 cm
McIntosh Gallery Collection, Western University
Purchased with funds donated by the McIntosh Gallery Art and Travel Committee in memory of James Patten

Amanda White (Canadian, b.1979)
Plantain (welcome mat) 2021
wool yarn and plant-based yarn on cotton cloth, 50.8 x 71.1 cm
McIntosh Gallery Collection, Western University
Purchased with funds donated by the McIntosh Gallery Art and Travel Committee in memory of James Patten

Amanda White (Canadian, b.1979)
Knotweed (welcome mat) 2021
wool yarn and plant-based yarn on cotton cloth, 50.8 x 71.1 cm
McIntosh Gallery Collection, Western University
Purchased with funds donated by the McIntosh Gallery Art and Travel Committee in memory of James Patten

Jennifer Murphy (Canadian, b.1975)
Scarab Butterfly 2020
collage of cut images from second-hand books sewn together with thread
84.0 x 81.0 x 5.0 cm
McIntosh Gallery Collection, Western University
Purchased with funds donated by the McIntosh Gallery Art and Travel Committee in memory of James Patten

Meryl McMaster (Canadian, b. 1988)
When The Storm Ends I Will Finish My Work 2021
digital C-print, 147.32 cm diameter
McIntosh Gallery Collection, Western University
Purchased with the assistance of the Elizabeth L. Gordon Art Program, the Ontario Arts Foundation, 2023

ARTSHARE REPORT

The ArtShare program places works from the McIntosh Gallery Collection into public spaces across campus for the enjoyment and education of students, staff, faculty, and visitors. There are approximately 800 works currently on display across campus as part of this program.

Throughout the 2023-24 year, the team undertook the early stages of recruitment for the position responsible for managing ArtShare while outgoing staff person Brian Lambert worked limited hours prioritizing the installation of exhibitions and essential collections care.

Throughout Summer 2024, the gallery will conduct a full inventory of the ArtShare program with an eye to addressing the growing ArtShare waitlist by next year.

ArtShare clients in the Office of the Dean, Faculty of Arts & Humanities, Western University.

CURATOR'S REPORT

This year, McIntosh Gallery presented a dynamic program of exhibitions that featured emerging and established artists, London and regionally-based artists, and artists from across Canada, some of whom maintain strong connections to London. We forged new interdisciplinary connections with academic departments at Western and beyond. There was a strong curatorial focus on psychogeography, environments, and ecosystems.

The fiscal year began with *The View from Here*, curated by Jennie Kraehling, an exhibition that was generously funded by the Flora J. Tripp Memorial Fund in memory of Maurice Stubbs. The exhibition brought together artworks from the permanent collection that evoke a particular perspective, moment in time, landscape, or space, with each artwork providing a window through which the artist transports the viewer to a physical place or a psychological state of mind. The diverse artworks included in the exhibition offered intimate views of home, illusions of space, snapshots of daily life, and observations on the passage of time. The exhibition included work by Shuvinai Ashoona, Barbara Astman, Florence Carlyle, Jack Chambers, Greg Curnoe, Murray Favro, Roly Fenwick, William Kurelek, Kim Ondaatje, Gillian Saward, Michael Snow, Tony Urquhart, Bernice Vincent, and Jeff Wall.

The View From Here, installation view. Guest curated by Jennie Kraehling. March 30 - June 13, 2023.

During the summer, we hosted Alyssa Sweeney's MFA thesis exhibition, *Confined by Darkness* from August 3 - September 8, 2023. This atmospheric exhibition employed night photography to explore themes of place attachment and psychogeography in the nearby environment. By venturing out alone while most are fast asleep, Sweeney captured images in a way that most people rarely see. She explored the emotional and mental connection formed when physically present within silent, unpopulated spaces, encouraging individuals to meditate on their own experiences and memories in response.

