

**Langara College Board of Governors
Minutes of a Public Meeting
held on Thursday, January 28, 2021
beginning at 5:01 pm
via Zoom**

Present: Mary Lynn Baum
Darren Bernaerdt
Krisha Dhaliwal
Andy Dhillon
Janelle Dwyer
Dana Hunter
Michal Jaworski
Ian Mass, Board Chair

Raza Mirani
Scott Murray
Rose Palozzi
Alex Parappilly
Cole Rheame
Melissa Roberts
Lane Trotter, President

Employee Resources: Jody Gordon, Associate Vice-President, Students
Marg Heldman, Vice-President, Academic
Jane Mason, Vice-President, People and Culture
Viktor Sokha, Vice-President, Administration and Finance
Yusuf Varachia, Vice-President, External

Constituent Groups: Sandra Boehm, Secretary, Langara College Administrators Association
Steven Brouse, Representative, CUPE Local 15/VMECW
Scott McLean, President, Langara Faculty Association

Guest(s): Chris Arnold Forster, Director, Risk and Internal Controls
Eileen Chin, Associate Director, Finance and Purchasing
Lisa Fisher, Director, Communications and Marketing
Darrell Kean, Instructor, Criminal Justice
Michael Koke, Director, Financial Services
Gerda Krause, Dean, Faculty of Science
John Russell, Instructor, Philosophy
Sunita Wiebe, Director, Office of Academic Quality Assurance
Joyce Wong, Librarian
Larry Xiong, Director, Institutional Research

Recorder: Diana Falcon, Executive Assistant to the Board of Governors

1. MUSQUEAM LAND ACKNOWLEDGMENT

The Board Chair delivered the acknowledgement that Langara College rests on the traditional unceded territory of the Musqueam peoples.

2. CALL TO ORDER

There being a Quorum present, the Board Chair called the meeting to order at 5:01 p.m. He conveyed regrets from those unable to attend, and welcomed all guests.

3. DISCLOSURE OF CONFLICT OF INTEREST

In accordance with *Board By-Law 200: Code of Conduct and Conflict of Interest*, Board Members were provided an opportunity to declare conflicts of interest for any agenda item that would relate to the ongoing business of the institution. With none declared, the Board Chair proceeded with the meeting.

4. APPROVAL OF AGENDA/CONSENT AGENDA

It was moved by M. Jaworski and seconded by K. Dhaliwal

THAT, the Langara College Board approve the agenda with a change to move Item 7.1.a to the end of the agenda for public discussion and to move the motion of that item to an in-camera session and continue discussion, and approve/acknowledge the following items on the consent agenda:

- 4.1 Minutes of Meeting held November 26, 2020
- 4.2 Chair's Written Report
- 4.3 President's Written Report
- 4.4 Confirmation of Remittances

Carried Unanimously

5. CHAIR'S VERBAL REPORT

In addition to his written report, the Board Chair provided the following verbal report to the Board:

- The President and the Board Chair met with the new Minister of Advanced Education and Skills Training, Anne Kang.
- Congratulations went to L. Trotter, D. Bernaerd, and R. Palozzi on the work they did with the latest Town Hall.
- The BC Colleges Chairs met to discuss tuition fee increases and all the institutions from that meeting have advised they are going to or have increased tuition fees. International tuition fee increases were also discussed. Aboriginal Service Plan funding will be discussed at the next Board Chairs meeting.
- The Board has been working to fill a vacant position on the Members Board Compensation Committee to the PSEA but were advised by PSEA that this Committee was disbanded.

6. PRESIDENT'S VERBAL REPORT

In addition to his written report, the President provided the following verbal report to the Board:

- Over 320 people attended the Town Halls that have been held over the past few weeks. He thanked D. Bernaerd as the moderator and R Palozzi as the live question host for the fantastic job they did. He noted that there was good discussion and some very good and tough questions were asked. Although they were not able to address all the questions at the Town Hall, the Langara leaders are following up on them. Another Town Hall will be held on March 11, 2021, and will be held once per term thereafter. He thanked the Senior Leadership Team for being in attendance to answer the questions that were raised and following up on those questions we could not get to.
- Last week, the Minister of Advanced Education and Skills Training submitted to the Ministry of Finance the documentation for the 25 post-secondary institutions seeking authority to run deficits. The Minister of Advanced Education and Skills Training advised that deficits for next year were also being considered but the focus was on this year.

7. COMMITTEE REPORTS/ RECOMMENDATIONS/ APPROVALS

7.1 President's Committee on Academic Freedom and Freedom of Expression

a. Statement of Principles on Academic Freedom and Freedom of Expression

This item was moved to the end of the agenda.

7.2 Audit and Finance Committee

a. Draft Minutes of Meeting held January 11, 2021

Andy Dhillon, Chair of the Audit and Finance Committee, highlighted the minutes of the meeting held January 11, 2021 attached to the agenda for information.

b. Audit Plan for 2020/21

A. Dhillon, Chair of the Audit and Finance Committee, highlighted the 2020-21 Audit Plan attached to the agenda. He advised that not much has changed from the previous year noting that it is still heavily focused on being done remotely with COVID considerations. He noted that materiality remains the same as previous year and is what the auditors use to determine what they are going to test and how they are going to test. For new Board Members he noted that audits are a form of assurances over our financial statements to give all stakeholders comfort in the numbers contained in the statements in terms of their accuracy and completeness. The method in which it is done is prescribed by the Assurance Guidelines of Canada and materiality is a prescribed way of calculating an amount that is ideal and meant to capture everyone's expectations.

