



Accessing Excellence Together

Equity, Diversity and
Inclusion Action Plan
2019-2024



Lakehead
UNIVERSITY

Office of
Human Rights
and Equity

Table of Contents

Introduction.....	03
Background	04
How the Plan was Developed	05
Consultation Process	06
Accessing Excellence Together Lakehead University's Equity, Diversity and Inclusion Action Plan	07
Goal 1	08
Goal 2	16
Goal 3	22
Goal 4	26
Goal 5	30

Introduction

Vision

A University that is plural and diverse in its content, structures and people.

Mission

To institutionalize equitable and inclusive principles and practices to realize a University where diversity thrives.

Lakehead University's Equity, Diversity and Inclusion Action Plan (the Plan) is the culminating product of a year-long process of planning, research and consultation by the President's taskforce of the same name, "the Taskforce". Composed of senior administrators, academics and student leaders, this taskforce ensured that both the process for developing the Plan and its contents would be a coordinated mechanism for driving equity, diversity and inclusion (EDI) change at Lakehead University (Lakehead) over five years. The Plan should be considered a living document, meaning that although its vision, mission and goals will not change, the activities will be assessed year by year to ensure that the Plan is realized.



Background

Since its inception, Lakehead University has embedded equitable, diverse and inclusive principles in many of its policies, processes and practices. Canada Research Chair program recognized a notable achievement for Lakehead University in 2014 as having exemplary EDI policies and practices within the Lakehead University Canada Research Chairs (CRC) program.

In October 2017, Lakehead University made an explicit commitment to seven principles of equity, diversity and inclusion (EDI) as a member of Universities Canada. This commitment was reaffirmed in its Strategic Plan 2018-2023 where it is written as a strategy under the pillar of Social Responsibility:

Continuing to implement the Office of Human Rights and Equity and address Universities Canada Inclusive Excellence Principles in the interest of providing an inclusive, equitable and accessible environment at both Lakehead Thunder Bay and Lakehead Orillia

In 2018, Lakehead University's Board of Governors approved the University's 2018-2023 Strategic Plan, which is built around five interrelated and interconnected Strategic Themes: academic excellence; social responsibility; local and global partnerships; entrepreneurship and innovation; and capacity development. Embedded within these Strategic Themes are a number of EDI-related strategies including a continued commitment to Lakehead's Office of Human Rights and Equity and to address Universities Canada Inclusive Excellence Principles in the interest of providing an inclusive, equitable and accessible environment on its campuses.

In 2019, Lakehead University's Senate approved the University's 2019-2024 Academic Plan, which was developed in concert with the Strategic Plan. The Academic Plan is built around four Academic Priorities and a number of interdependent Academic Strategies to support achievement, including enhancing Lakehead's culture of teaching, research and learning excellence, advancing Truth and Reconciliation and championing inclusion. Commitments within each of these strategies include the provision of skills-based training in intercultural competencies and diversity, equity and inclusion to all faculty and staff in support of developing a more inclusive university culture and learning environment, the review of policies and procedures to ensure equity, diversity and inclusion are embedded in academic processes and hiring practices, and enhancing policies and practices to support recruitment, retention and progression of equity-seeking groups.

The second principle of Universities' Canada EDI Charter commits members to developing an "EDI Action Plan" in consultation with the wider University community and Under-Represented Groups (URG).¹ This commitment is in line with University policy which affirms that equity and diversity

are essential qualities of an outstanding institution and are integral to Lakehead's academic mission.² It is important to note that the Taskforce had broadened the focus of the EDI action plan to include all equity-seeking groups³, or those persons who are protected from discrimination based on the enumerated protected grounds under the Ontario *Human Rights Code*⁴. The Plan further recognizes the specific situation of the Indigenous peoples of Canada and intersects targeted activities with their EDI rights.

