

The Board of Governors acknowledges and respects the Algonquin First Nation, on whose traditional territory the Carleton University campus is located.

The 647th Meeting of the Board of Governors
Wednesday, June 4th, 2025 at 3:00 p.m.
Richcraft Hall 2440R

AGENDA

OPEN SESSION

1. CALL TO ORDER AND CHAIR'S REMARKS

2. DECLARATION OF CONFLICT OF INTEREST

3. APPROVAL OF OPEN AGENDA

- The agenda was circulated with the meeting material.

4. OPEN CONSENT AGENDA

- Circulated with this agenda is a Consent Agenda which lists items presented to the Board for action or for information.

5. OPEN – ITEM(S) FOR APPROVAL

5.1 Sexual Violence Policy (S. Blanchard)

- An executive summary, presentation, draft policy (with and without track changes) and feedback reports (listening and drafting phases) were circulated in advance.

6. OPEN – ITEM(S) FOR INFORMATION

6.1 Mental Health Framework Annual Report

- An executive summary, report, and presentation were circulated in advance.

6.2 Strategic Integrated Plan Annual Report

- A presentation will be provided.

6.3 Report from the President

- The President Annual Report was circulated in advance.

6.4 Report from the Chair

- The Board Chair Annual Report was circulated in advance.

7. OPEN – OTHER BUSINESS

8. OPEN - QUESTION PERIOD

9. END OF OPEN SESSION AND BRIEF NETWORKING BREAK

AGENDA ITEM

5.1

To:	Board of Governors	Date of Report: 21 May 2025
From:	Vice-President (Students and Enrolment)	Date of Meeting: 4 June 2025
Subject:	Revised Carleton University Sexual Violence Policy	
Responsible Portfolio:	Vice-President (Students and Enrolment)	

1.0 PURPOSE

☒ For Approval ☐ For Information ☐ For Discussion

2.0 MOTION

The proposed motion is for the Board of Governors, on the recommendation of the Governance Committee, to approve the revised Sexual Violence Policy.

3.0 EXECUTIVE SUMMARY

In the Fall 2024 and Winter 2025 terms, Carleton University undertook an extensive consultation and review of the Sexual Violence Policy. Carleton is legally required to review the Policy in order to comply with Bill 132 and Bill 26 in addition to the mandatory revision date as noted in the Policy. Further, reviewing this Policy every three years helps us to ensure our Policy is as responsive and supportive to the community as possible.

Feedback on the Policy was provided by members of the community through consultation meetings, information and feedback sessions and online submissions. Throughout the listening phase of the consultation process, several main themes emerged:

- **Training and Awareness**
 - Education and Prevention
 - Community Engagement
- **Policy Administration**
 - Definitions and Inclusivity
 - Accountability and Transparency
 - Clarity and Specificity
 - Sexual Violence Review Committee
- **Response**
 - Process and Timelines
 - Reporting and Confidentiality
 - Alternative Resolution Process
 - Investigators
 - False Claims
- **Support and Resources**
 - Support for Complainants and Respondents
 - Accommodations
 - Resources

A revised draft of the policy with tracked changes was released to members of the community for additional feedback. Throughout the drafting phase of the consultation process, additional themes emerged through feedback from the Carleton community:

- **Scope and Clarity**

- Policy Accessibility
- Definitions
- **Process and Procedural Fairness**
 - Process and Timelines
 - Accountability and Transparency
 - Sexual Violence Review Committee
 - Consensual Relationships
- **Training and Communications**

Two reports have been organized by these themes and have the aggregated feedback received during the consultation process. This feedback has been examined and assessed in the review of the Sexual Violence Policy and updates to the Policy have been made based on this feedback where appropriate. The attached Policy includes the tracked changes that demonstrate the revisions and additions made. The changes from the listening phase include:

- Addition of the production and distribution of intimate images including generative AI as an example to the definition of "Sexual Harassment" (section 4.1)
- Addition of "Sexual Misconduct" definition per Bill 26 (section 4.1)
- Addition of who is not eligible to serve on the Sexual Violence Prevention and Education Committee (section 5.2)
- Update to the web link for additional supports and services (section 6.2)
- Update to the supports available to Complainants and Respondents (section 8.4)
- Removal of Respondent's ability to initiate an alternative resolution process (section 8.10)
- Addition of when the formal complaint process shall be suspended (section 9.1(c))
- Addition of section 9.7 (d) regarding appeals of trespass order(s)
- General updates to confirm within the Policy, the processes already happening in practice such as the addition of responsibility for educational and training initiatives in section 5.3 and training that is trauma-informed for the Sexual Violence Review Committee and Appeal Board in sections 6.5 (c) and 10.2.
- General updates to titles, names, infrastructure references, formatting, grammar, etc.

The additional adjustments from the drafting phase include:

- Clarification of how the formal complaint process may be resumed upon the conclusion of jurisdictional or other legal considerations (section 9.1(c))
- Addition of informing the Complainant at least one business day prior to informing the Respondent of a formal investigation (section 9.2(b))
- Adjustment to section 9.4 to align with best investigative practices in order to ensure a survivor-centric process.
- Addition of keeping the Complainant and Respondent informed regularly on the status of the complaint and of the investigation (section 9.4(g))
- Clarification that the Chair of the Appeal Board has appropriate trauma-informed and legal training with experience in investigations of sexual violence. (section 10.2)
- Additional updates to confirm within the Policy, the processes already happening in practice
- General updates to titles, names, formatting, grammar, etc.

A lot of feedback was received throughout the consultation process relating to prevention and education initiatives which is out of scope for the policy but has been shared with the Sexual Violence Prevention and Education Committee to assess as part of their regular review of the Sexual Violence Prevention and Education Strategy, Honouring Each Other.

The policy has been reviewed and endorsed by the Senior Management Committee at its April 30, 2025, meeting.

4.0 INPUT FROM OTHER SOURCES

The Policy has gone through a robust multi-phase transparent consultation process. Feedback and input on the Policy were received and provided through an online website feedback form, a total of 16 information and feedback sessions and consultation meetings, including with key stakeholder groups. Consultation meetings occurred with:

- CUASA, CUPE 4600, CUPE 910, Rideau River Residence Association (RRRA)
- Other individuals as requested

Members of the Carleton community were encouraged to review the revised draft of the policy with tracked changes and provide additional feedback and comments using an anonymous form or by contacting svpolicy@carleton.ca.

Additionally, and as part of the commitment to providing a transparent process, [reports outlining the feedback received](#) throughout all phases of the consultation and review process have been or will be made available on the consultation website. An [ongoing record of all community outreach activities](#) about the Policy review process is also kept on this website.

5.0 ANALYSIS AND STRATEGIC ALIGNMENT

Pursuant to Bill 132, the University is required to have a stand-alone sexual violence policy which is reviewed and approved every three years by the Board. The purpose of the Policy is to articulate Carleton University's commitment to a safe, supportive and healthy campus and to confirm its commitment to provide support to those members directly affected by sexual violence. As such, the Policy sets out the University's statement of values and commitments to address sexual violence; provides information about supports and services available at Carleton University and in the community; ensures follow-up once a report is made to the University and provides information about the University's process for responding to and addressing incidents and complaints of sexual violence.

While the Sexual Violence Policy has provided enough flexibility to support survivors while balancing the requirement for procedural fairness, opportunities to further clarify and improve policy language have been noted. Following the completion of the listening phase, the Office of the Vice-President (Students and Enrolment) along with key stakeholders met to review all the feedback received and discussed appropriate revisions and improvements. Updates to the Sexual Violence Policy were made based on feedback from members of the Carleton community while balancing legal requirements and in consultation with General Counsel.

Subsequently, a draft of the Policy with tracked changes was released to the Carleton community for feedback. After reviewing additional feedback received, further updates to the Sexual Violence Policy were made based on feedback from members of the Carleton community while balancing legal requirements and in consultation with General Counsel. The revised Sexual Violence Policy is presented to the Board of Governors for approval on June 4, 2025, following Governance Committee approval of the revisions.