Discussion ensued and Board Members questions were answered.

It was moved by S. Murray and seconded by R. Palozzi

THAT, the 2020/21 Audit Plan be approved.

Carried Unanimously.

c. Q3 Forecast to the Ministry of Advanced Education, Skills and Training

V. Sokha highlighted the memo attached to the agenda noting that the forecast is brought forward on a quarterly basis as required by the Ministry and is developed using the Ministry's template. V. Sokha summarized the Third Quarter (Q3) Financial Forecast for the fiscal years 2021/22 through 2023/24 submission to the Ministry of Advanced Education and Skills Training and advised that the Audit and Finance Committee reviewed the forecast on November 12, 2020, and had no concerns. V. Sokha noted that the forecast will be updated with additional funding recently received by the Ministry but with no significant impact. Discussion ensued and Board Members questions were answered.

It was moved by R. Mirani and seconded by ML Baum

THAT, the Board approve the Financial Forecast for fiscal 2020/21 with projections for fiscal years 2021/22, 2022/23, and 2023/24, as prepared during the Third Quarter (Q3) of fiscal 2020/21, to be submitted to the Ministry of Advanced Education and Skills Training.

Carried Unanimously.

d. By-Law 204: Tuition Fees and Other Charges

A. Dhillon, Chair of GNC, noted that it was important to have a good discussion on this item so he asked M. Koke to present the memo and by-law attached to the agenda and then opened the floor for discussion.

M. Koke advised that normally this item is brought to the Board annually in November. He provided background that since 2005-2006 the province has limited annual tuition fee increases to 2% for domestic students that is effectively a cost of living increase. The College normally receives direction from the province in the September/October time-frame and would then bring any recommendations for tuition increases to the Audit and Finance Committee in November. The document was prepared and ready to present to the Audit and Finance Committee in November 2020, but we were in a situation where we had not heard from the province. It was recommended that this be brought forward in January 2021 to see if we could get some direction in the meantime. The reality of our situation is that the College had not received specific direction from the province as to what that level of increase to domestic tuition was so the College decided to move forward.

In speaking with our counterparts at other institutions, many of them were in the process of bringing forward an adjustment to their by-law, and a motion, such as is being presented this afternoon, to their Boards and many of them have already done this. This is a motion that is effective May 1, 2021, so unless otherwise indicated in the by-law, these changes will be effective for our summer semester. We must provide 60 days' notice before enacting any of those changes so we have more than enough time to implement the increases for the summer. When we talk about the 2% increase, it is important to note that it is for domestic students only as we are proposing no increase to international fees for this coming period since a 6% increase in international fees was approved by the Board in November 2019 effective for the September 2020 semester.

A. Dhillon commented that due to the nature of the increase and the existing climate, AFC tabled the decision in November and determined that there should be a bit more discussion. At that time, the Board Chair and the President went back to their respective peers to see what was happening at other public post-secondary before a decision was made. After these consultations, it came back to AFC a second time and a recommendation is being made to increase domestic tuition by 2%. A. Dhillon opened the floor for discussion and the following points were noted:

- R. Mirani noted that the experience around COVID might be different for international students, and asked what the rationale was behind not raising international tuition fees. M. Koke responded that international tuition fees were raised 6% effective September 2020 and the College did not want to add an additional burden to its international students. Y. Varachia agreed that a substantial increase was implemented on international tuition fees and to do another increase so soon, especially the way things are going, would be too much too fast. Eventually we will need to look at this going forward to determine what the best course of action is, however, to do something back-to-back would be very difficult as a lot of international students are facing significant barriers in continuing their studies.
- A. Parappilly understands that the College has reached out to other Colleges to determine their plan for raising tuition, but asked if Langara normally reaches out to its students for their input on this matter, and if not, should they. A. Dhillon responded that it is a good question and asked M. Koke to provide background on how the process works. M. Koke advised that when we look at tuition, we look at where we are relative to the broader market. Langara is at the lower end of the spectrum, particularly as it relates to domestic tuition, which presents some financial challenges on an ongoing basis. In 2005-06 when this restriction around domestic tuition rates was introduced, we were second to lowest in the sector and that is where we remain. Unfortunately, when you take 2% of a smaller number, that gap between Langara and other institutions keeps increasing each year.
- M. Koke further advised that as it relates to domestic tuition, we have followed the provincial guidelines so we do not fall further behind the other public post-secondary institutions where we have the second lowest tuition. Anything related to international is structured differently since this is not regulated by the province and we do not have the same restrictions we have in the domestic area when we deal with international tuition. Consequently, we had not implemented an increase in international tuition for four years and then we made a 6% increase in September 2020.
- A. Dhillon added that the way we have to look at this is, when making any decision with regards to tuition, we need to consider the impact on students' today but we also need to look at the impact on students' in the future. If we do not take an increase on tuition today, what is the impact on their future education? That is part of our roles as Board Members and the position of the student-elected Board Members is to voice the concerns of the present body but also to take into consideration what is being left for those coming behind them. It is a strategic outlook. When the tuition fee increases were not implemented beyond the 2% when the College had the opportunity in 2001, it impacted the services that we provide to students today. It has also impacted the College from being unable to increase them beyond the 2% to catch up to the rest of the system so we need to look at what the big drivers are of that decision. The cost of providing education is steadily increasing and we have to consider that today, and there are a few things we need to look at on a broader outlook on a 5-10 year span. Today's expenses are a reality and the people that will be here tomorrow and beyond is something we need to consider. When we are considering this, we hope that Board Members will consider the present but also look to

the future because their fiduciary duty is to set the College on a path that when they vacate their position the next person has the ability to make decisions for their stakeholders at that time.