-
- 1 Women, Indigenous, racialized, persons with disabilities, as defined under s. 3 of the Employment Equity Act, SC 1995, c. 44
 - 2 Diversity Awareness. Effective 2010 <https://www.lakeheadu.ca/faculty-and-staff/policies/general/diversity-awareness>
 - 3 "Equity-seeking groups" means persons with characteristics protected under the Ontario Human Rights Code, RSO 1990, c. H. 19
 - 4 Age, Ancestry, Colour, Race, Citizenship, Ethnic origin, Place of origin, Creed, Disability, Family status, Marital status (including single status), Gender identity, Gender expression, Receipt of public assistance (in housing only), Record of offences (in employment only), Sex (including pregnancy and breastfeeding), Sexual orientation. (OHRC)

How the Plan was Developed

Through the leadership of the President of Lakehead University, a taskforce was struck that consisted of University leaders across both of Lakehead's campuses. The taskforce represented not only administrative, academic and student leadership, but also those leaders who also identify as belonging to under-represented or equity-seeking groups.

The taskforce employed the following key actions to develop the Plan:

- Compilation and review of existing university-wide EDI action plans in Canada and internationally;
- Collection of current EDI practices at Lakehead University;
- Consultation with students, employees, Lakehead governance and advisory bodies, and external stakeholders through focus groups, key informant interviews and anonymous surveys;
- Draft Plan was then vetted through a second round of targeted consultations;
- Finalized Plan was approved by the President and Executive Team of Lakehead University.

Consultation Process

From November 2018 to April 2019, the Office of Human Rights and Equity conducted two (2) rounds of broad-based consultations with members of the University community, where all students, employees, and external stakeholders had an opportunity to participate in focus groups, key informant interviews, and an online consultation in the form of an anonymous survey.

Round One

(November 2018 – February 2019)

The first round consisted of 29 focus groups with representation from students with disabilities, Lakehead University Faculty Association, Ojimaawin Aboriginal Governance Council, and the University Senate Standing Committee, among others. 96% of participants in Round 1 were from URG.

During this first round, an online consultation in the form of an anonymous survey was conducted. The online consultation included 107 people who self-identified as women, men, Indigenous persons, racialized persons, and persons with disabilities.

Round Two

(February, 2019 – April, 2019)

The second round involved targeted consultation on the draft EDI Action Plan and included representatives from four (4) University committees (Senate, Dean's Council, Student Affairs, and International Student Services) and 19 faculty, staff, and senior administrators.

We are now beginning a five-year rollout of this action plan at a time when the Academic Sector in Canada is contemplating systems for recognizing EDI achievement. We believe this implementation phase will be a time of both challenge and opportunity as Lakehead University institutionally increases access to excellence!

Accessing Excellence Together

Lakehead University's Equity, Diversity and Inclusion Action Plan (2019-2024)

Vision

A University that is plural and diverse in its content, structures and people.

Mission

To institutionalize equitable and inclusive principles and practices to realize a University where diversity thrives.

Goals

1. To recruit and retain a diverse student body and workforce.
2. To support and accommodate our people through EDI services.
3. To innovate and lead on EDI knowledge creation and education.
4. To communicate our EDI work and our EDI values.
5. To encourage EDI within the University governance system.

As part of these goals, the Plan further recognizes the specific situation of the Indigenous peoples of Canada and intersects targeted activities with their EDI rights.

Strategies

In attaining the above goals Lakehead University will create departmental objectives as well as employ key strategies such as:

1. Collecting data to effectively guide our EDI work.
2. Equipping our people with the knowledge to realize EDI.
3. Holding our people to high standards of EDI accountability.

Definitions

1. "URG" means "designated groups": women, Indigenous, racialized, persons with disabilities, as defined under s. 3 of the Employment Equity Act, SC 1995, c. 44
2. "Equity-seeking groups" means persons with characteristics protected under the Ontario Human Rights Code, RSO 1990, c. H.19

GOAL 1

To recruit and retain a diverse student body and workforce.

Understand our current workforce

Improve recruitment practices and results

Retain persons from URG in our workforce

Understand our current student body

Recruit students from URG

Retain students from URG



1.1 Understand our current workforce

Group: Employees y = Year of implementation

ACTIVITIES AND STRATEGIES		OUTPUT	IMPACT & SUCCESS
1.1.1	Survey current employees to determine URG per department and faculty (y1)	<ul style="list-style-type: none"> Qualitative and quantitative data Annual survey Voluntary self-identification survey Data privacy policy 	<ul style="list-style-type: none"> Increased knowledge and understanding of the needs of URG in the workforce Establishment of baseline and targets for URG representation in the workforce Identification of EDI-related gaps in workforce and implementation of evidence-based mitigation strategies
1.1.2	Survey current employee experience and disaggregate by URG (y1)		
1.1.3	Develop policy and procedures for periodically updating URG, re-surveying and data privacy policy (y2)		

