



# Board of Governors Meeting

Wednesday June 1, 2022 - 2:00 - 6:00 p.m.

Senate & Board Chamber, Waterloo Campus



## BOARD OF GOVERNORS AGENDA

Wednesday, June 1, 2022, 2:00 – 6:00 p.m.

Senate and Board Chambers, Waterloo Campus

### A. Open Session

1. **Call to Order**, Lynda Hawton Kitamura, 2:00 p.m.
  - a. Declaration of Conflicts of Interest
  - b. Movement of Consent Items to the Main Agenda  
**Motion: that the Board of Governors approve the Consent items listed for approval under Item C.1.**
2. **Chair's Report**, Lynda Hawton Kitamura, 2:05 p.m. (5 min)
  - a. Recognition of Outgoing Board Members
3. **Leadership Update**, 2:10 p.m. (10 min)
  - a. President's Report\*, Deb MacLatchy Page 5
  - b. Q and A on Reports of the Senior Executives\* Page 7
  - c. Report on Senate Activities\* Page 20
4. **Strategic Accountability Report\***, Deb MacLatchy, 2:20 (15 min) Page 21
5. **Q & A on EDI Strategic Plan\***, Barrington Walker, 2:35 p.m. (20 min) Page 34
6. **Reports from the Standing Committees of the Board**, 2:55 p.m. (10 min total)
  - a. Q and A on Chair's Updates on Committee Activity\* Page 89
  - b. Audit, Risk & Compliance, Paul Elliott Page 95
    1. Pension Plan Audited Financial Statements\*  
**Motion: That on the recommendation of the Audit, Risk and Compliance Committee, the Board of Governors approve the audited financial statements of the Wilfrid Laurier University Pension Plan, and authorize any two members of the Board of Governors to sign the financial statements as evidence of such approval.**
  - c. Joint Finance, Investments and Property/Pension, Marc Richardson
    1. Pension Valuation Update\* Page 113

## 7. Other Business

--BREAK—3:05 p.m. (10 min)

### B. *In Camera* Session

**Motion: to move the meeting *in camera*.**

### C. Consent Items

*The following items are provided for approval or information. The Agenda, Minutes and items noted for approval will be approved by consent unless otherwise highlighted during Item A.1.b. (Consent material posted as separate agenda package unless otherwise noted)*

#### 1. Items for Approval

- a. Agenda
- b. Minutes, Board of Governors, April 21, 2022\*
- c. Policy 7.19, Drone Use^  
**Motion: That on the recommendation of the Audit, Risk and Compliance Committee, the Board of Governors approve University Policy 7.19, Drone Use, as revised.**  
  
**Motion: That on the recommendation of the Audit, Risk and Compliance Committee, the Board of Governors delegate the approving authority of Policy 7.19, Drone Use, to the President.**
- d. Policy 7.1, Environmental/Occupational Health and Safety^  
**Motion: That on the recommendation of the Audit, Risk and Compliance Committee, the Board of Governors approve University Policy 7.1, Environmental/Occupational Health and Safety, as revised.**
- e. Policy 8.4, Employment Equity^  
**Motion: That on the recommendation of the Human Resources Committee, the Board of Governors approve Policy 8.4, Employment Equity, as revised.**
- f. Endowment Spending Rate for Fiscal 2021-2022^  
**Motion: That on the recommendation of the Finance, Investments & Property Committee, the Board of Governors approve the following for all endowment funds:**
  1. **The inflation adjustment factor be set at 6 % and**

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2. **The spending rate be set at 3% with the option of an additional spending allocation of 2% for endowments with a stabilization account valued at greater than 20% of market value.**
- g. Committee Terms of Reference Revisions^  
**Motion: That on the recommendation of the Governance and Development Committees and the Investment Oversight Sub-Committee, the Board of Governors approve changes to Committee Terms of Reference, as proposed.**
- h. 2022-2023 (revised) and 2023-24 Board & Committee Dates^  
**Motion: That the Board of Governors approve the dates for Board and Committee meetings for 2022-2023 and 2023-2024, as proposed.**
2. **Items for Information**
- a. Annual Sustainability Report^
- b. Digital Strategy Update^
- c. Employment Equity Annual Report^
- d. Q1 Investment Performance Summary – Proteus^
- e. Pension Valuation Update^

\* Materials Attached

~ Presented during the Meeting

^ Materials released in separate consent package

*Note: If you need assistance or have a question about this agenda or the Board of Governors, please contact the University Secretariat office, by email to [alukin@wlu.ca](mailto:alukin@wlu.ca).*

# Board of Governors

## President's Written Report

June 1, 2022

\*Meetings marked with an asterisk held virtually.

- On April 21, the president attended the Making Space for Music groundbreaking celebration with contributors to the campaign including lead donors Savvas and Christine Chamberlain, Bob and Judy Astley, and Chancellor Eileen Mercier, plus members of the Board of Governors, members of the executive team, and members of the Faculty of Music and other Laurier contributors to the project.
- On April 25, Dr. MacLatchy attended a breakfast hosted by the Burlington Chamber of Commerce with guest speaker Premier Doug Ford, with members of the executive team and Board of Governors.
- On April 25, the president also attended former Dean of Music Glen Carruthers's celebration of life at the Maureen Forrester Recital Hall.
- On April 26, Dr. MacLatchy gave remarks at Brantford-Brant MPP Will Bouma's announcement about the expansion of Laurier's B.Ed. program to the Brantford campus. The announcement took place at Laurier's Research and Academic Centre in Brantford. Dr. Maria Cantalini-Williams, Dean of the Faculty of Education, emceed the event. Dr. Tony Vannelli, provost & VPA, was also in attendance, and Dr. Heidi Northwood, SEO: Brantford campus, attended the event virtually.
- From April 27 until April 29, Dr. MacLatchy participated in the graduation celebrations for the Classes of 2020 and 2021 in Waterloo.
- On May 4, Dr. MacLatchy, as chair of the OUA Board, attended the Ontario University Athletics (OUA) annual honour awards banquet. At the event, Laurier's Director of Athletics and Recreation, Peter Baxter, was awarded the J.P. Loosemore Award. The award recognizes individuals who exemplify ethics, integrity and honesty in university sport.
- On May 5, the president attended part of the OUA Congress, including sessions on the economic impact of university sport to host-university communities and strategic planning.
- On May 6, Dr. MacLatchy and Madison Cox, director of government relations and chief of staff, had an introductory lunch meeting with the incoming Wilfrid Laurier University Students' Union president, Shane Symington.
- On May 7, the president attended the Library Open House on the Waterloo campus, including meeting with artist Quentin VerCetty at the Robert Langen Art Gallery, visiting the Laurier Archives, and hearing a reading from professor Carol Duncan's creative work.

- On May 13 and 14, the president and Dr. Barrington Walker, AVP: Equity, Diversity and Inclusion, attended the Scarborough Charter inter-institutional forum and symposium at UBC.
- \*On May 17, Dr. MacLatchy attended her monthly meeting with the Students' Union and separately, the Graduate Student Association.
- \*On May 19, Dr. MacLatchy shared her insights and experiences as president of Laurier with the Science and Research Parliamentary Committee. The committee is investigating what supports post-secondary institutions need to attract and retain top talent at Canadian universities to further research and innovation.
- On May 24, the president met with Milton MP Adam van Koevorden and gave him a tour of the Waterloo campus.
- On May 27, the president attended the Legends of Laurier Football Gala and shared remarks.
- On June 1, the president, alongside Dr. Barrington Walker, AVP: EDI, and Dr. Ivan Joseph, VP: Student Affairs attended and gave remarks at the pride flag raising to mark the beginning of Pride month. A similar event was held on the Brantford campus with Heidi Northwood, SEO: Brantford Campus and Darren Thomas, AVP: Indigenous Initiatives, in attendance.



**Ivan Joseph**

Vice-President: Student Affairs

**1. Ancillary Services**

- The Residence team is busy preparing for the incoming class of 2022. The Residence application system is live, and students are completing their applications on a daily basis as the June 1st deadline approaches.

**2. Athletics and Recreation**

Facilities:

- April 27<sup>th</sup>: Ground-breaking on the renovations and refurbishments to Alumni Field!!! With great thanks to the WLAAA, SU, and GSA for their financial support.
- Mapping has begun for the 3-year renovation plans on University Stadium.

Marquee events for Spring 2022:

- Golf Classic in support of Athletics and Recreation Excellence Funds.
- Legends of Laurier Football Gala.

Sponsorship:

- Five new Athletic Financial Awards (AFAs) will be created to support equity-deserving Wilfrid Laurier University student-athletes thanks to the generosity of Waterloo Brewing and Mammoth Mug. The two Waterloo-based companies have also signed milestone sponsorship agreements with Laurier's Athletics & Recreation department. Together, these contributions total more than \$500,000 in support for student-athletes and athletics at Laurier.

**3. Dean of Students**

- For the upcoming year, a focus on how Laurier supports students in their upper-year housing experience. The Off-Campus Initiatives program will be facilitating student research/focus groups to identify student needs.
- The Dean of Students has received grant funding (OPAIP) to hire a new Student Care Coordinator to provide specialized support to Black, Indigenous and racialized students. This hiring will take place in July 2022

**4. Office of Student Affairs**

- The launch of the stadium renovation project which includes fundraising, operations, strategic and financial planning with multiple stakeholders.



## 5. Teaching and Learning

### Student Academic Success

- Over the three terms of the 2021-22 academic year, Student Success units saw 49,860 interactions take place with 8,893 unique students, across the Waterloo and Brantford campuses and the Kitchener location. This is a slight decrease compared to the 2020-21 academic year:

Academic year	2020-21	2021-22
Total recorded interactions	54,496	49,860 (8.5% decrease)
Total unique students	9,044	8,893 (1.7% decrease)

### *Summary Highlights:*

- Transition programming (Laurier 101, Calculus Preparation Evaluation): 3,781 unique students
- Appointments and drop-in support: 1,779 unique students and 5,303 interactions
- External/general workshops: 2,562 participants and 295 workshops
- In-class workshops: 106 workshops and 6,563 class enrolment

### Laurier 101

- Laurier 101 transition support programs for incoming students will launch in late May. Adjustments and upgrades to support this year's new student cohort.

### Laurier Scholars Award

- Six Laurier Scholars – Edmund Pries (Arts), Robb Travers (Science), Elizabeth Mitchell (Music), Karin Schnarr (Business), Umair Rehman (Liberal Arts) and Tarah Hodgkinson (Human and Social Sciences) – took part in the Laurier Scholars Award program, which consisted of peer mentorship, faculty mentorship and monthly colloquium meetings. Monthly meetings, facilitated by Ada Sharpe and James Southworth, focused on team building and skill development. The second cohort of Laurier Scholars has been selected.

### eLearning

- Nine training sessions offered by eLearning focusing on using MyLearningSpace tools for teaching. Topics ranged from a general overview to focused sessions on Groups, Dropbox, Rubrics, Quizzes and Discussions.
- Five new for-credit online courses were launched, and three courses were updated to keep materials current.
- Two new non-credit courses launched in May.





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**Jonathan Newman**

Vice-President: Research

1. Between November 2021 and May 2022, Laurier scholars were successful in securing ~\$12.5 million in new external research funding. Funders included: SSHRC, CIHR, NSERC, the Government of the Northwest Territories (GNWT), Mitacs, the City of Brantford, the Ontario Research Fund (ORF), the Canada Foundation for Innovation (CFI), and others.
2. Effective March 21, 2022, faculty are no longer required to obtain VPR approval for international conference travel. Researchers are still strongly encouraged to continue working with SHERM to complete field activity safety plans. Restrictions will remain in effect, however, for research data collection requiring international travel. As always, restrictions may be re-implemented should the public health situation change. More information on research-related COVID-19 protocols can be found on the [Research Connect](#) page.
3. The Department of Geography & Environmental Studies at Laurier is accepting applications for a SSHRC Tier 2 Canada Research Chair (CRC) in Northern Sustainable Food Systems. The CRC will actively grow and foster Laurier as an exceptional learning and research community for students, faculty, and communities through its thriving partnerships in Canada's Northwest Territories and with links to global researchers and institutions. Applicants must be limited term, tenure-track or tenured faculty members currently employed at Laurier. Those interested can apply on the Laurier [Careers webpage](#).
4. Research facilitators from the ORS will be holding a series of workshops tailored to upcoming SSHRC grant competitions. All workshops will be held via Zoom and will cover topics such as:
  - Logistics and sections of applications
  - Instructions for adjudication committee members
  - Timelines and processes of adjudication
  - Strategies for successInterested faculty members are instructed to [RSVP with their research facilitator](#) at least one week prior to the workshop. Insight Grant workshops will be held on May 4<sup>th</sup> and 9<sup>th</sup>, while Partnership Development Grant workshops will be held on May 11<sup>th</sup> and 19<sup>th</sup>.

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**Jason Coolman**

Vice President: Advancement and External Relations

**1. External Relations**

Integrated Communications

- In addition to 12 news releases plus direct media pitches and over 36 feature stories and spotlights produced for the website and social media, there were approximately 1,028 articles and broadcasts mentioning Laurier in March and 334 during the April reporting period from April 1-18.



- March coverage included St. Patrick's Day and Laurier student Stephen Lyndon's death. Highlights from March and April include: CBC News (Geography Professor Robert McLeman speaks about a United Nations' climate change report, which he co-authored, Research from the Laurier Autism Research Consortium on the impacts of the pandemic on families of children with autism); CBC Morning North (Indigenous Studies Professor Lianne Leddy speaks about the impact of mining on Indigenous people in Elliot Lake); CTV News (Political Science Professor Debora Van Nijnatten spoke about the Liberals' climate change plan, Business Professor Anne Haubo-Dyhrberg spoke about cryptocurrency); Psychology Today (research by OB/HRM Professor Lindie Liang on complaints in relationships); Toronto Star (Barrington Walker comments on Western media's tone in response to the invasion of Ukraine); Health Sciences Todd Coleman comments on the lifting of the mask mandate in Ontario and pandemic policies; Toronto Sun (study by Laurier researchers showing more domestic violence during the pandemic); CNN Sanjay Gupta Podcast (Languages Professor John Schwieter spoke about learning languages, bilingualism and the brain).

#### Issues Management

- Issues managed over the past month include responding to questions related to Laurier pausing proof of vaccination on May 1 and to the extension of the face covering policy to May 31. Laurier continues to participate in a Town&Gown large street gatherings working group which has developed an overall comprehensive communication plan that will be leveraged across multiple sectors for effectiveness and reach. With Saint Patrick's Day over, the next round of Town & Gown issues will start to emerge over the next few months including end of term parties, move-in, orientation and homecoming.

#### Marketing

##### *Digital Marketing Campaign – Undergraduate Recruitment*

- The final phase of the undergraduate recruitment paid digital advertising campaign is underway. The objective of this phase is to convert students with offers of admission to accept their offers to Laurier. This phase of paid media runs from February until the June confirmation deadline, and includes search, social and display on key platforms including Google, YouTube, Instagram, Facebook, Snapchat and Tik Tok.

##### *Reputational Research*

- The first phase of the institutional reputation research study has been completed, with research partner The Strategic Counsel completing over 65 qualitative interviews. These interviews were held with internal and external stakeholders including Laurier leaders, student leaders and Deans, as well as industry leaders, community partners, employers, donors, and others. The second phase of the research includes online surveys with multiple stakeholder audiences in May. The results and recommendations from the research study are expected in mid-2022.

#### Digital Experience

##### *Laurier Live*

- The Digital Experience team launched [Laurier Live](#), an online space to showcase livestream events from across the University. To support the stage crossing ceremonies in Brantford, collaboration between Ceremonies & Events, social media, and the Digital Experience team enabled nearly 600 unique visitors



to watch the ceremonies live, from the comfort of their home or office. By embedding the livestream directly on the Laurier website, visitors were able to watch the events in a well-branded digital environment (rather than YouTube) and were provided with further content (digital program) and value-adding links. In the case of the Brantford ceremonies, links to the bookstore for grad gifts and to the Alumni Association helped to connect online users with the on-campus event (where physical booths support similar engagement). The Digital Experience team also supported livestreaming at the Waterloo stage crossing ceremonies and will showcase future live events with Music, Recruitment & Admissions, and others.

## 2. Alumni and Community Engagement

### 2020-21 Stage Crossing Ceremonies

- We were delighted to finally welcome back alumni for stage crossing ceremonies. In April, 1,788 (appx. 19 percent) of 2020/21 graduates returned for an in-person stage crossing ceremony. The first ceremonies were held in Brantford, on April 20th, and another 9 ceremonies took place in Waterloo from April 27-29. All COVID protocols – mandatory vaccination, masking and screening were in place for these ceremonies.
- Another 940 graduates have expressed interest in attending an in-person stage crossing ceremony in June. This opportunity was extended in an effort to accommodate as many graduates as possible, recognizing that some graduates were unable to attend April ceremonies for a variety of reasons, including travel, vaccination requirements, or because they missed the deadline to register. Dates and timing of these ceremonies will be determined soon..

### Convocation

- Spring 2022 convocation ceremonies are planned to take place June 3 in Brantford and June 13 to 17 in Waterloo. The granting of honorary degrees will return with these ceremonies. For more information and updates, visit the [student site](#). COVID-19 protocols for these ceremonies will be determined soon.
- We are actively recruiting volunteers to support us in executing these ceremonies. Your presence and support is not only essential to our ability to host these ceremonies, it is also deeply meaningful to our graduates and their families. Please join us at one or more of the ceremonies as an [ambassador](#) or member of the [platform party](#).

### Savvas Chamberlain Music Building Groundbreaking

- A ceremonial ground-breaking of the Savvas Chamberlain Music Building took place on April 21. This event provided an opportunity to thank our lead donors and celebrate this important milestone for Laurier and our Faculty of Music.

### Golden Perks – App

- Laurier Alumni has ‘softly’ launched a new app, which is designed to replace the traditional alumni card. The app will serve as identification for alumni when accessing select in-person services on



campus, such as the bookstore. It also provides alumni with access to discounts at multiple locations, as well as provides contesting and other opportunities for communication with alumni. The app is available for download through Apple or Google Play.

### 3. Fundraising

As of March 31, 2022, we have raised \$6,053,306 (93%) of our \$6.5-million goal. This money has been raised from 2,845 donors (86%) of the 3,326 donors we expect to have by fiscal year end. Major gift fundraisers are actively working to close the fiscal year on goal and target.

## Lloyd Noronha

Vice-President: Finance & Administration

### 1. Ancillaries Update

#### *Campus Stores*

- Year end focus, continued review of all product categories, inventory levels and alignment with future looking strategies including critical review of product write offs
- Continued support for spring term course material order fulfillment as well as the support needed for Convocation
- Over past term have engaged with Athletics and Alumni team and are very close to having new Sponsorship and revenue sharing agreements finalized

#### *Food Services*

- Recent catering activity with some larger scale events have gone very well
- Recruitment focus in full swing for fall operations
- Summer service levels have been established while continuing to support catering and conference groups

#### *Printing Services*

- End of term has been very busy on the production side of printing with in person exams, direct mail fulfilment as well normal business returning
- Phase 2 of office support with multi-functional devices is moving ahead with an assessment of desk top printers (HP)

#### *Mail & Distribution*

- Department review has been completed across the multi-campus portfolio
- Several recommendations are being analyzed in more detail including a full campus survey through qualtrics to assess department needs across an annual cycle for frequency of service

#### *Conference Services*

- Initial planning is underway including support for Brantford



## 2. Budget and FSP Update

### *Financial Sustainability Project*

- The financial sustainability project is progressing with more recent focus on areas of debt and reserve strategies with considerations for investments in capital, IT and strategic priorities.

The 2022/23 Budget has been approved by the Board. The budget incorporates revenue generation strategies and budget savings which will continue as areas of focus in upcoming budgets.

### *Milton*

- Preliminary Financial modelling for has been developed for Milton. The Financial model for the campus is based on self-sustaining operating and capital budgets with debt interest and principal payments included in the Milton operating budget. Initial model relies on high-level estimates and assumptions – further refinements will continue through consultation with academic and administrative areas.

## 3. Campus Operations and Risk Management Update

Emergency Response Plan (ERP) Integration for Multi-Campus Response – Currently, the university uses a standard emergency plan template which is used to create campus-specific ERPs. Following consultation with key stakeholders, SHERM is in the process of developing a new single integrated ERP for the university with campus-specific appendices. Last year, the university successfully used Microsoft Teams as a virtual Emergency Operations Centre (EOC) platform during various table top exercises and found that this was a viable option that could be used in the university’s emergency management and response process.

Emergency Notification System (ENS) Review - In collaboration with ICT, SCS is undertaking a review of the current Emergency Notification System application. The existing ENS supports the university’s emergency communications by sending messages directly to all computer displays at the university including computers located in classrooms. This existing system has been in place for many years and the review will determine the best options for upgrading this system to the latest technology.

## 4. Facilities and Asset Management (FAM) Update

- Building permit for the Savvas Chamberlain Music Building has now been obtained and parking closures have begun. Exterior site fencing is being erected in late April in preparation for exterior demolition and excavation, which will begin once the final sign-off from the Fire Department to close the fire lane through lot 10 is received. The project is on schedule for a fall 2023 completion.
- The Milton Campus Master Plan has been finalized and will go to the Board of Governors in the May/June cycle. Milton land planning activities continue. Space programming activities will be completed by the end of May. Building design for Milton One will commence in June.
- Alumni Field project site alteration permit is currently under review with the city. Minor geotechnical/soil reviews will be completed throughout April, with the main construction beginning on May 2<sup>nd</sup>. The project is on schedule and expected to be completed in late fall of 2022.



- One Market upgrades underway. Dalhousie Street doors will be completed by mid April, but will not open until end of May once further refresh work is completed. The Atrium upgrades (painting, millwork and flooring) will be completed by mid April. Signage work to be completed April 15-30 (interior and exterior). Removal of two concrete planters will take place April 15-30. Exterior work to occur May 1-30, including painting and lighting. The doors for Dalhousie Street can re-open upon completion.

## 5. Information and Communication Technologies (ICT) Update

Laurier retired iam.wlu.ca in April 2022. The primary purpose of this tool was to provide password resets which has been made redundant through the implementation of Microsoft Self Service Password Reset. Retiring iam.wlu.ca offered multiple opportunities for Laurier: it would contribute to annual cost savings, eliminate the duplicate password reset service, and provide improved network security.

Microsoft Self Service Password Reset process gives users the ability to change or reset their password without administrator or help desk involvement. If a user's account is locked or they forget their password, they can follow prompts to unblock themselves and get back to work. This ability reduces help desk calls and loss of productivity when a user can't sign-in to their device or an application.

A communication plan was developed to announce this change and was rolled out from early to mid-April when the system went offline, and a re-direct was put in place for iam.wlu.ca that sends users to the Microsoft Self Service Password reset.

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### Anthony Vannelli

Provost & Vice President: Academic

#### 1. Brantford Bachelor of Education

- The Ministry of Colleges and Universities has approved Laurier's proposal to expand our Bachelor of Education (B.Ed.) program to the Brantford campus, adding 60 new full-time equivalent (FTE) seats for teacher education programming in fall 2022, with another 60 FTE seats to be added in fall 2023.
- The Faculty of Education is working actively with other units across the Brantford and Waterloo campuses to develop plans for the Fall 2022 cohort.

#### 2. Milton Academic Planning

- The Department of Geography and Environmental Studies is bringing the first Milton academic program through governance. This program is the Honours Bachelor of Environmental Studies (BES) in Climate Change Management. The program will provide students with strong foundations in climate change science and sustainability, but also key competences in policy analysis, communications, and public engagement as well as projects and planning.



- Major Modifications to offer the Honours BSc programs in Computer Science, Data Science, and Honours Science are also going through governance this term. These programs will be offered in Milton starting in 2024-2025.
- A call for other new program ideas for Milton and a call will go out to the deans of all Faculties in the summer of 2022.
- A proposal to create a School of Engineering (to be housed within the Faculty of Science) will come through governance processes in Fall 2022.

### 3. Strategic Academic Plan

- Over the summer, VPAC will be laying the groundwork for the next Strategic Academic Plan
- The previous plan was in effect from 2015-2020 and was a critical part of setting the stage for the institutional strategic plan – the Laurier Strategy (2019-2024)
- The next academic plan will chart a bold new academic vision that builds on Laurier's strengths and successes; it will explicitly consider our vision and priorities as we emerge from the pandemic
- The goal is for this to be a very engaging process that leads to an exciting plan that will set the stage for the next institutional strategic plan
- Deans will be the key leaders in shaping this plan, which means that Chairs/program coordinators and other academic leaders will be very involved; the Senate Academic Planning Committee, as the committee responsive for long range academic planning, will also be engaged in a leadership role.
- The development of the plan will be highly engaging and consultative, to stimulate discussion of the most important issues impacting the university's academic future.
- We are aiming to present a consultation draft to Senate in Fall 2022, followed by intensive consultation leading to presentation of a final draft in Spring 2023.

### 4. Inclusive Excellence

- Four hires have been made as part of the Inclusive Excellence initiative. Two Black faculty and two Indigenous faculty. A full announcement will take place in Fall at which time we will be announcing both cohorts to the broader community.

### 5. Senior Search Update

#### *AVP: Academic Search*

- The search committee has completed the second interviews of candidates and are in the final stages of the search.