- C. Rheume added to A. Parappilly's comments that the question he asked might not have been answered. He advised that a conversation was held about this yesterday in a meeting with new Board Members and the Board Chair prior to the Board meeting to review the Board agenda, It does affect the students directly and justification helps a lot. Instead of being reactionary, perhaps we could provide a communication to the students that captures what was previously said as to the rationale and justification for the increase. We could also include some things that the College does that is not being done at other institutions (ie Holiday Hampers, laptop loan program, Community Cupboard, etc.) – a small list of things that they get with their tuition and that affect the cost of providing services to students. Perhaps we do this annually for new and returning students so they are aware of why the increase is needed and could feel good about it because they see everything else that the College provides for them.
- L. Trotter responded that the College is always looking for ways to improve communication with our students and would be pleased to let them know where the funds are going and what we are doing. He noted that seven years ago we were in a \$3M deficit that was only resolved through international student recruitment, which has caused some other challenges for the institution. The challenge for us is that if we forego tuition we cannot recoup it in future and it would put us further behind the other institutions.
- C. Rheume made reference to a recent CBC story that criticized UBC for increasing tuition fees during a pandemic. We want avoid that type of story coming our way. A. Dhillon noted that we could table that for further discussion and from a change management perspective, we should get ahead of it and take into account the work Senior Management does in general. It is not bad to highlight it but needs further discussion to finalize what the decision should be.
- J. Dwyer commended the College on its recommendation not to raise international tuition fees this year. She noted that the memo included in the agenda package indicates that we are now higher for international fees than many of our neighbouring post-secondary institutions and would like to know where we are on that scale. On the flip side of the market, we are second lowest on the domestic level in comparison to other institutions in BC and asked if that is still the case. She supported A. Parappilly's question and appreciated Cole's support and solution for it. She noted that this is a Board decision and thinks it would be appropriate if the Board Chair addressed it in his next report to the community. In response to the questions, M. Koke advised that the College was second to last in 2005-2006 and because all institutions are limited to the same increase, we are not making any headway and will not until that limitation is removed, and we are actually losing ground on other institutions the way this is set up.
- V. Sokha added that if we combine the government funding we receive for domestic students and tuition fees that we are charging, we are the second last College in terms of funding. Our government funding is actually lower per FTE than any other institution, which makes things worse in terms of funding from a financial perspective. When we talk about international tuition fees, we are positioned in the middle. We are not the worst or best by far, especially after the increase that other institutions implemented this year. We are well positioned in the middle with a very insignificant difference between us and the Colleges. However, the difference between us being a partial university transfer College and UBC is almost twice our tuition amount, so that is a significant difference that positions us well compared to Universities.
- M. Jaworski noted that the memo assumes that the rate of increase is 2% and asked what does the College do if the province sets the increase lower than 2%? A. Dhillon advised that the decision is made based on the information available at that point, is done with the best estimates today, and it is appropriate to be at that cap.
- M. Jaworski supported proactive communications to the students so that the students can plan. Do we have some sort of general statement in our communication to students about tuition increases? We know that they are going to happen, but is there something available that we can point to and advise students of the upcoming increase in furtherance of our tuition strategy that is set out in the calendar or some other document? If we do not have that, it would be the place to start to make sure that students know from the outset what to expect going forward. For the communications that are coming out about

tuition raises during the pandemic, one common theme he has heard from students is they think because they are not on campus that the campus is not incurring costs. They think that because it is empty, everyone is at home, so we do not have to keep the lights or the heat on. It is understandable that they think that if no one is there it is not operating, but to know that those costs continue and we are forgoing revenue is an important part of the perspective to relay to our students. The campus is operating and is ready for students when we are physically able to receive them.