Institutional Lead: Executive Team, Human Resources, Institutional Planning and Analysis, and University Secretariat

1.2 Improve recruitment practices and results

Group: Employees y = Year of implementation

ACTIVITIES AND STRATEGIES		OUTPUT	IMPACT & SUCCESS
1.2.1	Review policies and procedures through a consultative process in all areas to ensure equity, diversity and inclusion are embedded in academic processes and hiring practices (y1-5)	<ul style="list-style-type: none"> Revised staff and faculty hiring policies and procedures with EDI principles Revised employment equity policies with EDI principles Identification of barriers and revision of policies and procedures 	<ul style="list-style-type: none"> Increased representation of URG among applicants and candidates in staff and faculty recruitment processes Increased knowledge and understanding among search/selection committees and supervisors of EDI principles, including equitable hiring practices, including advancement into senior positions Increased representation of URG among staff and faculty in all departments and faculties
1.2.2	Enhance policies and practices to support recruitment, retention and progression of equity-seeking groups (y1-5)		
1.2.3	Review and revise staff and faculty hiring policies and procedures to reflect EDI principles (y1-5)		

1.2 Improve recruitment practices and results CONT'D

Group: Employees y = Year of implementation

ACTIVITIES AND STRATEGIES		OUTPUT	IMPACT & SUCCESS
1.2.4	Review compensation and promotion policies and practices to identify and address barriers for URG (y3)	<ul style="list-style-type: none"> Revised staff and faculty hiring policies and procedures with EDI principles Revised employment equity policies with EDI principles Identification of barriers and revision of policies and procedures 	<ul style="list-style-type: none"> Increased representation of URG among applicants and candidates in staff and faculty recruitment processes Increased knowledge and understanding among search/selection committees and supervisors of EDI principles, including equitable hiring practices, including advancement into senior positions Increased representation of URG among staff and faculty in all departments and faculties
1.2.5	Enhance recruitment strategies to promote URG participation (y2)		
1.2.6	Provide training for search/selection committees and supervisors on EDI principles, including unconscious bias and cultural competency training (y1-5)		
1.2.7	Offer anonymous survey to prospective and exiting employees from URG to understand reason for declining or departing positions (y1-5)		

Institutional Lead: Human Resources, Office of the Provost, Office of Human Rights and Equity, and University Secretariat

1.3 Retain persons from URG in our work force

Group: Employees y = Year of implementation

ACTIVITIES AND STRATEGIES		OUTPUT	IMPACT & SUCCESS
1.3.1	Conduct needs assessment to develop curriculum for EDI training (y1)	<ul style="list-style-type: none"> • Training curriculum on EDI with evaluation process professional development opportunities, including certificates in EDI 	<ul style="list-style-type: none"> • Increased knowledge and understanding among workforce of EDI principles • Increased professional development opportunities for staff and faculty on EDI • Increased levels of retention of URG in workforce
1.3.2	Adaptation of Cultural Safety framework (y2-3)		
1.3.3	Provide ongoing EDI training for employees and supervisors that includes a method to evaluate knowledge gained (y1-5)		
1.3.4	Embed EDI into performance evaluations/objectives and department reviews (y2)		
1.3.5	Increase community-building opportunities to promote EDI in the workforce (y2-5)		
1.3.6	Support the implementation and adoption of Truth and Reconciliation recommendations (y1-5)		

Institutional Lead: Indigenous Initiatives, Chair of Truth and Reconciliation, Executive Team, Human Resources, Office of the Provost, and Office of Human Rights and Equity

1.4 Understand our current student body

Group: Students

y = Year of implementation

ACTIVITIES AND STRATEGIES		OUTPUT	IMPACT & SUCCESS
1.4.1	Survey current and incoming students from URG with department and campus breakdowns (y2)	<ul style="list-style-type: none"> Quantitative and qualitative data Annual survey Voluntary self-identification data 	<ul style="list-style-type: none"> Increased knowledge and understanding of the needs of students from URG Establishment of baseline and targets for URG representation in the student body (international and domestic students)
1.4.2	Survey students from URG on experiences of equity and inclusion (y2)		
1.4.3	Develop process for annual student surveys (y2)		