From September 21 to December 9 we presented our major fall exhibition. Co-curated by Dr. Joel Ong (Sensorium Lab, York University) and myself, *The Life Cycle of Celestial Objects Pts. 1 & 2* was an ambitious interdisciplinary experimental curatorial project that featured the work of Shuvinai Ashoona, BUSH Gallery (Gabrielle L'Hirondelle Hill, Peter Morin, Tania Willard), Bettina Forget, Nurielle Stern and Nancy Jo Cullen, Janet Jones, Jesse Tungilik, Camille Turner, Brandon Vickerd, Luca Cherpillod, Michael Miroshnik, Grace Grothaus, Kieran Maraj, and York University Nanosatellite Lab (led by Dr. Regina Lee). The exhibition considered the social, ethical and environmental implications of space exploration. Joel Ong's collaborations with the York University Nanosatellite Lab, focused on the material artefacts and social engagement of satellites and satellite engineers engaged in the burgeoning field of Space Situational Awareness and RSO (resident space object) observation/recognition.

Visitors at the opening reception of *The Life Cycle of Celestial Objects Pts. 1 & 2.* Curated by Helen Gregory and Joel Ong.

The exhibition employed artistic practices, community science, citizen engagement, and education to critique the notion of wonder as an unbiased ideology for space exploration. Through multi-media artworks, scientific models, interactive projects, and a broader series of science engagement events, the exhibition located decentered, diverse narratives of space exploration that propose forms of collaborative cosmic exploration. The exhibition provided rich opportunities to collaborate with the Nanosatellite Lab at York University and Western University's Engineering Department who installed Brandon Vickerd's eye-catching outdoor installation. Western's Institute for Earth and Space Exploration also collaborated with the gallery on a public lecture that brought together scholars in poetry and space exploration.

From January 19 - March 16, 2024, we presented former Londoner, Paul Walde's *Glacial Resonance* in partnership with the Kamloops Art Gallery. The exhibition brought together Paul Walde's iconic 2013 project *Requiem for a Glacier* with his new video and sound installation *Glacial*. Created ten years apart, both works address concerns about land use and the impacts of the climate crisis, with glaciers as the primary focus and an urgent indicator of the Earth's tipping point to an irrevocably changed climate. *Requiem for a Glacier* features a fifty-five-piece choir and orchestra performed on the Farnham Glacier, in the Qat'muk area of the Purcell Mountains in southeastern BC. The sweeping operatic work converted climate data, including temperature records for the area, into music notation and featured a Latin translation of the BC government's media release announcing the initial approval of a year-round resort community at the site that borders a nature conservancy. Walde's epic video *Glacial* is a meditative durational experience, sharing distant vistas and extreme details of the Coleman Glacier at Mount Baker (Kulshan), in Washington State, along with the sounds of the glacier melting, modified through musical instruments used as speakers. Over the course of five hours violin, viola, cello, double bass, bass drum, and a cymbal fitted with sonic transducers transformed field recordings into tones which form the basis of the composition and act as conduits for the glacier to communicate resonant frequencies.

Walde's extraordinary installation was followed by pair of exhibitions that presented thoughtful perspectives on our fragile environment, from April 1 to June 1. Guest curated by Matthew Ryan Smith, *Coming Down the Mountain* was a moody, almost apocalyptic series of large-scale paintings by Toronto based artist Matt Bahen. These paintings implemented themes and devices found in literature and film to highlight our negative impact on the land. *In Coming Down the Mountain*, Bahen speculated on the narrative device of Chekhov's Gun. Conceptualised by Russian storyteller Anton Chekhov, the notion stipulates that if a gun is written into a story then it must be fired at some point in the plot. In other words, past activities hold significant meaning for future events. Applying this notion to the paintings included in the exhibition, cascading water served as a potent metaphor for how (in)actions, left unchecked or ignored, can fester over time into environmental catastrophe.

Bahen's cautionary tale was paired with The Coves Collective's exhibition *unclaim. unsettle. belong.* The Coves Collective is a group of artists, educators, and activists who are united in their shared desire to develop a thoughtful approach to their responsibilities and relationships to and with the land, specifically within the context of the Coves ecosystem, located on a meander of Dehskaan Ziibi or Antler River (also known as the Thames River) in central London. The Collective disrupts and challenges the Coves' colonialist history by engaging in a practice of environmentally-focused, land-based projects situated in the Coves. Their work is informed by Indigenous pedagogy and epistemology and is grounded in a philosophy of reciprocity, kinship, and care. They make use of the gifts that the land has given them, and offer acts of gratitude in return, inviting community members of all ages to participate in land-based workshops. Much of the Collective's work involves ecological interventions in an attempt to remediate the ecological damage caused to the land by the former Almatex Paint Factory. *unclaim. unsettle. belong* brought together works by The Coves Collective members Kristin Bennett, Paul Chartrand, Reilly Knowles, Sheri Osden Nault, and Michelle Wilson.