- A. Dhillon agreed with J. Dwyer's comment that the communication come from the Board Chair to take ownership of the Board's decision to support the increase. The Senior Leadership Team has done a lot to get the information to us and should not have to take ownership or face criticism if there is any.
- ML Baum noted that she heard the same CBC report and the emphasis students were providing was a valid perception of how their experience has changed in the course of this last year. We need to help them understand that the institution does go on with the same kinds of financial demands and requirements and we also need to recognize the work that faculty had to do above and beyond in terms of retooling and providing virtual classes, revamping curriculum, etc. It gives a different perspective of the work that has been done and continues to be done at the College.
- D. Hunter agreed with communicating the increase to the students to make it easier for students to absorb the costs. She noted that overall, it is not a large increase and most students would be able to manage it. It does have the potential to negatively affect some students who may be going through some difficult financial times during COVID, but one of the most important things to consider would be the potential symbolic nature this may have for students that they want to feel supported. How the College frames this can make all of the difference to students because it is a volatile time in the world and people are more sensitive and have more anxieties than normal. Financial burdens can really increase anxiety and it is a good time to be careful with how this is introduced to the students. A lot of the points about sharing everything that the College is doing would be good to include in the communication. The College has had to incur large financial costs to upgrade the network to be able to make classes available online so that was an investment with the loss of some ancillary services so that would be good to incorporate into the message as well. Noting that the College has had a historical lack of funding from the government, is there a way to shift this to a larger scale for the College to consider in future?
- L. Trotter noted that the funding we have today started as program-by-program or line-by-line funding. There were mitigating factors based on the type of program, for example if there was lots of technology in the program then there was additional funding provided. In 2000, the government went to block funding and what that did for an institution like Langara that is primarily university transfer, one of the lowest funded per student FTE, is it locked in our funding at that level as our block or our grant funding. Currently that grant over the last seven years has increased approximately \$10M which builds in all of the increases associated with bargaining, etc. Along with our domestic student tuition, that takes us to about \$72M just from those two sources of funding. The government has been good about providing one-time funding, however, one of the pieces that is encouraging is that in the new Minister's Mandate Letter there is a review of the on-going funding that we advocate for and so it is hopeful that it will put us in a better position once the review is complete.
- L. Trotter noted that where our finances are based on revenue, annually we present a budget to the Board and provide a breakdown comparing with other institutions in terms of tuition, grant, international fees, and domestic fees and where that places us. Last year, one credit hour - on average - for our instructional delivery cost only is \$529.70. Of that cost, students pay 1/5 of that or approximately \$101.41. That is averaging between courses because there are upper division and lower division and there are other courses that have lower costs. The government grant works out to approximately \$299.81 per credit hour, and that means the College has to generate \$128.48 per credit hour x 30 credit hours x 7,096 FTEs, which is our target, to offset the shortfall in funding. Another way to look at this is if we could not offset the shortfall, which is \$27.35M that we would have to act on making that reduction, which is significant.
- President Trotter indicated that while we have been very successful with international education that has paid for our shortfalls in funding it has caused other significant challenges for faculty in the classroom. We have been working over the last couple of years on how to improve our international strategies, how

to better prepare students coming into Canada, sometimes there are cultural issues, sometimes there are educational issues, and those are the issues we have been working on. It is a challenge not just at Langara but at every College and University in the country. If we had to reduce to just our operating grant and domestic tuition, it would have a significant impact on the College's operations and our ability to provide programming for domestic students. He noted that he was in agreement with the recommendations made and ensured that the College is very mindful of them and we do provide communication to help our students prepare. Delivery of education is our core business but we need the funding to make it happen.

A. Dhillon thanked everyone for the very robust discussion and advised that if there were further points to make or questions to ask to please reach out to him or the Board Chair. In summary, he noted that a communication from the Board would be good to appreciate the sensitivity of the topic discussed and to acknowledge the serious consideration from every aspect.

It was moved by I. Mass and seconded by M. Jaworski

THAT, the proposed tuition fees for instruction in all programs and courses commencing on or after May 1, 2021, according to the fee schedule attached and marked "Schedule A", be approved by the Board.

Carried Unanimously.

e. Strategic Plan Year 5 Update

Y. Varachia and L. Fisher made a presentation and high-level overview on the Year 5 update of Langara College's Strategic Plan (attached to the agenda for information). Y. Varachia advised that some of the targets have been changed to adapt and pivot in some areas and the COVID situation has reduced our ability to do some of the things we wanted to do.

L. Fisher advised that this is the fifth and final year of the 2016-2020 Strategic Plan and is an opportunity to reflect, not just on the progress we were able to make this year despite the very challenging circumstances with COVID, but on the bigger picture of what we have accomplished over the last five years. Significant accomplishments were highlighted as follows:

- 2020 saw the best result in terms of the number of new students who indicated that Langara was their first College of choice.
- There were improved measures on student graduate and transfer student satisfaction.
- Over the life of the Plan, 8% more students today are enrolled in a program that has work-integrated learning imbedded in it than when we started in 2016.
- Over the five years of the Plan, we have distributed \$6.8M in scholarships and bursaries to our students which is a remarkable achievement considering where we were with the Foundation and fund-raising not long ago.
- Our student volunteer hours have increased 25% over the life of the Plan and would have been higher if it were not for the impact of COVID on student volunteer opportunities over the past year.
- Have completed 50 program reviews over the past five years.
- The new Campus Master Plan was completed and is working its way through the City of Vancouver approval process.
- Langara held its first ever anniversary Alumni Engagement and Comprehensive Fundraising Campaign: Beyond 49 – exceeding its fundraising goals.
- The College made significant improvements in a number of areas of its IT systems including selection of a new ERP system, the first phase of which launched in January 2020.
- Significantly, our relationship with Musqueam has really deepened. It has been 5 years since we were given our Musqueam name snəwəyəl leləm, which means house of teachings, by Elder Henry Charles and the Musqueam people, and the work we did with them after that to incorporate it into the institutions identity. The beautiful House Post that was erected in September 2018 is evidence of some of the work we have been doing with Musqueam over the years.

S. Murray commended the Strategic Planning process, follow-up, and providing of the reports. He noted that strategic planning is not a strength of many and it was quite impressive to see how the College has been moving forward and to be at a point to provide a document at the end of five years that shows the progress that has been made.

