

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

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 100 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 Haldimand 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

Laurier's Strategic Plan for Equity, Diversity and Inclusion (EDI) builds upon and is to be read in conjunction with the Laurier Strategy: 2019- 2024: Today, Tomorrow, Together. The Comprehensive Strategy for EDI will also align with and build upon Laurier's 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 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 Laurier can continue to distinguish itself as one of the emerging comprehensive universities in Canada with a continued emphasis on the student experience and the university's growing research profile.

One of the key ways in which Laurier 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 campuses and locations.

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 Laurier's campuses, 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 four-and-a-half months, nearly 100 individuals and groups 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 37 total recommendations.

See "Consultations with Key Stakeholders" for full list of recommendations and responsibilities.

Students

Seven recommendations, with some key priorities regarding implementation of a bias incident repository, data analysis to identify and reduce barriers for student success and wellness, formal complaints processes under Policy 6.1, and international student support as a key part of Laurier's internationalization strategy.

Staff

Six recommendations in total, with the primary focus of some on equitable hiring processes, data collection through Employment Equity Survey, and analysis to inform better practices, and review of compensation levels amongst equity-deserving groups to determine if there is systemic under compensation.

Faculty

Eight recommendations, with the key prioritized areas including hiring and retention of faculty from underrepresented groups among tenure track academic staff, equity scan to determine if there are disparities in compensation levels, and the creation of Departmental Equity Committees or the appointment of an EDI department representative who will represent the department at the faculty-wide level.

Alumni

Four recommendations involving co-creating an EDI Alumni Committee to explore ways to diversify boards and executive committees, identify changes to existing policies/practices to meet principles of EDI, and use of demographic alumni data to gain a better understanding of alumni group composition.

Senior Administration

Five recommendations exploring ways to provide leadership opportunities for members of equity-deserving groups, continue and expand the work addressing diversity on the Board and the Executive Leadership Team, accountability measures implemented at all levels of the administration, mandatory bi-annual training for all members of the senior leadership, and ensuring informed decisions are made by university leaders on the basis of robust data.

Curriculum

Two recommendations involving a purposeful expansion of efforts in decolonizing the curriculum beyond Indigenous Initiatives and data strategies to gauge the success of inclusive and decolonizing pedagogical practices.

Structure of EDI at Laurier

Five recommendations that include creating the President's EDI Council, EDI Senate Committee, infrastructure and reporting system to infuse EDI in all aspects of Laurier, and a system to promote consistency across academic units and departments.

Introduction

Laurier's Strategic Plan for Equity, Diversity and Inclusion (EDI) builds upon and is to be read in conjunction with 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 and uncertain funding climate, and in the stunning example of Laurentian University in Sudbury Ontario, near financial exigency.

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 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 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 Laurier 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 Laurier 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 campuses and locations.

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.

Laurier's 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 Laurier developed a targeted attendee list aimed to encourage senior postsecondary leaders to attend. Born out of these efforts, equity champions from a range of institutional offices and portfolios attended the event including students, staff members, equity officers, 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 postsecondary 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 "calls 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 Laurier. The authors found that 70 per cent of responding participants had experienced racism on Laurier's campuses, 76 per cent having witnessed racism on Laurier campuses. The Being Raced Report had several key findings:

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

Participants disclosed ongoing experiences of racism on Laurier 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 deserving 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. One 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](#) and 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, Ont. in Oct. 2019. It was envisioned and spearheaded by Dr. Kofi Campbell, the then Vice-President: Academic and Dean of Renison University College (one of four colleges affiliated with the University of Waterloo). The summit was held over two days (Nov. 7-8, 2019). An 88-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 “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. The drafting committee completed a full draft of the Scarborough Charter, which was circulated throughout the sector for input and feedback. The goal of the participants was to have a final version of the Scarborough 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. On Nov. 18, 2021, Wilfrid Laurier University joined [over 40 universities and colleges](#) across the country in signing the Scarborough Charter.

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 have 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), and strategies aimed at improving student and faculty recruitment and retention through various programs 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 postsecondary 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:

- 77 per cent of universities had referenced EDI in their institution’s strategic plan or longer-term planning documents, and that 70 per cent of institutions either already had or were in the process of developing an EDI action plan;
- most institutions (78 per cent) either have, or are in the process of developing, an EDI task force or EDI advisory group drawing on individuals 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;
- a glaring lack of diversity among senior leadership, especially of racialized people (eight per cent);
- 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 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:

- The McGill Commitment
- Unleashing our Full Research Potential
- Enhancing our Community Partnerships
- My Healthy Workplace
- 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:

- Student Experience
- Research and Knowledge

- Outreach
- Workforce
- 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:

- cultural relevance
- critical analysis
- community ownership
- collective responsibility
- coordinated decentralization
- continuous improvement

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

- institutional commitment and capacity
- academic content and context
- interactional capabilities and climate
- 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:

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

Why Now? Laurier's EDI Strategic Plan

Similar to many of our peer postsecondary institutions across Canada and the world, Laurier has endeavored to make inclusivity one of its core institutional values. Whilst diversity and representation are important elements 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 but they are insufficient without a serious institution-wide commitment to equity and inclusion — Laurier is no exception. We face significant barriers to true inclusion, such as 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 Laurier have proved valuable but successful implementation remains an elusive goal.