*Dean, Lazaridis School of Business and Economics*



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- Shelley McGill was appointed acting dean of Lazaridis School of Business and Economics beginning July 1. The search for a permanent dean continues.
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## Heidi Northwood

Senior Executive Officer, Brantford Campus

### A. Key/Strategic Activities – Senior Executive Officer, Brantford Campus

1. One Market Renovation and Animation
2. Brantford 5000 Facilitation
3. Community Research/Innovation Hub
4. Campus Partnerships & Community Outreach

#### 1. One Market

- Architectural firm awarded contract for initial exploration of Cultural Hub (transformation of three movie theatres into mid-sized performance space and art house movie theatre)
- Business plans for General Store & Street Food Market received from external consultant
- Level One Lounge, funded by Student Life Levy, further fitted out with additional games tables and donation of piano
- Low-Cost refresh of lobby and Market/Dalhousie entrance scheduled for completion in May. Painting complete, demolition of fountain complete. Looks really great
- Tenant Policy Principles developed and under review
- Library relocation into One Market remains top priority

#### 2. Brantford 5000 Facilitation

- Provincial funding for 120 BEd seats in Brantford announced April 26 from Brantford Campus
- Work with Six Nations Polytechnic on potential partnership ongoing
- Work with deans for additional program exploration

#### 3. Community Research/Urban Innovation Hub

- MOU between City and Laurier approved at March 1 Committee of the Whole and City Council March 22
- Space identified for Community Research Hub in Market Darling Centre
- LaunchPad regular programming for students and community ongoing with 8 projects; LaunchPad Connect ongoing; Further differentiation of LaunchPad Brantford developed: ‘ventures with purpose’

#### 4. Campus Partnerships & Community Outreach

- Member of Community Committees/Task Forces:
  - Brantford Brant Drug Strategy Committee
  - Brantford Community Safety and Well-Being Advisory Committee





- Brantford Downtown Improvement Task Force (and Laurier representation on all working groups). Work completed in April and approved by City Council
- Downtown Experience Coordinator:
  - Very successful “Winter’s A Drag” event in Sanderson Centre
  - Funding secured for second year of position
- Funded Indigenous Education Week events (week of March 7)
- Major donation by Grundy family to complete renovations on Indigenous Student Centre and fund Grundy Indigenous Scholars
- Relationship development with community, various levels of government, industry and PSE partners ongoing: Federal and Provincial members of parliament (including tour of campus with new MP Larry Brock), regular meetings with City of Brantford Mayor and CAO, City Councillors, all City Managers, Brantford Police Chief, City’s Economic Development & Tourism Office, new CEO of YMCA and all executives, Chamber of Commerce, Rotary Clubs, Lansdowne Children’s Centre, Conestoga College, Six Nations Polytechnic, Enterprise Brant, Arts Organizations (Stage 88, Sanderson Theatre, Glenhyrst Art Gallery), Woodland Cultural Centre

**B. Key/Strategic Activities – Senior Executive Officer, Global Strategy**

1. Develop Internationalization Strategy
2. Support institutional internationalization across the university

**1. Develop Internationalization Strategy**

- Internal (and external) consultations with deans, faculty, staff, students and alumni regarding Internationalization *at Laurier* complete
- Internal analysis of market analyses from external consultants regarding in-demand graduate programs shared with internal stakeholders. Conversations ongoing regarding next priority steps
- Presentations at Senior Leadership Retreat, ELT and Cabinet
- Strategic themes, research with international reputation and core values developed in draft form, and tied to United Nations Sustainable Development Goals
- Attendance at Times Higher Education Innovation & Impact Summit, Sweden
- Internationalization Coordinator hired to support activities and writing of strategy

**2. Support institutional internationalization across the university**

- Internal and external conversations/conversations on-going
- Gaps identified regarding graduate admissions processes
- Inventory of existing international activities progressing
- Partnership vetting process under review
- Articulation agreement with IKGPTU for pathway into Computer Science at Laurier (as outlined in MOU) being finalized
- Conversations continue to deepen relationship with University of Sussex (Education, Development Studies, Business, Faculty/Staff/Student mobility, etc.). Invitation to present at Sussex’ Global Partnership Conference June 2022
- Partnership agreement signed with American University of the Caribbean for Medical School pathway



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- Visiting Chinese Scholar in Residence planned for 2022/2023
  - Hosted visit by Navitas executives on Brantford Campus
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## Pamela Cant

Chief Human Resources & Equity Officer

### 1. Mask Requirements for Employees

Responding to the recent increase of COVID-19 cases in our local communities, Laurier announced on April 12 that its mandatory face-covering policy will remain in effect until at least May 31. The requirements will be reassessed and communicated prior to the end of May. Continuing to wear masks during this period allows us to protect our communities and avoid contributing to the spread of the virus during the current wave. The university will continue to provide masks to students, staff and faculty at no cost.

Laurier's mandatory face-covering policy can be found [here](#).

### 2. Flexible Work Policy Review

In July 2021, Laurier introduced [Flexible Work Policy 8.14](#). The Policy provides a flexible model of work that allows eligible employees, based on job requirements and operational needs, the opportunity to request a flexible work arrangement that includes both in-person and remote work, on a schedule that prioritizes service needs and considers, where possible, the employee's personal preferences.

This Policy was introduced as a one-year pilot ending August 31, 2022, recognizing the changing landscape of work in the context of the COVID-19 pandemic. The Policy will now be reviewed for consideration and for the possibility of longer-term adoption or change. The review will include an assessment of how flexible work has contributed to the goals of the Policy, and the impact it has had on employee engagement, campus culture, operations, and student service delivery.

Consultations will take place in May-June, with policy decisions finalized and communicated prior to August 2022.

### 3. Asian Heritage Month

May is [Asian Heritage Month](#), and Wilfrid Laurier University invites students, faculty, staff, alumni and community members to learn more about the histories of Asian communities in Canada and reflect on the historical journeys and ongoing struggles faced by Asian and other racialized communities. There are a number of resources and learning opportunities open to Laurier faculty and staff such as:

*Understanding and Dismantling Anti-Asian Racism in Classroom, Workplace and Research Settings*  
May 26, 2 p.m., Zoom. [Register](#).

- The Office of the Vice-President: Equity, Diversity and Inclusion and Human Resources at Laurier present the online workshop The workshop provides an overview of anti-Asian



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racism in Canada and how it presents in higher education and research settings. Participants will learn concrete strategies for addressing and dismantling racism in teaching and research contexts. Resources for additional review will also be provided.

*Anti-Racism Resources for Faculty and Staff*

- Faculty and staff can access an [anti-racism resource tool kit](#) on Laurier Connect. The tool kit contains suggested books, podcasts, films and reports that address multiple forms of racism.

#### **4. Employee Relations and Collective Bargaining**

The University is negotiating its first collective agreement with Ontario Public Service Alliance (OPSEU), representing Special Constable Service employees. The parties exchanged proposals in April 2021 and have met a number of times, with conciliation dates scheduled in June 2022.

The University is preparing for negotiations with WLUFU, representing Contract Teaching Faculty. The parties plan to commence bargaining this spring. The current collective agreement expires August 31, 2022.



# Wilfrid Laurier University Senate Summary (Open Agenda)

WILFRID LAURIER UNIVERSITY  
Waterloo | Brantford | Kitchener | Toronto

*This summary report is for information only and does not constitute an official record of the Senate meeting; the formal meeting minutes will be approved at the subsequent Senate meeting.*

## Senate Meeting May 18, 2022

### **Reports (written and/or verbal) were provided by the following:**

- President and Vice Chancellor
- Provost & VP: Academic
- Board of Governors
- Senior Executives (consent agenda)
- COU Academic Colleague (consent agenda)
- Laurier Strategy: 2019-2024, Spring 2022 (consent agenda)

### The following business was conducted by Senate:

#### **The Senate approved:**

- All major modifications and substantive minor curriculum changes from the Faculties, as presented.
- The continuation of the suite of Faculty Research centres, the Veissman Centre for Engagement and Research in Sustainability (VERiS), and, Laurier Institute on Water Science (LIWS).
- Senate By-Laws, as revised.
- eLearning Definitions as standard eLearning definitions.
- Senate Honorary Degree Committee Terms of Reference (consent agenda)
- Revisions to the Procedures for Considering a Student Appeal, effective July 01, 2022 (consent agenda)
- 2022-2023 and 2023-2024 dates for Senate and Committee meetings (consent agenda)
- Nominations Report (consent agenda)

#### **The Senate received the following information or presentations (not for approval):**

- EDI Strategic Plan
- Milton Academic and Financial Planning Update
- Student Teaching Awards 2021-2022 (consent agenda)
- Digital Strategy Update (consent agenda)
- Statement of Intent, Geography and Environmental Studies (consent agenda)
- Statement of Intent for an MSc in Health Sciences (consent agenda)
- Statement of Intent for the Master of Music C3: Collaboration, Creation and Curation (consent agenda)

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The agenda can be found on [wlu.ca](http://wlu.ca). For Laurier Faculty and staff, a full agenda package for the meeting with details of motions and background information, can be found on [Laurier Connect](#).

The next Senate meeting is scheduled for September 27, 2022.

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For more information, please contact Ana Juhik, Associate University Secretary, Senate at [ajuhik@wlu.ca](mailto:ajuhik@wlu.ca).

## Laurier Strategy: 2019-2024

### June 2022 Report Back

#### Introduction

The Laurier Strategy: 2019-2024, approved by the Senate and Board in Spring 2019, focuses on two distinct themes: Thriving Community and Future-Readiness. The University has been actively engaged in bringing the sub-themes of the Strategy to life. The Executive Leadership Team continues to work across the University to coordinate and advance priorities under the Strategy. The purpose of this report is to provide the Board of Governors with a high-level summary of the progress made since the previous Board cycle and key next steps (2022-23) in advancing the Laurier Strategy.

#### Mission 2019-2024

Laurier will excel at creating a thriving community where all members of our comprehensive university can reach their potential. From this foundation, we will develop future-ready people who will transform where they live, work, and continue to learn.

#### Thriving community

Sub-Theme	Accountable Leader(s)  <b>Bold connotes Executive Team Lead</b>	Goals and Objectives	Highlights (Q2 2022)	Next Steps (Q3 2022)	Priority 2022-2023	Status (2022-2023)
Enriching Partnerships	<b>Vice-President: Advancement and External Relations</b>	Build reciprocal community relationships by facilitating mutually supportive relationships with alumni, other educational institutions, government, Indigenous	Improved internal communication to capitalize on engagement opportunities throughout the institution	Establish Community of Practice for community and non-profit partnerships (Fall 2022)  Produce first annual report on Industry	1	<b>On track</b>

	<p>Vice-President: Research</p> <p>Provost and Vice-President: Academic</p> <p>SEO: Brantford Campus, SEO: Global Strategy</p> <p>Vice-President: Student Affairs</p>	<p>communities, industry, and the not-for-profit sector.</p>	<p>New corporate conversations explored for prospective mutually beneficial relationships to support the Milton campus</p>	<p>Partnerships (Summer 2022)</p>		
Indigeneity	<p><b>Provost and Vice-President: Academic</b></p> <p>Associate Vice-President: Indigenous Initiatives</p> <p>Vice-President: Student Affairs</p> <p>SEO: Brantford Campus, SEO: Global Strategy</p>	<p>Pursue enhanced and accelerated initiatives to integrate Indigenous knowledge and practices across the university.</p> <p>Create an environment in which Indigenous values are acknowledged and celebrated.</p>	<p><a href="#">AVP: Indigenous Initiatives</a> fully onboarded with continued plans to secure human and financial resources for II operations</p> <p>Mature draft of MOU with Six Nations Polytechnic is in final stages</p> <p>Ongoing engagements with Six Nations Band Council regarding Milton campus development, as well as Laurier’s future plans in Brantford.</p>	<p>Continue to expand partnership opportunities with Six Nations Polytechnic</p> <p>Finalize MOU with Six Nations Polytechnic</p> <p>Further engage with Mississaugas of the Credit First Nation and Six Nations, and the band councils on the development of the Milton Campus</p>	1	<p><b>Making progress; some delays</b></p>

			<p>AVP: II supported two offers made to Indigenous hires.</p> <p>Completed a draft policy for confirming Indigenous identity of new hires</p>	<p>Provide further support for the Inclusive Excellence initiative</p> <p>Continue to assist and support the engagement of Indigenous candidates and DAPC's in their search processes</p> <p>Finalize the Indigenous Identity policy and steer through governance process</p> <p>Establish the Indigenous Faculty Working group to support the hiring/retention of Indigenous Faculty</p> <p>Complete a detailed logic model that will inform the Indigenous strategic plan</p>		
International-ization	<b>SEO, Brantford, SEO, Global Strategy</b>	Commit to enhancing our reciprocal global reach and intensifying our cultivation of global citizens with strong intellectual competence.	<p><a href="#">Navitas</a> recruitment, operations, and programming for WLIC ongoing</p> <p>MOU signed with American University of the Caribbean</p>	Continue work to deepen relationship with U Sussex; SEO to present at U Sussex Global Engagement conference June 2022	1	<b>On track</b>

	<p>Provost and Vice-President: Academic</p> <p>Vice-President: Research</p> <p>Vice-President: Advancement and External Relations</p> <p>Vice-President: Student Affairs</p>	<p>Make an impact as a globally integrated institution.</p>	<p>for pathway into their Medical School</p> <p>First draft of Strategic Plan completed</p> <p>Gap and market analysis presented to relevant academic programs</p> <p>Additional partnership explored with Institution in India for pathway into our Digital Media &amp; Journalism program</p> <p>Met with representatives from University of Sussex; further meetings planned and mutual visits.</p>	<p>Work with Faculties to develop new academic programs based on market analyses</p> <p>Work with internal and external partners to streamline graduate admissions process</p> <p>Begin assessment of existing partnerships (student mobility) to identify those appropriate for partnership deepening</p>		
Inclusive Community	<p><b>Chief Human Resources and Equity Officer</b></p> <p>Associate Vice-President: Equity, Diversity, and Inclusion</p>	<p>Laurier as a place of belonging, opportunity, and possibility for all people.</p> <p>Maintain and advance Laurier’s culture of engagement that develops the whole person and builds reciprocal relationships to develop</p>	<p>Work continues to embed equity principles and practices into university hiring processes</p> <p>Launched the Flexible Work Policy to support the attraction and retention of diverse talent</p>	<p>Begin implementation of Laurier Legacy Project</p> <p>Implement EDI and anti-racism training for new employees, hiring managers and hiring committees</p> <p>Develop a new Strategic Enrollment Management</p>	2	<b>Making progress; Some Delays</b>



	<p>Associate Vice-President: Indigenous Initiatives</p> <p>Provost and Vice-President: Academic</p> <p>Vice-President: Student Affairs</p> <p>SEO: Brantford Campus, SEO Global Strategy</p>	<p>an equitable, diverse, and inclusive community.</p>	<p>Completed consultative draft of Strategic Plan for Equity, Diversity, and Inclusion</p> <p>2 Postdocs have been hired as part of the Laurier Legacy Project</p> <p>Navigating the emerging adjudication process for the Dimensions Pilot Program</p> <p>Ongoing internal consultations on draft EDI strategy</p>	<p>(SEM) process to increase diversity of student community</p> <p>Laurier's <a href="#">Dimensions Pilot Program</a> application to be finalized and submitted to the tri-agency by fall</p> <p>Final consultations on draft Strategic Plan for Equity, Diversity, and Inclusion to conclude before seeking Senate and Board approval in the fall of 2022</p> <p>Finalize EDI Strategic Plan and steer through governance processes</p> <p>Review the Flexible Work Policy 8.4, and seek feedback through survey and focus groups to inform future policy provisions.</p>		
Intellectual Climate	<b>Provost and Vice-President: Academic</b>	Facilitate the expression, testing, and challenging of a range of perspectives and ideas grounded in	Ongoing implementation of recommendations attached to the <a href="#">Statement of Freedom of Expression</a>	Strategic Academic Plan process will launch in June, with consultation draft presented in	3	<b>Making progress; some delays</b>

	Vice-President: Student Affairs	reason, evidence, and frameworks of knowledge and creativity.  Support an open and inclusive environment in which vigorous debate and the exploration of ideas is sought and encouraged.		September 2022; Senate approval in Spring 2023)  Reviewing and updating policy 4.10 Booking of University Space and Facilities to ensure that event safety and security processes are consistent with our obligations under the provincial free speech policy		
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Future Readiness

Sub-Theme	Accountable Leader(s)  Bold connotes Executive Team Lead	Goals and Objectives	Highlights (Q2 2022)	Next Steps (Q3 2022)	Priority 2022-2023	Status (2022-2023)
Credential Innovation	<b>Provost and Vice-President: Academic</b>  Vice-President: Advancement and External Relations	Expand the range of credentials to address the needs of people at all stages of life and career and enhance lifelong learning.  Drive toward credential development and the growth of microcredential offerings	Ongoing work to operationalize the Credential Innovation Framework through the creation of new credentials (credit and not-for-credit)  26 new offerings developed; YOY enrollment and sales growth; continued progress on non-credit side to create	Continue to support the development new credential offerings and future programming planned for the Milton campus	1	<b>On track</b>

		(both credit and non-credit versions).	<p>awareness within Faculties to source new program ideas</p> <p>Office of Continuing Education strategic plan approved</p>	<p>16 new offerings scheduled for completion:</p> <ul style="list-style-type: none"> <li>• Office of Continuing Education will develop 1 course and 3 microcredentials;</li> <li>• Faculty of Social Work will develop 3 new CE courses</li> <li>• Centre for Indigegogy will develop 9 new CE module offerings for 2 new CE certificates</li> </ul> <p>Respond to internal demand for support with market research, program development and delivery with the benefit of central investment</p> <p>Further the development of the Continuing Education strategic plan</p> <p>Hire and onboard new supporting roles</p>		
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<p>Engaged Research</p>	<p><b>Vice-President: Research</b></p> <p>SEO: Brantford, SEO: Global Strategy</p>	<p>Connect research, scholarship, and creative activity with communities and across disciplines to address the most pressing local and global challenges.</p> <p>Engage with the world through enquiry.</p> <p>Foster a vibrant and expanding number of research centres, laboratories, and institutes.</p>	<p>Workshops continued with Town of Milton, Conestoga College, and Haltech to continue exploring a joint innovation activity in the MEV (MOU signed in Q4 2021). The Region of Halton has joined the conversation</p> <p>Removed restrictions on international conference travel for faculty and graduate students</p> <p>Began discussions with Milton Public Library about a possible joint venture on our Milton campus</p> <p>Began discussions with the GNWT regarding the possibility of constructing a joint laboratory in Yellowknife</p> <p>Between November 2021 and May 2022, Laurier scholars were successful in securing ~\$12.5 million in new external research funding</p> <p>Our allotment of Research Support Funds from the Federal government increased</p>	<p>Continue to support researchers' post-pandemic recovery</p> <p>Launch researchers' handbook</p> <p>Establish community-based research hub in Brantford</p> <p>Complete the development of an Innovation Strategic Plan</p> <p>Developing an MOU with Aurora Polytechnique University for partnership.</p> <p>Exploring new relationships with non-GNWT organizations: Dechinta Centre for Research and Learning and the Northern Indigenous Stewardship Network.</p> <p>Expanding GNWT partnership with the School of Community</p>	<p>1</p>	<p><b>Making progress; some delays</b></p>
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			<p>by ca. \$200K over last year, to an overall of \$2.99M. This corresponds to a ca. \$800K growth in the 3-year average of tri-agency funding. We also now qualify for the Incremental Project Grant Funding</p> <p>Laurier scholars submitted 2 Connection Grant, 4 Partnership Grant (stage 1), 5 Partnership Engage Grant, and 23 Insight Development Grant (IDG) applications. Notably, this is the largest number of IDG applications that Laurier has ever submitted. The results of these competitions will be announced in Spring 2022</p>	<p>Government (Department of Municipal and Community Affairs), the Northwest Territories Health and Social Services Authority, and the Department of Education, Culture and Employment</p> <p>Remove remaining restrictions on international travel for research purposes</p>		
Sustainability	<p><b>Vice-President: Finance and Administration</b></p> <p>Provost and Vice-President: Academic</p>	<p>Lead the sector in environmental sustainability of our campuses and inspiring the incorporation of sustainable practices in society and the economy.</p> <p>Incorporate sustainable practice into our teaching, research, and decision-making.</p>	<p>1,000 lbs of waste diverted and recovered from landfill during Move Out program with donated materials received from 57 students, staff, and faculty members</p> <p>PPE and mask recycling established at both Waterloo and Brantford campuses</p>	<p>Begin work to develop the Sustainability Action Plan 2023-2027</p> <p>Assist in development of Milton Campus master plan to ensure sustainability of infrastructure</p>	1	On track

	<p>Vice-President: Research</p> <p>Vice-President: Advancement and External Relations</p>		<p>Earth Day clean-up occurred at both Brantford and Waterloo campus with over 20 bags of waste picked up at two public parks</p> <p>Opening of Northdale Community Garden for 2022 growing season</p>			
Experiential Learning	<p><b>Vice-President: Student Affairs</b></p> <p>Provost and Vice-President: Academic</p>	<p>Augment experiential opportunities that encourage reflection, expand knowledge, develop skills, clarify values, and heighten self-awareness for all students.</p> <p>Provide valuable opportunities for students to gain work experience while earning their degree.</p>	<p>500 part-time experiential learning opportunities were created at Laurier in Winter term with 75% funding from the federal government. <b>Note:</b> Federal program cancelled as of March 31, 2022</p> <p>Curricular Experiential Learning inventory initiated.</p> <p>Co-ordinated opportunities for international students through the <a href="#">International Student Work Experience Program</a></p> <p>Diversity Job Fair launched with 40 organizations participating. P4E Job Fair held with 166 organizations registered. Both delivered virtually</p>	<p>Promote on-campus employment opportunities for students for 2022-2023 and encourage supervisors to adopt inclusion of experiential learning components</p> <p>Anticipate 3000 employment opportunities with 60% embedding experiential learning components.</p> <p>Timeline: Q2 and Q3</p> <p>Review syllabi from all courses/course sections taught in 2021-2022 (approx. 4500) for inclusion of experiential learning</p>	2	<b>On track</b>

				<p>Initiate planning for 2022-2023 Diversity Fair (Nov. 2022), Career Fair (Sept. 2022) and Job Fair (Feb. 2023)</p> <p>Consult with program developers for all degree programs being developed for Milton to recommend and support inclusion of diverse models of experiential learning including Co-op.</p> <p>Review and determine strategy for Laurier Experience Guides to re-launch in all undergraduate disciplines (approx. 65+) in fall 2022-2023</p>		
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Enduring Skills	<p><b>Provost and Vice-President: Academic</b></p> <p>Vice-President: Student Affairs</p>	Support students in the development of a range of competencies (knowledge, skills, and attributes) that lead to innovative and creative thinking, collaboration, adaptability, good judgement, ethical action, and leadership.	<p>Utilized new framework for self-assessment and programming to integrate <a href="#">Laurier's Competency Framework</a> in courses, experiential learning and co-curricular opportunities</p> <p>Further developed <a href="#">interdisciplinary courses</a> that engage with issues, problems or knowledge that can't be addressed within a single disciplinary context and help students develop competencies through experiential learning</p> <p>Promoted awareness and breadth of Laurier Experience Record including importance of competency identification and reflection</p>	<p>Continue to expand the application of the Laurier Experience Record to incorporate outcome-based competency framework across all curricular and co-curricular offerings</p> <p>Preliminary exploration of LER software development to support proficiency levels connected to the Laurier Competency Framework</p>	3	<b>On track</b>
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Legend

Priority Ranking		Status for June 2022	
<b>1</b>	Start immediately		On track
<b>2</b>	Develop assessment tools and measure outcomes		Making progress; some delays



<b>3</b>	Continue with steady-state, and incremental progress		Behind schedule; will not complete
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## BRIEFING NOTE

**Meeting:** Board of Governors  
**Date :** June 1, 2022  
**Agenda Item #:** BoG A.5.

**Agenda Item:** Equity, Diversity, and Inclusion Draft Strategic Plan

**Action Required:**  Approval  Discussion  Information

**Motion:** N/A

**Rationale for Board Oversight/Input:** The Board of Governors is responsible for “the conduct of its [the university’s] business and affairs”, the university’s reputation and oversight into the university’s goals and overall strategic direction. Hence, a discussion on and understanding of the Equity, Diversity and Inclusion Draft Strategic Plan is in line with the Board’s mandate.

**Compliance** Wilfrid Laurier University Act

**Summary (of critical points):** Laurier’s Equity, Diversity, and Inclusion (EDI) Strategic Plan builds upon the “Laurier Strategy: 2019- 2024: Today, Tomorrow, Together, which as approved by the Board on June 6, 2019.

The intent of the briefing note is to familiarize the Board with Laurier’s EDI Strategic Plan, its key recommendations, and critical pathways for implementation. This is a mature draft of the plan that will be finalized over the summer.

**Purpose and Key Considerations:**

- **Purpose:** To present the Board of Governors with the draft Equity, Diversity and Inclusion Strategic Plan for discussion and questions.
- **Key Considerations:**
  - The draft EDI Strategic Plan was presented to Senate for discussion on May 18, 2022 and will come forward through the governance processes in the Fall for approval.
  - Laurier’s EDI Strategic Plan draft is for the purposes of discussion and information leading up to this approval.
  - The appendix included in the package features the timeline (2yrs for implementing priority items and a critical pathway for implementation).
  - The evidence surrounding the need for such a plan is extensively documented within the plan in terms of context and major findings.
  - The Board is being asked to consider:
    - How the Board and its members can support the implementation of the plan if it is approved; and,



- What strategies the Board can pursue to align itself with the key principles outlined in the EDI Strategic Plan

**Financial Implications:**

As the Strategy is finalized and implemented, there will likely be financial implications that will be considered as part of normal budget processes. The ELT is in the process of finalizing the budgetary impact of the plan on the University. The financial constraints that the University currently faces were a key lens for the recommendations and strategic implementation pathway provided in Laurier's EDI Strategic Plan

**Proposed by:**

Barrington Walker, Associate Vice-President, Equity, Diversity, and Inclusion

**Lead Author:**

Barrington Walker, Associate Vice-President, Equity, Diversity, and Inclusion

**Consultation:**

The following individuals and groups were consulted in the development of the Equity, Diversity, and Inclusion Draft Strategic Plan:

- Over 100 group and individual consultations across the university
- Over 400 online surveys completed combined by members of the internal community and alumni
- All Senior Leaders from the Deans up to the ELT
- Deans Advisory Councils and other stakeholder groups across the university
- Senate

**Alignment:**

Laurier's EDI Strategic Plan is a foundational document that is a part of guiding principles of the Laurier Strategy and its goal of fostering a "thriving community". The Strategic Academic Plan is in the processes of being renewed and EDI will constitute one of its key foci. EDI is also a key commitment in the Budget. The ELT is in the process of finalizing the specific budgeted allocation (please see above).