I. Mass noted that the gains and measures we have made, most of which we were able to meet or exceed, is very impressive. Congratulations to the Senior Leadership Team, faculty, staff and students, and especially to L. Trotter for guiding us through a difficult period.

In conclusion, it was noted that the Year Five Update closes out the current 2016-2020 Strategic Plan and the Board is currently reviewing the final draft of the 2021-2025 Strategic Plan.

Discussion ensued and Board Members questions were answered.

7.3 Governance and Nominating Committee

a. Summary of GNC Meeting held January 14, 2021

R. Mirani, Chair of the Governance and Nominating Committee, highlighted the draft Minutes of the GNC meeting held January 14, 2021, attached to the agenda for information.

7.4 Bachelor of Recreation Management (BRM)

M. Heldman highlighted the memo attached to the agenda on the subject of the Bachelor of Recreation Management. She introduced Sunita Wiebe, Director, Academic Quality Assurance who provided background as to why this was coming to the Board for approval. S. Wiebe noted that the office of Academic Quality Assurance is responsible for overseeing Langara's academic quality assurance processes in alignment with College plans and policies and the Ministry of Advanced Education and Skills Training expectations. Since its launch in 2019, the AQA, has been in regular communication with the Degree Quality Assessment Board (DQAB) Secretariat seeking advice and guidance as the College prepares for its Quality Assurance Process Audit in 2021. DQAB's advice has contributed to the expedited Bachelor of Recreation Management Full Program Proposal. In compliance with DQAB's requirements, we come to the Board of Governors to seek approval of the development of the Bachelor of Recreation Management as appropriate within the institution's plan and priorities. Once we have received the Board's approval, we will be able to upload to the Full Program Proposal to the Post-Secondary Institution Proposal System (PSIPS) for a 30-day peer review.

L. Trotter advised that this is an existing program that had to be re-submitted due to changes to the program.

Discussion ensued and the following points were noted:

- Graduates of this program would work in recreation centres and provide programming in the community. They could continue their education to obtain an education credential in order to work as a physical education teacher in the school system.
- The motion was changed to add "revised" before "baccalaureate" to identify that this was not a new program but an existing program with changes to bring it into compliance with DQAB's recommendations.

It was moved by J. Dwyer and seconded by R. Mirani

THAT, pursuant to Section 19(1)(g) of the College and Institute Act, the College Board approve the development and implementation of the revised baccalaureate program with an applied focus leading to the granting of a Bachelor of Recreation Management.

Carried Unanimously.

7.5. Student Enrolment Task Force - Update

M. Heldman provided an update on enrolment from January 25, 2021, that shows the application and enrolment numbers for the most recent reporting period. Applications for summer 2021 is divided into domestic and international. Domestic applications are up 37% and international applications are down 20%. It is very early in the registration cycle and it is encouraging that we have a number of domestic applications and look forward to sorting through and making as many offers as we can. To date, the number of offers made for domestic year over year is down 31% and for international is down 26%, which is all related to COVID. The number of offers accepted is down 33% for domestic compared to January 2020 and international is up 14%.

The final enrolment numbers for the spring semester are very stable as they represent nine days post-stable date for both reporting periods 2020 and 2021. Domestic numbers have not changed year over year and international is down 10%. We are very pleased that international enrolments are only off 10% as our projections were that they would be off by at least 14%. The number of unique domestic students is up 2%, which tells us that in this particular semester students are taking fewer courses than they were taking a year ago. The number of unique students for international is flat at 10%, which means that there is no change over the number of courses international students were taking a year ago.

In response to a question what a post-stable date is, M.Heldman advised that it is a Ministry term to count FTEs and enrolments and is a language associated with collection of data. It is a date after which, if a student withdraws they are not eligible for a full or partial refund and a “W” appears on their transcript.

Y. Varachia added that there has been a lot of lobbying with Immigration, Refugee and Citizenship Canada (IRCC) especially around the international students. He thanked everyone for their support as the IRCC has been listening and we have seen students trickling in. Our goal is not to get students on campus but to allow students to continue their education in their home countries and the work we have been doing with the IRCC is allowing that.

R. Mirani provided context around the impact on the K-12 system and the College’s summer enrolment. Grade 12 students are not necessarily at the same point this year academically as in previous years. They do not necessarily have all the courses and credits they need to be able to put a proper application through, so this impacts the College’s summer enrolment.

J. Dwyer thanked the Task Force for the enrolment updates as they have been very helpful.

C. Rheame noted that it would be interesting to know where our students are coming from demographically to identify where further outreach might be needed. Y. Varachia advised that this information is being developed, especially around indigenous students, and will be provided to the Board at a future meeting.

R. Mirani advised that it is hoped that the Task Force will be in a position to present a report to the Board in March with a culmination of the work that the Task Force has done to date.