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, which 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 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 four and a half 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 could 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 its campuses? (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 was 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 penultimate draft of the strategic plan was open to all members of the university community during two World Café's in May 2022 for feedback and recommendations for implementation. It was also submitted to the final winter term sittings of both the University Senate and Board of Governors for information and input. During the summer of 2022, this draft was individually socialized with all of the Dean's Advisory Councils. The final report went to the Senate and the Board for final approval in the fall of 2022.

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.

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. 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 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 in 2017. The second was the police killing of George Floyd on May 26, 2020 in Minneapolis, Minn. 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 nine major findings.

1. 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 the 2017 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 harm's way. The university must formally recognize the harm experienced by these individuals and offer supports, including counselling.

2. Decentring Whiteness: Centring Decolonization, Equity and Anti-Racism

Laurier needs to centre 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-centre structures and cultures of colonization and "whiteness" if the university is to realize its ambitions.

3. Data

Data is key for all future equity, diversity, inclusion and decolonization efforts at 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.

4. 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.

5. 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.

6. Unequivocal Institutional Commitment to Inclusive Excellence as more than a rhetorical gesture

Laurier must foster continued awareness, conversations, and initiatives around EDI to enhance individual and institutional competencies across the 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.

7. 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.

8. 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 in 2017. 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.

9. Budget

The university must commit significant financial resources to the implementation of EDI initiatives at 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

Students

Since Laurier is a postsecondary institution with the primary purposes involving serving the student population and engaging in 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. Students also called for more concerted efforts to change existing curriculum or course offerings by providing adequate co-curricular resources that 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 and the same is true for professors from equity-deserving backgrounds.

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, antisemitic 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. Many felt that halal food options were limited compared to more readily available options at

the neighbouring University of Waterloo campus. Food services at Laurier have, in fact, placed a select number of halal options on their menus at various campus outlets. Nonetheless, we need continued amplification of our communications of this to our students to continue to create welcoming environments for students from equity-deserving groups.

Students also noted some of the challenges associated with addressing issues that occur on Laurier's campuses. 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 Laurier that was 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.

As an example, student awareness can 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 a Bias Incident Repository

The purpose of this repository is to help to gauge our campus climate by tracking student perceptions of bias in any aspect of their campus experience. This will not be a part of existing complaints or restorative justice driven processes, but rather a climate data gathering tool.

Responsibility: Office of the Provost and VPA; WLUFA.

***Recommendation 1.2** - Under the direction of the EDI Data Specialist 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 an Education Campaign regarding formal complaints processes under Policy 6.1

Responsibility: Office of Human Rights and Dispute Resolution

***Recommendation 1.4** - Special attention and resources (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 Constable Service. 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 and Administration; Vice President: Students; Deans of Students; CSEDI

Recommendation 1.6 - The Senior Administration must engage in a more robust effort with WLUFA to stake out ethical and nuanced positions on the balance between free expression and anti-oppression. Our university must continue to uphold the importance of academic freedom and free expression. Many students from equity-deserving groups also need the university to deal with their concern that these values are, at times, abused by some members of the professoriate resulting in the proliferation of marginalizing speech. This is an ongoing issue that we need to address.

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

Recommendation 1.7 - As Laurier 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: Vice President: Research; AVP & Dean: Faculty of Graduate & Postdoctoral Studies; Vice President: Student Affairs

Staff

Staff at Laurier 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.

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 were 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 of 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 continue to inform institutional planning strategy.

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

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 extracurricular dimensions of a university education that makes the experience special for our students. But despite the prominence and the importance of this group, there are significant challenges that face the faculty at Laurier 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 Laurier is our heavy dependence on contract teaching faculty (CTF) and, to a lesser extent, professional teaching positions (PTP). Like many other Canadian postsecondary 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 per cent. 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 is 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 CTF spoke to both the precarious nature of their appointments and the economic insecurity that results, but, in addition to this, 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 are 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 followed through with its commitment to gender equity and it is now a more equitable place of employment for women.

To date, Laurier 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 report found that there was an average annual earnings gap of about 14.5 per cent between employed professors from non-racialized and racialized groups in 2015 (up from 11.4 per cent in 2005). Although we don’t have similar data for Laurier, 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. Laurier is no exception to a pattern that exists across the sector: the disproportionate burden placed on 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’s 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 Vice-President: Research (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 Laurier.