**Risk Assessment:**

There are no significant risks in reviewing and when the time comes approving the EDI strategy. There is a risk of not having a strategy given that the university has committed to implementing an EDI strategy for well over a year. Many of our peer institutions have moved to crafting and implementing EDI strategic plans. EDI is also a growing focus of external governance bodies such as the Tri-Council agencies, Universities Canada, and the Federation for the Humanities and Social Sciences.

**Attachments:**

Fall 2021 Strategic Plan for Equity  
Strategic Plan Appendix

**Strategic Plan for Equity, Diversity and Inclusion**

**Office of the Associate Vice President, Equity Diversity and Inclusion Wilfrid**

**Laurier University**

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## **A Note from Dr. Barrington Walker, Associate Vice President, Equity, Diversity and Inclusion**

I am Barrington Walker, Associate Vice President Equity, Diversity and Inclusion. I am pleased to share this Strategic Plan on Equity, Diversity and Inclusion with the Laurier community. This plan is a result of the hard work and commitment of the Strategic Planning Committee for Equity, Diversity and Inclusion that met and deliberated on issues of lived experiences, standing policies, practices and policy recommendations from December 2020 until May of 2021. This strategic plan is also the product of the work of over a hundred individual and small group consultations. The Laurier Strategic Plan for Equity, Diversity and Inclusion charts a path forward to an institution built on a foundation of inclusive excellence.

### **Wilfrid Laurier University Land Acknowledgement**

We would like to acknowledge that Wilfrid Laurier University and its campuses are located on the Haldiman tract, the traditional territory of the Neutral, Anishnaabe and Haudenosaunee peoples. This land is part of the Dish with One Spoon Treaty between the Haudenosaunee and Anishnaabe peoples and symbolizes the agreement to share, protect our resources and not to engage in conflict.

From the Haldimand Treaty of October 25, 1784, this territory is described as, “six miles deep from each side of the river, the Grand River, beginning at Lake Erie and extending in the proportion to the Head of said river, which them and their posterity are to enjoy forever.” The treaty was signed by the British with their allies, the Six Nations, after the American Revolution.

Despite being the largest reserve demographically in Canada, those nations now reside on less than five per cent of this original territory after losing much of the territory to settlement of newcomers.

## **EXECUTIVE SUMMARY**

### **Purpose:**

Wilfrid Laurier University's Strategic Plan for Equity, Diversity and Inclusion builds upon and is to be read in conjunction with Wilfrid Laurier University's strategic plan the "Laurier Strategy: 2019-2024: Today, Tomorrow, Together." The Comprehensive Strategy for EDI will also align with and build upon the Strategic Academic Plan (2015-2020). "Laurier Strategy" is an aspirational document that recognizes Laurier's ongoing and dynamic transition from a primarily undergraduate university to a multi-campus comprehensive university with a rapidly growing (and diversifying) student body and an equally rapidly expanding research profile.

The Wilfrid Laurier Strategic Academic Plan (2015-2020) cites diversity as one of its core three academic pillars among the other two key pillars of academic excellence and experiential learning. Diversity will indeed be a key part of the Laurier's Comprehensive Strategy for EDI but diversity itself is insufficient without an understanding of how equity and inclusion are key to critically engaging with and grounding the concept of diversity (see terms of reference below). This plan charts a course for how Wilfrid Laurier University can continue to distinguish itself as one of the emerging comprehensive universities in Canada with a continued emphasis on the student experience and the universities growing research profile.

One of the key ways in which Wilfrid Laurier University can distinguish itself amongst its peers is to enhance our stated priority of being a community facing university through embedding principles of equity, diversity, and inclusion throughout its four campuses.

### **Process:**

EDI Strategic Planning Committee (SPC-EDI)

In October 2020, the Office of the Associate Vice-President, Equity, Diversity, and Inclusion, in collaboration with the Office of the Provost and Vice-President Academic, put out a call for individuals interested in serving on the university's EDI Strategic Planning Committee (SPC-EDI). The group's mandate was to identify existing inequities on the campus, to think of opportunities for greater inclusion of equity-seeking groups, and to make recommendations on how to best address them.

Over the course of six months (December 2020 to May 2021), members of the SPC-EDI met on a bi-weekly basis, often framing conversations around seven identified groups and thematic areas or "buckets" that reflect the breadth of the university: students; faculty; staff; alumni; governance and administration; curriculum, research, and teaching & learning; and community.

From these meetings, the committee unearthed eight major findings or themes that proved useful in guiding the process moving forward: (1) addressing harms and traumas previously



experienced by front-line EDI staff; (2) centering decolonization and equity; (3) data; (4) intersectionality; (5) anti-oppression; (6) institutional commitment to ‘inclusive excellence’; (7) accessibility; and (8) structure in support and academic units.

### SPC-EDI Engagement with Laurier Community

The mandate of the SPC-EDI was also meant to ensure the voices from other members of the broader university community were incorporated into the process. To facilitate this, two different strategies were employed. First, a series of coordinated communications were sent out to all Laurier faculty, staff, students, and alumni inviting them to participate in one-on-one consultations with members of the SPC-EDI. Over a period of 4 ½ months, nearly 100 individuals voluntarily reached out to schedule a virtual meeting often led by both co-chairs of the committee, KP Anand and Dr. Barrington Walker.

### Recommendations

This report has 35 recommendations.

\*Asterisk denotes a priority area

#### Students

\*Recommendation: 1.1 - Implementation of Harvard University style Bias Incident Repository  
Responsibility: Office of the Provost and VPA; WLUF

\*Recommendation 1.2 - Under the direction of the EDI Data Specialist, (see below) collect, analyze, and track our demographic student data, while maintaining strict confidentiality of personal information, on an ongoing basis. This EDI Data Specialist will develop and implement plans to address differential outcomes identified through data analysis with a view to identifying and reducing barriers to student success and wellness, including funding, bursaries, and scholarships for student/student-athletes from equity-deserving groups.

Responsibility: Office of the Provost and VPA; Student Affairs; Athletics; CSEDI

\* Recommendation 1.3 - More Clarity, Transparency and an Education Campaign regarding formal complaints processes under Policy 6.1

Responsibility: Office of Human Rights and Dispute Resolution

\*Recommendation 1.4. - Special attention, resources and (academic and cultural) for international students as a key part of the university’s internationalization strategy. Particular care and consideration must be given to the cohort that is going to grow rather substantially at the Brantford Campus as well as the Waterloo campus and the new Milton campus

Responsibility: Office of the Provost and VPA; Director of Senior Executive Officer of Internationalization AVP Enrolment Services; Laurier International.

Recommendation 1.5 - More resources must be invested to ensuring campus safety for vulnerable students in coordination with the review of the Special Constables. It is recommended that a robust audit of campus spaces be conducted with the concerns of students from equity deserving groups being a top priority.

Responsibility: Vice President Finance; Vice President Students; Deans of Students; CSEDI

Recommendation 1.6.- The Senior Administration must engage in a more robust effort with WLUFAs to stake out a more ethical position on the balance between free expression and anti-oppression. Students from equity-deserving groups need the university to deal with their principal concern: values of free expression (and academic freedom) are often abused by some members of the professoriate to justify the proliferation of harmful, marginalizing and dehumanizing speech. This is an ongoing issue that will need to be addressed.

Responsibility: Office of the Provost and VPA; Office of the President; WLUFAs

Recommendation 1.7 - As the Wilfrid Laurier University continues to evolve into a research intensive comprehensive university its graduate offerings will expand. The university must take strides to ensure an equitable environment in research (and research teams) professional development, instruction and opportunities to disseminate research. The university's identity as an undergraduate institution while important, must evolve to make space for the particular needs of graduate students who will be more international, demographically diverse and at a different life stage than is typically true of the undergraduate population. The university must bolster its family support policies to serve this growing group of students.

Responsibility: VP Research; Dean School of Graduate Studies; Vice President Student Affairs

## Staff

\*Recommendation 2.1 – University leadership must play an active role in ensuring more equitable hiring processes and creating criteria for hiring and metrics to show progress. Currently equitable hiring principles and seniority principles are often at odds. EDI principles need to be more effectively embedded in assessments and criteria.

Responsibility: Human Resources

\*Recommendation 2.2 –The university must continue to collect, track and analyze data through Laurier's Employment Equity Survey while maintaining strict confidentiality of personal information. In addition to demographic data climate data must also be collected by an EDI Data Specialist and analyzed in order to inform better practices and strategic planning. Data should inform institutional planning strategy rather than data collection for its own sake, which is currently the case at Wilfrid Laurier.

Responsibility: Office of Provost and VP Academic; Human Resources; Office of the AVP EDI

\*Recommendation 2.3. - The university must create a pilot to explore the possibility of conducting a comprehensive review of compensation levels amongst equity-deserving groups to determine whether systemic under compensation of these groups is occurring.

Responsibility: Human Resources

Recommendation 2.4 – Laurier must create increased opportunities for staff development, training and learning including mandatory EDI training. This will require significant resourcing on the part of the university for it to have impact.

Responsibility: Human Resources

Recommendation 2.5 – Laurier will continue to create spaces for staff from equity deserving groups to convene, share experiences, and explore career opportunities and pathways for success.

Responsibility: Office of Provost and VP Academic; Human Resources; CSEDI; Office of the AVP EDI

Recommendation 2.6 - Implement corrective measures to address underrepresentation. The university must create a cohort hiring initiative along the same lines of its inclusive excellence program for Indigenous and Black faculty.

Responsibility: Human Resources

### Faculty

\*Recommendation 3.1 - The university must undertake further measures to promote recruitment, hiring and retention of faculty from the most underrepresented groups among tenure track academic staff (persons who are Indigenous, Black, and/or living with a disability).

Responsibility: Office of the Provost and VPA

\*Recommendation 3.2 - The University must engage in preliminary work to set the stage for an institution- wide equity scan to determine whether there are disparities in compensation levels amongst equity deserving faculty through and intersectional framework and with a particular emphasis on race, disability sexual orientation and gender presentation.

Responsibility: Human Resources

\*Recommendation 3.3 - The creation of Departmental Equity Committees or the appointment of and EDI department representative who will represent the department at the faculty-wide level.

Responsibility: Department Chairs; Deans; Office of the Provost and VPA

Recommendation 3.4 - The University should explore policies to provide CTFs with pathways to more secure employment including, but not limited to, Continuing Lecture positions (5 year contracts).

Responsibility: Office of the Provost and VP Academic

Recommendation 3.5 - The faculty whom we rely upon to create supports for our students also need support. The university must create opportunities for faculty from underrepresented groups to come together in shared social and networking spaces.

Responsibility: Office of the Provost and VPA; EDI Faculty Colleagues

Recommendation 3.6 - Currently there is work underway to provide faculty with opportunities to engage in training and professional development on inclusive pedagogy and broaching difficult conversations. Some of this work is currently underway in Teaching and Learning and the Office of the AVP EDI. The university must support the expansion of these efforts.

Responsibility: Office of the AVP EDI; Teaching and Learning

Recommendation 3.7 (See Administration section below) - Pathways and equitable processes including a mentoring program should be identified to place equity deserving faculty members in positions of university leadership.

Responsibility: Human Resources, Office of the Provost and VP Academic

Recommendation 3.8 - The accomplishments of equity deserving faculty and faculty members who do equity facing/EDI work should be formally recognized by the university with awards.

Responsibility: Office of the AVP- EDI

### Alumni

\*Recommendation: 4.1 - Co-Create an EDI Alumni Committee that can explore ways that boards and executive committees can be more diverse and reflective and identify any changes needed to existing policies and practices so as to meet principles of equity, diversity, and inclusion

Responsibility: WLAAA; Vice-President: Advancement & External Relations; and Office of the AVPEDI

\*Recommendation: 4.2 - While striving to always maintain strict confidentiality of personal information, the WLAAA must begin collecting, analyzing, and reporting on demographic alumni data on an ongoing basis that can be used to gain a better understanding of the group composition.

Responsibility: WLAAA; Vice-President: Advancement & External Relations; Office of the AVP EDI (EDI Data Specialist)

Recommendation: 4.3 - Provide more opportunities for engagement among equity- deserving groups within the WLAAA by offering supports and resources, developing mentorship and bridging programs for incoming/ current members, creating spaces where BIPOC alumni can convene, share experiences, and network, or facilitating the formation of different 'affinity groups' within the broader collective.

Responsibility: WLAAA

Recommendation: 4.4 - Develop strategies that not only help to ensure diversity of WLAAA membership is reflected in executive, leadership, and committee positions, but also in the advertising, programming, and promotional content that is created and disseminated.

Responsibility: WLAAA

### Senior Administration

\*Recommendation 5.1 - Explore ways to provide leadership opportunities for members of equity-deserving groups to encourage and build capacity for assuming department/senior leadership roles at WLU. The recent Inclusive Excellence program is a model that should be replicated with administrative hires.

Responsibility: Office of the President, Human Resources, Provost and VP Academic

\*Recommendation 5.2 - Continue and expand the work that has been done to address diversity on the Board and the Executive Leadership Team (ELT) at all levels of the administration

Responsibility: President, Human Resources, University Secretariat

\*Recommendation 5.3 - Accountability measures must be implemented at all levels of the administration with appropriate metrics to measure assessment, strategic planning and progress. Leaders will be evaluated on their progress on an annual basis.

Responsibility: President, Vice Presidents, Human Resources, AVPs and Deans

\*Recommendation 5.4 - All members of the senior leadership must receive mandatory bi-annual training

Responsibility: Office of Human Rights and Conflict Management; Human Resources; Office of the AVP EDI; Office of II

\*Recommendation 5.5 - University leaders must make informed decisions on the basis of robust data. The implementation of an EDI data strategy to be overseen by an EDI Data Specialist will be key. The EDI Data Specialist will continue the work of institutional scanning and assessment that was initiated by the Dimensions Coordinator.

Responsibility: Office of the AVP EDI; Office of Institutional Research; President's EDI Council

### Curriculum

\*Recommendation 6.1: Efforts to Decolonizing the Curriculum should be broader than Indigenous Initiatives. At this time II works in cooperation with Teaching and Learning but this should be expanded in a more purposeful way to expand on existing efforts involving relevant EDI units.

Responsibility: Teaching and Learning; Office of the AVP EDI; Office of AVP II

\*Recommendation 6.2. Ongoing assessments, scans and data analysis to gauge the success of inclusive and decolonizing pedagogical practices.

Responsibility: Office of the AVP EDI (EDI Data Specialist); Institutional Research

### Structure of EDI at Laurier

\*Recommendation 7.1: Creation of the President's EDI Council

Responsibility: Office of the President

\*Recommendation 7.2 Creation of an EDI Senate Committee

Responsibility University Senate, Office of the Provost and VP Academic

\*Recommendation 7.3: Creation of infrastructure and reporting system to infuse EDI in all aspects of the Wilfrid Laurier University's Academic programming departments, units and mission. (See Figure 1 Above)

Responsibility: Office of the Provost and VP Academic, Office of the AVP EDI

\*Recommendation 7.4:

The Office of the AVP EDI will provide Deans, Units and Departments support, resources and guidance from in order to promote consistency across academic units and departments. Supports will include guidance for establishing EDI committees (and hiring EDI Directors in the case of Deans and faculties/schools) self- assessment (e.g. DEAP Tool), data analysis and climate surveys,

curricular support and resources to tackle representation, recruitment and retention.

Recommendation 7.5: Develop effective communications about EDI challenges, initiatives, and celebrations at Laurier. A robust communication plan and structure can foster a sense of coherence and cooperation amongst the EDI units until more formal protocols are put into place.

## Introduction

Wilfrid Laurier University's Strategic Plan for Equity, Diversity and Inclusion builds upon and is to be read in conjunction with Wilfrid Laurier University's strategic plan the "Laurier Strategy: 2019-2024: Today, Tomorrow, Together." The Comprehensive Strategy for EDI will also align with and build upon the Strategic Academic Plan (2015-2020). The "Laurier Strategy" is an aspirational document that recognizes Laurier's ongoing and dynamic transition from a primarily undergraduate university to a multi-campus comprehensive university with a rapidly growing (and diversifying) student body and an equally rapidly expanding research profile. The participants in this university-wide strategic planning exercise are also cognizant of the immense challenges facing higher education over the next decade in terms of demographic change, growing precarity, inequality an uncertain funding climate, and in the stunning example of Laurentian University in Sudbury Ontario -- near financial exigency. Wilfrid Laurier's EDI Strategic Planning will expound upon key areas identified in the university wide strategic plan under the strategy of *Thriving Community*. The Laurier Strategy in particular calls for an "inclusive community" through "fostering a highly personalized, equitable, diverse and inclusive community in which all members can experience the powerful sense of belonging that has distinguished Laurier throughout its history." The plan also calls for "increasing the internationalization of the university to cultivate global citizens with strong cultural competence." The Laurier Strategy also calls for cultivating a rich intellectual climate at the university "by facilitating the expression, testing, and challenging of a range of perspectives and ideas grounded in reason, evidence, and frameworks of knowledge and creativity" (Laurier Strategy, p.3). This strategic plan also recognizes the importance of indigenizing the academy and Laurier University in particular in all aspects of university life. A detailed Indigenous Strategic Plan is currently being spearheaded by the new Associate Vice President, Indigenous Initiatives.

The Wilfrid Laurier Strategic Academic Plan (2015-2020) cites diversity as one of its core three academic pillars among the other two key pillars of academic excellence and experiential learning. Diversity will indeed be a key part of the Laurier's comprehensive strategy for EDI but

diversity itself is insufficient without an understanding of how equity and inclusion are key to critically engaging with and grounding the concept of diversity (see terms of reference below). This plan charts a course for how Wilfrid Laurier University can continue to distinguish itself as one of the emerging comprehensive universities in Canada with a continued emphasis on the student experience and a growing research profile. One of the key ways in which Wilfrid Laurier University can distinguish itself amongst its peers is to enhance our stated priority of being a community facing university through embedding the principles of equity, diversity and inclusion throughout its four campuses.

This report is also, very crucially, part of an ecosystem of earlier reports. It is therefore not the intention of the authors of this strategic plan to erase or otherwise render invisible the challenging work of previous reports or their authors. It is to be part of a direction or a journey of embedding these principles on our campuses.

### **Wilfrid Laurier Universities' Recent EDI Reports, Action Plans and Initiatives:**

#### **E(Race)r Post Summit Report**

The E(Race)r Post Summit Report was the product of *the e(Racer)r Summit on Race and Racism on Canadian University Campuses* which was held in March of 2016. 150 delegates from 19 universities and colleges attended. The event, which was to be an inaugural event, unfortunately ended up being the only one that was held. The then Diversity and Equity Office at Wilfrid Laurier University developed a targeted attendee list aimed to encourage senior post-secondary leaders to attend. Born out these efforts, equity champions from a range of institutional offices and portfolios attended the event including students, staff members, equity officers and human rights workers and senior leaders. They came together to participate in a challenging, but necessary discussion about the impact of systemic racism on the postsecondary educational sector. Indeed, one of the main goals of the summit was to signal the desire to be responsive to the traumatic impact of systemic racism with a goal of initiating a conversation during the summit that would serve as a starting point for strategic action to bring racial justice to Canada's post-secondary sector.

The event was structured as a series of panels that were tasked with leading several critical dialogues: "Sector-Wide initiatives in Higher Education"; "Telling Stories - Institutional and Student Stories about Racism" and "Putting our Stories into Practice." Several "call to action" were generated out of the summit and listed in the post summit report: "Sector-wide Anti-racism Task

Force”; “Sector-wide Anti-Racism Training for Senior Administration; “Sector-wide Anti-Racism Training for Faculty”; Sector-wide Community of Practice”; and a “Sector-wide Anti-Racism Strategy.” The summit organizers emphasized the importance of accountability, inclusion, and transparency from university leadership in tackling issues of racism as well as the importance of naming racism.

The necessity for a sector-wide pan university approach was also strongly emphasized by Dr. Laura Mae Lindo, author of the Being Raced Report

The “Being Raced’ report, released in 2019 was authored by Paige Grant, Azka Choudhary, the late Joey Lee, Kate Harvey, Lauren Burrows, Laura Mae Lindo and Vanessa Oliver. It was an attempt to amplify the often-silenced experiences of racialized and Indigenous people on our campuses by exploring the ways in which ‘race’ and racism might impact their attitudes about, and experiences at, Wilfrid Laurier University. The authors found that 70 percent of responding participants had experienced racism on WLU campuses, 76 percent having witnessed racism on WLU campuses. The Being Raced Report had several key findings:

- 53% of responding participants disagreed or were unsure that WLU is committed to confronting and ending racism
- 38.7% of responding participants disagreed or were unsure if WLU is committed to confronting and ending racism or whether administrators (staff, managers, program assistants, deans etc.) at WLU are sensitive to the experiences of racialized students;
- 36% of responding participants disagreed or were unsure if they would recommend WLU as a supportive environment for racialized students.

**Participants disclosed ongoing experiences of racism on WLU campuses and signaled an urgent need for the institution to respond to this harm by addressing gaps in anti-racist and anti-oppressive policies and practices. (Conclusions, *Being Raced Report*)**

The *Being Raced* report also provided some poignant testimonials of lived experience on the Laurier campus and its deleterious effects for members of equity seeking groups. Many of the issues/themes/findings from this study were consistent with similar reports from other Canadian universities as they related to equity, diversity, and inclusion. Calls to Action emanating from this report have been subsequently incorporated into the Laurier Strategy (2019-2024).



## EDII Action Plan

The Action Plan for Equity, Diversity, Inclusion and Indigeneity was launched in June of 2020. Its purpose was to highlight some areas where the university has initiated attempts at change in recent history and highlight areas for concrete action. The action plan is comprised of a number of initiatives across the university organized in the following manner: Institution-Wide and Administrative Initiatives, Student Focused Initiatives and Faculty-Staff Focused Initiatives. Within each area, initiatives were assigned an accountability lead as well as an implementation date, a projected completion date and an indication of the status of the initiative.

The EDII Action Plan recognizes that EDI initiatives must be undertaken in a timely fashion and that executive responsibilities and timelines must be identified for key initiatives to succeed, rather than mere vague declarations of commitment to broad principles or statements of solidarity. This approach is resonant with the most effective practices in the post- secondary sector about **(how institutions can embed accountability into their DEIJ plans (EAB))** . We do realize, nonetheless, that alone such an approach does lend itself to the criticism of a “tick box” approach to addressing issues of Equity, Diversity and Inclusion that can be at odds with tackling the systemic and institutional dimensions of oppression, exclusion and barriers for members of equity-deserving groups. A part of the EDII Action Plan is the crafting and implementation of this strategic plan. In light of that, the university has identified some key areas for immediate action in its Action Plan for EDII. This strategic plan will pay particular attention to the strategic elements of the strategic planning exercise. As such the recommendations provided in this strategic plan will seek to chart a direction for an approach that will lay the foundations for embedding EDI vertically and horizontally throughout the university community.

## The Dimensions Grant Pilot Programs

The Federal Government's [Dimensions: EDI in Canada](#) program was inspired by the [Athena SWAN Charter](#) developed in the United Kingdom to advance gender equity in science. Similar programs have also been developed in Australia, Ireland and the United States. The Canadian program is much broader and includes understanding and reducing the barriers experienced by underrepresented groups in all areas of post-secondary research. By signing onto the [Dimensions Charter](#), Laurier recognizes that EDI strengthens its research community, the quality,

relevance and impact of research and the opportunities for the full pool of potential participants.

In September 2019, Laurier was one of 17 institutions chosen to participate in the [Dimensions Pilot Program](#). The Dimensions Pilot Program will formally recognize post-secondary institutions seeking to address EDI in their environments and research ecosystem. The program will support Laurier in its mission to foster transformational change by identifying and eliminating obstacles and inequities while promoting inclusion in key areas: providing equitable access to funding opportunities, increasing participation for underrepresented groups, and highlighting EDI-related considerations in research design and practices.

## **National EDI Reports and Initiatives**

### ConversAction Race Matters Summit Report

The CoversAction Race Matters Summit was held in Waterloo, Ontario in October 2019. It was envisioned and spearheaded by Dr. Kofi Campbell, the then VP Academic and Dean of Renison University College (one of four colleges affiliated with the University of Waterloo). The summit was held over two days (November 7 and 8<sup>th</sup> 2019). An eighty-eight-page report emerged out of a number of conversations over those two days- formal, informal, free form and moderated. There were also a number of participant driven exercises, panels, and discussions. Many meaningful discussions also took place in the informal gatherings that were encouraged and fostered by the conference organizers in between formal sessions, conversations that invariably found their way into the formal summit discussions.

The Report highlights five “calls to action” (again, invoking language that is similar to the e(Race)r summit): the creation of a “sector-wide Anti-racism Task Force” (this is also similar to recommendations put forth in the e(Race)r Summit report ), the institution of adequate levels of funding for EDI offices and putting leadership in place to pursue this vital work; student engagement in meaningful conversations about EDI and greater demographic representation throughout our university communities. Lastly, the calls to action demanded greater engagement by all levels of government to both fund and reach out to communities to combat anti-racism. The report also noted many of the key themes broached in the notes of the delegates. In their deliberations, conference participants made astute observations about the locus of power in institutions of higher education rooted in “majority rule”, the fear of change and the transfer of power and the white fragility of university leaders who have been historically inept in their knowledge about racial inequality while being resolute in their desire to protect the reputation of the

institutions they lead. Participants also noted that in university contexts both “equity leaders” and senior administrators alike are homogenous; both groups lack demographic diversity.

