

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 and 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.

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.

Lauriers 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

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

National EDI Reports and Initiatives

CoversAction 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 Renis0.001 /TTt1/TT1.22 Tan

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,

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

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:

- x 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;
- x 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;
- x a lack of resources posed significant concerns, whether it was funding for recruitment and retention or to support EDI staff and initiatives more generally;
- x a glaring lack of diversity among senior leadership, especially of racialized people (eight per cent);
- x a lack of data collection and analysis related to particular institutional challenges (e.g., student self-identification data, climate/culture data);
- x 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:

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

- x Student Experience
- x Research and Knowledge

- x Outreach
- x Workforce
- x 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

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

- x Communication and coordination of the EDI imperative
- x Data-informed and evidence-based EDI planning and decision-making
- x Inclusivity and interdisciplinary in curricula and scholarship
- x Baseline EDI leadership training and development
- x Equity-seeking group consultation, engagement, and support
- x 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.

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

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

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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

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 m

***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 *to*rene, 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 crt 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-

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).

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

Curriculum

Curriculum was a prominent theme in our deliberations. In the present moment universities are

President: Equity, Diversity and Inclusion, Laurier International, and other units with an EDI focus.

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 I

Terms of Reference and Core Principles

- x Diversity: Diversity refers to the varied outlooks, attitudes, values, perspectives, backgrounds, cultures, origins and experiences among us.
- x 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.
- x 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.
- x Accessibility: Creating "Barrier free-environments for all persons, including persons with disabilities, whether this is while studying, visiting, or working."
- x 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."
- x 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 Pathway 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:

- x 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.
- x 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.
- x 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.
- x 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