***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 an 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 (five-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) - 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

It was important that we included the voices of Laurier's alumni in this consultative process. The Wilfrid Laurier University Alumni Association (WLUA) is a self-governing and administered entity that is formally independent from the university. It represents a community of tens of thousands of 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 WLUA. Our knowledge was also greatly informed by alumni who participated in the one-on-one consultations and the more than 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 in 2017.

When asked to think about what Laurier 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 Laurier's campuses, 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 Laurier 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 alumni urged the university to keep up the momentum born of these changes.

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 alumni who shared that diversity of thought and free expression were the paramount values that the university should uphold.

Much can be achieved within WLUAAs 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: WLUAAs; Vice-President: Advancement & External Relations; and Office of the AVPEDI

***Recommendation: 4.2** - While striving to always maintain strict confidentiality of personal information, WLUAAs 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: WLUAAs; 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 WLUAAs 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: WLUAAs

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

Responsibility: WLUAAs

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 Laurier, 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 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 Team (ELT) have created unprecedented representational diversity amongst the most senior leadership group (Vice-President: Student Affairs and Vice-President: Finance and Administration). There have also been key additions to the deans group that represent a trend towards diversity. Nonetheless, the breadth of the senior administration at Laurier 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 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-deserving 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-deserving 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 and it is 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 roles at Laurier. 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

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 postsecondary 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 cooperation 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 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.

***Recommendation 6.1** - Efforts to decolonizing the curriculum should be broader than Indigenous Initiatives. At this time it 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

Addressing the Structure of EDI at Laurier

The current decentralized and disaggregated structure of EDI 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 the 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

Board of Governors, Senate, Executive Leadership Team

President's EDI Council: Human Rights and Conflict Management, VPAC EDI Committee, Student Affairs Leadership Team, HR Leadership Team, Other University Departments and Leaders, Office of the Provost and VPA, EDI Community of Practice.

EDI In and Across University Academic Units

Provost and VPA: AVP EDI, VPAC EDI Committee (Assistant/Vice Deans EDI), Department EDI Reps and Committees

Equity Diversity and Inclusion must be implemented from the department level right up to the Office of the Provost and Vice-President: Academic. Each department (school/faculty) will have an EDI council and/or EDI representative. This representative can be the APC equity representative or an additional appointment. Each Dean will appoint an advisor at the rank of Assistant/Vice Dean to whom department (or school/faculty) EDI representatives will report. It is also the role of the Assistant/Vice Dean to oversee, advise and implement EDI initiatives in their respective faculties. Assistant Deans/ Vice Deans 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 Laurier Academic programming departments, units and mission.

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.

Responsibility Office of the AVP EDI

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.

Responsibility Office of the AVP EDI

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 (See Appendix 2).

Appendix 1

Terms of Reference and Core Principles

- Diversity: Diversity refers to the varied outlooks, attitudes, values, perspectives, backgrounds, cultures, 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 is 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.” 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.”
- Anti-Racism: Anti-Racism is “the active process of identifying and eliminating 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)

Appendix 2

Laurier University EDI Strategic Plan Implementation, Critical Pathways and KPIs

The implementation of the strategic plan will be spearheaded and coordinated by an Implementation Committee. The process flows from the strategic plan's nine main findings and linking these to the 37 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:

- 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. Timeline: Beginning in fall 2022.
- 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.
- 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.
- 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

Major Findings/Sub Committee	Priority Recommendations**	Responsibilities*	Time Frame
i. Recognition of Harm and Trauma to Front Facing EDI Staff	2.1; 2.3; 5.1; 5.2	HR; AVPEDI; OP	2 yrs

ii. Decentering Whiteness; Centering Decolonization, Equity and Anti-Racism	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
iii. Data	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
iv. Intersectionality	1.1; 1.2; 2.2; 3.2; 4.1; 5.1; 5.4; 6.1	OHRCM; HR, WLUA; AVPEDI; VPS	2 yrs
v. Anti-Oppression	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
vi. Commitment to Inclusive Excellence	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
vii. Accessibility	1.1; 1.2; 2.2; 3.1; 3.2; 4.1;	P&VPA; WLUF; WLUA; VPS	2 yrs
viii. Structure: Academic and Support Units	7.1; 7.2	OP; P&VPA	2 yrs
ix. Budget	All	P&VPA	2 yrs

***Responsibilities Acronyms**

HR: Human Resources

OP: Office of the President

P&VPA: Provost and VP Academic

WLUA: 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:**
Salaries and Promotion, Climate Surveys, Bias Incident Data, Policy Audits, Workforce and Hiring Data, Student Success Data