7.6. Indigenization Task Force - Update

J. Dwyer, Chair, Indigenization Task Force, noted that the work of the Task Force has been inspiring and reminded the Board who the Task Force Members are. The most important task right now is for the Board to respond to the Save-the-Date invitations for April. Since we are going to be on Zoom, it is recommended that the sessions be held over two days. The morning of April 16th will be the educational portion of the Task Force work and will include: (1) Welcome from Musqueam; (2) Introduction to Musqueam; (3) History of First Nations in Canada up to the Truth and Reconciliation Commission, which might include some pre-reading; and, (4) What is Indigenization in the context of Higher Education? The last session of the day will be to focus on Langara (ie: what has Langara done? how far has Langara come, and what are we aspiring

towards?) The session on the morning of April 23rd will be to deal with the second part of the mandate – now that the Board has a basic understanding of this strategic challenge, to workshop the Board on: What is it the Board can do to assist the College on this strategic issue? We are in the process of finalizing the agenda and getting invites out to secure the speakers.

8. EDUCATION COUNCIL REPORTS

The Board Chair reminded Board Members of Section 23 of the BC College and Institute Act that requires Education Council to advise the board on the development of educational policy.

8.1 Report of Meeting held November 17, 2020

D. Bernaerdt, Chair, Education Council highlighted the summary report of the Education Council meeting held on November 17, 2020. Of special note were the following:

- A large portion of this meeting was dedicated to reviewing significant changes to Journalism certificate and diploma programs. In addition to updating the existing courses to reflect industry trends, new courses were created to further emphasize the communication skills needed by grads with increased focus on digital media storytelling, data driven journalism, and podcasting. There is some overlap between the certificate and the diploma so there is a long list of course changes to support the proposals.
- Policy E1004: Aboriginal Education dated back well over a decade and had not been operationalized. We found conflicts with Education Council's by-laws and it did not reflect current practices at Langara. In light of the work being done to develop an Indigenization Strategy at Langara, the decision was made to rescind this policy after consultation with the Interim Indigenous Education Services Director, the VP, External, and the Registrar. It is not that there is not a commitment to having something like this in place, but there is important work being done and once that work concludes we need to revisit this.

8.2 Report of Meeting held December 15, 2020

D. Bernaerdt, Chair, Education Council highlighted the summary report of the Education Council meeting held on December 15, 2020. Of special note were the following:

- As you are aware from the last agenda item, the Full Program Proposal for the BRM was approved in principle at the December EdCo meeting. There are also program changes to the Diploma (which ladders into the degree), the Baccalaureate, and course changes that were also approved in principle to support the anticipated approval of the Baccalaureate by the Board of Governors and DQAB. He recognized the significant work that has been done by the department with the support from their Dean, the interim VP Academic, the AVP, Students, and the many other departments such as AQA, RES, TCDC.
- Another significant item was the approval of a new standing committee of Education Council. The Curriculum Review Committee (or CRC) will be taking over the role of reviewing curriculum proposals later this semester. The task force that worked on this proposal consulted with several groups while developing the Terms of Reference and Procedures. The implementation of the CRC is being done with the goals of increasing the involvement of the departments advancing the proposals, improvements to the efficiency of the curriculum review process, and designing a framework to ensure robust review.

It was moved by R. Palozzi seconded by R. Mirani

**THAT, the Education Council Summary Reports for
November 17 and December 15, 2020 be received.**

Carried Unanimously.

10. BOARD MEMBER REPORTS

M. Jaworski provided an update on the Langara College Foundation as follows:

- Celebration of Excellence event was replaced with a virtual celebration launching in early December, offering an opportunity to congratulate and celebrate student scholarship recipients and donors. 250

students were honoured through the online experience, which included a video, enhanced website and new messaging board to send congratulations to students and thanks to our donors.

- Holiday Hamper project dispersed \$49,500 and assisted 215 students. A highlight was our faculty and staff who raised over \$11K just to help 22 students with families.
- Year-end for the Foundation is December 31st so we are currently preparing for the annual audit with KPMG which will take place in early February.
- The Foundation exceeded \$1M for the second straight year.
- A donation of \$100,000 from the RBC Foundation was just received to support the Gathering Space, funding a learning strategist for one year; support for the purchase of 15 laptops for the new lending library, which launched January 18th; and support for the development of an online career preparation course which will be piloted by Indigenous students.

M. Jaworski advised that the Foundation board will meet again on February 24th. Currently board committees are active with meetings working on the following:

- Retooling the Foundation's skills matrix to help with recruitment and succession planning for Directors.
- Reviewing a proposal for a new standing committee of the board to formalize and grow fundraising side of the Foundation.
- Review and updating of the Foundation's Risk Registry.
- Reviewing the Foundation's investment strategy with Genus Capital Management to increase its Fossil Free Holdings.

He advised that the Foundation would like to make its annual presentation to the College Board at the March meeting providing a year in review for 2020.

11. CONSTITUENT GROUP REPORTS

There was no report.

12. VISITOR'S COMMENTS

There were no visitors.

7. COMMITTEE REPORTS/ RECOMMENDATIONS/ APPROVALS

It was noted that the following item was moved in the agenda.

7.1 President's Committee on Academic Freedom and Freedom of Expression

a. Statement of Principles on Academic Freedom and Freedom of Expression

I. Mass highlighted the cover memo attached to the agenda noting that we will go through steps 1-5 in the memo and then go in-camera.