The importance of data was also highlighted at the summit via a special plenary session headed by Dr. Malinda Smith, Vice Provost Diversity, Equity and Inclusion at the University of Calgary. Dr. Smith emphasized the importance of data. “Data is the floor not the ceiling.” It both “sets the foundation” of anti-racism work as it is needed to “understand the locations of the system that are inequitable in varying ways and understand how inequities develop through progression and participation in the university.” (ConversAction Report p. 34)

### The Scarborough Charter

In Fall of 2020, Dr. Wisdom Tetty, Principal of the University of Toronto at Scarborough (UTSC) and Vice President at the University of Toronto decided to spearhead a series of national conversations and dialogues that broached Issues of Equity, Diversity and Inclusion and Decolonization. Catalyzed by 2020s summer of racial reckoning, the UTSC team decided to focus on anti-Black racism for the inaugural dialogues. The end goal was to produce a Charter on Anti-Black racism in Canadian universities. The dialogues were organized by a core team at UTSC with the support of a steering committee (an Inter-Institutional Advising Committee) with representatives from colleges and universities (teaching intensive, mid-size comprehensive, and large U-15 institutions) across the country. Out of these deliberations, a day of national dialogues on anti-Black racism in higher education was organized in early October. The dialogues were kicked off by a number of plenary talks followed by smaller sessions organized by themes. The insights of participants and attendees in these theme-based discussions were recorded and returned to the steering committee. The steering committee then struck a drafting committee to begin work on the charter based on the feedback from the smaller targeted sessions. As of this writing, the drafting committee completed a full draft of the Charter, which was circulated throughout the sector for input and feedback. The goal of the participants is to have a final version of the Charter completed for the fall of 2021 with key signatories to the document as well as securing the support of key inter-institutional governance bodies such as Universities Canada and its provincial counterparts.

### **EDI in Canadian Universities: An Overview**

In recent years, we have seen universities across the country take a more serious approach to

addressing historic systemic barriers that have adversely impacted the experiences, opportunities, and well-being of equity-deserving groups. Some institutions embarked on this journey sooner and in different ways than others, but all been influenced by similar factors. Across the sector these institutions have demonstrated an enhanced commitment to equity, diversity, and inclusion (EDI) in two significant ways. First, many institutions have deployed educational strategies aimed at raising more awareness about various forms of discrimination and exclusion and the harms they may have on members of the larger university community. This usually takes the form of conversations, workshops, seminars and/or training opportunities for faculty, staff, and students. Second, various institutions have embarked upon the implementation of new institutional policies that are faster, more effective ways to bring about much-needed change in the context of the glacial pace of change in academic culture that currently exists. In fact, organizations oftentimes reach for rule or policy-based approaches when forced to reckon with internal EDI shortcomings (Campbell, 2019).

Several Canadian universities have undertaken strategic planning exercises that have been communicated through formalized statements, reinforcing an institutional commitment to EDI initiatives (e.g. new equity offices, new senior administration positions), strategies aimed at improving student and faculty recruitment and retention through various program and research supports (e.g. diversity admission policies, scholarships, curricular changes). In addition to those initiatives, efforts have been made to create supportive institutional climates more broadly (e.g. student and wellness advisors, awards, committees, celebrations).

Below is a brief look at some of the work being done elsewhere to demonstrate an enhanced commitment to equity, diversity, and inclusion in the realm of Canadian academia.

#### Universities Canada

The emphasis on equity, diversity, and inclusion in academia as of late has been quite evident at both the national and global level. For example, the UNESCO 2030 Framework for Education underlines goals for “*inclusive and equitable quality education*” (UNESCO, 2015, p.3). At a national level, Universities Canada represents the voice of Canadian post-secondary institutions at home and abroad, advancing higher education, research and innovation for the benefit of all Canadians. In 2017, Universities Canada members developed and endorsed Seven Inclusive Excellence Principles as part of their ongoing commitment to advancing EDI. This was quickly followed with an Action Plan to advance equity, diversity, and inclusion on campus and in society (Universities Canada, 2017) – a five-year strategy encouraging institutional transparency in terms of providing public access of

diversity-related data and to support member's progress.

From this action plan, Universities Canada launched its first-ever comprehensive national survey in February 2019 which will help to:

- make EDI data available for benchmarking;
- better understand the current EDI institutional landscape; and
- inform Universities Canada's advocacy and capacity building activities.

Released in October 2019, findings from the "Equity, diversity, and inclusion at Canadian universities: Report on the 2019 national survey" indicate that while certain steps may have been taken to address EDI in Canadian Universities, there are still common challenges to making progress that need to be addressed. For example, data from this study found that:

- 77% of universities had referenced EDI in their institution's strategic plan or longer-term planning documents, and that 70% of institutions either already had or were in the process of developing an EDI action plan;
- most institutions (78%) either have or are in the process of developing an EDI task force or EDI advisory group drawing on people from across the institution to support the development and implementation of EDI strategies, policies, and practices;
- a lack of resources posed significant concerns, whether it was funding for recruitment and retention or to support EDI staff and initiatives more generally.<sup>i</sup>
- there is a glaring lack of diversity among senior leadership, especially of racialized people (8%)<sup>ii</sup>;
- a lack of data collection and analysis related to particular institutional challenges (e.g. student self-identification data, climate/culture data);
- more information on best practices for EDI is needed.

#### McGill University

McGill University has recently begun taking into account how EDI considerations can be infused in all its core activities and functions. Not only has there been an officially stated commitment to equity, diversity, and inclusion from the university administration, there has been some recognition placed on the "lasting effects of historic injustices that continue to challenge equal opportunities to access, and to succeed within, the McGill community."

Consultations with members of the larger university community helped to inform McGill's first "[Equity, Diversity, & Inclusion \(EDI\) Strategic Plan \(2020-2025\)](#)" which was released in April 2020 after receiving approval from the Senate and Board of Governors.

The document is meant to reflect McGill's institutional commitment to EDI, over a five-year period, through the articulation of specific goals, and measures for their achievement. Drawing upon multiple strategic University-level documents from the previous decade, McGill's Principal & Vice-Chancellor, Professor Suzanne Fortier, identified five key areas of priority to be pursued by the institution:

1. The McGill Commitment
2. Unleashing our Full Research Potential
3. Enhancing our Community Partnerships
4. My Healthy Workplace
5. Transforming our Campus.

The university's EDI Strategic Plan is also organized according to the following five themes – each with its own set of goals, measures, and modes of oversight:

1. Student Experience
2. Research and Knowledge
3. Outreach
4. Workforce
5. Physical Space.

University of Alberta

Building on principles outlined in the document, "For the Public Good" (2016-2021), the University of Alberta signaled its commitment to embedding EDI into the institutional culture, "from the grassroots to the senior-most levels" with the release of its own "[Strategic Plan for Equity, Diversity, and Inclusion](#)". The plan is guided by five central themes: Vision and Leadership; Research, Teaching; Public Service, Workforce (all faculty and staff); Students, (Research) Trainees, Student Life and Climate. This four-year plan includes a set of proposed structures and approaches with clear desired outcomes that are intended to empower faculties, departments, and administrative units across the university to develop and implement their own equity, diversity, and inclusion initiatives and plans.

## McMaster University

McMaster University, one of the country's top research-intensive institutions, has done considerable work prioritizing equity, diversity, and inclusion, particularly since the appointment of an Associate Vice-President, Equity and Inclusion (AVPEI) in April 2018. That is not to say that the university had previously ignored such issues, but rather highlights the strategic planning and management processes that were pursued leading up to the launch of their EDI Strategy in 2020, "[Towards Inclusive Excellence: A Report on McMaster University's Equity, Diversity and Inclusion \(EDI\) Strategy.](#)"

This detailed EDI Strategy Report is oriented around current scholarship and promising practices for the design, implementation and assessment of comprehensive system-wide equity, diversity and inclusion strategies and action plans in higher education. It includes six Guiding Principles for Best Practice, a Four-Pillar EDI Framework for Strategic Action, and a 2019-2022 EDI Action Plan with identified action items to achieve six broad Strategic Objectives.

McMaster's plan revolves around six guiding principles said to inform best practices in EDI planning and implementation:

1. cultural relevance
2. critical analysis
3. community ownership
4. collective responsibility
5. coordinated decentralization
6. continuous improvement.

The four pillars and associated areas of focus and impact for strategic action are:

1. institutional commitment and capacity
2. academic content and context
3. interactional capabilities and climate
4. community and compositional diversity.

Finally, as outlined in their 2019 to 2022 EDI Action Plan, six thematic areas for strategic action towards six broad objectives includes:

1. Communication and coordination of the EDI imperative
2. Data-informed and evidence-based EDI planning and decision-making
3. Inclusivity and interdisciplinary in curricula and scholarship
4. Baseline EDI leadership training and development
5. Equity-seeking group consultation, engagement, and support
6. Recruitment and retention of equity-seeking groups (i) employees and (ii) students.

## Why Now? Wilfrid Laurier University's' EDI Strategic Plan

Similar to many of our peer post-secondary institutions across Canada and the world, Wilfrid Laurier University has endeavored to make inclusivity one of its core institutional values. Whilst diversity and representation is an important element to foster in imagining the sort of university community we would like to see in the future, the core principles and practices of equity and inclusion are also key. Demographic diversity as well as diversity of thought and ideas are important goals, nonetheless, they are insufficient without a serious and institution wide commitment to equity and inclusion – and Wilfrid Laurier University is no exception. We face significant barriers to true inclusion (access to the tables where significant decisions are made and a voice at these tables). Past efforts to identify and address the institutional and systemic barriers that have been historically in place when it comes to embedding principles of equity, diversity, and inclusion into the ethos and fabric of WLU have proved valuable but successful implementation remains an elusive goal.

## The Strategic Planning Committee for Equity, Diversity and Inclusion

Building upon these previous inquiries into the state of equity, diversity, and inclusion, the Office of the Associate Vice-President, Equity, Diversity, and Inclusion, in collaboration with the Office of the Provost and Vice-President Academic, put out a call for individuals interested in serving on the university's [EDI Strategic Planning Committee \(SPC-EDI\)](#) in October 2020. This process would eventually identify 17 individuals (both elected and nominated) representing key stakeholder groups across the university. Meeting twice monthly over a six-month period (December 2020 to May 2021), the SPC-EDI's guiding mandate was to identify existing inequities on the campus, thinking of opportunities for greater inclusion of equity-seeking groups, and make recommendations about how to best address them. Along with the knowledge, experience, and skills that each member of the SPC-EDI possessed, the group accessed and reviewed other tools and resources that ultimately allowed for critical and engaging conversations to take place with the aim of producing tangible ideas, desirable outcomes, and recommendations moving forward. From this, subsequent meetings were framed around seven identified themes that reflect the broader Laurier University sector: students; faculty; staff; alumni; governance and administration; curriculum, research, and teaching & learning; and community.



The SPC-EDI mandate was also designed to ensure the voices from other members of the broader university community were incorporated into the process. Two different strategies were employed so as to provide interested parties with the opportunity to share their thoughts and opinions about how to embed principles and practices of equity, diversity, and inclusion from an institutional perspective. First, a series of coordinated communications were sent out to all Laurier faculty, staff, students, and alumni inviting them to participate in one-on-one consultations with members of the SPC-EDI. Over a period of 4 ½ months, nearly 100 individuals voluntarily reached out to schedule a virtual meeting often led by both co-chairs of the committee, KP Anand and Dr. Barrington Walker.

At the same time, an anonymous online survey was created in an effort to encourage as many people as possible to share their ideas about how Laurier can best shape its structures and processes to ensure EDI becomes firmly rooted in all aspects of the university. The survey essentially asked each respondent to consider the following questions: (1) What positive steps has Laurier taken to promote equity, diversity and inclusion on the campus? (2) Are there any areas where Laurier can improve upon its commitment to equity, diversity and inclusion across the university? (3) How do you envision Laurier becoming a more equitable, diverse, and inclusive space for future faculty, staff, and/or students? and (4) When it comes to issues of equity, diversity and inclusion at Laurier, is there anything else that you would like to add?

Open to the Laurier community from early February 2021 to May 14, 2021, there were more than 400 completed responses over that period. It is important to note that all consultations and survey questionnaires were voluntary and that measures were put in place to allow participants to express their views openly, honestly and in the strictest confidence. The consultation and survey submission process was guided and approved by Laurier's Office of Research Services, under file 2020-59, in accordance with University Policy 8.2. All documentation associated with the consultation process was kept on confidential, secure password protected computers and will be securely destroyed after May 2022. More importantly, all participant responses were aggregated so that information could not be attributed to a specific person/group in this report, which will be shared with members of the SPC-EDI committee. The final report will then go the Senate and the Board. After approval, it will be shared with the entire university community.

The SPC-EDI greatly appreciates the interest, and willingness shown by many to pursue what may have often been new, difficult, and sometimes painful conversations to have with us.

Many ideas and opinions shared through this process proved to be quite valuable, particularly in terms of recommendations that can be used to promote EDI, increase accountability and transparency, and safeguard the success and well-being of all across our campuses. It is clear, that many members of the community are supportive and overwhelmingly positive about the measures taken thus far to embed equity, diversity, and inclusion into policies and practices here at Laurier. However, it would be remiss to ignore those voices in this consultative process that expressed a sense of criticism, discontent, and skepticism towards initiatives that are currently underway.

### General Observations about Equity, Diversity and Inclusion at Laurier

As mentioned above the university has implemented- or is in the process of implementing- initiatives in its Action Plan for Equity, Diversity, Inclusion and Indigeneity. This Action Plan for EDII, while significant, is only a start.

The Laurier community has faced – and continues to face – some challenging issues pertaining to EDI. To be sure, there has been a long history of efforts to pursue the goals of equity, diversity and inclusion at the university alongside the goals of anti-racism and anti-oppression. This is work that has been championed by many faculty, staff and students over many years across our campuses. Whilst these longer histories are important and while it anchors the work that is to come, the immediate catalysts for this report are in the realm of more recent history, bookended by two pivotal events. The first was the free speech/freedom of expression controversies that rocked the university community three years ago. The second was the police killing of George Floyd on May 26, 2020 in Minneapolis Minnesota U.S.A. The latter, of course, did not occur on Canadian soil, but its impact reverberated around the world and has had a profound impact across Canada. Catalyzed by the social impact of the Covid-19 pandemic and its disproportionate impact upon marginalized communities, social institutions across North America – including universities – were confronted with renewed demands for change.

The Laurier community is at a pivotal time in its history. EDI is one of the most pressing issues that face us. What steps do we need to take in order to make Laurier a more welcoming and inclusive institution for all based on principles of equity? One of the key and ongoing challenges that the university faces is how to balance immediate demands from the community to respond to incidents and issues in an expedient manner whilst paying attention to the historical, structural and systemic issues that have served as barriers to full inclusion.

## Equity, Diversity and Inclusion at Laurier: Major Findings

This report has eight major findings.

**(I) Laurier’s senior leadership must acknowledge and address the harm and trauma experienced by front facing EDI Staff**

Many of our front facing EDI staff who offer support services for students, faculty, staff (and a few senior administrative leaders) have experienced significant hardship and trauma whilst doing this work. There is ample evidence of the signs of burnout amongst this cohort. There was overwhelming consensus amongst this group that events during recent controversies about free speech and free expression were particularly challenging. This group of individuals faced a high degree of physical and psychological stress during this time. Many felt abandoned by senior leadership and the senior administration; others felt as if they were given directives to put themselves in harms’ way. *The university must formally recognize the harm experienced by these individuals and offer supports including counselling.*

**(II) Decentering Whiteness; Centering Decolonization, Equity and Anti-Racism**

Wilfrid Laurier University needs to center decolonization and equity if it is going to be successful in its desire to create an inclusive community (one of the key elements of the university wide strategic plan). Equity and decolonization must be central to the university’s mission. We must move on from our tendency towards superficial, performative and tick-box approaches to equity. It is imperative that we de center structures and cultures of colonization and “whiteness” if the university is to realize its ambitions.

**(III) Data**

Data is key for all future equity, diversity, inclusion and decolonization efforts at Wilfrid Laurier. An institution-wide data strategy and ongoing comprehensive data collection at all levels of the institution is imperative. Data collection must be rigorous, continuous and transparent. Data must also inform all of our initiatives whether in the realm of research (e.g. Canada Research Chair EDI Action Plan, Dimensions Pilot Program), fundraising or

targeted scholarship/bursary programs.

#### **(IV) Intersectionality**

The University must take bring an intersectional lens and bring an intersectional approach to bear on all EDI initiatives. This is key for data collection, institutional scanning and research strategic planning, and strategic planning.

#### **(V) Anti-Oppression**

Equity, diversity and inclusion are key values that the university espouses. But in addition to taking a critical approach to diversity and representation, the university must also move beyond EDI to embrace an anti-oppression lens and approach to its work to make Laurier more inclusive. While a general ethos and approach to anti-oppression is important we must also name the specificity of various forms of oppression and develop strategic approaches and training to deal with them (transphobia, antisemitism, Islamophobia). We have considerable expertise in these areas from amongst the ranks of our faculty.

#### **(VI) Unequivocal Institutional Commitment to Inclusive Excellence as more than a rhetorical gesture**

Wilfrid Laurier University must foster continued awareness, conversations, and initiatives around EDI to enhance individual and institutional competencies across university sector to be able to create meaningful and real change. We must also focus on academic excellence as institution promoting rigorous scholarship and research that will help to attract and retain those from equity-deserving groups, as well as establish strong community collaborations and partnerships.

#### **(VII) Accessibility**

We must move intentionally towards further dismantling the siloing of EDI and Accessibility. Laurier needs to integrate the two more effectively and formally as part of our intersectional approach. The university also needs to deploy more resources to the Accessible Learning Centre as there are a high (and growing) number of students who rely on their services.

### **(VIII) Structure: Support and Academic Units**

Currently EDI offices, positions and portfolios lack relational structure, coordination, clarity, institutional planning, foresight and intentionality. Indeed, one is struck by two things. First, the current alignment (vertical and horizontal) of EDI support offices is unclear and incoherent, primarily the result of reactive, inequitable and ad hoc decisions that were made in the aftermath of a major crisis some three years ago. The university has never quite recovered from this and there have been key decisions made before the release of this report that may well add to this legacy. Second, on the academic side of the university, there are virtually no structures put in place to infuse EDI in the university's academic mission in or across units, departments and faculties. Our EDI support units do excellent work despite being chronically understaffed and under resourced. While EDI staff at Laurier are to be lauded for key initiatives that have been put in place, there exists no overarching framework through which to coordinate the work. There are also no institutional mechanisms in place for the implementation of recommendations.

### **(IX) Budget**

The University must commit significant financial resources to the implementation of EDI initiatives at Wilfrid Laurier in the context of a challenging financial situation. Creative solutions must be found to establish secure base budget funding for these initiatives and this must be a core commitment of the senior leadership team. Without this core commitment, the recommendations provided in this report will ring hollow.

### **Consultations with Key Stakeholders:**

#### **1. Students:**

Because Laurier is a postsecondary institution whose primary purposes is serving our student population and the creation and dissemination of new knowledge, the SPC-EDI sought to gather as much information and input as possible from students by drawing upon key graduate and undergraduate representatives.

Students overwhelmingly and consistently expressed the view that diversity in Canadian society needs to be reflective across our campuses whether in terms of increased representation

among faculty, staff, and students (graduate and undergraduate); or through curriculum content and course offerings made available to students. The need for a more diverse and inclusive environment in which students can feel a sense of belonging at Laurier was another theme that was raised consistently in these consultations. These sentiments were echoed in calls for more diverse representation among faculty, staff, administration, and students across our campuses (see below). Students also called for more concerted efforts to change existing curriculum or course offerings by providing adequate co-curricular resources which are made available to students (including student athletes) and reflective of the diversity in Canadian society.

Students also expressed serious concerns about their learning environment. For students from equity deserving backgrounds in particular, the classroom space can be fraught (the same is true for professors from equity deserving backgrounds - see more below).

Many students told us about the difficulties they routinely encountered in classroom spaces, echoing one of the key findings of the *Being Raced* report. They predictably pointed to some members of Laurier's professoriate who routinely expressed racist, Islamophobic, anti-Semitic and misogynist views. International students have reported being routinely singled out in classroom discussions at one of the university's major schools and being made the target of "outrageous things"; this is an issue that has been repeatedly brought to the attention of staff who work with these students. International students from China have reported feeling particularly targeted since the outbreak of the global COVID-19 pandemic.

These issues are taking place in the context of contentious discussions about rights and responsibilities in the university community. In several consultations, students demonstrated a sophisticated understanding of the issues of freedom of expression and academic freedom that framed these instances, conferred rights on these professors, and placed limits on direct action that the university could take. Nonetheless, they quite understandably pointed out that even within this context, from their perspective the university has taken no concrete action against these professors whilst it has been much swifter to act when staff or students cause similar kinds of harm to members of the university community.

Students also frequently mentioned the issue of campus safety. Concern about campus safety – more specifically the lack of safety particularly where it concerns members of equity deserving groups – was a recurring theme. The creation of safe spaces is a theme that resonated over the course of the consultations.

Students also extended the idea of creating welcoming and safe space on campus to food,

noting that food choices – particularly the lack of halal food which is readily available at the neighbouring University of Waterloo campus – is a stark example of the lack of thought we have put into creating a welcoming environment for students from equity deserving groups.

Students also noted some of the challenges associated with addressing issues that occur on the campus. They identified two major issues. There was an overwhelming sense amongst the students with whom we consulted that the university was often slow to act or ineffective when confronted with instances of bias, discrimination, or racism, such as Islamophobia or antisemitism.

The second major issue related to the student experience at Wilfrid Laurier University often mentioned in our consultations was the issue of incident reporting. Many pointed to the difficulties in the existing landscape (whether real or perceived) when it comes to reporting incidents of discrimination or harm. Few, for example, were aware of current measures that are in place (e.g. policy 6.1 Formal Complaints Policy) nor did they know which department or support unit with which these policies were associated (e.g. Office of Human Rights and Conflict Resolution). Overwhelmingly, students wanted more clarity about policies and procedures for raising concerns and/or filing complaints.

For example, student awareness could be raised by utilizing multiple communication platforms across the university environment informing them of reporting channels and existing resources and supports. More importantly, these mechanisms need to be seen as fair, transparent, and at arm's length from the university with effective steps in place to ensure accountability and action when addressing the kinds of harms students experience on campus, including, again, the classroom environment.

***\*Asterisk denotes a priority area***

**\*Recommendation: 1.1 - Implementation of Harvard University style Bias Incident Repository**

**Responsibility: Office of the Provost and VPA; WLUF**

**\*Recommendation 1.2 - Under the direction of the EDI Data Specialist (see below) collect, analyze, and track our demographic student data, while maintaining strict confidentiality of personal information, on an ongoing basis. The EDI Data Specialist will develop and implement plans to address differential outcomes identified through data analysis with a view to identifying and reducing barriers to student success and wellness, including funding, bursaries, and scholarships for students/student-athletes from equity-deserving groups.**

**Responsibility: Office of the Provost and VPA; Student Affairs; Athletics; CSEDI**

**\*Recommendation 1.3 - More Clarity, Transparency and Education Campaign regarding formal complaints processes under Policy 6.1**

**Responsibility: Office of Human Rights and Dispute Resolution**

**\*Recommendation 1.4. – Special attention, resources and (academic and cultural) for international students as a key part of the university’s internationalization strategy. Particular care and consideration must be given to the cohort that is going to grow rather substantially at the Brantford Campus as well as the Waterloo campus and the new Milton campus**

**Responsibility: Office of the Provost and VPA; Senior Executive Officer: Global Strategy; AVP Enrolment Services; Laurier International.**

**Recommendation 1.5 - More resources must be invested to ensuring campus safety for vulnerable students in coordination with the review of the Special Constables. It is recommended that a robust audit of campus spaces be conducted with the concerns of students from equity deserving groups being a top priority.**

**Responsibility: Vice President Finance; Vice President Students; Deans of Students; CSEDI**

**Recommendation 1.6. - The Senior leadership must engage in a more robust effort with WLUFAs to stake out a more ethical position on the balance between free expression and anti-oppression. Students from equity-deserving groups need the university to deal with their principal concern: values of free expression (and academic freedom) are often abused by some members of the professoriate to justify the proliferation of harmful, marginalizing and dehumanizing speech. This is an ongoing issue that will need to be addressed.**

**Responsibility: Office of the Provost and VPA; Office of the President; WLUFAs**

**Recommendation 1.7 - As Wilfrid Laurier University continues to evolve into a research intensive comprehensive university its graduate offerings will expand. The university must take strides to ensure an equitable environment in research (and research teams) professional development and instruction and opportunities to disseminate research. The university’s identity as an undergraduate institution, while important, must evolve to make space for the particular needs of graduate students who will be more international, demographically diverse and at a different life stage than is typically true of the undergraduate population. The university must bolster its family support policies to serve this growing group of students.**

**Responsibility: VP Research; AVP & Dean: Faculty of Graduate & Postdoctoral Studies; Vice President Student Affairs**

## 2. Staff

Staff at Wilfrid Laurier University in this strategic plan are broadly defined as university employees who are neither faculty nor students (graduate and undergraduate) nor senior administrative staff (managers and up). Some graduate students are in the employ of the university in their roles as teaching and research assistants. It is also true that some undergraduate students draw a salary from the university in various roles from work-study to



student leadership positions. For the purposes of this section the designation staff will not include graduate or undergraduate students who are in the employ of the university.

We held consultations with many staff across the university and we also had strong representation of staff members on our committee (SPC-EDI) who provided crucial insights during our deliberations and for this report. Staff shared their experiences on a number of issues. Some of what they shared are concerns that probably resonate with many Laurier staff employees (e.g. few opportunities for promotion or advancement across the university). However, there were those who spoke rather pointedly to the ways in which these concerns are more acutely experienced by staff members who belong to equity deserving groups. They noted that opportunities for advancement and promotion are more limited and rarely awarded to them due to a culture of nepotism and implicit bias that tends to replicate the status quo).