Institutional Lead: Institutional Planning and Analysis, International Student Services, and Student Affairs

1.5 Recruit students from URG

Group: Students

y = Year of implementation

ACTIVITIES AND STRATEGIES		OUTPUT	IMPACT & SUCCESS
1.5.1	Develop and implement a proactive and inclusive financial support and awards strategy that reflects the growing diversity of Lakehead's undergraduate and graduate student body (y2)	<ul style="list-style-type: none"> Increased scholarships and incentives for students from URG Print/electronic resources to promote EDI Training on EDI principles 	<ul style="list-style-type: none"> Increased knowledge and understanding among recruitment staff of EDI principles Increased financial supports for students from URG Establishment of equitable admissions processes, including inclusive language Increased representation of URG among student body Increasing enrolment of under-represented student groups in baccalaureate programs
1.5.2	Enhance student supports to assist Lakehead's diverse undergraduate and graduate students succeed academically and socially (y2-5)		

1.5 Recruit students from URG CONT'D

Group: Students

y = Year of implementation

ACTIVITIES AND STRATEGIES		OUTPUT	IMPACT & SUCCESS
1.5.3	Expand orientation on scholarships and incentives, accessibility, and Individual Education Program (IEP) processes for students from URG (y1-5)	<ul style="list-style-type: none"> Increased scholarships and incentives for students from URG Print/electronic resources to promote EDI Training on EDI principles 	<ul style="list-style-type: none"> Increased knowledge and understanding among recruitment staff of EDI principles Increased financial supports for students from URG Establishment of equitable admissions processes, including inclusive language Increased representation of URG among student body Increasing enrolment of under-represented student groups in baccalaureate programs
1.5.4	Review student admission criteria to assess for bias (y1) and develop mitigation strategies (y2)		
1.5.5	Review recruitment strategies for EDI principles, including inclusive language (y2)		
1.5.6	Produce print/electronic resources to promote EDI principles (y2)		
1.5.7	Provide training for recruitment staff on EDI principles, including unconscious bias and cultural competency (y3)		

Institutional Lead: External Relations, Faculty Deans, Institutional Planning and Analysis, International Enrolment, Office of Human Rights and Equity, and Student Affairs

1.6 Retain students from URG

Group: Students

y = Year of implementation

ACTIVITIES AND STRATEGIES		OUTPUT	IMPACT & SUCCESS
1.6.1	Provide training for front-line student services staff on EDI principles, including unconscious bias and cultural competency (y1-5)	<ul style="list-style-type: none"> • Training on EDI principles, including experiences of students from URG • Training on EDI principles in hiring, including equitable hiring practices 	<ul style="list-style-type: none"> • Increased knowledge and understanding among front-line student services staff of EDI principles • Increased financial supports and work opportunities for students from URG
1.6.2	Expand work opportunities for international students (y2-5)	<ul style="list-style-type: none"> • Enhanced work opportunities for students from URG 	<ul style="list-style-type: none"> • Increased representation of URG among front-line services staff
1.6.3	Expand supports for international students to increase skills in resumé-building and interviewing (y3)	<ul style="list-style-type: none"> • Collaborations and partnerships between student associations and University services 	<ul style="list-style-type: none"> • Increased representation of URG among students in graduate studies
1.6.4	Increase diversity of front-line student services staff to better represent the student population (y2-5)		<ul style="list-style-type: none"> • Increased diversity in elements of student life
1.6.5	Collaborate with student associations that represent URG to enhance outreach efforts on EDI (y1)		<ul style="list-style-type: none"> • Strengthening of Indigenous student and other URG student leadership

1.6 Retain students from URG CONT'D

Group: Everyone

y = Year of implementation

ACTIVITIES AND STRATEGIES		OUTPUT	IMPACT & SUCCESS
1.6.6	Diversify key elements of student life, such as food services at cultural events and Pride events, on posters, in booths on campus and in Residence (y1-5)	<ul style="list-style-type: none"> • Training on EDI principles, including experiences of students from URG • Training on EDI principles in hiring, including equitable hiring practices • Enhanced work opportunities for students from URG • Collaborations and partnerships between student associations and University services 	<ul style="list-style-type: none"> • Increased knowledge and understanding among front-line student services staff of EDI principles • Increased financial supports and work opportunities for students from URG • Increased representation of URG among front-line services staff • Increased representation of URG among students in graduate studies • Increased diversity in elements of student life • Strengthening of Indigenous student and other URG student leadership
1.6.7	Build and foster partnerships between LUSU and Residence Services and International to support diverse students (y1-5)		
1.6.8	Improve pathways for Indigenous students and students from other URG to enter graduate studies (y 2-5)		