L. Trotter introduced the members of the President's Committee on Academic Freedom and Freedom of Expression (PCAFFE) in attendance as follows:

- Margaret Heldman, VP, Academics
- Darrell Kean, Instructor, Criminal Justice
- Gerda Krause, Dean, Faculty of Science
- Rose Palozzi, Senior Financial Analyst, Budgets

- John Russell, Instructor, Philosophy
- Joyce Wong, Librarian
- He also acknowledged former Committee Members, Ben Cecil and Briana Fraser and thanked them for their contributions

He noted that co-Chair John Russell is the former head of the BC Liberties Association and has a background and written and published on the issues of freedom of expression. He noted that he also has a background on academic freedom through his publications.

The President's Committee on Academic Freedom and Freedom of Expression was one of the five Task Forces that were created two years ago by the Board looking at the five strategic items. This one started with an exercise with the Board in November 2018.

J. Russell thanked the Board for receiving the submission and for creating the opportunity to present this. He provided a summary of the process noting that the Board created this Committee in the midst of a lot of controversy across the country. We were heading into uncharted territory as there had not been a scandal at Langara, which is one of the reasons we thought it was a good idea to undertake this process, people's careers were not in jeopardy based on the outcome, and there were no public issues of controversy or criticism, so we thought it was a healthy opportunity to look at this and be proactive to not end up being reactive after a controversy has emerged. This document and the consultations that have happened that we have done over the past 2 years, it is fair to say that we bring it to you essentially with unanimity amongst the stakeholders that we consulted with. He outlined the process as follows:

- The Committee met a few times, did a literature search, talked about issues related to academic freedom and freedom of expression, and created a draft document that the Committee then took to the College community for consultations.
- Two World Café's were held and were well attended by administrators and faculty.
- The first stakeholder group the Committee spoke with directly was the Langara Faculty Association.
- A robust group of students were then engaged.
- It was then taken to CUPE for consultation.

Each phase of the process was iterative where changes were made to the document after each meeting and then sent back to each stakeholder group for further comments. The Committee has been in constant contact with the LFA through each stage of the process. This process has made this document responsive to the Langara community and to the general issue of academic freedom. It is not certain if any other institution have gone through a careful process such as this of seeking out stakeholder opinions. The discussions were enormously constructive, as reflected in the document, and the groups we spoke with are comfortable with the final iteration of the document.

J. Russell noted that the document speaks a lot to academic freedom and freedom of expression, but one of the things that we are quite proud of is the idea of having a review process so that the Provost, who is often in charge of making decisions about who comes on campus to speak, could ask for help from a Committee of individuals whose job is to promote and help interpret the document if asked for advice. He noted that he was not aware of another Academic Freedom/Freedom of Expression document that creates this type of process. It has the potential to have an institution within our institution that is devoted to thinking about these issues and informing administration, faculty and others on the topic of academic freedom. Another thing the document provides that is original is that it is not just boilerplate principles about academic freedom, but we talk about the special need today for academic freedom. Colleges are one of the few places where we have seen in the last generation how truth has become monetized through media outlets who are not really news outlets but are providing information for which there is a demand.

J. Russell noted that we desperately need to hold onto opportunities in our communities for discussing the broadest range of ideas. The advantage that post-secondary institutions have is they bring the best skills human beings have devised for identifying weaknesses and arguments and for engaging in critical discussion. Another thing we are pleased with is that this document puts it in an immediate context that is relevant and shows the need for this sort of document. There are other things in the document that are helpful – common philosophical distinction, the use-mention distinction, tool and analytical philosophy. The use-mention distinction is the idea that there is a difference between using a term in day-to-day language and mentioning it for the purpose of analyzing for discussion. It is a distinction that we are all familiar with but unless it is brought to consciousness or it is not clear, then we need to remind the community that the use of offensive ideas or language in a classroom setting is not endorsement to use the language but to expose those ideas to the most serious critical scrutiny. Culturally there is a need to have this document. We should be proud of this document; we can be a leader in this area because this document was not born out of a context of scandal. It is people interested in the topic and committed to trying to find a way of expressing respect for these values in a focused and articulate way.

D. Kean thanked J. Russell and L. Trotter for the invitation and for the opportunity to take this information for discussion to the Langara Faculty Association. The document is a product of the participation of the College community and has received consensus from the LFA.

S. McLean echoed D. Kean's comments that this document is a product of the participation of the College community. The approach taken to involve many people in it is an example of our strength of working together. It is good that we have guidelines or principles in place before a situation arises that would require it.

G. Krause noted that she felt privileged to be part of the discussion as it is a tremendously important piece of work for Langara. It was done in a very Langara way – we did consultations, we listened to people, we met with lots of groups – and thinks the document is much stronger as a result.

J. Wong reiterated that the process was very thorough and one piece in the document that is very unique and that she was very proud of was the explicit reference to our commitment to foster inclusivity and equity in context of academic freedom and freedom of expression.