While Laurier has taken steps to diversify our staff contingent, more effective measures and strategies must be put in place to enhance our ability to attract and recruit qualified applicants. More importantly, we must give more consideration to how we can best retain new and existing talent; this must become a priority moving forward. Staff who participated in the consultative process routinely articulated a desire for developmental, learning, and training opportunities. They called for the university to work to cultivate the talent of members of equity deserving groups from within the organization for senior roles rather than overlooking this talent pool and poaching equity deserving candidates from other institutions.

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The importance of training was a salient theme among staff members who provided their insights. They called for more consistency in staff training, particularly with regard to holding difficult or sensitive conversations.

Another key issue that was raised during our conversations is that of representational diversity; this was widely discussed as an important metric by which to measure the success of EDI work amongst university staff. When looking at our staff contingent in certain areas of the university, one staff member alluded to the lack of diversity by pointing to the gross underrepresentation of visibly non-White staff at a meeting at which less than 1% of those present were racialized. At the same time, the limits of over reliance on representation alone was revealed. Representation alone does not measure the potential impact of those individuals on the decision-making process and governance structures of our university. Nor does representation ensure that the principles of equity, inclusion, and anti-oppression will be honoured. Safety was another issue that was raised by staff members, in particular the necessity for managers to providing a safe space for them, free from harassment, discrimination and micro-aggressions.

Lastly, staff whom we spoke to across the university campuses raised concerns about inequities in compensation and resources across the university. There is a common perception amongst staff members that there are huge disparities across the campuses in terms allocated resources, compensation packages and the support offered to, and profile afforded, student facing support programs:

**\*Recommendation 2.1 – University leadership must play an active role in ensuring more equitable hiring processes and creating criteria for hiring and metrics to show progress. Currently equitable hiring principles and seniority principles are often at odds. EDI principles need to be more effectively embedded in assessments and criteria.**

**Responsibility: Human Resources**

**\*Recommendation 2.2 – The university must continue to collect, track and analyze data through Laurier’s Employment Equity Survey while maintaining strict confidentiality of personal information. In addition to demographic data climate data must also be collected by an EDI Data Specialist and analyzed in order to inform better practices and strategic planning. Data should inform institutional planning strategy rather than data collection for its own sake which is currently the case at Wilfrid Laurier**

**Responsibility: Office of Provost and VP Academic; Human Resources; Office of the AVP EDI**

**\*Recommendation 2.3. - The university must create a pilot to explore the possibility of conducting a comprehensive review of compensation levels amongst equity-deserving groups to determine whether there is a systemic salary gap impacting these groups.**

**Responsibility: Human Resources**

**Recommendation 2.4– Laurier must create increased opportunities for staff development, training and learning including mandatory EDI training. This will require significant resourcing on the part of the University for It to have impact.**

**Responsibility: Human Resources**

**Recommendation 2.5– Laurier will continue to create spaces for staff from equity deserving groups to convene, share experiences, and explore career opportunities and pathways for success.**

**Responsibility: Office of Provost and VP Academic; Human Resources; CSEDI; Office of the AVP EDI**

**Recommendation 2.6 - Implement corrective measures to address underrepresentation. The university must create a cohort hiring initiative along the same lines of its inclusive excellence program for Indigenous and Black faculty.**

**Responsibility: Human Resources**

### 3. Faculty

Laurier has had the great fortune to attract many talented high-quality faculty to its ranks over the years. Many of our faculty are nationally recognized figures in their fields. Laurier's professoriate are amongst the largest and most influential members of the university community. They are also a group that is essential to the university life. They are entrusted with two of the most important missions of the university: teaching and the dissemination of new knowledge. Faculty also engage in myriad service responsibilities (in all universities, much of this service is formally recognized and much not—more on the latter below) and they often support the extra-curricular dimensions of a university education that makes the experience special for our students. But despite the prominence and the importance of the faculty, there are significant challenges that face the faculty at Wilfrid Laurier University in the areas of precarity, recruitment and retention, compensation, uncompensated labour, representation, recognition and promotion (to higher academic ranks and senior leadership positions). Faculty also cited a lack of capacity to deal with issues of equity, diversity and inclusion in teaching, research, classroom management and relationships with faculty peers, university staff and students. All these issues, in various ways, point to the challenges of a “multi-tiered” employment situation that is common across the sector but

manifests itself in ways that are also particular to our university.

One of the main drivers of the uneven and hierarchically structured experiences of faculty members at Wilfrid Laurier University is our heavy dependence on contract faculty (CTFs and to a lesser extent PTPs). Like many other Canadian post-secondary institutions, we are increasingly reliant upon a number of faculty who are working in non-standard employment (e.g. working part-time, or on temporary and short-term contracts), according to the 2018 report, “Out of the Shadows: The experiences of contract academic staff” (see also Brownlee, 2015). The sector wide reliance on precarious academic labour is endemic and exists in most universities across the country. The rate of precarious employment at most Ontario universities hover at around 53 %. This figure is the result of intentional decisions and structural changes to the employment models embraced by Canadian universities over the past several decades (Canadian Centre for Policy Alternatives, 2018).

Laurier’s reliance on contingent academic labour is in line with the provincial average. In large part this due to several interrelated decisions that Laurier made about its future direction over the past couple of decades: the emergence of a multi-campus strategy; a dramatic increase in the number of undergraduate students; and a decision to cultivate greater research intensity en route to becoming a fully-fledged research comprehensive university. Rapid growth, campus expansion and greater research intensity over a relatively short period has meant a turn to and heavy reliance upon precariously employed academic labour.

Responses from contract teaching faculty spoke to both the precarious nature of their appointments and the economic insecurity that results, but also in addition to the limited opportunities for career development and growth. They also pointed to the unrecognized and unremunerated contributions that they routinely make to their department and/ or the university.

There are also other considerable equity challenges that face the broader faculty (tenure and tenure track, CTFs and PTPs). For example, equitable compensation levels is an issue that the university needs to assess. In 2017, the university made the decision to increase the salaries of female faculty after an inquiry revealed systemic gender- based inequities in compensation. This was a decision that engendered pointed negative criticism from certain media outlets. Nonetheless, Laurier University followed through with its commitment to gender equity and it is now a more equitable place of employment for women.

To date, Wilfrid Laurier University has not announced plans to begin to study the feasibility of broadening the scope of its pay equity initiative to include other intersectional equity deserving groups. For example, a recent report, “[Underrepresented and Underpaid: Diversity and equity among Canada’s post-secondary education teachers](#)” found that there was an average annual earnings gap of about 14.5% between employed professors from non-racialized and racialized groups in 2015 (up from 11.4% in 2005). Although we don’t have similar data for Wilfrid Laurier University, the perception that such disparities do exist are quite prominent and real amongst our faculty who want equitable and fair pay for all full time faculty to be implemented at the time of hiring. There was particular concern expressed for BIPOC faculty in this regard. Hence, there is a strong desire amongst the faculty for such information to be gathered across all intersectionalities (disability, gender, sexuality, gender presentation are other areas, amongst others, that need careful attention).

Faculty also mentioned start up funds for new faculty as an issue related to compensation. It is well- known that disparities exist amongst faculties (e.g. Humanities departments vs STEM departments). The cost of setting up a lab for pure or applied research in the sciences typically runs several times higher than starting up a research program in the humanities for example where libraries and physical and digital archives and other repositories often serve as primary research ‘labs’. In many respects, these disparities are understandable. Nonetheless, we must explore whether there are disparities in start up funds across departments in cognate disciplines.

Yet another compensation issue that affects many faculty from equity deserving groups is that of uncompensated service. Wilfrid Laurier is no exception to a pattern that exists across the sector: the disproportionate burden placed in faculty from equity deserving groups to provide mentorship for students. Many of our undergraduate students from equity deserving backgrounds frequently turn to these faculty members to help them navigate postsecondary education for a raft of issues, academically and non-academically related. The burden upon faculty from equity deserving groups is increased for those who instruct graduate students from equity deserving groups who require even greater support for funding and prestigious awards.

Unsurprisingly, the recruitment and retention of faculty from equity-deserving groups was also an issue that was frequently raised by interviewees and committee members: how do we go about ensuring that we implement systems to effectively recruit equity deserving and Indigenous candidates? (i.e. the proverbial “pipeline” in higher education). Recent measures taken by our institution in the form of an ‘Inclusive Excellence’ program was identified by many in our

consultation process as marking a positive step the university has taken to address equity in representation, and in some cases diversity in research expertise amongst the faculty. Many faculty members, however, recognized that such initiatives need to go beyond merely being ‘symbolic’ or ‘tokenistic’ by ensuring structures are in place to welcome and retain all incoming hires.

Alongside the resources required to support and welcome new faculty members from equity deserving backgrounds, during the consultations and deliberations members of the faculty took the opportunity to remind the university of its moral obligation to properly support, recognize and promote equity deserving faculty members who are already here. In some cases, these faculty have been here for decades. With a few notable exceptions, these faculty have been overlooked by our institution for too long and in many ways. Equity deserving faculty members are rarely recognized with university-wide awards (and we currently have no such awards). In fact, at the time of our committee deliberations it was noted a non white faculty member had never won an award for community service. This has since been rectified, but it stands that this was true until very recently. Equity work simply does not receive the same sort of institutional recognition, prestige nor respect of other sorts of work in our institution. This is true across the board. Indeed, one EDI administrator pointedly lamented the “stigmatization” of EDI work that occurs on a regular basis in our university. It is also certainly the case that equity facing or themed academic work is stigmatized. This work is often deemed less important, rigorous or objective as it is often disseminated in non- traditional venues including so called low or non-impact factor journals and based on non- traditional/non-western bodies of knowledge and epistemic frameworks. For example, the overall lack of understanding and respect accorded to EDI themed and facing academic work was noted in the recent research culture survey produced by Laurier’s VP Office of Research (see Newman, 2021).

This comment effectively encapsulates the challenges that face our community as it relates to having difficult conversations about EDI. There were many of our faculty who expressed a genuine interest in having more opportunities to enhance their own awareness, competence, and understanding of EDI-related issues whether by attending programs, workshops, and training sessions or from merely getting a chance to participate in conversations where diverse opinions and perspectives are shared.

If we are serious about addressing concerns of equity, access, and EDI competency throughout our institution we must hear faculty concerns and engage them in this process. It bears repeating that our faculty members are amongst the most precious resources we have as a university community and they play roles that are indispensable to the university's mission. They must be engaged as equal partners in the process of infusing EDI throughout Wilfrid Laurier University.

**\*Recommendation 3.1 - The university must undertake further measures to promote recruitment, hiring and retention of faculty from the most underrepresented groups among tenure track academic staff (persons who are Indigenous, Black, and/or living with a disability).**

**Responsibility: Office of the Provost and VPA**

**\*Recommendation 3.2 - The University must engage in preliminary work to set the stage for an institution-wide equity scan to determine whether there are disparities in compensation levels amongst equity deserving faculty through and intersectional framework and with a particular emphasis on race, disability, sexual orientation and gender presentation.**

**Responsibility: Human Resources**

**\*Recommendation 3.3 – The creation of Departmental Equity Committees or the appointment of EDI department representative who will represent the department at the faculty-wide level.**

**Responsibility: Department Chairs; Deans; Office of the Provost and VPA**

**Recommendation 3.4 - The University should explore policies to provide CTFs with pathways to more secure employment including but not limited to Continuing Lecture positions (5 year contracts).**

**Responsibility: Office of the Provost and VP Academic**

**Recommendation 3.5 - The faculty whom we rely upon to create supports for our students also need support. The university must create opportunities for faculty from underrepresented groups to come together in shared social and networking spaces.**

**Responsibility: Office of the Provost and VPA; EDI Faculty Colleagues**

**Recommendation 3.6 - Currently there is work underway to provide faculty with opportunities to engage in training and professional development on inclusive pedagogy and broaching difficult conversations. Some of this work is currently underway in Teaching and Learning and the Office of the AVP EDI. The university must support the expansion of these efforts.**

**Responsibility: Office of the AVP EDI; Teaching and Learning**

**Recommendation 3.7 (See Administration section below) - Pathways and equitable processes including a mentoring program should be identified to place equity deserving faculty members in positions of university leadership.**

**Responsibility: Human Resources, Office of the Provost and VP Academic**

**Recommendation 3.8 - The accomplishments of equity deserving faculty and faculty members who do equity facing/EDI work should be formally recognized by the university with awards.**

**Responsibility: Office of the AVP- EDI**

#### 4. Alumni

It was important that we included the voices of Laurier’s alumni in this consultative process. The Wilfrid Laurier University Alumni Association (WLUAA) is a self-governing and administered entity that is formally independent from the university. It represents a community of more than 109,000 individuals who live and work around the world, yet all share the common bond of having been part of the unique student experience that our university offers.

The SPC-EDI committee benefitted from the insights shared by our alumni representative and learned much from the focused discussions that identified specific concerns, issues and needs that may arise when embedding principles of equity, diversity, and inclusion into the WLUAA. Our knowledge was also greatly informed by alumni who participated in the one-on-one consultations and the 250+ individuals who responded to the online survey that was developed. We are deeply appreciative of the assistance provided by members of the Development and Alumni Relations team who helped to raise awareness, promote, and encourage participation from alumni throughout this endeavor.

This level of engagement speaks to the strength of our alumni community and the efforts that alumni are making to stay connected to their former institution – whether they graduated recently or decades ago. It also highlighted how one’s sense of identity or connection to the institution can be, at times, influenced by the university’s “brand”, image, or reputation in the larger public consciousness. Unfortunately, there have been occasions in recent memory where the institutional response to particular incidents or events have not resonated well with some members of the Laurier community, such as the free speech controversy three years ago.

When asked to think about what WLU has done recently around issues of equity, diversity, and inclusion, it was not uncommon to see responses from alumni acknowledging they were “not sure” or “did not know” about specific initiatives or measures that have been taken. Others were able to faintly recall iterations of EDI manifesting in certain initiatives on the campus, including



the use of inclusive language or equity committees.

Alumni who had been able to access information related to EDI initiatives represent the view of many within this cohort sample who welcomed and supported the commitment that WLU has shown in prioritizing equity, diversity, and inclusion in existing policies and practices. They noted the increasingly diverse and international student body, the growing emphasis on Indigenization and Indigenous knowledges and the emergence of multi-faith spaces, equity offices and diverse student clubs. Many of these alum urged the university to keep up the momentum born of these changes.

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Of course, not all alumni who participated in this process shared such views. Like other stakeholder groups identified in this report, there were those within each group who were critical of or did not see any need for measures to be taken at the institutional level when it comes to principles of EDI. In fact, the perception that EDI constitutes a threat to notions of “freedom of expression”, “academic freedom”, or hiring based on “merit” was echoed several times by respondents taking part in this process, including one alumni who shared that diversity of thought and free expression were the paramount values that the university should uphold.

Much can be achieved within the WLAAA in this current climate by continuing to provide members with opportunities to gain more awareness, competencies, and understanding around issues of EDI and informing them of how this coalesces with broader institutional efforts. This messaging must not only highlight communications, events, and programming that are being undertaken by alumni leaders, but it may also help to challenge some of the assumptions and misconceptions about EDI or emergent debates around academic freedom and freedom of speech that exist in the public consciousness. This knowledge may, in turn, help alumni become better informed agents of change within their own personal realms of influence. Some of the recommendations below may help to achieve these desired goals and outcomes:

**\*Recommendation: 4.1 - Co-Create an EDI Alumni Committee that can explore ways that boards and executive committees can be more diverse and reflective and identify any**

changes needed to existing policies and practices so as to meet principles of equity, diversity, and inclusion

**Responsibility: WLUA; Vice-President: Advancement & External Relations; and Office of the AVPEDI**

**\*Recommendation: 4.2 - While striving to always maintain strict confidentiality of personal information, the WLUA must begin collecting, analyzing, and reporting on demographic alumni data on an ongoing basis that can be used to gain a better understanding of the groups composition.**

**Responsibility: WLUA; Vice-President: Advancement & External Relations; Office of the AVP EDI (EDI Data Specialist)**

**Recommendation: 4.3 - Provide more opportunities for engagement among equity-deserving groups within the WLUA by offering supports and resources, developing mentorship and bridging programs for incoming / current members, creating spaces where BIPOC alumni can convene, share experiences, and network, or facilitating the formation of different 'affinity groups' within the broader collective.**

**Responsibility: WLUA**

**Recommendation: 4.4 - Develop strategies that not only help to ensure diversity of WLUA membership is reflected in executive, leadership, and committee positions but also in the advertising, programming, and promotional content that is created and disseminated.**

**Responsibility: WLUA**

## 5. Senior Administration

The Senior Administration is defined here as administrative posts that are leadership positions. These positions typically include positions of manager, directors, deans, assistant and associate vice presidents and vice presidents. At Wilfrid Laurier University, vice presidents sit on the highest executive body at the university the Executive Leadership Team (ELT). This group works most closely with the President and are her closest advisors.

Administrative portfolios at Laurier are many and varied, overseeing the academic and academic support functions of the university. Leaders are responsible for managing the day-to-day operations of the university and for overseeing for charting its strategic direction and for representing the university and upholding and enhancing its reputation. Administrative portfolios are also highly visible and carry a significant amount of power and influence (although it is worth bearing in mind that administrative posts are also done at the will of the institution unlike purely tenured academic appointments). The power and influence that members of the senior

administration carry have implications for the status of equity, diversity and inclusion in the university community and the centrality, visibility and efficacy of EDI initiatives. EDI and university leadership has several interrelated dimensions: representation, barriers to participation, culture (specifically the culture of whiteness that pervades university leadership) and relatedly systems of power.

Many themes were highlighted during our consultations and committee deliberations. It was noted [that the data on representation of equity](#) deserving groups in Canadian U15 universities was dire and our own situation, though improving, has challenges. At Laurier, very recent additions to the Executive Leadership (ELT) have created unprecedented representational diversity amongst the most senior leadership group (VP Student Affairs and VP Finance). There have also been key additions to the Dean's that represent a trend towards diversity. Nonetheless, the breadth of the senior administration at Wilfrid Laurier University lacks representation of equity deserving groups. Significant barriers to participation in and promotion to the administrative ranks for members of equity deserving groups is a persistent issue at Wilfrid Laurier as it is across the sector. One committee member pointed out that while the data was illustrative of the barriers that institutions across Canada face in the composition of their senior leadership, these data were "not surprising" because of the underlying structural, cultural and historical forces that produce these data points. The dominant culture and its concomitant prevailing systems of institutional power that informed how senior leadership positions are filled remain a significant problem. One of the inequities that equity deserving groups face when attempting to enter these processes is a dearth of social capital. Members of these groups lack the inside knowledge, networks, connections and personal ties that create doors and ladders to these sorts of positions. The curriculum vitae of an equity seeking candidate also may not seem suitable for promotion into leadership positions because of past barriers to leadership opportunities lower on the administrative ladder and a lack of mentorship earlier in their careers.

Indeed mentorship (or more appropriately the gender-neutral notion of sponsorship) occupied a central place in the deliberations of the committee. "Where do we find mentors?" asked one member of the steering committee? The lack of mentorship opportunities for members of equity deserving groups was evidenced in the reality that in most academic support units few could rise beyond middling administrative roles. Further barriers exist for equity candidates from within and without. The lack of mentors and representation within the senior leadership group can create psychological barriers to seeking promotion and the fear of being "the first one" in an administrative

leadership space. Thus, equity seeking candidates often must overcome the tendency to “boycott oneself” as one committee member insightfully put it.

In addition, there are greater and very difficult questions and conversations about whiteness, coloniality, institutional power and university leadership that were raised across all our deliberations and consultations. Striving for greater representation amongst our leadership is paramount but at the same time we need to intentionally consider the normative culture that predominates and shapes decision making and institutional priorities and practices.

While a few members of the university’s faculty and senior leadership group believed that we have made significant strides in addressing equity, diversity and inclusion (EDI leadership positions, the growing, albeit modest, presence of international students) there is considerable work to do, a reality that most of the senior leaders to whom we spoke understood and acknowledged.

**\*Recommendation 5.1 - Explore ways to provide leadership opportunities for members of equity-deserving groups to encourage and build capacity for assuming department/senior leadership role at WLU. The recent Inclusive Excellence program is a model that should be replicated with administrative hires.**

**Responsibility: Office of the President, Human Resources, Provost and VP Academic**

**\*Recommendation 5.2 - Continue and expand the work that has been done to address diversity on the Board and the Executive Leadership Team (ELT) at all levels of the administration**

**Responsibility: President, Human Resources, University Secretariat**

**\*Recommendation 5.3 - Accountability measures must be implemented at all levels of the administration with appropriate metrics to measure assessment, strategic planning and progress. Leaders will be evaluated on their progress on an annual basis.**

**Responsibility: President, Vice Presidents, Human Resources**

**\*Recommendation 5.4 - All members of the senior leadership must receive mandatory bi-annual training**

**Responsibility: Office of Human Rights and Conflict Management; Human Resources; Office of the AVP EDI; Office of II**

**\*Recommendation 5.5 - University leaders must make informed decisions on the basis of robust data. The implementation of an EDI data strategy to be overseen by an EDI Data Specialist will be key. The EDI Data specialist will continue the work of institutional scanning and assessment that was initiated by the Dimensions Coordinator.**

**Responsibility: Office of the AVP EDI; Office of Institutional Research; President’s EDI Council**

## 6. Curriculum

Curriculum was a prominent theme in our deliberations. In the present moment universities are being called upon to decolonize the education system. These calls speak to emergent and insistent curricular, pedagogical, and evaluative challenges that post-secondary institutions across the country are currently facing. Decolonization and inclusivity in pedagogy in our curriculum lay at the heart of transforming our university. Our university has made some progress in this area. In 2019, the university hired an Indigenous curriculum specialist. Teaching and Learning is currently involved in creating workshops and resources to address the issue of inclusive pedagogy (partly in co-operation with the Office of the AVP-EDI). These are important supports for our faculty. Our departments and academic units also need support and guidance about how to strategically create a decolonized and inclusive curriculum. Models for embedding inclusive practices within courses and for creating EDI themed courses need to be explored and shared with faculty (both approaches have merit).

We must also continue to enhance the capacity of teaching staff and Student Services to create and maintain respectful, accessible, and inclusive student life and learning settings. It will also be useful to highlight and expand the work done by AVPEDI training specialist and T&L developing training and supports for teaching staff, particularly those who engage with difficult and sensitive topics in the classroom, on balancing our commitments to freedom of expression, academic freedom, respect and inclusion. Lastly, the university must continue to engage with and promote the adoption of universal design for learning practices in program structures, course materials, pedagogical approaches, and academic assessments to reduce the demand and need for accommodations and enhance the educational experience of all students. Currently Wilfrid Laurier can point to a rich repository of work being done in ALC, Laurier library services, and/or the AODA module on My Learning Space to highlight areas of success.

### Recommendations

**\*Recommendation 6.1: Efforts to Decolonizing the Curriculum should be broader than Indigenous Initiatives. At this time II works in cooperation with Teaching and Learning but this should be expanded in a more purposeful way to expand on existing efforts involving relevant EDI units.**

**Responsibility: Teaching and Learning; Office of the AVP EDI; Office of AVP II**

**\*Recommendation 6.2. Ongoing assessments, scans and data analysis to gauge the success of inclusive and decolonizing pedagogical practices.**

**Responsibility: Office of the AVP EDI (EDI Data Specialist); Teaching and Learning;**

## Institutional Research

### 7. Addressing the Structure of EDI at Wilfrid Laurier University

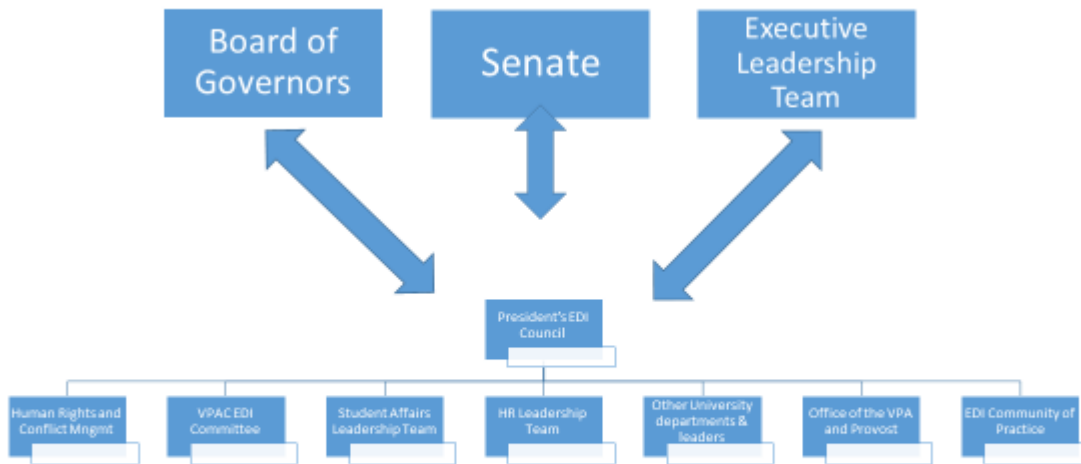
The current decentralized and disaggregated structure of EDI currently poses a great challenge for the university. This is one of the central findings of this strategic planning exercise. EDI work- broadly defined- is currently dispersed over several units including, most prominently: The Centre for Student Equity, Diversity and Inclusion (CSEDI, The Office of Human Rights and Conflict Management), Human Resources, Student Affairs, the Office of the Associate Vice President Equity, Diversity and Inclusion, Laurier International, and other units with an EDI focus. EDI at Laurier is currently characterized by multiple reporting lines, overlapping and at times unclear administrative roles and the persistent overreach of EDI support roles and functions into academic matters. The relationship amongst these units at this time is informal and ad hoc in nature. Resolving this issue is of paramount importance if EDI at Laurier is to have a reasonable chance of success. To date, the EDI Community of Practice has not been as effective as we had hoped in pulling the various EDI units together. Given the freighted nature of EDI work it is unlikely that the EDI Community of Practice will have the capacity, authority or gravitas to do this important work on its own. One encouraging sign is the cooperation that has taken place amongst front line EDI staff across units and offices in providing training and various program initiatives for the university community. The work that our front line staff have managed to do in the context of the disaggregated model that exists is important and inspiring. Examples of such cooperation are recent EDI calendar that highlights celebrations and observances and in so doing spotlight the work of various units while fostering a sense of community. The current situation, nonetheless, is far from ideal and not an effective way forward. The university must take immediate steps to create more clarity and cohesion amongst the EDI units at the university (see recommendations)

Whilst there is little formal coordination among the EDI units at Laurier, the university also faces ongoing challenges in infusing EDI in its academic mission and in its academic departments and units. This situation must be addressed by creating a framework, roles and responsibilities that carry from departments and schools through to the Provost and the Vice President Academic. Here are proposed models for coordinating EDI units and for implementing EDI in academic departments and schools.