Institutional Lead: Indigenous Initiatives, Chair of Truth and Reconciliation, Executive Team, Human Resources, Office of the Provost, and Office of Human Rights and Equity

GOAL 2

To support and accommodate our people through EDI services.

Promote understanding of EDI services

Create a safe and supportive environment for URG

Create an accessible and inclusive environment



2.1 Promote understanding of EDI services

Group: Employees y = Year of implementation

ACTIVITIES AND STRATEGIES		OUTPUT	IMPACT & SUCCESS
2.1.1	Expand OHRE orientation sessions for students, staff, and faculty (y1-5)	<ul style="list-style-type: none"> Training on EDI principles, Action Plan, and related services 	<ul style="list-style-type: none"> Increased knowledge and understanding among University community of EDI services
2.1.2	Improve access to accommodations for students, staff, and faculty from URG and equity seeking groups based on all protected grounds of discrimination (y1-5)	<ul style="list-style-type: none"> Training on Human Rights 101, including the duty to accommodate 	<ul style="list-style-type: none"> Increased knowledge and understanding among staff and faculty of human rights duties and obligations, including the duty to accommodate

Institutional Lead: Human Resources, Office of Human Rights and Equity, and SAS

2.2 Create a safe and supportive environment for URG

Group: Employees y = Year of implementation

ACTIVITIES AND STRATEGIES		OUTPUT	IMPACT & SUCCESS
2.2.1	Develop a comprehensive policy to address harassment and discrimination, including securing the arms-length status of the OHRE (y2)	<ul style="list-style-type: none"> Human Rights Policy Revised accommodation policies and procedures Accountability mechanism framework Dispute resolution framework 	<ul style="list-style-type: none"> Increased accountability for harassment and discrimination Increased knowledge and understanding among University community of the safety and support needs of URG and equity-seeking groups
2.2.2	Expand EDI services for all campuses (y2)	<ul style="list-style-type: none"> Relationships with off-campus services and supports 	<ul style="list-style-type: none"> Increased safety and support in University spaces and services as reported by URG and equity-seeking groups
2.2.3	Develop accommodation policy and procedures for employees based on all protected grounds of discrimination, including protections from reprisal (e.g. merit and promotion, tenure, and renewal devaluation) (y3)		<ul style="list-style-type: none"> Improved off-campus services and supports for URG and equity-seeking groups

2.2 Create a safe and supportive environment for URG CONT'D

Group: Everyone

y = Year of implementation

ACTIVITIES AND STRATEGIES		OUTPUT	IMPACT & SUCCESS
2.2.4	Review and revise accommodation policy and procedures for students based on all protected grounds of discrimination, including accommodations to record lectures, use note takers, use adaptive equipment for tests and exams (y3)	<ul style="list-style-type: none"> • Human Rights Policy • Revised accommodation policies and procedures • Accountability mechanism framework • Dispute resolution framework • Relationships with off-campus services and supports 	<ul style="list-style-type: none"> • Increased accountability for harassment and discrimination • Increased knowledge and understanding among University community of the safety and support needs of URG and equity-seeking groups • Increased safety and support in University spaces and services as reported by URG and equity-seeking groups • Improved off-campus services and supports for URG and equity-seeking groups
2.2.5	Establish an accountability mechanism for non-compliance with EDI-related policies and procedures (y1)		
2.2.6	Develop a non-colonial alternative dispute resolution process that includes principles of restorative justice (y2)		
2.2.7	Increase the number of safe spaces for URG and equity-seeking groups (y1-5)		
2.2.8	Expand services and supports to address the basic needs of students from URG and equity-seeking groups, including child care, family residence, community-family connections, etc. (y1-5)		