6.0 FINANCIAL IMPLICATIONS

There are no financial implications associated with the review of and revisions to the Policy.

7.0 RISK, LEGAL AND COMPLIANCE ASSESSMENT

The Policy is required to meet the University's obligations under Bill 132 and Bill 26 including, in particular, the Ministry of Training, Colleges and Universities Act and the Occupational Health and Safety Act with respect to sexual violence, sexual harassment, and workplace sexual harassment. In addition, the Policy reinforces and enhances the Carleton University Statement on Conduct and Human Rights and related policies and procedures addressing sexual violence, sexual harassment and workplace sexual harassment. The revisions to the Policy were made to strengthen the processes therein, improve procedural fairness and address the

feedback received from the community while ensuring the standards required by Bill 132 and Bill 26 and the law were maintained. Failure to have a properly revised policy could expose the University to significant reputational and legal risk.

8.0 REPUTATIONAL IMPLICATIONS AND COMMUNICATIONS STRATEGY

Failure to have a properly revised policy could expose the University to significant reputational risk. It is essential that the University provides extensive opportunities for members of the community to provide feedback on the Policy. The Sexual Violence Policy consultation process has been communicated thoroughly through standard Carleton communication channels including websites, email, the Carleton Mobile app, social media, various electronic newsletters, and the Carleton Top 5. A [record of all communications relating to the consultation process](#) is maintained on the [Sexual Violence Policy website](#). If approved, the revised Sexual Violence Policy will be communicated to the Carleton community through these standard communication channels. Promotion of the revised Policy will also include the Campus Sexual Violence Prevention Strategy. Ongoing communications regarding the education and prevention of sexual violence at Carleton University will continue each year. A copy of the approved policy will be shared with the Ministry of Colleges and Universities.

9.0 OVERALL RISK MANAGEMENT ANALYSIS

	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
STRATEGIC	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LEGAL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OPERATIONAL	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TECHNOLOGICAL	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FINANCIAL	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
REPUTATIONAL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>



Sexual Violence Policy



Policy Name: Sexual Violence Policy
Originating/Responsible Department: Office of the Vice-President (Students and Enrolment)
Approval Authority: Board of Governors
Date of Original Policy: December 1, 2016
Last Updated: June X 2025
Mandatory Revision Date: June X 2028
Contact: Vice-President (Students and Enrolment)

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PART A: POLICY AND SUPPORT SERVICES

1. Purpose of the Policy

- 1.1 As a community, Carleton University supports and is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated and is treated with the seriousness it deserves. Carleton

acknowledges that individuals who are members of equity-seeking groups who experience intersecting forms of disadvantage based on the protected grounds in the Ontario Human Rights Code may be disproportionately affected by sexual violence and its consequences. The purpose of this Policy is to articulate Carleton University's commitment to a safe, supportive and healthy campus and to confirm its commitment to provide support to those members directly affected by sexual violence.

1.2 This Policy is also intended to:

- a) Set out the University's statement of values and commitments to address sexual violence;
- b) Provide information about supports and services available at Carleton University and in the community;
- c) Ensure follow-up once a report is made to the University;
- d) Provide information about the University's process for responding to and addressing incidents and complaints of sexual violence;
- e) Meet the University's obligations under the Ministry of Training, Colleges and Universities Act and the Occupational Health and Safety Act with respect to sexual violence, sexual harassment, [sexual misconduct](#), and workplace sexual harassment; and,
- f) Reinforce and enhance the Carleton University Statement on Conduct and Human Rights and related policies and procedures addressing sexual violence, sexual harassment and workplace sexual harassment.