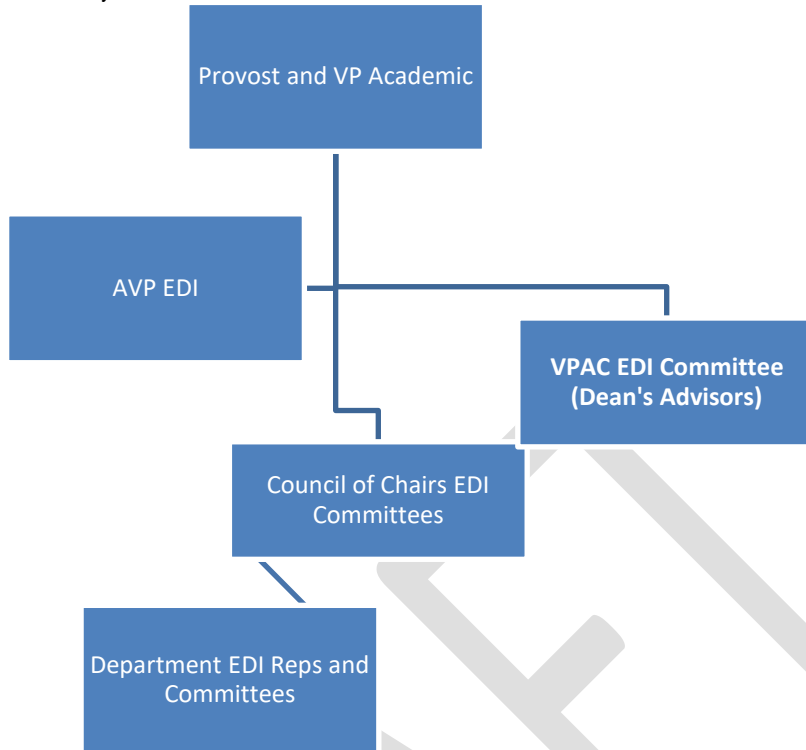
President's EDI Council:

- ◇ Comprised of central and ancillary EDI units across the university, the Office of the Provost and VP Academic (Office of AVP-EDI) and President (or President's delegate)
- ◇ Cooperative relationship with the EDI Community of Practice (President's EDI Council will consider recommendations and proposals from all EDI units and other units across the university)
- ◇ Meets every two -months
- ◇ Annual Reports to the President and Board
- ◇ Implementation and Oversight of EDI Initiatives and Progress at the University, Annual Rotating Chair.

EDI Governance Across Central and Ancillary Units



EDI in and across university academic units



Equity Diversity and Inclusion must be implemented from the department level right up to the Office of the Provost and Vice President Academic. Each school and department will have an EDI council and/or EDI representative. This representative can be the APC equity representative. Department EDI representatives will serve on an EDI Divisional Council. Each Dean will appoint an advisor at the rank of Assistant/Vice Dean EDI or Director of EDI to whom the EDI Divisional EDI Council will report. It is also the role of the EDI Director or Assistant/Vice Dean to oversee, advise and implement EDI initiatives in their respective faculties. Assistant Deans and Directors of Faculties will serve on a VPAC EDI committee. Lastly, the President’s EDI Council will consider striking an EDI Senate Committee tasked with embedding EDI into the university’s academic mission.



**\*Recommendation 7.1: Creation of the President's EDI Council**

**Responsibility: Office of the President**

**\*Recommendation 7.2: Creation of an EDI Senate Committee**

**Responsibility: University Senate, Office of the Provost and VP Academic**

**\*Recommendation 7.3: Creation of infrastructure and reporting system to infuse EDI in all aspects of the Wilfrid Laurier University's Academic programming departments, units and mission. (See Figure 1 Above)**

**Responsibility: Office of the Provost and VP Academic, Office of the AVP EDI**

**\*Recommendation 7.4:**

The Office of the AVP EDI will provide Deans, Units and Departments support, resources and guidance from in order to promote consistency across academic units and departments. Supports will include guidance for establishing EDI committees (and hiring EDI Directors in the case of Deans and faculties/schools) self-assessment (e.g. DEAP Tool), data analysis and climate surveys, curricular support and resources to tackle representation, recruitment and retention.

**Recommendation 7.5: Develop effective communications about EDI challenges, initiatives, and celebrations at Laueier. A robust communication plan and structure can foster a sense of coherence and cooperation amongst the EDI units until more formal protocols are put into place.**

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## **Equity, Diversity and Inclusion at Laurier: Next Steps**

### Implementation of the Strategic Plan

Once this strategic plan has received Senate and Board Approval the next step will be to ensure the implementation of key recommendations and findings of this report. This work will be conducted by the President's EDI Council. The President's EDI Council will also make data informed implementation plans based on the institutional scan provided by Dimensions and implement the recommendations of the Dimensions Pilot Program Action Plan. The Dimensions Action Plan will provide a launching point for the broader ongoing President's EDI Council

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## Appendix 1

### Terms of Reference and Core Principles

#### Diversity:

- ◆ Diversity refers to the varied outlooks, attitudes, values, perspectives, backgrounds, origins and experiences among us.

#### Equity:

- ◆ An understanding of Equity is crucial to deepening and strengthening the concept of diversity. Equity refers to the ways in which equality alone is often inadequate in addressing issues of systemic disadvantage. It's often necessary for institutions to take stock of various barriers- historical and contemporary- that require more than similar treatment and require equitable treatment.

#### Inclusion

- ◆ “An institution can be both diverse and non-inclusive at the same time.”<sup>11</sup> Diversity without access to institutions of power where decisions are made is problematic. Without a seat at the table diversity remains symbolic, devoid of substance and merely ornamental.

#### Accessibility

- ◆ Creating “Barrier free-environments for all persons, including persons with disabilities, whether this is while studying, visiting, or working.”<sup>12</sup>

#### Anti-Racism

- ◆ Anti-Racism is “the active process of identifying and elimination racism by changing systems, organizational structures, policies, practices and attitudes, so that power is redistributed and shared equitably.”

#### Decolonization

“A curriculum provides a way of identifying the knowledge we value. It structures the ways in which we are taught to think and talk about the world ... Decolonizing learning prompts us to consider everything we study from new perspectives ... Decolonizing learning helps us to recognize, understand, and challenge the ways in which our world is shaped by colonialism. It also prompts us to examine our professional practices.” (Quote from 2019 Open University Report)

<sup>ii</sup> A lack of diversity in senior leadership, especially of racialized people, is also a key finding of the survey. Approximately 60% of senior university leaders identify as belonging to at least one of the designated equity-seeking groups (women, racialized peoples, people with disabilities, Indigenous Peoples, LGBTQ2S+). While racialized people represent 8% of senior leaders, they represent 21% of full-time faculty, 31% of doctorate holders and 22% of the Canadian general population. While the proportion of women in senior leadership positions (49%) in universities is now almost proportionate to that of men, there remain few women in the executive head and vice-president positions at Canadian universities.

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## Appendix

### Laurier University EDI Strategic Plan Implementation and Critical Pathways

The implementation of the strategic plan will be spearheaded and coordinated by an Implementation Committee. The process flows from the strategic plan's 9 main findings and linking these to the 35 recommendations and those individuals and offices that have been identified as holding key responsibility for each recommendation. The Committee will also do a scan of the Tri-Council Dimensions Action Plan on EDI in the university research ecosystem for areas of overlap and for common concrete implementation strategies. It will also do an audit of the EDI Action Plan. Both action plans will serve as a launching point for the broader discussions on implementing the strategic plan. What follows is an implementation strategy for priority recommendations. These should be completed within a two year time frame. All of the recommendations must be completed within five years.

The strategic implementation of the plan consists of four (4) primary elements:

- (I) SPC-EDI Implementation Committee will be constituted immediately. Membership will consist of students, faculty, staff and senior leadership and will have the same composition as the SPC-EDI and have a similar selection process. The committee will add 13 additional members to allow for greater participation, and representation. The committee will also include the EDI Strategic Plan Coordinator in the Office of the AVP-EDI. The committee will establish sub committees to tackle major findings correlated with specific clusters of prioritized recommendations (see chart below).  
Timeline: Beginning in fall 2022
- (II) Once constituted, the SPC-EDI Implementation Committee will create the EDI governance structure in cooperation with the Vice President, Integrated Planning and Budgeting and the University Secretariat. Also in cooperation with the Office of the AVP EDI, the Implementation Committee will: (i) write the Terms of Reference for the President's EDI Committee (ii) draft position profiles for academic divisions and other EDI leads (Directors, Assistant or Associate Deans of EDI) and select them in cooperation with the Deans \* and leaders of academic support and university auxiliary units.

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\* The committee may make the decision to phase in the appointment of these EDI Division leads with a pilot of 2-3 leads to begin the process in the first year.

- (III) The Implementation Committee in coordination with the deans, the admin leads identified as holding responsibility for various recommendations and the sub-Committees (organized by major findings in the report) of the Implementation Committee will work together to identify policies, processes and metrics for priority recommendations. This work will be completed within two years.
- (IV) Annual public Facing EDI Report on University’s progress from the Office of the AVP EDI

**Strategic Critical Path for EDI Strat Plan Implementation: Priority Recommendations**

<b>Major Findings/Sub Committee</b>	<b>Priority Recommendations</b>	<b>Responsibilities</b>	<b>Time Frame</b>	<b>Progress Good/Fair/None**</b>
<b>i. Recognition of Harm and Trauma to Front Facing EDI Staff</b>	2.1; 2.3; 5.1; 5.2	HR; AVPEDI; OP	2 yrs	
<b>ii. Decentering Whiteness; Centering Decolonization, Equity and Anti-Racism</b>	1.1; 1.2; 1.3; 1.4; 2.2; 2.3; 3.1; 3.2; 3.3; 4.1; 4.2; 5.1; 5.2; 5.3; 5.4; 6.1; 6.2; 7.1	HR; P&VPA; WLUA; OIR; T&L; AVPEDI; OP	2 yrs	
<b>iii. Data</b>	1.1; 1.2; 2.1; 2.2; 2.3; 3.2; 4.2; 5.3; 6.2; 7.4	AVPEDI; HR; P&VPA	2 yrs	
<b>iv. Intersectionality</b>	1.1; 1.2; 2.2; 3.2; 4.1; 5.1; 5.4; 6.1	OHRM; HR; WLUA; AVPEDI; VPS*	2 yrs	

<b>v. Anti- Oppression</b>	1.1; 1.3; 1.4; 2.1; 2.2; 2.3; 3.1;3.2; 3.3; 4.1; 5.1; 5.2; 5.3; 6.1	AVPEDI; HR; P&VPA; OHRCM; VPS*	2 yrs	
<b>vi. Commitment to Inclusive Excellence</b>	2.1; 2.2; 3.1; 3.3; 4.1; 5.1; 5.2; 7.1; 7.2	P&VPA; HR AVPEDI; OR; OIR	2 yrs	
<b>vii. Accessibility</b>	1.1;1.2; 2.2; 3.1; 3.2; 4.1;	P&VPA; WLUFAs; WLUAAs; VPS*	2 yrs	
<b>viii. Structure: Academic and Support Units</b>	7.1; 7.2	OP; P&VPA	2 yrs	
<b>ix. Budget</b>	All	P&VPA	2 yrs	

\*Responsibilities-- Acronyms

HR= Human Resources

OP= Office of the President

P&VPA= Provost and VP Academic

WLUAAs= Wilfrid Laurier Alumni Association

OIR= Office of Institutional Research

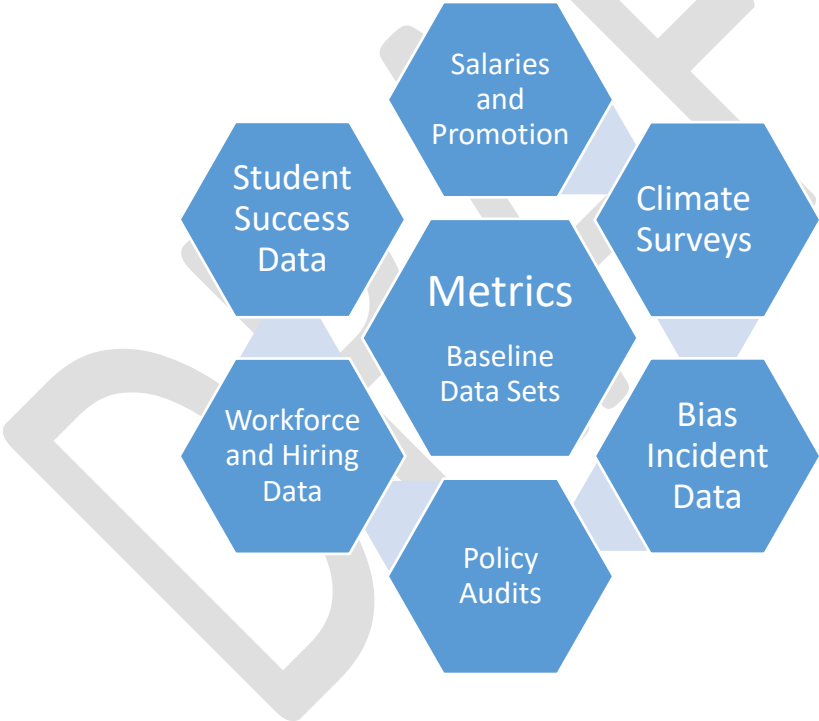
T&L= Teaching and Learning

OHRCM= Office of Human Rights and Conflict Management

VPS= VP Students

AVPEDI= Office of the AVP EDI

\*\*Metrics, Benchmarking and KPIs for Dashboards, EDI Strategic Planning and Implementation







Wilfrid Laurier University  
BOARD OF GOVERNORS

Governance Committee

### **Summary of Governance Committee Meeting May 10, 2022**

*This summary report is for information only and does not constitute an official record of the Committee meeting; the formal Minutes will be approved at the October 13, 2022, Governance Committee meeting.*

The following business was conducted:

**The Committee approved:**

- Minutes, Governance Committee, April 5, 2022

**The Committee reviewed and recommended to the Board:**

- Governance Committee Terms of Reference, as revised

**The Committee received/discussed:**

- Development of Onboarding Tools Update
- Year-End Wrap-up Summary of Committee membership changes and work undertaken throughout the year

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For more information, please contact Anne Lukin, Associate University Secretary, Board of Governors, at [alukin@wlu.ca](mailto:alukin@wlu.ca).



Wilfrid Laurier University  
BOARD OF GOVERNORS

Development Committee

### **Summary of Development Committee Meeting May 17, 2022**

*This summary report is for information only and does not constitute an official record of the Committee meeting; the formal Minutes will be approved at the September 27, 2022, Development Committee meeting.*

The following business was conducted:

**The Committee approved:**

- Minutes, Development Committee, April 12, 2022

**The Committee reviewed and recommended to the Board:**

- Updated Terms of Reference

**The Committee received/discussed:**

- Endowment Spending Rate
- Committee Effectiveness Survey 2022
- Year-End Wrap-up Summary of Committee membership changes and work undertaken throughout the year

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For more information, please contact Anne Lukin, Associate University Secretary, Board of Governors, at [alukin@wlu.ca](mailto:alukin@wlu.ca).



Wilfrid Laurier University  
BOARD OF GOVERNORS

**Audit, Risk and Compliance (ARC) Committee**

**Summary of Audit, Risk and Compliance (ARC) Committee Meeting**  
**May 19, 2022**

*This summary report is for information only and does not constitute an official record of the Committee meeting; the formal Minutes will be approved at the October 20, 2022, ARC Committee meeting.*

The following business was conducted:

**The Committee approved:**

- Minutes, Audit, Risk and Compliance Committee, March 24, 2022

**The Committee reviewed and recommended to the Board:**

- Pension Plan Audited Financial Statements for the year ended December 31, 2021, and to authorize any two board members to sign the financial statements as evidence of approval
- Policy 7.19, Drone Use, as revised, including delegating the approving authority for this policy to the President going forward.
- Policy 7.1, Environmental/Occupational Health and Safety, as revised

**The Committee received:**

- Committee Effectiveness Survey Questions
- Year-End Wrap-up Summary of Committee membership changes and work undertaken throughout the year

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For more information, please contact Anne Lukin, Associate University Secretary, Board of Governors, at [alukin@wlu.ca](mailto:alukin@wlu.ca).



Wilfrid Laurier University  
BOARD OF GOVERNORS

## Finance, Investments and Property (FIP) Committee

### **Summary of Finance, Investments and Property (FIP) Committee Meeting** **May 19, 2022**

*This summary report is for information only and does not constitute an official record of the Committee meeting; the formal Minutes will be approved at the October 20, 2022, FIP Committee meeting.*

The following business was conducted:

#### **The Committee approved:**

- Minutes, Finance, Investments and Property Committee, March 24, 2022

#### **The Committee reviewed and recommended to the Board:**

- Endowment Spending Rate

#### **The Committee received:**

- Annual Sustainability Report 2021-2022
- Digital Strategy Update
- Committee Effectiveness Survey Questions
- Year-End Wrap-up

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For more information, please contact Shannon Kelly, Assistant University Secretary, Policy & Governance, at [skelly@wlu.ca](mailto:skelly@wlu.ca).



Wilfrid Laurier University  
BOARD OF GOVERNORS

Human Resources (HR) Committee

**Summary of Human Resources (HR) Committee Meeting**  
**May 19, 2022**

*This summary report is for information only and does not constitute an official record of the Committee meeting; the formal Minutes will be approved at the October 20, 2022, HR Committee meeting.*

The following business was conducted:

**The Committee approved:**

- Minutes, Human Resources Committee, March 24, 2022

**The Committee reviewed and recommended to the Board:**

- Policy 8.4, Employment Equity, as revised

**The Committee received:**

- Employment Equity Annual Report (Executive Summary)
- Update on Disconnecting from Work Policy
- Committee Effectiveness Survey Questions
- Year-End Wrap-up Summary of Committee membership changes and work undertaken throughout the year

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For more information, please contact Anne Lukin, Associate University Secretary, Board of Governors, at [alukin@wlu.ca](mailto:alukin@wlu.ca).



Wilfrid Laurier University  
BOARD OF GOVERNORS

**Joint Finance, Investments and Property (FIP) / Pension (PEN)  
Committee**

**Summary of Joint Finance, Investments and Property (FIP) / Pension (PEN)  
Committee Meeting  
May 19, 2022**

*This summary report is for information only and does not constitute an official record of the Committee meeting; the formal Minutes will be approved at the October 20, 2022, Joint FIP / PEN Committee meeting.*

The following business was conducted:

**The Committee approved:**

- Minutes, Joint Finance, Investments and Property / Pension Committee, March 24, 2022
- Pension Plan Actuary to prepare an actuarial valuation for the WLU Pension Plan as at December 31, 2021, for consideration of the Committee in determining whether filing of an early valuation will be recommended to the Board of Governors for approval

**The Committee reviewed and recommended to the Board:**

- Investment Oversight Sub-Committee Terms of Reference Revisions, as revised

**The Committee received:**

- Investment Oversight Sub-Committee Update
- Pension Plan Annual Brochure
- Pension Plan Audited Financial Statement
- Q1 Investment Performance Summary – Proteus
- Committee Effectiveness Survey Questions
- Year-End Wrap-up

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For more information, please contact Shannon Kelly, Assistant University Secretary, Policy & Governance, at [skelly@wlu.ca](mailto:skelly@wlu.ca).



## BRIEFING NOTE

**Meeting:** Board of Governors  
**Date :** June 01, 2022  
**Agenda Item #:** BoG A.6.b.1

**Agenda Item:** Pension Plan Audited Financial Statements

**Action Required:**  Approval  Discussion  Information

**Motion:** That on the recommendation of the Audit, Risk and Compliance Committee, the Board of Governors approve the audited financial statements of the Wilfrid Laurier University Pension Plan, and authorize any two members of the Board of Governors to sign the financial statements as evidence of such approval.

<b>Rationale for Board Oversight/Input:</b>	<p>The Board of Governors is responsible for approving the Audited Financial Statements of the Wilfrid Laurier University Pension Plan.</p> <p>The ARC Committee is responsible for reviewing and recommending the Audited Financial Statements to the BOG which are required by legislation.</p>
<b>Compliance</b>	<p>The Audited Financial Statements of the Wilfrid Laurier University Pension Plan are required by legislation. The statements must comply with Section 76 of the Regulation of the Pension Benefits Act (Ontario) and must be filed by June 30, 2022 with Financial Services Regulatory Authority of Ontario.</p>

**Summary (of critical points):** The University is required to prepare and file the annual audited financial statements for the pension plan. The financial statements and detailed schedules were prepared by the Financial Resources Department and audited by external auditors, KPMG. The statements are presented to the Audit, Risk and Compliance Committee of the Board and are being brought forward, with their recommendation, for approval. The financial statement notes provide the description of the pension plan, basis of statement preparation, and accounting policies.

**Purpose and Key Considerations:** The pension plan statements are prepared by the Financial Resources Department using the statements provided by the custodian, the investment managers, and the actuarial valuation.

<b>Financial Implications:</b>	The Board has fiduciary responsibility and oversight of the pension plan assets.
<b>Proposed by:</b>	Zeynep Danis, AVP Financial Resources
<b>Prepared by:</b>	Joe Krizmanic, Director Treasury
<b>Consultation:</b>	Pam Cant, AVP Human Resources Krista Boertien, Director Total Rewards Krista Harloff, Pension & Benefits Specialist
<b>Alignment:</b>	The statements are required by legislation and must comply with section 76 of the Regulation of the Pension Benefits Act (Ontario) and must be filed by June 30, 2022 with Financial Services Regulatory Authority of Ontario.
<b>Risk Assessment:</b>	Risk is minimal as the statements have been subject to external audit.
<b>Attachments:</b>	Financial Statements of Wilfrid Laurier University Pension Plan, Year ended December 31, 2021.



Financial Statements of

**WILFRID LAURIER  
UNIVERSITY PENSION  
PLAN**

And Independent Auditors' Report thereon

Year ended December 31, 2021

DRAFT

## INDEPENDENT AUDITORS' REPORT

To the Board of Governors acting as Trustees of the Wilfrid Laurier University Pension Plan

### ***Opinion***

We have audited the financial statements of the Wilfrid Laurier University Pension Plan (the Plan), which comprise:

- the statement of net assets available for benefits as at December 31, 2021
- the statement of changes in net assets available for benefits for the year then ended
- and notes to the financial statements, including a summary of significant accounting policies

(Hereinafter referred to as the "financial statements").

In our opinion, the accompanying financial statements present fairly, in all material respects, the net assets available for benefits of the Plan as at December 31, 2021, and its changes in net assets available for benefits for the year then ended in accordance with the financial reporting provisions of Section 76 of the Regulation 909.

### ***Basis for Opinion***

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the "***Auditors' Responsibilities for the Audit of the Financial Statements***" section of our auditors' report.

We are independent of the Plan in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada and we have fulfilled our other responsibilities in accordance with these requirements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.



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***Emphasis of Matter – Financial Reporting Framework***

We draw attention to Note 2 in the financial statements, which describes the applicable financial reporting framework and the purpose of the financial statements.

As a result, the financial statements may not be suitable for another purpose.

Our opinion is not modified in respect of this matter.

***Responsibilities of Management and Those Charged with Governance for the Financial Statements***

Management is responsible for the preparation and fair presentation of the financial statements in accordance with the financial reporting provisions of Section 76 of the Regulation 909 and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Entity's ability to continue as a going concern, disclosing as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Entity or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Entity's financial reporting process.

***Auditors' Responsibilities for the Audit of the Financial Statements***

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists.

Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements.



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As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit.

We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion.

The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Entity's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Plan's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditors' report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditors' report. However, future events or conditions may cause the Plan to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- Communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Chartered Professional Accountants, Licensed Public Accountants

Waterloo, Canada

Date

**WILFRID LAURIER UNIVERSITY PENSION PLAN**

## Statement of Net Assets Available for Benefits

December 31, 2021, with comparative information for 2020

	2021	2020
<b>Assets</b>		
Cash	\$ 3,580,438	\$ 8,494,662
Income receivable	81,566	467,171
Contributions receivable:		
Employer	2,035,768	1,878,936
Employee	1,823,499	1,707,072
Harmonized sales taxes recoverable	153,292	148,272
Investments - at fair value (note 3)	874,219,921	761,880,462
	<u>881,894,484</u>	<u>774,576,575</u>
<b>Liabilities</b>		
Accrued expenses (note 8)	1,009,270	1,053,673
Purchased securities payable	-	566,249
Commitments and subsequent events (note 12)		
Impact of COVID-19 pandemic (note 13)		
	<u>\$ 880,885,214</u>	<u>\$ 772,956,653</u>

See accompanying notes to financial statements.