2.2 Create a safe and supportive environment for URG CONT'D

Group: Everyone y = Year of implementation

ACTIVITIES AND STRATEGIES	OUTPUT	IMPACT & SUCCESS
2.2.9 Engage with off-campus services and supports on EDI-related initiatives, including police, landlords, city staff, etc. (Thunder Bay and Orillia) (y1-5)	<ul style="list-style-type: none"> • Human Rights Policy • Revised accommodation policies and procedures • Accountability mechanism framework • Dispute resolution framework • Relationships with off-campus services and supports 	<ul style="list-style-type: none"> • Increased accountability for harassment and discrimination • Increased knowledge and understanding among University community of the safety and support needs of URG and equity-seeking groups • Increased safety and support in University spaces and services as reported by URG and equity-seeking groups • Improved off-campus services and supports for URG and equity-seeking groups

Institutional Lead: Indigenous Initiatives, Chair of Truth and Reconciliation, Human Resources, Office of Human Rights and Equity, Residence Services, Student Affairs, and University Secretariat

2.3 Create an accessible and inclusive environment

Group: Everyone

y = Year of implementation

ACTIVITIES AND STRATEGIES		OUTPUT	IMPACT & SUCCESS
2.3.1	Identify accessible location for key University departments (Human Resources, Financial Services) (y2)	<ul style="list-style-type: none"> • Training on EDI principles, including experiences of students from URG • Training on EDI principles in hiring, including equitable hiring practices • Enhanced work opportunities for students from URG • Collaborations and partnerships between student associations and University services 	<ul style="list-style-type: none"> • Increased knowledge and understanding among front-line student services staff of EDI principles • Increased financial supports and work opportunities for students from URG • Increased representation of URG among front-line services staff • Increased representation of URG among students in graduate studies • Increased diversity in elements of student life • Strengthening of Indigenous student and other URG student leadership
2.3.2	Develop a plan to assess accessibility to University spaces and identify proposed expenditures in annual University budgets (y2-5)		
2.3.3	Develop a communications plan to promote changes to accessibility (y1)		
2.3.4	Enhance support for diverse creed practices, including awareness of non-Christian holidays (y1-5)		
2.3.5	Establish a designated space for breastfeeding/feeding (y5)		
2.3.6	Establish designated spaces for multi-faith prayer (y5)		
2.3.7	Review smudging policy to ensure it meets the needs of the University community (y1-5)		

2.3 Create an accessible and inclusive environment CONT'D

Group: Everyone

y = Year of implementation

ACTIVITIES AND STRATEGIES		OUTPUT	IMPACT & SUCCESS
2.3.8	Enhance mental health services and supports for students, staff, and faculty (y2-5)	<ul style="list-style-type: none"> • Training on EDI principles, including experiences of students from URG • Training on EDI principles in hiring, including equitable hiring practices • Enhanced work opportunities for students from URG • Collaborations and partnerships between student associations and University services 	<ul style="list-style-type: none"> • Increased knowledge and understanding among front-line student services staff of EDI principles
2.3.9	Increase designated gender-neutral bathrooms (y2)		<ul style="list-style-type: none"> • Increased financial supports and work opportunities for students from URG
2.3.10	Develop policy and training on pronouns, preferred names, and inclusive language for gender and sexual minorities (y4)		<ul style="list-style-type: none"> • Increased representation of URG among front-line services staff • Increased representation of URG among students in graduate studies
2.3.11	Develop initiatives to build and foster relationships between Indigenous and racialized communities (y1-5)		<ul style="list-style-type: none"> • Increased diversity in elements of student life • Strengthening of Indigenous student and other URG student leadership

Institutional Lead: Indigenous Initiatives, Chair of Truth and Reconciliation, Executive Team, Human Resources, Office of the Provost, and Office of Human Rights and Equity

GOAL 3

To innovate and lead on EDI knowledge creation and education.