2. Carleton's Commitment and Values

2.1 Carleton is committed to:

- a) Continually fostering an environment where members of the University community can live, study and work free of sexual violence;
- b) Recognizing that anyone can be harmed by sexual violence and that it is a fundamental affront to an individual's rights, dignity and integrity;
- c) Seeking first to prevent and then to redress sexual violence, by safely intervening and speaking out when the University sees it occurring;

- d) Adopting a survivor-centered approach to providing services to those who have experienced sexual violence;
- e) Ensuring that members of the University community who experience sexual violence are supported, treated with compassion and appropriately accommodated;
- f) Addressing acts of sexual violence in the University community;
- g) Combating broader societal attitudes regarding gender [\(including gender identity and expression\)](#), sex and sexuality that normalize sexual violence and undermine equality in addition to recognizing systemic forms of oppression including but not limited to racism, ableism, sexism, transphobia, and homophobia;
- h) Providing or making available to members of the University community education and awareness training on this Policy and on the prevention of sexual violence, with content tailored to the audience and relevant to their role and responsibility in responding to and addressing sexual violence; and,
- i) Maintaining and reporting annual statistics, without identifying information, on disclosed and reported incidents of sexual violence on campus, and in accordance with legislative requirements.

2.2 Consensual Romantic or Sexual Relationship Guidelines

- a) [The](#) University recognizes that, within its community, power differences exist between and among faculty, staff, students and associated professionals. The University strongly discourages consensual sexual or romantic relationships between individuals in positions of authority (such as faculty, instructional staff, managers or supervisors, and athletic staff), and the students or employees whose performance they are responsible for grading, supervising or evaluating. These relationships may lead to significant problems including allegations or charges of sexual harassment, conflict of interest, or questions regarding the validity of consent. Pedagogical relationships and the workplace must be protected from influences or activities that can interfere with learning, personal development and the working environment. For these reasons, the University strongly discourages faculty and staff from commencing or continuing any consensual or sexual relationship with a student or employee they are in a position of authority over and emphasizes that such relationships are to be avoided.
- b) If notwithstanding the forgoing, a consensual romantic or sexual relationship is not avoided, any existing or past relationship must be disclosed.

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- c) Accordingly, the University requires timely disclosure of such relationships by the individual in the position of authority to the relevant appropriate authority as follows: the relevant Dean, University Librarian, Vice-President, or the President as appropriate.
- d) Any and all appropriate actions required to manage the conflict of interest will be taken. At a minimum the individual in the position of authority involved in a relationship, must remove themselves from the grading or supervising role and appropriate alternative arrangements will be put in place.
- e) Actions in violation of these guidelines are considered to be unprofessional conduct and may be subject to discipline under the collective agreement or employment agreement the employee is subject.

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3. Scope of the Policy

- 3.1 This Policy applies to all members of the University community (as defined below), whether they are in the University's learning, living or work environment, on or off campus, or interacting through social or other electronic media. This Policy does not replace or supersede existing collective agreement provisions.

4. Definitions

- 4.1 For purposes of this policy and its interpretation, the following terms are defined:

"Appropriate Manager/Supervisor" means the person in a position of authority over the Respondent as identified in any applicable collective agreement.

"Complainant" refers to a person who is making a complaint under this Policy.

"Consent" means an active, direct, voluntary, unimpaired, and conscious choice and agreement to engage in sexual activity. Consent cannot be given by a person whose judgement is impaired by drugs and/or alcohol or by other forms of impairment. It is not acceptable for a person who is said to have engaged in sexual violence to use their own consumption of alcohol and/or drugs as an excuse for their mistaken belief that there was consent. For further clarity, consent:

- Can be revoked at any time during sexual activity;
- Cannot be assumed nor implied;
- Cannot be given by silence or the absence of "no";
- Cannot be given by an individual whose judgment is impaired by alcohol and/or drugs, is unconscious or asleep;

- Cannot be obtained through coercion or threats;
- Cannot be given if the person has abused a position of trust, power or authority; and,
- Might not be given properly if an individual has a condition that limits their verbal or physical means of interaction – in such instances, it is extremely important to determine how consent will be established.

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“Disclose” means sharing information pertaining to an incident of sexual violence for the sole purpose of learning about and/or receiving support and services.

“Rape culture” means a culture in which dominant ideas, social practices, media images and societal institutions implicitly or explicitly condone sexual assault by normalizing or trivializing sexual violence and by blaming survivors for their own abuse.