This year, I successfully applied for an Elizabeth L. Gordon Art Program Art Acquisition Grant though the Ontario Arts Foundation. This competitive award allowed McIntosh Gallery to purchase Meryl McMaster's major photographic work, *When The Storm Ends I Will Finish My Work* (2021). Many will remember this stunning fictionalized self-portrait from our exhibition *Hunter Gatherer* (2022).

Paul Chartrand, Living Text Sculpture (Unsettle), installation view as part of The Coves Collective: *unclaim, unsettle. belong.*

EXHIBITIONS

Title: *The View From Here*
Dates: March 30 to June 13, 2023
Curator: Jennie Kraehling
Artists: Shuvinai Ashoona, Barbara Astman, Florence Carlyle, Jack Chambers, Greg Curnoe, Murray Favro, Roly Fenwick, William Kurelek, Kim Ondaatje, Gillian Saward, Michael Snow, Tony Urquhart, Bernice Vincent, and Jeff Wall

Title: *Confined by Darkness*
Dates: August 3 to September 8, 2023
Curator: Graduate student exhibition
Artist: Alyssa Sweeney

Title: *The Life Cycle of Celestial Objects Pts. 1 & 2*
Dates: September 21 to December 9, 2023
Curators: Helen Gregory & Joel Ong
Artist(s): Shuvinai Ashoona, BUSH Gallery (Gabrielle L'Hirondelle Hill, Peter Morin, Tania Willard), Bettina Forget, Nurielle Stern and Nancy Jo Cullen, Janet Jones, Jesse Tungilik, Camille Turner, Brandon Vickerd, Luca Cherpillod, Michael Miroshnik, Grace Grothaus, Kieran Maraj, York University Nanosatellite Lab (led by Regina Lee)

Title: *Glacial Resonance*
Dates: January 19 to March 16, 2024
Curator: Charo Neville, Kamloops Art Gallery
Artist: Paul Walde

Title: *Coming Down the Mountain*
Dates: April 1 to June 1, 2024
Curator: Matthew Ryan Smith
Artist: Matt Bahen

Title: *unclaim. unsettle. belong*
Dates: April 1 to June 1, 2024
Curator: Helen Gregory
Artists: Kristin Bennett, Paul Chartrand, Reilly Knowles, Sheri Osden Nault, and Michelle Wilson

PUBLICATIONS:

Coming Down the Mountain
Essay by: Matthew Ryan Smith
Exhibition Dates: April 1 to June 1, 2023
ISBN: 978-0-7714-3197-5

COMMUNITY ENGAGEMENT REPORT

In support of our ongoing exhibitions and in response to the success of virtual and hybrid events hosted in recent years, many ancillary and outreach programs such as artist talks and panels continued to be broadcast live on Zoom throughout 2022-23. Over the course of the year, several events presented in collaboration with the Department of Visual Art's Art Now! Speakers' Series were additionally recorded for accessible and asynchronous viewing online. As was reported in 2022-23, the gallery continued to rebuild a robust program of staff-led exhibition tours, each continuing to garner interest from community groups and campus partners alike.

The McIntosh Gallery Art and Travel Committee, a volunteer group who organizes excursions to museums, galleries, and cultural sites worldwide, resuming their full operations throughout 2023-24, which included an extensive program of exciting day trips throughout Ontario and further afield.

After several years of development and ongoing workshops, McIntosh Gallery unveiled the completed community mosaic mural led by local artist Susan Day and presented in partnership with the Regional HIV/AIDS Connection at Carepoint in late summer 2024. Leading up to the formal unveiling, community members were encouraged to engage with themes related to the project through targeted workshops and a free public film screening at Hyland Cinema. The award-winning film by Luara Poitras, *All the Beauty and the Bloodsheed*, was selected to be screened. The film chronicles the story of artist and activist Nan Goldin's career with a focus on her advocacy work during the HIV/AIDS crisis in the 80's, and her fight against the Sackler family for their role in the current opioid epidemic across North America, and perfectly captured the essence of the project.