Discussion ensued and the following points were noted:

- J. Dwyer thanked the Committee noting that she was very proud to read the document and see the work of the Committee. She asked, on a sector level, how unique is a statement like this at a higher education institution?
 - In response, J. Russell noted that unfortunately in almost every case, the documents are written in response to problems and the documents reflect that. The documents are also created when they are trying to heal wounds so it does not put them in the best context to write a straight-forward set of principles to use going forward. Almost all post-secondary institutions have some sort of comments or remarks that are formal about academic freedom. What we have seen in the last decade is a need for better articulation of them because they are not being followed or well understood. We took very seriously the idea that when an institution makes decisions, it needs to find ways to make sure that the decision is informed. Our Statement of Principles is longer than others, includes the review process, and tries to explain some key ideas in our literature review that we thought were overlooked and could be emphasized. Every institution will probably point to some document but what they often do not have are the sorts of internal processes that we have gone through to try to create the document.
 - L. Trotter added that in Alberta and Ontario the governments mandated that institutions produce statements or guidelines of academic freedom and freedom of expression and adopt the Chicago principles. The Chicago principles have a declaration that has over 100 signatures, however it is based on a US institution (the University of Chicago). We really liked the Chicago principles so there is a reference to it and a link in the document. Former SFU President Andrew Petter's

- statement was also referenced in the document and included with a link. The Committee has tried to stay in front of issues before they occur and wanted to be clear that we are not dictating to faculty what they teach in terms of how they deliver as we have a collective agreement that touches on that, which is also linked in the document.
- ML Baum expressed her appreciation for the work of the Committee to prepare the document and for the process that was thoroughly and thoughtfully developed. She appreciated the depth of the document, the fact that it does not fall back on slogans, and the deep articulation of the ideas involved. She asked for clarification of the sentence, “Review and resolution of academic freedom disputes within the classroom are subject to a separate process under the collective agreement between the college and the Langara Faculty Association.” What does that mean operationally in terms of, in particular, the use-mention distinction and how that would play out differently under the review process?
 - J. Russell clarified that the collective agreement provides protection to the instructors in the classroom. If a dispute gets to a point where it becomes a matter of grievance and the Union is involved, the collective agreement as a legal agreement would take priority over the Statement of Principles. In discussion with the LFA, they were comfortable with this document to help inform who should be invited to the College for discussions.
 - S. McLean echoed J. Russell’s comments noting that the collective agreement contains language around issues of academic freedom. Part of the feedback in the process was to identify that this was not created to speak to issues within the classroom, but for the institution as a whole.
 - I. Mass asked what are the situations where the Statement of Principles would assist the College?
 - J. Russell noted that there is an indefinite number of situations and provided some examples in the classroom and with speakers on campus. He noted that occasionally he encounters people distributing leaflets in the foyer that could contain controversial issues. It is complicated from an administrative perspective as there could be security involved. It is not simply a set of slogans, but some internal mechanisms that will allow us to address the indefinite number of cases that could potentially arise. He noted that the reason we have not had a scandalous issue at the College is a credit to the people who are running the institution and the general level of tolerance.
 - C. Rheame advised that generally it is an awesome document and thanked everyone for the work that has been done. He asked if there is a need to have this reviewed from a risk analysis perspective legally.
 - M. Jaworski noted that the in-camera session would explore these sorts of topics.
 - J. Russell advised that the document states very explicitly that Langara will abide by the rule of law. That means that hate speech, for example, should be prohibited since we follow the laws of Canada which prohibit hate speech. It is hoped that whatever decisions are made, are done consistent with the rule of law. It is expected as a matter of interpretation that circumstances would warrant legal advice.
 - S. Murray added that a lot of people in the community were involved in crafting this document and asked what the role of Langara is if someone was to make controversial statements publicly at an event off campus.
 - J. Russell noted that the document does not talk about academic freedom and freedom of expression merely on campus as if they are acting under the auspices or jurisdiction of the College but it extends even further than the College as College representatives.
 - I. Mass asked what the Board’s role is once the Statement of Principles are approved. What if people are not satisfied with the Advisory Committee’s or the Provost’s decision and they come to the Board?
 - L. Trotter clarified that the recommendation is not for a policy but for a Statement of Principles. Currently anyone could appeal to the Board by contacting the Board office who would then determine if it is something that should be added to the Board agenda per Board policy. There is a process in place within the document and the Board could follow up and determine if the process is working, if there are things that need to be addressed, or if the statement needs to be modified, as it is a fluid document.

- K. Dhaliwal noted some examples from the last few years, where controversial speakers were invited to public venues, and those controversial speakers might have had a history of saying things that have been identified as hate speech. However, at future events they are going to speak at, they indicated that they were not planning to say those same types of things or will talk about issues in a different way. How is that determination made? Is it based on past speech? Is it based on anticipated comments?
 - J. Russell noted that the Review Committee exists to provide advice. The Review Committee can ask for advice and the Provost can ask for advice (ie: from Legal Counsel or Security among other things). It is not a question that can be answered in the abstract, as it is about the details. We would need to know the history of the speaker and seek legal advice if necessary. We want to be careful not to be prejudice or afraid to take on speakers that have been accused of things in the past. This is something that the Advisory Committee might be able to provide some structure and advice on so we are forewarned and can seek legal advice if required.
 - J. Wong noted that the document and the Committee also act as a resource for faculty teaching. The document would act as a great resource and creates a safety net to discuss controversial ideas in the classroom.
- C. Rheume noted that he would like to hear more about other situations that have occurred where this Statement of Principles would apply, perhaps in a separate conversation.

It was noted that discussion moved to In-Camera at 7:59 p.m.

13. NEXT MEETING

13.1 Thursday, March 25, 2021

The next Board of Governors meeting is scheduled for Thursday, March 25, 2021.

14. CONCLUSION

It was moved by R. Mirani and seconded by ML Baum

THAT, the meeting conclude at 7:59 p.m.

Carried Unanimously.