“Report” means to inform about an incident of sexual violence, to learn about the University’s formal compliant procedures, and/or to file a formal complaint under this Policy.

“Respondent” refers to the person against whom a complaint has been filed under this Policy.

“Sexual assault” means any kind of sexual contact without a person’s consent. It can include unwanted kissing, fondling, oral or anal sex, intercourse, other forms of penetration, or any other unwanted contact of a sexual nature.

“Sexual harassment” means engaging in a course of vexatious comment or conduct (based on sex, sexual orientation, gender identity or gender expression) that is known or ought reasonably to be known to be unwelcome. The following is a list of examples that is not meant to be exhaustive:

- Sexual solicitation or unwanted sexual attention from a person who knows or ought reasonably to know that such attention is unwanted;
- A single comment or conduct may constitute sexual harassment if it is of a serious nature or egregious;
- An implied or expressed promise of reward for complying with a sexually oriented request;
- An implied or expressed threat of reprisal or actual reprisal for refusing to comply with a sexually oriented request;
- A sexual relationship that constitutes an abuse of power in a relationship of authority;
- A sexually oriented comment or behaviour that may reasonably be perceived to create a negative psychological and emotional environment for living, work or study; or,

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- The production and distribution of intimate images including generative artificial intelligence (AI) that is of or meant to depict the Complainant.

“Sexual misconduct” means in relation to a student

(a) physical sexual relations with the student, touching of a sexual nature of the student or behaviour or remarks of a sexual nature toward the student by an employee of the institution where,

(i) the act constitutes an offence under the Criminal Code (Canada),

(ii) the act infringes the right of the student under clause 7 (3) (a) of the Human Rights Code to be free from a sexual solicitation or advance, or

(iii) the act constitutes sexual misconduct as defined in the institution's employee sexual misconduct policy or contravenes the policy or any other policy, rule or other requirement of the institution respecting sexual relations between employees and students, or

(b) any conduct by an employee of the institution that infringes the right of the student under clause 7 (3) (b) of the Human Rights Code to be free from reprisal or threat of reprisal for the rejection of a sexual solicitation or advance.

Commented [A3]: This definition is from and required by the MTCU Act under Bill 26.

“Sexual violence” means any sexual act or act targeting a person's sexuality, gender identity or gender expression, whether the act is physical or psychological in nature, that is committed, threatened or attempted against a person without the person's consent. It includes sexual assault, sexual harassment, stalking, indecent exposure, voyeurism and sexual exploitation. For further clarity, sexual assault includes rape.

“Survivor” means a person who has experienced sexual violence.

“University community” means all individuals who have a relationship with or to the University (or had at the time of the incident), including but not limited to:

- Students, meaning individuals registered as students at the University, whether full-time or part-time (including special students), at the non-credit, undergraduate or graduate level;
- All employees and faculty, including all unionized and non-unionized academic and support staff as well as those whose salary is paid through sources other than the University's operating funds, such as grants, research grants and external contracts;

- Persons with an academic appointment including but not limited to adjunct, visiting and emeritus professors, post-doctoral or clinical fellows and research trainees;
- Contractors, consultants, suppliers or other entities engaged by the University to provide services or goods when on University property or while acting in a capacity defined by their relationship to the University;
- Members of the Board of Governors, of the Senate and any of their respective committees, as well as members of any advisory committee formed to help the University achieve its goals; and,
- Employees of both unionized and non-unionized employee and student groups when on University property or while acting in a capacity defined by their relationship to the University.

“Workplace sexual harassment” means engaging in a course of vexatious comment or conduct against a worker in a workplace because of sex, sexual orientation, gender identity or gender expression, where the course of comment or conduct is known or ought reasonably to be known to be unwelcome, or making a sexual solicitation or advance where the person making the solicitation or advance is in a position to confer, grant or deny a benefit or advancement to the worker and the person knows or ought reasonably to know that the solicitation or advance is unwelcome.