L-R: Workshop attendees creating hand-pinched tiles for *In Our Midst*, a community mosaic mural led by artist Susan Day.
Visitors taking a closer look at *In Our Midst* at the formal unveiling, August 31, 2023.

Susan Day, *In Our Midst,* 2023. Commissioned community mosaic mural installed at Carepoint, 460 York St., London, ON. Presented in partnership with the Regional HIV/AIDS Connection with project funding provided by The Good Foundation Inc. and materials sponsored by Tucker's Pottery Supplies and Pottery Supply House.

In Fall 2023, we opened the collaborative exhibition *The Life Cycle of Celestial Objects Pts. 1 & 2*, which featured a number of ancillary programs open to the public for diverse audiences. Visitors of all ages were invited to participate in public artist talks, panel discussions and guided drawing workshops to expand their understanding of the works exhibited and the broader related field of space exploration. Winter 2024 began with a highly anticipated exhibition of recent works by former Londoner Paul Walde, each considering themes related to contested land use and Indigenous stewardship through robust multimedia and sound installation. Throughout the exhibition's run, Paul hosted an in-person guided exhibition tour of *Glacial Resonance*, in addition to a virtual panel discussion with a geologist who specializes in studying glaciers and glacial melt across North America.

The programming year closed out with the launch of concurrent exhibitions Matt Bahen: *Coming Down the Mountain* and The Coves Collective: *unclaim. unsettle. belong*, each of which featuring a significant program of community events and extended opportuntiies for visitor engagement into the 2024-25 programming year.

PUBLIC PROGRAMS

Date: July 17, 2023
Activity: All the Beauty and the Bloodshed Screening
Partner: Hyland Cinema
Description: In anticipation of Susan Day's community mosaic mural coming to Carepoint in the coming months, McIntosh Gallery presented a free screening of the highly acclaimed documentary *All the Beauty and the Bloodshed* on July 17 at Hyland Cinema. The film tells the story of artist and activist Nan Goldin told through her slideshows, intimate interviews, ground-breaking photography, and rare footage of her personal fight to hold the Sackler family accountable for the overdose crisis.

Date: August 31, 2023
Activity: *In Our Midst* Community Mosaic Mural Unveiling
Partner: Carepoint
Description: More than a mosaic mural, this collaborative public artwork offers a profound expression of solidarity with those affected by the ongoing opioid crisis. Led by local artists Susan Day, this work comprises thousands of handmade tiles and marks a community commitment to the lives and wellbeing of people who use substances in our city while honouring those lost to overdose and drug poisoning.

Date: September 21, 2023
Activity: McIntosh Gallery & Art Now! Present: Brandon Vickerd
Partner: Department of Visual Arts, Western University
Description: Exhibiting artist Brandon Vickerd (Hamilton, ON) presented a public lecture on his studio practice with a focussing on his large-scale public sculpture works. Attendees were encouraged to engage with the artist by asking questions before attending the opening reception of *The Life Cycle of Celestial Objects* at McIntosh Gallery.

Date: September 28, 2023
Activity: Decolonizing Space Panel Discussion
Partner: Department of Visual Arts, Western University
Description: Hosted live on Zoom, select artists presented short lectures on their studio practices with a focus on works featured in *The Life Cycle of Celestial Objects* at McIntosh Gallery.

Date: October 21, 2023
Activity: (Re)Naming The Moon Workshop #1
Partner: Cronyn Observatory, Western University
Description: Attendees were taught about and how to sketch craters on the moon with exhibiting artist Bettina Forget. Together with staff, Forget led a moon crater drawing workshop at the Hume Cronyn Memorial Observatory, coinciding with International Observe the Moon Day.