Signed on behalf of the Board of Governors Acting as Trustees:

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\_\_\_\_\_

**WILFRID LAURIER UNIVERSITY PENSION PLAN**

## Statement of Changes in Net Assets Available for Benefits

Year ended December 31, 2021, with comparative information for 2020

	2021	2020
Net assets available for benefits increased (decreased) by:		
Employer contributions:		
Defined contribution plan	\$ 12,246,638	\$ 12,269,281
Funding deficiency (note 6)	762,000	1,704,000
Defined benefit plan	5,611,564	5,729,413
	<u>18,620,202</u>	<u>19,702,694</u>
Employee contributions:		
Defined contribution plan	15,018,336	15,118,706
Transfer from other plans	528,607	132,650
	<u>15,546,943</u>	<u>15,251,356</u>
Benefits and transfers:		
Benefits paid	(20,001,327)	(18,678,835)
Refund of contributions	(498,098)	(933,434)
Death benefits	(1,493,394)	(409,788)
Transfer to other plans	(8,681,074)	(5,946,255)
	<u>(30,673,893)</u>	<u>(25,968,312)</u>
Administrative expenses (note 7)	(7,051,343)	(5,618,595)
Investment return:		
Investment income (note 4)	52,000,061	27,289,778
Increase in fair value of investments (note 5)	59,486,591	31,932,425
	<u>111,486,652</u>	<u>59,222,203</u>
Increase in net assets	107,928,561	62,589,346
Net assets available for benefits, beginning of year	772,956,653	710,367,307
Net assets available for benefits, end of year	<u>\$ 880,885,214</u>	<u>\$ 772,956,653</u>

See accompanying notes to financial statements.

# WILFRID LAURIER UNIVERSITY PENSION PLAN

Notes to Financial Statements

Year ended December 31, 2021

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## 1. Description of the Pension Plan:

The following description of the Wilfrid Laurier University Pension Plan (the "Plan") is a summary only. For more complete information, reference should be made to the Plan agreement.

### (a) General:

The Plan is a defined contribution pension plan with a supplementary benefit provision. Membership in the Plan is available to a full-time faculty and staff of Wilfrid Laurier University (the "University"), and those part-time faculty and staff who satisfy certain conditions. Under the Plan, the members' defined contribution, the University's contribution, and the related plan earnings comprise the members' money purchase account. In addition, the University is responsible for funding the Minimum Guarantee Fund which provides for any required supplementary benefits. The Plan is registered with the Financial Services Regulatory Authority and the Canada Revenue Agency. The Plan is registered under the Pension Benefits Act (Ontario): Registration # 0314492.

### (b) Funding policy:

The Pension Benefits Act (Ontario), requires that Wilfrid Laurier University, being the Plan sponsor, must fund the benefits determined under the Plan. An actuarial valuation of the Plan is required at least every three years to assess the adequacy of the Plan's funding. The date of the most recent actuarial valuation was April 30, 2020.

Contribution levels for members were 8.0% of earnings up to the Yearly Maximum Pensionable Earnings ("YMPE") and 10.0% of earnings above the YMPE. YMPE for 2021 was \$61,600.

The University is required to contribute 7% of member earnings plus provide the balance of the funding, based on triennial valuations, necessary to ensure that the supplementary benefits will be fully provided for at retirement.

### (c) Pension determination:

A money purchase pension is calculated based on the funds in the member's money purchase account. A minimum guaranteed pension is determined based on a member's service and pensionable earnings level. The Plan member receives the money purchase pension plus a supplement equal to the amount by which the minimum guaranteed pension exceeds the money purchase pension, if any.

### (d) Survivors' pension:

If a member dies while in receipt of a pension, the extent of any survivor benefits is dependent upon the pension option selected by the plan member upon retirement.

# WILFRID LAURIER UNIVERSITY PENSION PLAN

Notes to Financial Statements (continued)

Year ended December 31, 2021

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## 1. Description of the Pension Plan (continued):

### (e) Death benefit:

If a member dies prior to retirement, a death benefit is payable to the estate of the member or their beneficiary. The value of this death benefit is equal to the value of the member's money purchase component account, plus the commuted value of any supplementary benefit after 1986 that exceeds the balance in the member's money purchase account.

### (f) Withdrawal options:

If a member terminates employment with the University, the member may elect one of the following options with respect to the funds in the member's money purchase component account:

- (i) To have an amount equal to the balance in the money purchase component account, plus the value of any of the supplementary pension earned to the date of termination;
  - transferred to another registered pension fund, or to a registered retirement savings plan, provided the plan administrator agrees to lock in the funds for the provision of pension benefits; or
  - for the purchase a life annuity that will not commence before the first of the month following the attaining of age 55; or
- (ii) To leave the balance left in the member's money purchase component account in the University's Plan in order to receive pension benefits at normal retirement date, based on that balance, together with credited interest to that date; or
- (iii) To receive a lump-sum refund equal to the total of the Member's contributions, with credited interest to the date of payment, to the extent allowed by the Pension Benefits Act (Ontario) and by the Canada Revenue Agency regulations.

## 2. Significant accounting policies:

### (a) Basis of presentation:

As permitted under Section 76 of the Regulation to the Pension Benefits Act (Ontario), the Wilfrid Laurier University Pension Plan (the "Plan") may prepare financial statements which exclude information regarding its pension obligation. Accordingly, these financial statements are prepared in accordance with Canadian accounting standards for pension plans, as described above, except that it excludes information regarding its pension obligation. In selecting accounting policies that do not relate to its investment portfolio or pension obligations, Canadian accounting standards for pension plans require the Plan to comply with either International Financial Reporting Standards or Canadian accounting standards for private enterprises ("ASPE") in Parts I and II of the Chartered Professional Accountants Canada Handbook. The Plan has chosen to comply on a consistent basis with ASPE.



# WILFRID LAURIER UNIVERSITY PENSION PLAN

Notes to Financial Statements (continued)

Year ended December 31, 2021

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## 2. Significant accounting policies (continued):

### (a) Basis of presentation (continued):

The Plan's financial statements do not purport to show the adequacy of the Plan's assets to meet its pension obligation. Such an assessment requires additional information, such as the Plan's actuarial reports and information about the University's financial health.

The financial statements of the Plan have been prepared to assist in meeting the requirements of the Financial Services Regulatory Authority.

### (b) Basis of measurement:

The financial statements have been prepared on the historical cost basis except for financial instruments which are measured at fair value through the statement of changes in net assets available for benefits.

### (c) Fair value measurement:

Fair value is the amount for which an asset could be exchanged, or a liability settled, between knowledgeable, willing parties in an arm's length transaction on the measurement date.

When available, the Plan measures the fair value of an instrument using quoted prices in an active market for that instrument. A market is regarded as active if quoted prices are readily and regularly available and represent actual and regularly occurring market transactions on an arm's length basis. The Plan uses closing market price as a practical expedient for fair value measurement.

If a market for a financial instrument is not active, then the Plan establishes fair value using a valuation technique. Valuation techniques include using recent arm's length transactions between knowledgeable, willing parties (if available), reference to the current fair value of other instruments that are substantially the same, discounted cash flow analysis and option pricing models.

All changes in fair value, other than interest and dividend income and expense, are recognized in the statement of changes in net assets available for benefits as part of the change in net unrealized gains.

Fair values of investments are determined as follows:

Bonds and equities are valued at year-end quoted closing prices where available. Where quoted prices are not available, estimated fair values are calculated using comparable securities.

Short-term notes, treasury bills and term deposits maturing within a year are stated at cost, which together with accrued interest income approximates fair value given the short-term nature of these investments.

Guaranteed investment certificates, term deposits maturing after a year, mortgages and real estate debentures are valued at the present value of estimated future cash flows discounted at interest rates in effect on the last business day of the year for investments of a similar type, quality and maturity.

# WILFRID LAURIER UNIVERSITY PENSION PLAN

Notes to Financial Statements (continued)

Year ended December 31, 2021

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## 2. Significant accounting policies (continued):

### (c) Fair value measurement (continued):

Pooled funds are valued at the unit values supplied by the pooled fund administrator, which represent the Fund's proportionate share of underlying net assets at fair values determined using closing market prices.

Investments in real estate and infrastructure assets are made via limited partnership funds. The fair value of a limited partnership investment is based on financial information provided by the funds' general partners under limited partnership agreements (and will not vary from this value unless there is specific and objectively verifiable reason to do so).

### (d) Financial instruments:

The Plan has classified its financial instruments as follows: cash, income receivable, contributions receivable, harmonized sale tax recoverable, accrued expenses, and purchased securities payable are classified as amortized cost. Investments are classified as financial assets or financial liabilities at fair value through the statement of changes in net assets available for benefits and are carried at fair value with changes in fair value recorded through the statement of changes in net assets available for benefits.

### (e) Investments:

Investments are recorded at fair value. Pooled funds are valued at the unit values supplied by the pooled fund administrator, which represent the Plan's proportionate share of underlying net assets at fair values determined using closing market prices.

### (f) Investment income:

Income from investments is recorded on an accrual basis and includes interest income, dividends and other income.

### (g) Income taxes:

The Plan is a registered pension plan, as defined by the Income Tax Act (Canada) and, accordingly, is not subject to income taxes.

**WILFRID LAURIER UNIVERSITY PENSION PLAN**

Notes to Financial Statements (continued)

Year ended December 31, 2021

**3. Investments:**

	2021 Fair value	2021 Cost	2020 Fair value	2020 Cost
Short-term investments	\$ -	\$ -	\$ 839,763	\$ 839,763
Corporate debt instruments	-	-	108,150	107,603
Common stocks	38,915,315	32,922,287	104,355,193	98,767,865
Canadian balanced funds	170,037,076	158,002,975	174,467,994	162,333,565
Canadian equity funds	96,334,893	88,132,429	-	-
Canadian bond funds	43,414,224	41,943,722	78,568,193	72,413,270
Global equity funds	246,657,324	140,580,680	213,435,275	136,201,964
Global fixed income funds	34,585,280	38,891,207	36,533,344	37,344,394
Mortgage funds	75,924,183	77,804,622	71,143,974	72,692,706
Infrastructure funds	95,899,281	70,780,913	82,428,576	67,181,284
Global real estate funds	72,452,345	67,422,608	-	-
	<b>\$ 874,219,921</b>	<b>\$ 716,481,443</b>	<b>\$ 761,880,462</b>	<b>\$ 647,882,414</b>

Individual investments whose cost or fair values exceed 1% of the total cost or fair values respectively of the net assets available for benefits are as follows:

Fund Name	Fund Manager	2021 Fair value
Canadian balanced funds Signature Canadian Balanced Fund	CI Investments	\$ 170,037,076
Canadian equity funds Canadian Equity Fund	Fiera	96,334,893
Canadian bond funds Core Plus Bond Fund	Phillips, Hager & North	43,414,224
Global equity funds Global Fund	First Eagle Investment Management	98,713,439
Walter Scott Global Equity Fund	Walter Scott & Partners Limited	147,943,885
Global fixed income funds Global Opportunistic Fixed Income Fund	Brandywine Global Investment Management	34,585,280
Mortgage funds Romspen Mortgage Investment Fund	Romspen	75,924,183
Infrastructure funds IFM Global Infrastructure Fund	IFM Investors	95,899,281
Global real estate fund CBRE Global Alpha Fund	CBRE	72,452,345

# WILFRID LAURIER UNIVERSITY PENSION PLAN

Notes to Financial Statements (continued)

Year ended December 31, 2021

## 4. Investment income:

Investment income consists of interest earned on cash and cash equivalents, dividends earned from common stocks, and distribution of units and income in the pooled funds. It can be classified as follows:

	2021	2020
Interest from cash and short-term investments	\$ 4,202	\$ 8,684
Dividends from common stocks	1,358,661	1,126,505
Income from Canadian balanced funds	29,047,910	8,397,975
Income from Canadian equity funds	1,043,419	1,612,875
Income from Canadian bond funds	2,908,952	5,652,644
Income from Global equity funds	5,114,979	2,141,514
Income from Global fixed income funds	1,546,813	2,703,613
Income from mortgage funds	5,666,225	4,558,824
Income from infrastructure funds	5,308,900	1,087,144
	<b>\$ 52,000,061</b>	<b>\$ 27,289,778</b>

## 5. Changes in market value of investments:

	2021	2020
Net realized gain (loss) on sale of investments and units of pooled funds	\$ 15,746,161	\$ (6,083,494)
Net change in accumulated unrealized gain on investments and units of pooled funds	43,740,430	38,015,919
	<b>\$ 59,486,591</b>	<b>\$ 31,932,425</b>

## 6. Employer - funding deficiency:

The employer payments for the funding deficiency are determined based on the actuarial valuations that the University is required to file with the Financial Services Regulatory Authority of Ontario. The most recent valuation on April 30, 2019, indicated that the minimum required University contribution should be \$762,000 from May 1, 2021 to April 30, 2022.

## 7. Administrative expenses:

	2021	2020
Audit fees	\$ 11,713	\$ 11,497
Custodial trustee fees	121,292	113,050
Investment manager fees	6,010,134	4,392,977
Actuarial and consulting fees	667,902	867,991
Other administrative expenses	240,302	233,080
	<b>\$ 7,051,343</b>	<b>\$ 5,618,595</b>

**WILFRID LAURIER UNIVERSITY PENSION PLAN**

Notes to Financial Statements (continued)

Year ended December 31, 2021

**8. Accrued expenses:**

	2021	2020
Audit fees	\$ 11,978	\$ 11,753
Custodial trustee fees	31,905	19,521
Investment manager fees	722,370	658,905
Actuarial and consulting fees	187,341	305,630
Wages and benefits	55,676	57,864
	<b>\$ 1,009,270</b>	<b>\$ 1,053,673</b>

**9. Financial instruments:**

## (a) Fair value:

The fair values of investments are determined as described in note 2(c).

For certain of the Plan's financial instruments, the carrying amounts of demand deposits and cash on hand, income receivable, contributions receivable, amounts receivable or owing on unsettled sale transactions, taxes recoverable and accrued expenses, approximate fair value due to the short-term maturity of these financial instruments.

Canadian accounting standards for pension plans requires disclosures about the inputs to fair value measurements, including their classification within a hierarchy that prioritizes the inputs to fair value measurement. The three levels of the fair value hierarchy are:

- Level 1 - unadjusted quoted prices in active markets for identical assets or liabilities;
- Level 2 - inputs other than quoted prices that are observable for the asset or liability either directly or indirectly; and
- Level 3 - inputs that are not based on observable market data.

Level 1 includes publicly traded equities, Level 2 includes bonds, short term instruments and pooled funds and Level 3 includes investments in limited partnership funds in infrastructure and real estate.

The classification of investments within the fair value hierarchy is as follows:

at December 31, 2021	Fair value	Level 1	Level 2	Level 3
Investments	\$ 874,219,921	\$ 38,915,315	\$ 591,028,797	\$ 244,275,809

at December 31, 2020	Fair value	Level 1	Level 2	Level 3
Investments	\$ 761,880,462	\$ 105,303,106	\$ 503,004,806	\$ 153,572,550

# WILFRID LAURIER UNIVERSITY PENSION PLAN

Notes to Financial Statements (continued)

Year ended December 31, 2021

## 9. Financial instruments (continued):

### (a) Fair value (continued):

Reasonable possible changes at the reporting date to the unobservable inputs for Level 3 would not result in a significantly higher or lower fair value measurement. The following table shows a reconciliation of the beginning and ending fair value measurements for Level 3 financial instruments:

<b>Level 3 – Financial Instruments</b>	2021	2020
Beginning balance	\$ 153,572,550	\$ 148,374,040
Acquisitions	76,037,443	4,037,680
Gain recognized in income	14,665,816	1,160,830
Ending balance	\$ 244,275,809	\$ 153,572,550

### (b) Associated risks:

#### (i) Market price risk:

Market price risk is the risk that the value of an instrument will fluctuate as a result of changes in market prices, whether caused by factors specific to an individual investment, its issuer or all factors affecting all instruments traded in the market. As all of the Plan's financial instruments are carried at fair value with fair value changes recognized in the statement of changes in net assets available for benefits, all changes in market conditions will directly affect the increase (decrease) in net assets available for benefits. Market price risk is managed by the Investment Manager through construction of a diversified portfolio of instruments traded on various markets and across various industries.

A 1% increase (decrease) in the unit value of the pooled funds would increase (decrease) the asset value and the change in unrealized gains in investments by \$8,353,046 (2020 - \$6,562,151). The unit price of the pooled funds is affected by changes in market values, foreign exchange rates and interest rates impacting the underlying equity and debt instruments held within the individual pooled funds managed by the Investment Manager.

#### (ii) Interest rate risk:

Interest rate risk refers to the adverse consequences of interest rate changes on the Plan's cash flows, financial position and income. Interest rate changes have an indirect impact on the assets in the Plan. The Plan uses investment diversification to manage this risk.

#### (iii) Liquidity risk:

Liquidity risk is the risk that an entity will encounter difficulty in meeting obligations associated with financial liabilities. The Plan maintains an investment policy, as approved by the Board of Governors, which contains asset mix guidelines which help to ensure the Plan is able to liquidate investments to meet its pension benefit or other obligations.

# WILFRID LAURIER UNIVERSITY PENSION PLAN

Notes to Financial Statements (continued)

Year ended December 31, 2021

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## 9. Financial instruments (continued):

### (b) Associated risks (continued):

#### (iii) Liquidity risk (continued):

All of the Plan's listed securities and fixed income securities are considered to be readily realizable as they are listed on recognized stock exchanges and can be quickly liquidated at amounts close to their fair value in order to meet liquidity requirements.

#### (iv) Foreign currency risk:

Foreign currency risk is the risk that fair value or future cash flows of a financial instrument will fluctuate because of changes in foreign exchange rates. Some of the Plan's pooled fund is invested in financial instruments and enters into transactions denominated in various foreign currencies, other than the Plan's measurement currency. Consequently, the Plan is exposed to risks that the exchange rate of the various currencies may change in a manner that has an adverse effect on the value of the portion of the Plan's assets denominated in currencies other than the Canadian dollar. The Plan's overall currency positions and exposures are monitored by the Investment Manager.

#### (v) Credit risk:

Credit risk is the risk that an issuer or counter party will be unable or unwilling to meet a commitment that it has entered into with the Plan. Credit risk is generally higher when a non-exchange traded financial instrument is involved because the counter party for non-exchange traded financial instruments is not backed by an exchange clearing house.

## 10. Related party transactions:

The University provides certain administrative services to the Plan. The cost to the Plan for these services during the year ended December 31, 2021 approximated \$208,000 (2020 - \$204,000), being the exchange amount agreed to by the parties, and is included in administrative expenses in the statement of changes in net assets available for benefits.

## 11. Capital and risk management:

The capital of the Plan is represented by the net assets available for benefits. The main objective of the Plan is to sustain a certain level of net assets in order to meet the pension obligations of the University, which are not presented or discussed in these specified purpose financial statements. The Plan fulfills its primary obligation by adhering to specific investment policies outlined in its Statement of Investment Policies and Procedures (the "SIPP"), which is reviewed annually by the University and complies with the asset preservation measures imposed by the Financial Services Regulatory Authority. The SIPP was last reviewed on June 3, 2021.

# WILFRID LAURIER UNIVERSITY PENSION PLAN

Notes to Financial Statements (continued)

Year ended December 31, 2021

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## 11. Capital and risk management (continued):

The Plan's investment positions expose it to a variety of risks which are discussed in Note 9. The Plan manages net assets by engaging knowledgeable investment managers who are charged with the responsibility of investing existing funds and new funds (current year's employee and employer contributions) in accordance with the approved SIPP. The allocation of assets among various asset categories is monitored by the University on a monthly basis. A comprehensive review is conducted quarterly, which includes measurement of returns, comparison of returns to appropriate benchmarks, ranking of returns and risk analysis.

Increases in net assets available for benefits are a direct result of investment income generated by investments held by the Plan and contributions into the Plan by eligible employees and by the University. The University is required under the Pension Benefits Act (Ontario) to pay contributions, based on actuarial valuations, necessary to ensure the benefits are funded on the Plan's provisions. More details on employee and employer contributions that were paid during the year is disclosed in the statement of changes in net assets available for benefits.

The main use of net assets is for benefit payments to eligible Plan members. The Plan is required to file annual financial statements with the Financial Services Regulatory Authority. There is no change in the way capital is managed this year.

## 12. Commitments and subsequent events:

The Plan enters into commitments related to the funding of investments in infrastructure and real estate limited partnerships. The future commitments are payable on demand based on the capital needs of the limited partnership. As at December 31, 2021, these future commitments amounted to \$nil (2020 – \$67,900,000).

## 13. Impact of COVID-19 pandemic:

In March 2020, the COVID-19 outbreak was declared a pandemic by the World Health Organization and has had a significant financial and market impact. Markets are prone to volatility and the COVID-19 virus has presented many uncertainties and is threatening the outlook for future global trade and GDP. This uncertainty has translated into wide spread volatility across equity and bond markets throughout 2021. At this time these factors present uncertainty over future cash flows and may cause significant changes to the assets or liabilities and timing of capital calls. An estimate of the financial effect is not practicable at this time.





## BRIEFING NOTE

**Meeting:** Board of Governors  
**Date :** June 01, 2022  
**Agenda Item #:** BoG A.6.c.

**Agenda Item:** Recommendation to prepare actuarial valuation of WLU Pension Plan @ December 31, 2021

**Action Required:**  Approval  Discussion  Information

**Motion:** *The following motion was approved at the joint Finance, Investments & Property / Pension Committee Meeting:*

*That the Joint Finance & Investment & Pension Committee approve the Pension Plan Actuary to prepare an actuarial valuation for the WLU Pension Plan as at December 31, 2021, using the actuarial assumptions as described in the attached presentation, for consideration of the Committee in determining whether filing of an early valuation will be recommended to the Board of Governors for approval.*

**Rationale for Board Oversight/Input:** The Board is the legal Administrator of the WLU Pension Plan and is obligated to act in the best interests of the Plan's beneficiaries and is subject to fiduciary obligations under common law and the Ontario Pension Benefits Act ("PBA") and the Regulation thereto (the "Regulation") with respect to the Plan. Many of its administrative duties may be delegated to other entities; however, the ultimate responsibility for administration of the Plan lies with the Board. The Board is responsible to review and approve the pension valuation reports prepared by the Actuary and recommended by the Pension Committee, to be filed with the Regulator. The Finance, Investments & Property and Pension Committees jointly oversee the Pension Plan administration and performance.

**Compliance**  
WLU Act  
Finance, Investments & Property Committee  
Pension Committee  
Financial Services Regulatory Authority(FSRA)  
Canada Revenue Agency (CRA)  
Canadian Institute of Actuaries (CIA)

**Summary (of critical points):** WLU filed the last actuarial valuation of pension assets and liabilities at April 30, 2019. The next required funding valuation must be filed with the Regulator with an effective date no later than April 30, 2022.

**Purpose and Key Considerations:** WLU is not required by law to perform another valuation until April 30, 2022. However, WLU could choose to file a valuation prior to this time if it is advantageous to do so. Typically, the decision to file a valuation early has taken into account university contribution stability, forthcoming regulatory changes, and evolving information on asset returns and interest rates. Based on the information and advice provided by the Actuary, we are recommending to prepare an early valuation at December 31, 2021.

The decision about preparing a valuation is separate from the decision to file the valuation. It is recommended the Committee direct the Actuary to perform a valuation as at December 31, 2021 and make the final determination to file the valuation with the regulators once the valuation is prepared. Valuations can be filed up to 9 months following the valuation date, allowing time for decision making after the effective date and before the filing deadline. The December 31, 2021 valuation would have to be filed by no later than September 30, 2022.

The attached presentation from the Actuary provides further detail about the funded status of the Plan and rationale for the assumptions and methods recommended, as well as the financial advantage of preparing a valuation at December 31, 2021 compared to April 30, 2022.

<b>Financial Implications:</b>	The financial implications of a valuation at December 31, 2021 and March 31, 2022 (projected to April 30, 2022) are provided in the attached presentation.
<b>Proposed by:</b>	Pamela Cant, Chief HR & Equity Officer
<b>Lead Author:</b>	Pamela Cant, Chief HR & Equity Officer
<b>Consultation:</b>	Linda Byron, Plan Actuary, Aon Lloyd Noronha, VP Finance & Administration Zeynep Danis, AVP Financial Resources Krista Boertien, Director Total Rewards
<b>Alignment:</b>	Laurier is required by law to file an actuarial valuation at a date that is not later than April 30, 2022. Filing a valuation earlier, at December 31, 2021, is permitted under the Pension Benefits Act and regulations. In addition, December 31st aligns with the Pension Plan year end.
<b>Risk Assessment:</b>	The actuarial analysis shows the Plan is in a good funded position on a going-concern and solvency basis. Risk to plan members is very low. There is only risk to plan members if the Plan were to wind up, the University was insolvent and there were not enough assets available to fund the deficit. This is a very unlikely scenario.
<b>Attachments:</b>	Wilfrid Laurier University Pension Plan Actuarial Valuation Planning May 2022



# **Wilfrid Laurier University Pension Plan Actuarial Valuation Planning**

**May 2022**

# Background

The next required funding valuation of the Wilfrid Laurier University Pension Plan (WLU Pension Plan) is due to be prepared as at a date no later than April 30, 2022

The valuation of the plan can be performed as at an earlier date

The valuation is due with the regulators no later than 9 months following the valuation effective date and will set WLU contribution requirements for 3 years from the valuation date, unless superseded by another valuation

The pages that follow show an estimate of the funded status of the WLU Pension Plan as at December 31, 2021 and March 31, 2022 on the going concern, solvency and hypothetical wind-up bases

Aon has also estimated the impact on WLU required contributions if the valuation were performed as of either of these dates

April 30, 2022 asset information is not available at the time of writing this report; however, based on the general market returns in April, it can be assumed the financial position of the WLU Pension Plan would have deteriorated from March 31, 2022

# Background (cont'd)

The going concern, solvency and wind-up liabilities have been estimated using assumptions that would be appropriate at the valuation date

Actuary's preliminary recommendation is a going concern discount rate of 5.50% per year (down from 5.80% at the prior valuation) with no change to the other key assumptions

Asset values are based on the December 31, 2021 and March 31, 2022 unaudited statements prepared by CIBC Mellon

Aon was informed by WLU that the CIBC statements at December 31, 2021 were initially understated by \$8.1 million.

