

## Equity, Diversity, and Inclusion Data Working Group (EDI-DWG)

### Mandate

In order to achieve the equity, diversity, and inclusion (EDI) commitments and goals outlined in Towards Western at 150, it is critical that Western gathers, analyzes, manages, and reports data that informs EDI in a consistent, transparent, and interpretable manner. This EDI Data Working Group (EDI-DWG) will work collaboratively with the University to ensure the achievement of these goals.

In carrying out its primary responsibilities, the Working Group shall:

- Contribute to the development of a diverse, inclusive, and equitable campus by ensuring consistency in the collection of data that inform EDI and decolonization (EDID),<sup>1</sup> and provide guidance on analysis and reporting as appropriate;
- Review and advise on data policies and procedures as needed;
- Ensure processes for data that inform EDID reflect multiple ways of knowing, being, and doing;<sup>2</sup>
- Collaborate with and engage the EDID Central Working Group to communicate best practices across the various faculties, units, and departments;
- Evaluate annually the effectiveness of the EDI-DWG against its Terms of Reference;
- Review these Terms of Reference at least every three years and recommend amendments to the AVP-EDI and Chief Data Officer as necessary;
- Report to and work in concert with the Institutional Data Advisory Committee (IDC) on furthering the goals of institutional data governance.

### Terms of Reference

The Equity, Diversity, and Inclusion Data Working Group (EDI-DWG) is responsible for:

- Developing and recommending data policies and procedures that will contribute to the advancement of EDID at Western;
- Reviewing and revising the institutional data infrastructure to ensure data that inform EDID can be accessed and linked in an appropriate and transparent manner;
- Establishing standardized data collection, management, sharing, and reporting processes for information that informs EDID;

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<sup>1</sup> Although the advancement of EDID and Indigenization are similar in their priorities and goals, they are, in and of themselves, distinctive processes. Unlike EDID processes, Indigenization processes recognize Indigenous legal differences in Canada (e.g., treaties, Canadian Constitution) and, from this perspective, seek to hold institutions accountable for colonial praxes and restructure colonial systems to be inclusive of Indigenous ontologies and epistemologies (Raffoul et al., 2022). The EDI-DWG, through its mandate, will set the foundation for continued Indigenization at Western, but will not engage in this specific process itself.

<sup>2</sup> The EDI-DWG seeks to advance EDID (in its broadest sense) by developing policies, providing guidance, and establishing standardized methods of data collection, management, and sharing. It is important to note, however, that many of these roles and responsibilities are fulfilled outside of Western University by entities such as the First Nations Information Governance Centre (FNIGC), which upholds the values of Ownership, Control, Access, and Possession and establishes how “First Nations data and information will be collected, protected, used, or shared” (FNIGC, 2023). The EDI-DWG relies on these entities and principles for guidance regarding, for example, First Nations information governance and data sovereignty.

- Engaging with equity-deserving groups to ensure the priorities related to EDID are accurately identified and managed, and that transparent and user-friendly access to data is provided;
- Developing and recommending an ethics framework to ensure the privacy and confidentiality of individuals and groups are protected and necessary consent is gathered;
- Communicating and collaborating with broader institutional data governance committees;
- Promoting the institutional data governance program goals to support the management and responsible use of high-quality institutional data that inform EDID at a cascading level;
- Collaborating with relevant Western community members to provide advice on gathering data about the effectiveness of EDID initiatives and evaluation plans;
- Reviewing and providing guidance around recommended data governance processes, frameworks, and guidelines for data that inform EDID;
- Advising on the appointment of formal data roles for contexts that inform EDID;
- Acting as a mediation panel to resolve complex data governance issues for data that inform EDID.