Date: October 21, 2023
Activity: (Re)Naming The Moon Workshop #2
Partner: Cronyn Observatory, Western University
Description: Attendees were taught about and how to sketch craters on the moon with exhibiting artist Bettina Forget. Together with staff, Forget led a moon crater drawing workshop at the Hume Cronyn Memorial Observatory, coinciding with International Observe the Moon Day.

Date: November 9, 2023
Activity: Western Voices in Canadian Art
Partners: Woodstock Art Gallery, Fanshawe College
Description: Co-presented with the Woodsock Art Gallery and Fanshawe College, McIntosh Gallery supported the public lecture by art historian, museologist, author and professor Patricia Bovey, member of the Senate of Canada (2016-2023) and the Winnipeg Art Gallery's Director Emerita at Fanshawe College main campus.

Date: November 23, 2023
Activity: Bringing Space Back to Earth Panel Discussion
Partners: Institute for Earth and Space, Western University, York University
Description: Co-presented with Western Space, this hybrid panel discussion considered the impact of collecting material in space in order to analyze it back on earth. Panelists presented on their work and research, informed by the following: What does it mean to enter celestial matter into earthly collections of material culture? Does space exploration cause us to rethink or reconsider our place in the universe? How might a future discovery of extra-terrestrial life forms impact our perception of humanity?

Date: January 19, 2024
Activity: Artist-led Exhibition Tour
Partners: N/A
Description: Exhibiting artist Paul Walde (Victoria, BC) led attendees through an intimate, guided exhibition tour of *Glacial Resonance* at McIntosh Gallery. Attendees were encouraged to discuss the work with the artist before attending the public opening reception to follow.

Date: March 12, 2024
Activity: On Glaciers Panel Discussion
Partners: N/A
Description: Hosted live on Zoom, media artist Paul Walde (University of Victoria) conversed with professor of glacial geology Emmanuelle Arnaud (University of Guelph) with a focus on themes related to the exhibition Paul Walde: *Glacial Resonance*.

COMMUNICATIONS REPORT

With full operations restored after several years of pandemic closures and access modifications, the 2023-24 year saw the gallery's web and social media presence grow to further communicate our new and upcoming exhibition and public programming. Overall, virtual content in support of our operations and exhibitions garnered over 68,800 impressions over the course of the year.

Many of McIntosh Gallery's exhibitions and programs garnered media attention over the course of the year. Of note was the formal unveiling of Susan Day's community mosaic mural *In Our Midst* on International Overdose Awareness Day, which was featured in print, web and radio by such outlets as CTV London, CBC News and the London Free Press, to name a few.

In Fall of 2023, the gallery launched the expansive two-part exhibition *The Life Cycle of Celestial Objects* to much local interest and curiosity, with user-generated content being published across social media and on Reddit about Brandon Vickerd's public art installation *Alouette*. 2024 began with the launch of Paul Walde's solo exhibition *Glacial Resonance* at McIntosh Gallery, which generated significant media attention for its poetic response to climate data and Indigenous land sovereignty. The London Free Press, as well as the Gazette, Western News and CHRW Radio each ran stories about the exhibition featuring interviews with the artist.

Brandon Vickerd, *Alouette*, installation view as part of *The Life Cycle of Celestial Objects Pts. 1 & 2*. Curated by Helen Gregory and Joel Ong.

DONOR REPORT

Throughout 2023-2024 the McIntosh Gallery and its Annual Campaign generated $158,339.69 in individual donations to support our exhibitions, programs, and publications. We are grateful to all our donors for their generous contributions.

Fundraising Campaign Donors:

Mrs. Joy Abbott
Mr. Kevin Bice and Mrs. Daphne Bice
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Anonymous

L–R: Visitors at the opening reception of The Coves Collective: *unclaim. unsettle. belong.*
Workshop attendee stands with memorial tile for her late daughter at *In Our Midst* at the formal unveiling, August 31, 2023.