Support research that contributes to our understanding of EDI and URG

Promote diverse thought and experience in our teaching



3.1 Support research that contributes to our understanding of EDI and URG

Group: Faculty/Instructors and Students

y = Year of implementation

ACTIVITIES AND STRATEGIES		OUTPUT	IMPACT & SUCCESS
3.1.1	Establish a Research Chair in Indigenous Studies (y5)	<ul style="list-style-type: none"> Framework for Chair in Indigenous Studies and Indigenous Scholar in Residence Framework for research centre on Indigenous and international focus Increased internal research grant funding Establishment of independent research category Training on EDI principles in research 	<ul style="list-style-type: none"> Increased representation of URG among researchers and research proposals Increased scholarships incorporating EDI principles Strengthened national and international institutional reputation for research
3.1.2	Establish an Indigenous Scholar in Residence (y5)		
3.1.3	Establish a center for research and scholarship with an Indigenous and international focus (y5)		
3.1.4	Expand and diversify research opportunities for URG and equity-seeking groups (y2-5)		
3.1.5	Strengthen internal research grant program for community-based and Indigenous research (y3)		
3.1.6	Strengthen research protocols to be ethically sound and engage respectfully with Indigenous communities (y3)		

3.1 Support research that contributes to our understanding of EDI and URG

Group: Faculty/Instructors and Students

y = Year of implementation

ACTIVITIES AND STRATEGIES		OUTPUT	IMPACT & SUCCESS
3.1.7	Provide training for researchers on incorporating EDI principles into research, including incorporating EDI into research proposals (y2)	<ul style="list-style-type: none"> Framework for Chair in Indigenous Studies and Indigenous Scholar in Residence Framework for research centre on Indigenous and international focus 	<ul style="list-style-type: none"> Increased representation of URG among researchers and research proposals Increased scholarships incorporating EDI principles Strengthened national and international institutional reputation for research
3.1.8	Continue to support national policy initiatives that support EDI in research (y1-5)	<ul style="list-style-type: none"> Increased internal research grant funding Establishment of independent research category 	
3.1.9	Participate in Dimensions Charter program (y2-3)	<ul style="list-style-type: none"> Training on EDI principles in research 	

Institutional Lead: Indigenous Initiatives, International Student Services, Office of the Provost, Office of Human Rights and Equity, and VP Research & Innovation

3.2 Promote diverse thought and experience in our teaching

Group: Faculty/Instructors

y = Year of implementation

ACTIVITIES AND STRATEGIES		OUTPUT	IMPACT & SUCCESS
3.2.1	Continue development of Indigenous Content Requirement (y1-5)	<ul style="list-style-type: none"> Indigenous content Training on EDI principles in teaching Supports for faculty and instructors to incorporate EDI principles in teaching 	<ul style="list-style-type: none"> Increased Indigenous content in curriculum development and delivery Increased EDI principles in curriculum development and delivery Increased teaching skills to promote EDI and excellence in teaching
3.2.2	Provide training for faculty and instructors on incorporating EDI principles into teaching, including unconscious bias, cultural competency, and human rights (y2-5)		
3.2.3	Provide support for faculty and instructors to increase EDI-related teaching skills, including promoting positive relationships and breaking down barriers (y2)		
3.2.4	Establish mentorship opportunities for sessional instructors from URG (y2)		

Institutional Lead: Indigenous Initiatives, Office of the Provost, Office of Human Rights and Equity, and Teaching Commons

GOAL 4

**To communicate
our EDI work and
our EDI values.**

**Promote EDI to
the University
community**

**Monitor, evaluate,
and report EDI
objectives and
outcomes to
the University
community**



4.1 Promote EDI to the University community

Group: Everyone

y = Year of implementation

ACTIVITIES AND STRATEGIES		OUTPUT	IMPACT & SUCCESS
4.1.1	Develop communications plan to promote awareness of the EDI Action Plan to the University community and external stakeholders (y1)	<ul style="list-style-type: none"> Communications plan to promote EDI Educational and promotional resources to promote EDI principles translated into Indigenous and other languages 	<ul style="list-style-type: none"> Increased knowledge and understanding of the current and historical experiences of discrimination of URG and equity-seeking groups, including the harm and barriers experienced as a result of discrimination
4.1.2	Develop and deliver messaging to promote EDI principles, services, and supports to the University community (y1-5)	<ul style="list-style-type: none"> Visible and accessible signage and resources in all departments on EDI services and supports translated into Indigenous and other languages 	<ul style="list-style-type: none"> Increased knowledge and understanding of the University's commitment to EDI
4.1.3	Develop and deliver messaging to incentivize the implementation of the EDI Action Plan within the University community, including links with the University's Strategic Plan (y1-5)		