- This error was discovered during the auditing of the pension fund
- As a result, Aon has revised the estimated funded status at December 31, 2021 previously provided to the Committee in March to reflect the updated (higher ) value.

# Executive Summary

The MPP balances reflect actual asset returns over the period from May 1, 2019 to March 31, 2022



May 1, 2019 to December 31, 2019: 4.70%

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January 1, 2020 to December 31, 2020: 7.46%

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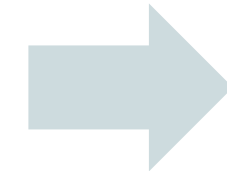
January 1, 2021 to December 31, 2021: 13.58%

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January 1, 2022 to March 31, 2022: -1.81%

# Executive Summary (cont'd)

The going concern funded status as at December 31, 2021 is **97.7%** with an estimated deficit of **\$20.6 million**



This estimated deficit increases to \$32.2 million at March 31, 2022 ; based on financial market performance in April, deficit is expected to be higher at April 30, 2022

The going concern deficit must be funded over 10 years in special payments that begin 1 year from valuation date; Higher deficit would result in higher contribution requirements in the March 31 or April 30 scenario

The solvency funded status as at December 31, 2021 is **100.9%** with a surplus of **\$7.0 million**



This surplus increases to \$47 million at March 31, 2022 due to the significant increase in interest rates offset somewhat by the investment losses

No solvency payments are required under either valuation date scenario as the solvency ratio exceeds 85%

The hypothetical wind-up funded status as at December 31, 2021 is **80.3%**



Improves to 85.9% at March 31, 2022

Hypothetical wind-up deficit is not required to be filed except in event of actual plan wind-up

If a December 31, 2021 valuation is performed, Going Concern special payments would increase from **\$0.8 million** in 2022 to **\$2.8 million** in 2023



A March 31, 2022 actuarial valuation would result in an increase in Going Concern Special Payments from \$0.8 million in 2022 to \$4.3 million beginning April 1, 2023

Under either valuation scenario contribution requirements increase compared to prior April 30, 2019 valuation

# Summary of Results

- WLU's required contributions are set out in the regulatory funding valuation
- The plan is expected to have a solvency ratio in excess of 85% regardless of the valuation date chosen and therefore no solvency deficit funding will be required
- WLU's contributions will be driven by the going concern funded position of the plan at the valuation date
  - The more favourable financial position at December 31, 2021 results in cumulative required contributions for the next 3 years that are \$1.8 million lower than delaying the valuation to March 31, 2022 or April 30, 2022







# Detailed Results



# Estimated Going Concern Funded Status

Going Concern	(Filed) April 30, 2019	Estimated as at December 31, 2021	Estimated as at March 31, 2022
<b>Funded Status (\$000's)</b>			
Assets	\$ 672,640	\$ 877,882	\$ 863,864
Liabilities	658,125	867,860	865,452
Additional liability due to PfAD	23,456	30,681	30,625
<b>Surplus/(Deficit)</b>	<b>\$ (8,941)</b>	<b>\$ (20,659)</b>	<b>\$ (32,213)</b>
Funded Ratio (after PfAD)	98.7%	97.7%	96.4%
<b>Assumptions</b>			
Nominal Discount Rate	5.90% p.a.	5.50% p.a	5.50% p.a
Inflation Rate	2.00% p.a.	Same	Same
Real Discount Rate	3.90% p.a.	3.50% p.a	3.50% p.a
MPP Conversion Rate	3.50% p.a.	Same	Same
Salary Increase	3.75% p.a. for 3 years, 4.00% p.a. thereafter	Same	Same
YMPE/ITA Maximum Pension Increases	3.00% p.a.	Same	Same
Mortality Rates <sup>1</sup>	CPM 2014 COM	Same	Same
Commuted Value Election at Termination/Retirement	15%	Same	Same
PfAD (as a % of non-indexed Supplementary Liability and Retiree MGP Liability)	10.5%	9.9% <sup>2</sup>	9.9% <sup>2</sup>

*The going concern deficit as at the last filed valuation date is being funded over 10 years*

<sup>1</sup> 2014 Canadian Pensioners Mortality Table combined with mortality improvement scale CPM-B

<sup>2</sup> Based on the target asset allocation as per the latest SIPP effective November 2020, updated discount rate and the drop in government yield

# Estimated Solvency Funded Status

Solvency	(Filed) April 30, 2019	Estimated as at December 31, 2021	Estimated as at March 31, 2022
<b>Funded Status (\$000's)</b>			
Assets <sup>1</sup>	\$ 671,640	\$ 876,882	\$ 862,864
Liabilities	<u>707,945</u>	<u>869,829</u>	<u>815,281</u>
<b>Surplus/(Deficit)</b>	<b>\$ (36,305)</b>	<b>\$ 7,053</b>	<b>\$ 47,583</b>
Funded Ratio (excludes wind-up expenses)	95.0%	100.9%	106.0%
<b>Assumptions</b>			
Discount Rate			
Commuted Value	2.40% p.a. for 10 years, 2.90% p.a. thereafter	2.30% p.a. for 10 years, 3.40% p.a. thereafter	2.70% p.a. for 10 years, 3.70% p.a. thereafter
Annuity Purchase	2.95% p.a.	2.75% p.a.	3.61% p.a.
MPP Conversion Rate	3.13% p.a.	Same	Same
Mortality Rates <sup>2</sup>	CPM 2014 COM	Same	Same
Commuted Value Election at Retirement	Age 55 and above: 0%	Same	Same
	Less than age 55: 100%	Same	Same

***WLU is not required to fund the solvency deficit because the solvency ratio exceeds 85% at the date of the last valuation***

<sup>1</sup> Includes provision for wind-up expenses of \$1 million

<sup>2</sup> 2014 Canadian Pensioners Mortality Table combined with mortality improvement scale CPM-B

# Estimated Hypothetical Wind-Up Funded Status

Wind Up	(Filed) April 30, 2019	Estimated as at December 31, 2021	Estimated as at March 31, 2022
<b>Funded Status (\$000's)</b>			
Assets <sup>1</sup>	\$ 671,640	\$ 876,882	\$ 862,864
Liabilities	891,161	1,090,901	1,005,308
<b>Surplus/(Deficit)</b>	<b>\$ (219,521)</b>	<b>\$ (214,019)</b>	<b>\$ (142,444)</b>
Transfer Ratio (excludes wind-up expenses)	75.4%	80.5%	85.9%
<b>Assumptions</b>			
Discount Rate			
Commutated Value			
Pre-2013 service	1.20% p.a. for 10 years, 1.30% p.a. thereafter	0.80% p.a. for 10 years, 1.20% p.a. thereafter	1.00% p.a. for 10 years, 2.00% p.a. thereafter
Pst-2012 service	1.80% p.a. for 10 years, 2.10% p.a. thereafter	1.60% p.a. for 10 years, 2.30% p.a. thereafter	1.90% p.a. for 10 years, 2.90% p.a. thereafter
Annuity Purchase			
Pre-2013 service	(0.20)% p.a.	(0.54)% p.a.	0.14% p.a.
Pst-2012 service	1.38% p.a.	1.11% p.a.	1.88% p.a.
MPP Conversion Rate	3.13% p.a.	Same	Same
Mortality Rates <sup>2</sup>	CPM 2014 COM	Same	Same
Commutated Value Election at Retirement	Age 55 and above: 0% Less than age 55: 100%	Same	Same

<sup>1</sup> Includes provision for wind-up expenses of \$1 million

<sup>2</sup> 2014 Canadian Pensioners Mortality Table combined with mortality improvement scale CPM-B

# University Contribution Requirements—Illustrative

Based on Estimated December 31, 2021 Valuation Date

In \$000's	Calendar 2022	Calendar 2023	Calendar 2024
<b>University Contributions</b>			
Money Purchase Pension Contributions	\$ 13,398	\$ 13,934	\$ 14,491
Supplementary Pension Normal Cost	7,286	7,577	7,880
Provision for Expenses	400	400	400
Additional normal cost due to PfAD	<u>530</u>	<u>549</u>	<u>570</u>
<b>Total University Normal Cost</b>	<b>\$ 21,614</b>	<b>\$ 22,460</b>	<b>\$ 23,341</b>
Going Concern Special Payments*	762	2,720	2,720
Solvency Special Payments	<u>0</u>	<u>0</u>	<u>0</u>
<b>Total University Contributions</b>	<b>\$ 22,376</b>	<b>\$ 25,180</b>	<b>\$ 26,061</b>
<b>As a % of Expected Covered Payroll</b>			
University Supplementary Pension Normal Cost	4.29%	4.28%	4.27%
University Money Purchase Pension Normal Cost	7.00%	7.00%	7.00%
Special Payments Contributions	<u>0.40%</u>	<u>1.37%</u>	<u>1.31%</u>
<b>Total University Contributions</b>	<b>11.69%</b>	<b>12.65%</b>	<b>12.58%</b>

Note – valuation is not required until April 30, 2022 with a filing due date of January 31, 2023; Until the new valuation is filed, the University will contribute 10.64% of earnings; Upon filing the valuation any increase in supplementary normal cost will be applied retroactive to the valuation date (estimated to be 1.1% of pay); Increases in special payment contributions for funding the going concern deficit are deferred for 12 months from the valuation date

# University Contribution Requirements—Illustrative

Based on Estimated March 31, 2022 Valuation Date

In \$000's	Calendar 2022	Calendar 2023	Calendar 2024
<b>University Contributions</b>			
Money Purchase Pension Contributions	\$ 13,398	\$ 13,934	\$ 14,491
Supplementary Pension Normal Cost	6,808	7,577	7,880
Provision for Expenses	400	400	400
Additional normal cost due to PfAD	498	549	570
<b>Total University Normal Cost</b>	<b>\$ 21,104</b>	<b>\$ 22,460</b>	<b>\$ 23,341</b>
Going Concern Special Payments*	762	3,414	4,298
Solvency Special Payments	0	0	0
<b>Total University Contributions</b>	<b>\$ 21,866</b>	<b>\$ 25,874</b>	<b>\$ 27,639</b>
<b>As a % of Expected Covered Payroll</b>			
University Supplementary Pension Normal Cost	4.03%	4.28%	4.27%
University Money Purchase Pension Normal Cost	7.00%	7.00%	7.00%
Special Payments Contributions	0.40%	1.72%	2.08%
<b>Total University Contributions</b>	<b>11.43%</b>	<b>13.00%</b>	<b>13.35%</b>

Note – valuation is not required until April 30, 2022 with a filing due date of January 31, 2023; Until the new valuation is filed, the University will contribute 10.64% of earnings; Upon filing the valuation any increase in supplementary normal cost will be applied retroactive to the valuation date (estimated to be 1.1% of pay); Increases in special payment contributions for funding the going concern deficit are deferred for 12 months from the valuation date



# Preliminary Assumptions



# Key Going Concern Valuation Assumptions

Economic Assumptions	December 31, 2021	April 30, 2019
Interest Rate Used to Discount Liabilities	5.50% per year (CPI + 3.50%)	5.90% per year (CPI + 3.90%)
Increase in Consumer Price Index (CPI)	2.00% per year	Same
Increase in Year's Maximum Pensionable Earnings Under Canada Pension Plan	3.00% per year (CPI + 1.0%)	Same
Increase in Income Tax Act Maximum Pension	3.00% per year	Same
Increase in Salaries	4.00% per year	3.75% for 3 years; 4.00% thereafter
Conversion Rate Used for MPP Balances	3.50% per year	Same
Loading For Administrative Expenses	Implicit in discount rate	\$400,000
Provision for Adverse Deviation (PfAD)	9.9% of non indexed supplemental liabilities and	10.5% of non indexed supplemental liabilities

<sup>1</sup> Reflects grid steps/ merit



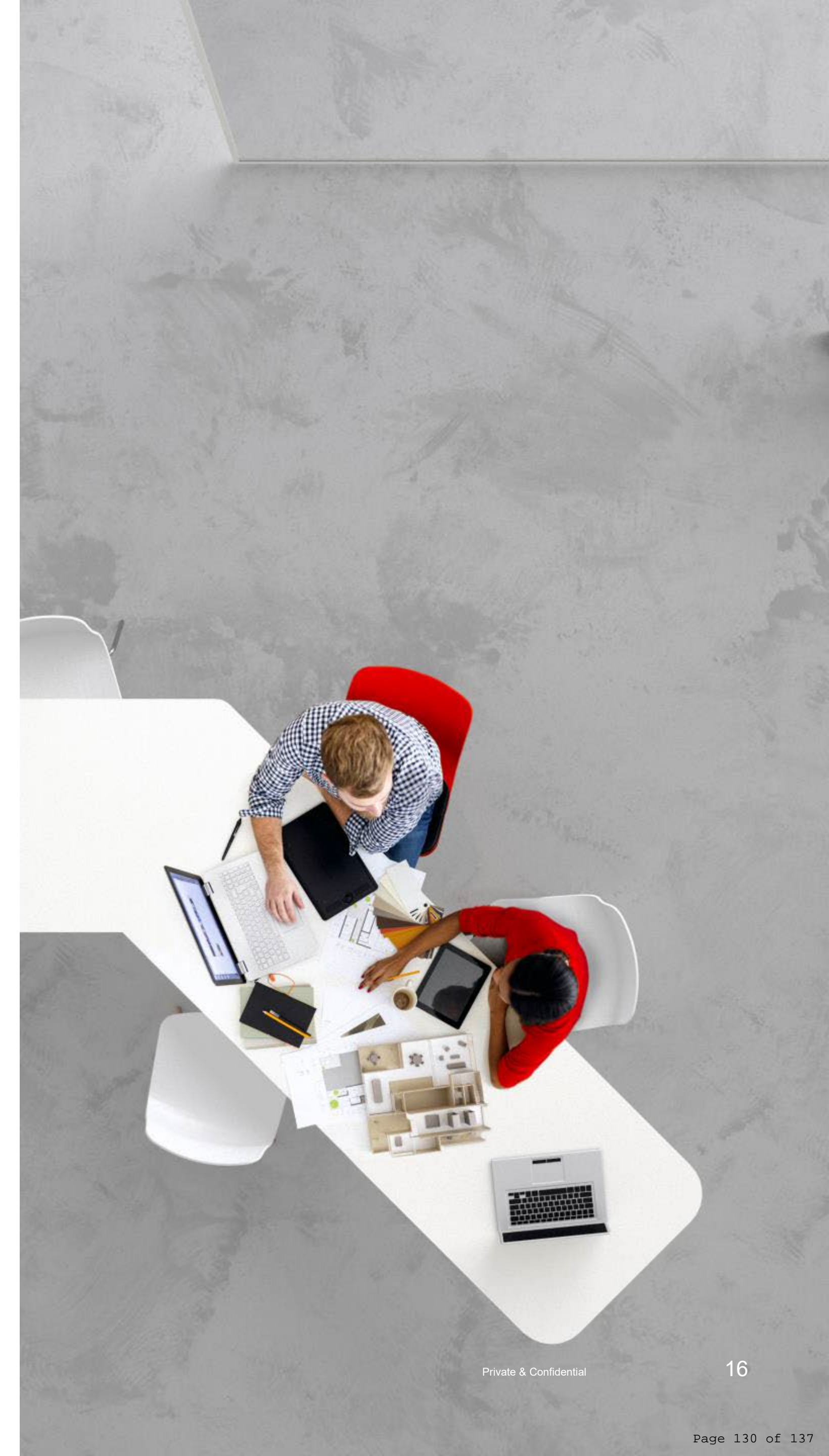
# Key Going Concern Valuation Assumptions (continued)

Demographic Assumptions	December 31, 2021			April 30, 2019
Retirement Age	Age 64			Same
Election of Lump Sum on Termination/Retirement	15%			Same
Mortality Rates	2014 Canadian Pensioners Combined Table ("CPM2014 Combined") with Improvements Under Scale CPM-B			Same
Termination Rates	Rates Per 100			Same
	Age	Male	Female	
	20	9.8	14.4	
	25	4.9	7.7	
	30	3.7	4.5	
	35	2.3	3.3	
	40	1.2	2.3	
	45	0.7	1.3	
	50	0.2	0.3	
	55	0.0	0.0	

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## BOARD OF GOVERNORS MINUTES

Thursday April 21, 2022, 2:00 – 6:00 p.m.

Senate and Board Chambers, Waterloo Campus

**Present:** Nasik Amanullah, Shelley Boettger, Ryan Brejak, Pam Bryden, Kathie Cameron, Savvas Chamberlain, Simon Chan, Celina Corner, Paul Elliott, Chinyere Eni-McLean, Andrew Herman, Deniza Januzi, Mary Kelly, Lynda Hawton Kitamura, Sarah Lewis, Kristine Lund, Scott Lyons, Deb MacLatchy, Patricia McLaren, Shaun Miller, Jim Phillips, Avvey Peters, Marc Richardson, Joe Rooney, Ken Seiling, Cynthia Sundberg, Doug Treleaven, Brandon Vale

**Regrets:** Cameron Anderson, Dave Jaworsky, Eileen Mercier, Patricia Polischuk, Karen Redman, Berry Vrbanovic

**Secretariat:** Shannon Kelly, Anna Kornobis, Anne Lukin

### A. Open Session

1. **Call to Order**, Lynda Hawton Kitamura, 2:00 p.m.

a. Declaration of Conflicts of Interest: None.

b. Movement of Consent Items to the Main Agenda

In addition to the agenda and Minutes, Consent materials included for approval several polices, the Non-Tuition Fee Report, guidelines for recognizing Board members, and procedures for Searches and Reviews of Senior Executives.

**Motion (Shaun Miller/Brandon Vale): that the Board of Governors approve the Consent items listed for approval under Item C.1. Carried.**

2. **Chair's Report**, Lynda Hawton Kitamura

The Chair welcomed Board members to the first in-person Board meeting since before the pandemic, noting that 18 members have joined the Board during this period of virtual meetings. Celina Corner joined the Board this week as a provincial appointee. The Chair also commented on: Laurier's nomination for an employee engagement award through the Greater KW Chamber of Commerce Awards Gala; the release of a preliminary report by Ontario's Auditor General on Laurentian University; that Laurier's Budget under consideration today was created in a framework of financial sustainability; and, that Convocation ceremonies will return to in-person this Spring.

3. **Leadership Update**

a. President's Report, Deb MacLatchy

The President provided a written summary of recent activity, and

commented on: Laurier's gratitude for donors' generous gifts in support of Music Building enhancements; that Convocation ceremonies were held to celebrate students who graduated in 2020 and 2021; that Laurier is helping students impacted that the on-going crisis in Ukraine and elsewhere; provincial requirements regarding COVID, noting that Laurier will be pausing its vaccine requirement on May 1 and considering pausing its mask mandate by May 31; that there has been a 65% increase in sick leave use; that some exams have been deferred due to COVID; that 99% of Laurier's employees have been vaccinated with at least two doses; that St. Patrick's Day saw an unsanctioned gathering, estimated at 4,000 attendees compared to approximately 30,000 in 2019; and that this event, which incurs costs to Laurier and to the community, was addressed with extensive advance planning and communications, including peer to peer.

Regarding government relations, the President noted: that the current Strategic Mandate Agreement (SMA) with the province is going into year four; federal budget; that both Board and Senate will review the preliminary report recently released by the Auditor General on Laurentian University; and that potential government appointment of supervisors raise concerns about university autonomy.

Board members discussed: university and community collaboration on preparations for St. Patrick's Day unsanctioned events, including costs for measures such as the fencing installed on Ezra Street.

b. Q and A on Reports of the Senior Executives

The Board received written summaries on recent activity in the various portfolios of the senior leaders. There were no questions.

c. Report on Senate Activities

Dr. Patricia McLaren noted items from the first hybrid Senate meeting, held on April 11<sup>th</sup>: including the consideration of the non-tuition fee report; the University Budget; and the addition of three new ex-officio positions on Senate.

4. **Strategic Accountability Report**, Deb MacLatchy

The Board received a written summary of progress toward strategic priorities. The President highlighted key initiatives, including students fundraising for the Laurier Helps Ukraine Club; research by Laurier faculty impacting provincial policy on autism; the recognition of excellence in research; work in eco-sustainability, which may be supported through future work in Milton on stormwater management; and that the executive leadership team met to develop 2023 priorities in support of the Laurier Strategy.

Board members discussed: credential innovation and its potential contribution to the budget, noting that Senate is putting policies

and procedures in place, and that work is underway on technology platforms and investing in staff resources to develop programming; pausing to look at the five-year strategy, including how while the pandemic has slowed progress on some items, many areas are in really good shape.

5. **Reports from the Standing Committees of the Board**

a. Q&A on Chair's Updates on Committee Activity

There were no questions on the written summaries provided on recent committee activity.

b. Finance, Investments & Property Committee, Jim Phillips

1. 2022-2023 Budget (Operating, Ancillary & Capital)

Approval, Tony Vannelli / Lloyd Noronha

In addition to the full Budget Report, the Board received a presentation providing context for the proposed budget for next year and current year performance. It was noted: that the funding model for Milton will be presented at a future meeting; that Ancillaries performance is tracked separately from the Operating Budget; that the current Operating Budget reflects a small \$2M surplus; and that the Financial Sustainability Project currently underway will wrap up in May/June, including the development of strategies for reserves and for debt.

The key components of the budget were reviewed, including increased enrolment revenue; inflationary salary costs; new investments, including in direct teaching costs and recruitment services; and supports for international students. Senior leaders met budget targets of a 1% cut differentiated between programs. Internally restricted net assets increased by \$1.3M, a relatively small shift but in a positive direction. A multi-year forecast was provided, improved over last year's projections due to work on increasing revenue and cost containment. Laurier is also making progress in net income/loss projections toward a provincially-recommended goal of a 1.5% annual surplus. Ancillaries are projected to pull out of a deficit position by 2024-2025. A capital budget was included, noting that projects have funding plans in place and have been reviewed by the respective committees. The goal for Laurier consolidated budgets is to be in a surplus position in order to be able to contribute to financial sustainability.

Senate reviewed the Budget on April 11 and recommended its approval to the Board.

**Motion (Patricia McLaren/Joe Rooney): to move the meeting in camera. Carried.**

The Board had the opportunity to discuss risks and implications of the proposed budget in a confidential session, before returning to the open meeting.

**Motion (Scott Lyons/Andrew Herman): That on the recommendation of the Finance, Investments & Property Committee the Board of Governors approve the 2022-2023 operating and ancillary budget, as proposed. Carried.**

c. Governance Committee, Cynthia Sundberg

1. Format and Guidelines for Future Meetings

Based on lessons learned from virtual meetings during the pandemic, the Governance Committee discussed the best formats for Board and committee meetings. The Committee has proposed that of the five scheduled Board meetings each year, three be held in person (September, April and June) and two be held virtually (November and February). This arrangement will help balance the benefits of networking and community building with convenience and weather-related safety. Committees will shift based on length of meetings, with stand-alone meetings of two hours or less being held virtually, and Committee Day with its flow of back-to-back meetings being held as hybrid. In-person meetings will shift between Waterloo, Brantford and eventually Milton, as conditions allow. Board and Committee members are encouraged to attend in-person meetings as much as possible, with factors such as geography or illness taken into account; and to participate in virtual meetings through an active and visible on-screen presence as much as possible.

6. **Other Business:** None.

**B. In Camera Session**

**Motion (Cynthia Sundberg/Joe Rooney): to move the meeting in camera. Carried.**

**C. Consent Items**

The Agenda, Minutes and items noted for approval were approved by consent.

1. **Items for Approval**

- a. Agenda
- b. Minutes, Board of Governors, February 10, 2022

- c. Policy 7.13, Contract Labour  
**Motion: That on the recommendation of the Audit, Risk and Compliance Committee the Board of Governors approve University Policy 7.13, Contract Labour, as revised.**
- Motion: That on the recommendation of the Audit, Risk and Compliance Committee the Board of Governors delegate the approving authority of Policy 7.13, Contract Labour, to the President.**
- d. Policy 5.16, Enterprise Risk Management  
**Motion: That on the recommendation of the Audit, Risk and Compliance Committee the Board of Governors approve University Policy 5.16, Enterprise Risk Management, as revised.**
- e. Policy 7.18, Prevention of Workplace Violence  
**Motion: That on the recommendation of the HR Committee the Board of Governors approve University Policy 7.18, Prevention of Workplace Violence, as revised.**
- f. 2022-2023 Non-Tuition Fee Report  
**Motion: That on the recommendation of the Finance, Investments & Property Committee the Board of Governors approve the 2022-2023 Non-Tuition Fee Report, as proposed.**
- g. Proposed Guidelines for Recognition of Outgoing Board Leaders and Members  
**Motion: That on the recommendation of the Governance Committee, the Board of Governors approve the proposed guidelines for the recognition of excellence among Board and Committee leaders, and the recognition of outgoing members as they complete their terms.**
- h. Procedures for Searches and Reviews of Senior Executives  
**Motion: That on the recommendation of the Governance Committee, the Board of Governors approve the Board-Approved Procedures for Searches and Reviews of Senior Administrators as revised, as revised.**

## 2. Items for Information

- a. 2021-2022 9 Month Fiscal Update
- b. KPMG Audit Planning Report
- c. External Debt Update
- d. Year-End Pension Funded Status Update
- e. Q4 Investment Performance Summary – Proteus



- f. Pension Plan Annual Compliance Report
- g. Bio: LGIC Appointee Celina Corner
- h. Hold the Date: Spring 2022 Convocation Ceremonies