McINTOSH GALLERY TEAM

McIntosh Gallery Committee of the Board of Governors

Dr. Lindsay Bell

Henri Boyi

Dr. Spy Dénommé-Welch

Dr. Joel Faflak

Beth MacDougall-Shackleton

Marlene McGrath

Dr. Linda Miller

Dr. Alena Robin

Dr. Christine Sprengler

Syna Thakur

Dr. Sam Trosow

Full-time Staff

Lisa Daniels, Director (as of March 4, 2024)

Catherine Elliot Shaw, Acting Director (through to March 4, 2024)

Helen Gregory, Curator

Abby Vincent, Operations & Communications Coordinator

Part-time Staff

Dickson Bou, Preparator

Reilly Knowles, Community Engagement Coordinator

Brian Lambert, Collections Manager

Luvneet Rana, Registrar

McIntosh Gallery Art & Travel Committee

Joy Abbott

Stefan Andrejicka

Lorena Brown

Kathleen Brown

Mary Lake Collins

Susan Henderson

Catherine Littlejohn

Mary Redekop

Louise Sabourin

Sophie Skaith

Gabriella Sterescu

Wilda Thomas

Viola Weil

Nancy Wright

Student Volunteers

Kylie Copeland

Leena Mohamed Faleel

Work Study Staff

Vasu Kansra

Shayma Masaud-Wahaishi

Jessie Wang

MISSION & VISION

Mission:

McIntosh Gallery is a centre for the presentation and dissemination of advanced practices and research in the fields of art history and contemporary visual art. McIntosh serves the students, faculty and staff of Western University and the broader community of the City of London as a teaching and research resource. Ongoing programs and services actively promote innovative projects in the production, exhibition, interpretation, and collection of visual culture.

Vision:

To be nationally recognized as a leader among university-based public art galleries for creative interpretation and scholarly research in art and visual culture. McIntosh Gallery acknowledges the support of the Canada Council for the Arts, the Ontario Arts Council, Western University, Foundation Western, and our donors.

Land Acknowledgement:

We acknowledge that Western University is located on the traditional lands of the Anishinaabek, Haudenosaunee, Lūnaapéewak and Attawandaron peoples, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. This land continues to be home to diverse Indigenous peoples (First Nations, Métis and Inuit) whom we recognize as contemporary stewards of the land and vital contributors of our society.

Contemporary art, visual culture, and art history have long played an important role in facilitating constructive social, political, and diverse cultural conversations. As such, McIntosh Gallery stands by its responsibility to support the artistic freedom of all exhibiting artists by providing a safe and respectful space for them to express themselves and showcase their work and research. The works in this exhibition express the views of their creators and do not reflect the position of McIntosh Gallery or Western University.

We gratefully acknowledge the financial support of the Ontario Arts Council, the Canada Council for the Arts, Western University, Foundation Western, and our generous donors.

OUR SUPPORTERS AND PARTNERS

Outer cover: Visitors at the opening reception of *The Life Cycle of Celestial Objects Pts. 1 & 2.*

Western
McIntoshGallery

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London, ON
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www.mcintoshgallery.ca
⊙ f 𝕏 @McIntoshGallery

ITEM 5.5(b) – Honorary Degree Recipients- Autumn 2024

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

Maimuna Kanyamala was the Honorary Degree recipient at the October 23, 2024 convocation ceremony.

Maimuna Kanyamala is a dedicated Tanzanian activist, entrepreneur, environmentalist, and feminist with more than 30 years of commitment to advancing the rights of women, girls, children, and marginalized communities. Co-founder of the Kivulini Women's Rights Organization, and founder of MikonoYetu in Mwanza, Tanzania, Maimuna was instrumental in developing Western Heads East, a Western University initiative bringing probiotic social enterprise to thousands of women to improve community health, and lift women and girls out of poverty. A passionate advocate for environmental stewardship, she also helped found GreenMinds, a youth-led project that empowers young people to become champions of sustainable, green thinking and leadership. She has partnered with feminist groups in Canada and Ireland to build global solidarity on issues such as violence against women, HIV/AIDS, and poverty.

ATTACHMENT(S):

None.

ITEM 5.5(c) – Report of the Academic Colleague

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

August 13-14, 2024 Meeting Summary:

The COU Academic Colleagues met on August 13 and 14, 2024. The August 13 meeting included a presentation on the future of higher education in Ontario with Glen Jones, Professor of Higher Education at the University of Toronto where he provided updates on his article published in University Affairs (2019). (https://universityaffairs.ca/features/feature-article/7-university-leaders-contemplate-the-future-of-higher-education-in-canada/).