4.1 Promote EDI to the University community CONT'D

Group: Everyone

y = Year of implementation

ACTIVITIES AND STRATEGIES		OUTPUT	IMPACT & SUCCESS
4.1.4	Develop and disseminate educational and promotional material for each department to demonstrate engagement in EDI (y2)	<ul style="list-style-type: none">• Communications plan to promote EDI• Educational and promotional resources to promote EDI principles translated into Indigenous and other languages	<ul style="list-style-type: none">• Increased knowledge and understanding of the current and historical experiences of discrimination of URG and equity-seeking groups, including the harm and barriers experienced as a result of discrimination
4.1.5	Increase the number of events that encourage social interaction between diverse groups (y1-5)	<ul style="list-style-type: none">• Visible and accessible signage and resources in all departments on EDI services and supports translated into Indigenous and other languages	<ul style="list-style-type: none">• Increased knowledge and understanding of the University's commitment to EDI
4.1.6	Profile diverse students and staff to broader University community (y2)		

Institutional Lead: Indigenous Initiatives, Executive Team, External Relations, and Office of Human Rights and Equity

4.2 Monitor, evaluate, and report EDI objectives and outcomes to the University community

Group: Everyone

y = Year of implementation

ACTIVITIES AND STRATEGIES	OUTPUT	IMPACT & SUCCESS
<p>4.2.1 Monitor the status of EDI Action Plan objectives (y1-5)</p> <p>4.2.2 Evaluate the success of EDI outcomes of EDI Action Plan within the President's Task Force on EDI and with the University community and external stakeholders (y1-5)</p> <p>4.2.3 Report on the progress of the EDI Action Plan to the University community and external stakeholders (y1-5)</p>	<ul style="list-style-type: none"> • Project management system capable of monitoring objectives, activities, outputs, outcomes, timelines, and persons responsible • Quarterly meetings of the President's Task Force on EDI • Surveys and focus groups with members of the University community • Quarterly internal communication bulletin to the University community • Social media posts directed at the University community, and updates on OHRE website • External media releases and interviews in print and electronic media • Articles in academic journals 	<ul style="list-style-type: none"> • Increased accountability for the University to monitor and evaluate the progress and success of the EDI Action Plan • Increased knowledge and understanding among the University community and external stakeholders of the progress and success of the EDI Action Plan

Institutional Lead: Executive Team, External Relations, Institutional Planning and Analysis, Office of Human Rights and Equity, and President's Task Force on EDI

GOAL 5

To encourage EDI within the University governance system.

Encourage EDI within the University's Board of Governors, Senate, and Ogimaawin-Aboriginal Governance Council



5.1 Encourage EDI within the University's Board of Governors, Senate, and Ogimaawin-Aboriginal Governance Council

Group: Board of Governors (BOG), Senate, and Ogimaawin-Aboriginal Governance Council (O-AGC)
y = Year of implementation

ACTIVITIES AND STRATEGIES		OUTPUT	IMPACT & SUCCESS
5.1.1	Consider adaptation of the employee Voluntary Equity, Diversity, and Inclusion and Indigenous Self-declaration Survey for participants in the University's governance system (y1)	<ul style="list-style-type: none"> Qualitative and quantitative data Voluntary self-identification survey Training for BOG, Senate, and O-AGC members on EDI Revised policies and practices 	<ul style="list-style-type: none"> Increased knowledge and understanding among BOG, Senate, and O-AGC members of EDI principles Establishment of baseline for URG representation among BOG, Senate, and O-AGC Increased representation of URG among BOG, Senate, and O-AGC as appropriate
5.1.2	Support the development and implementation of a process for operationalizing EDI review of all appropriate policies as per the Policy Governance Framework (y1)		
5.1.3	Support the BOG, Senate, and O-AGC to review and recommend revisions to University by-laws and governance structure-related policies to incorporate EDI principles (y1-5)		
5.1.4	Support the BOG, Senate, and O-AGC to review recruitment and retention practices to enhance URG representation on the BOG, Senate, and O-AGC (y2)		
5.1.5	Partner with the BOG, Senate, and O-AGC to conduct ongoing EDI training for current and incoming BOG, Senate, and O-AGC members (y1-5)		

Institutional Lead: Board of Governors, Ogimaawin-Aboriginal Governance Council, Office of Human Rights and Equity, President, Senate, and University Secretariat



Lakehead
UNIVERSITY

Office of
**Human Rights
and Equity**