## **Members**

- **Chair, EDI Data Analyst – Equity, Diversity, and Inclusion (EDI) Office**
- Associate Vice-President, Equity, Diversity, and Inclusion (EDI) Office – Delegate Allowed
- Vice-Provost and Associate Vice-President, Office of Indigenous Initiatives (OII) – Delegate Allowed
- Member from Western Research appointed by the Vice-President (Research)
- Member from Western Research Ethics appointed by the Vice-President (Research)
- Member from the Office of the Registrar (OOR) appointed by the Registrar
- Member from the School of Graduate and Postdoctoral Studies (SGPS) appointed by the Vice-Provost (SGPS)
- Member from the Office of the Vice-Provost (Academic Planning, Policy and Faculty) (APPF) appointed by the Vice-Provost (APPF)
- Member from Human Resources appointed by the Associate Vice-President (Human Resources)
- Member of University Secretariat appointed by the University Secretary
- Member of Western International appointed by the Vice-Provost (Western International)
- Western Privacy Officer
- President of the University Students' Council (USC) – Delegate Allowed
- President of the Society of Graduate Students (SOGS) – Delegate Allowed
- A senior leader representative from each of the Affiliated University Colleges [as determined by the President of the respective Affiliated University College]

## Glossary

**Confidentiality:** the duty to ensure personal information is kept private to the extent possible.

**Data Governance:** is the process that both establishes and provides consistent and clear guidance around creating, accessing, using, and defining the University's institutional data, while managing the associated risks, responsibilities, and legal obligations

**Diversity:** Differences in individual characteristics/identities including, but not limited to, age, education, sexuality, parental status/responsibility, immigrant status, Indigenous status, religion, ability, language, racial identity, place of origin, ethnicity, socio-economic status, gender and other attributes.

**Decolonization:** recognizes the need for structural and systemic change that unpacks the privileged knowledges of Eurocentrism, and unsettles and transforms the legacies of systemic injustices experienced by many subjugated peoples.

**Equity:** fairness, impartiality, even-handedness. A distinct process of recognizing differences within groups of individuals, and using this understanding to achieve substantive equality in all aspects of a person's life.

**Equity-deserving groups:** communities that experience significant collective barriers in participating in society. This could include attitudinal, historic, social and environmental barriers based on age, ethnicity, disability, economic status, gender, nationality, racial identity, sexual orientation, transgender status, and additional identities. Equity-seeking groups are those that identify barriers to equal access, opportunities and resources due to disadvantage and discrimination and actively seek social justice and reparation.

**Inclusion:** appreciating and using our unique differences – strengths, talents, weaknesses and frailties – in a way that shows respect for the individual and ultimately creates a dynamic multi-dimensional organization.

**Institutional Data Executive Steering Committee (IDESC)** – Executive Leadership Champions of the institutional data strategy of the University

**Institutional Data Committee (IDC)** – Decision-making leadership group on institutional data governance matters; reports to the IDESC

## Sources

Ontario Human Rights Commission (n.d.). *Appendix 1: Glossary of human rights terms*.

<https://www.ohrc.on.ca/en/teaching-human-rights-ontario-guide-ontario-schools/appendix-1-glossary-human-rights-terms>

National Sciences and Engineering Research Council of Canada. (2017). *Guide for applicants: Considering equity, diversity and inclusion in your application*. [https://www.nserc-crsng.gc.ca/doc/EDI/Guide\\_for\\_Applicants\\_EN.pdf](https://www.nserc-crsng.gc.ca/doc/EDI/Guide_for_Applicants_EN.pdf)

Queens University Human Rights and Equity Office (2020). *Equity, diversity, inclusion, and Indigenization*.

[https://www.queensu.ca/hreo/sites/hreowww/files/uploaded\\_files/20201210KeyEDITerms.pdf](https://www.queensu.ca/hreo/sites/hreowww/files/uploaded_files/20201210KeyEDITerms.pdf)

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Smith, G.H., & Smith, L.T. (2019) Doing Indigenous work: Decolonizing and transforming the academy. In E.A. McKinley & L.T. Smith (Eds.), *Handbook of Indigenous education* (pp.11). Singapore: Springer.

*The First Nations principles of OCAP*. (n.d.). First Nations Information Governance Centre. Retrieved March 16, 2023, from <https://fnigc.ca/ocap-training/>

University of Toronto (2020). *Towards an institutional data governance program: Report of the Data Governance Committee*. <https://data.utoronto.ca/wp-content/uploads/2021/03/Towards-an-Institutional-Data-Governance-Program-Report.pdf>