Six key themes were introduced and presented by Prof. Jones as relevant to the future of higher education in Ontario: (1) responding to the truth and reconciliation commission; (2) international engagement; (3) expanding credentials; (4) leadership and stability; (5) increasing politicization; and (6) comparatively general positive views of postsecondary education in Ontario.

Following the presentation, Colleagues discussed and engaged on several points: communicating the value of universities; leadership and governance; and advancing both the recommendations of the TRC, but also EDI more broadly; internationalization; differentiation within the sector, and the foundations that make Canadian universities desirable.

On August 14, the COU president, Steve Orsini, opened the session by presenting an update on key issues affecting the post-secondary institutions. Colleagues were told that the provincial government has begun the process of negotiating the SMA 4 agreements. He also reminded Colleagues of the ongoing financial issues on the sector and stated that because of the 10% tuition cite and freeze, universities are expected to report more than $300 million in operating deficits in 2023-2024. (https://cou.ca/about/mission/).

Colleagues discussed the needs to increased advocacy for our sector to the government to increase funding as outlined in the Blue-Ribbon Panel's recommendations. The President reminded Colleagues that the February 26, 2024, announcement from the government fell far short of the sector needs.

October 2-3, 2024 Meeting Summary:

The COU Academic Colleagues met on October 2 & 3, 2024. Krista Orendorff, Vice-President Public Affairs, joined the Colleagues to present on COU's multi- year escalating advocacy strategy. Presenter Orendorff highlighted that the strategy was designed to correspond with government decision making milestones, including the fall economic statement, the budget, and a potential early election. The strategy is focused on three key components: advocacy, stakeholder engagement, and communications.

The following key messages were identified and flagged as important points for the dissemination of the plan.

• Ontario's universities are essential to building the workforce and the economy of the future. They are preparing graduates with the skills and experience necessary to meet Ontario's growing labour market demands today and lay the foundation for tomorrow's prosperity.

• Ontario's universities are graduating job-ready students. In fact, the latest Graduate Survey from the Ministry of Colleges and Universities shows that 95.1% of university graduates are not only employed within two years of graduating, but they are successfully finding employment in some of Ontario's most in-demand areas, aligning with Ontario's workforce needs.

• Investing in long-term, stable funding for Ontario's universities means investing in the high-quality programs, services and resources students need to graduate job-ready while also ensuring they have the supports they need to succeed in today's rapidly changing job market.

• Government, business, community partners and universities must work together to ensure universities have the resources they need to continue support students, lead innovation and drive economic growth for the benefit of Ontario.

The discussion following the presentation focused on advocating to the public, including parents, and types of messaging that would resonate with these audiences. There was some discussion that very high-level, statistics-heavy messages would not resonate with individuals outside of academia/universities.

The Chief of Staff and Acting Corporate Secretary provided an update on key issues affecting the sector. She noted that the government is continuing the process of negotiating the SMA 4 agreements and that the government directives on the Strengthening Accountability and Student Supports Act had been released. She further noted that the recent federal government announcement of an additional 10% cut to international student study permits, as well as the inclusion of Masters and PhD programs in the cap, would add to the continuing financial challenges that the sector is currently facing. This was noted in a public response to the government. The Chief of Staff and Acting Corporate Secretary reiterated to Colleagues that COU is continuing to

advocate with the government for the full implementation of the Blue-Ribbon Panel's recommendations.

Colleagues discussed the impacts of the current financial situation, as well as the impact of government decisions on institutional autonomy.

ATTACHMENT(S):

None.

ITEM 5.5(d) – Academic Administrative Appointments

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

Faculty Relations advised of the following academic administrative appointments as of October 11, 2024.

Start Date	End Date	Name	Department	Admin. Appointment
7/1/2024	7/31/2028	Steele, Shawn	Schulich - Office of the Dean	Assistant Dean
7/1/2024	12/31/2024	Hatch, Kelly	Office of the Chief Librarian	Acting Associate Chief Librarian
7/1/2024	8/31/2025	Plug, Jan	Arts - Office of the Dean	Associate Dean (Acad Programs)
7/1/2024	6/30/2025	Sherrin, Christopher	Law - Office of the Dean	Associate Dean (Acad Programs)
7/1/2024	6/30/2025	Oudshoorn, Abram	Health Science - Dean's Office	Acting Associate Dean (Research)
7/1/2024	12/31/2024	Smeenk, Christopher	Arts - Office of the Dean	Associate Dean (Research,Grad)
7/1/2024	6/30/2029	Puvirajah, Anton	Education - Office of the Dean	Associate Dean (Ugrd Program)
7/1/2024	6/30/2029	Wood, Jeffrey	Engineering - Office of Dean	Associate Dean (Ugrd Program)
7/1/2024	6/30/2025	Wild, Geoff	Science - Office of the Dean	Acting Associate Dean(Administration)
7/1/2024	6/30/2025	Borradaile, Nica	Grad & Postdoc Studies(SGPS)	Associate Vice Provost
7/1/2024	12/31/2024	Fuller, John	Anesthesia-Perioperative Med	Interim Clinical Department Chair
7/1/2024	6/30/2025	Botterell, Andrew	Law - Office of the Dean	Acting Dean
7/1/2024	6/30/2029	Coley, Kenneth	Engineering - Office of Dean	Dean
7/1/2024	6/30/2025	Henderson, Lisa	Info & Media Studies - General	Dean
7/1/2024	6/30/2026	Paul, Ileana	Arts - Office of the Dean	Acting Dean
7/1/2024	6/30/2029	Beier, Frank	Physiology and Pharmacology	Department Chair
7/1/2024	6/30/2025	Brou, Daniel	DAN Management	Acting Department Chair
7/1/2024	6/30/2027	Denham, Graham	Mathematics	Department Chair
7/1/2024	6/30/2029	Dyck, Corey	Philosophy	Department Chair
7/1/2024	6/30/2025	El Ansary, Ayman	Civil & Environmental	Acting Department Chair
7/1/2024	6/30/2025	Franck, Peter	Music - Research & Composition	Acting Department Chair

7/1/2024	6/30/2029	Gloor, Gregory	Biochemistry	Department Chair
7/1/2024	6/30/2025	Holm, Anders	Sociology	Acting Department Chair
7/1/2024	6/30/2029	Pogorzelski, Randall	Classical Studies	Department Chair
7/1/2024	12/31/2024	Samani, Abbas	Electrical & Computer	Acting Department Chair
7/1/2024	6/30/2025	Sendova, Kristina	Statistics & Actuarial Science	Acting Department Chair
7/1/2024	6/30/2029	Stephenson, Laura	Political Science	Department Chair
7/1/2024	12/31/2024	Belton, Tom	WL-Archives / Special Collect	Library Head
7/2/2024	6/30/2025	Keyghobadi, Nusha	Vice-Provost Acad Plan,Policy	Acting Vice-Provost (Policy, Faculty)
7/10/2024	5/15/2025	Bourgard, Erin	Info & Media Studies - General	Acting Library Director
7/22/2024	6/30/2029	Little, Geoffrey	Office of the Chief Librarian	Vice-Provost & Chief Librarian
8/1/2024	6/30/2026	Mackin, Robin	Schulich - Office of the Dean	Assistant Dean
8/1/2024	6/30/2027	Meister, Darren	Ivey - Associate Dean	Associate Dean (Ugrd Program)
8/1/2024	6/30/2029	Birkinshaw, Julian	Ivey - Deans Office	Dean
9/1/2024	6/30/2027	Laird,Dale	Schulich - Office of the Dean	Assistant Dean
9/1/2024	8/31/2028	Jacobs, Lawrence	Schulich - Windsor Campus	Associate Dean
9/1/2024	8/31/2025	Rushlow, Walter	Schulich - Office of the Dean	Acting Associate Dean
9/1/2024	8/31/2029	McMillan, Brian	WL-User Experience Student Eng	Library Director

ATTACHMENT(S):

None.

ITEM 6.0 - Items Removed from the Consent Agenda

ACTION: ☐ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

This is a placeholder for any items removed from consent.