5. Education, Prevention and Awareness

5.1 The University will build the capacity of the Carleton community to address sexual violence and play a role in ending sexual violence in our community. As such, the University and our campus partners, will:

- a) Engage in public education and prevention activities;
- b) Provide the University community with ongoing education and training about sexual violence including information on how to respond to the disclosure of sexual violence;
- c) Contribute to a campus atmosphere in which sexual violence is not tolerated while recognizing academic freedom (as outlined in the applicable collective agreement and in the Carleton University Statement of Conduct and Human Rights) for students, faculty and staff to explore controversial topics related to this issue; and,
- d) Monitor and update University policies to ensure that they remain effective and in line with other existing policies and best practices.

5.2 The University has a Sexual Violence Prevention and Education Committee (SVPEC) with representation from students, staff, faculty and senior

administrators. This committee will be chaired by the [Associate Vice-President](#) and University Advisor, Equity and Inclusive Communities or their delegate and report to the President [or their delegate](#). Individuals will be invited to self-nominate/apply for the SVPEC. The Department of Equity and Inclusive Communities (EIC) and the Office of the Vice-President (Students and Enrolment) will collaborate to choose an appropriate number of members from across the university to serve on the committee. [A Respondent identified in a formal complaint who is found to have contravened this Policy, is not eligible to serve as a member of the SVPEC.](#)

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Generally speaking the purposes of the SVPEC will be to:

- a) Encourage the University community to work together to promote a safe learning, living and work environment for the members of the University community;
- b) Contribute to a campus atmosphere in which sexual violence is not tolerated;
- c) Make recommendations to the Office of the President [or their delegate](#) on this Policy for consideration during a review process and with regard to sexual violence prevention and awareness;
- d) Make recommendations to the Office of the President [or their delegate](#) on resources required or other measures related to addressing sexual violence and support services; and,
- e) Consider and recommend proposals for new training programs brought forward by EIC and monitor the coordination, implementation and success of training programs related to sexual violence.

[5.3 Equity and Inclusive Communities, with the support of the SVPEC, is responsible for developing and coordinating the University's educational and training initiatives and programs, which include educational initiatives for the University community on issues related to sexual violence and this Policy. Prevention through education is a fundamental aspect of the University's commitment to addressing sexual violence.](#)

5.4 The Board of Governors shall receive and consider annual reports from the Office of the Vice-President (Students and Enrolment) in respect of sexual violence, including the following:

- a) The number of times supports, services and accommodation relating to sexual violence are requested and obtained and information about the supports, services and accommodation;

- b) Initiatives and programs established to promote awareness of the supports and services available;
- c) The number of incidents and complaints of sexual violence, and information about the incidents and complaints; and
- d) The implementation and effectiveness of this Policy.

6 Support Services and Disclosure

6.1 General provisions about reporting and disclosure

- a) At any time, a person who has experienced sexual violence may consult with or seek advice and support from the relevant student association, union or other employee group.
- b) If an incident of sexual violence is disclosed to a member of the University community, the person to whom it is reported has a duty to refer the person to this Policy and inform the person that the Sexual Assault Support Centre within the Department of Equity and Inclusive Communities (EIC) (hereafter "EIC") is the office to contact in order to get information about the availability of supports and services.

6.2 Support and Services

- a) Individuals who disclose that they have experienced sexual violence will be provided support services and will be treated with dignity and respect at all times by the University and its representatives. A person affected by sexual violence is **not** required to report an incident or make a complaint about sexual violence under the formal complaint process of this Policy to obtain support and services, or to receive appropriate accommodation for their needs.
- b) The supports and services available at the University to obtain information about sexual violence and/or support are as follows:

Support and services available from the University:

Sexual Assault Support Centre
613-520-5622
www.carleton.ca/equity

Health and Counselling Services
613-520-6674
www.carleton.ca/health

Campus Safety Services
General inquiries: 613-520-3612
Emergencies: 613-520-4444 ([4444 from any on-campus phone](#))
[In Person: 203 Pigiavik \(ᐱᓕᐸᐱᐱ\)](#)
www.carleton.ca/safety

Support and services available from off-campus providers:

Ottawa Police Service
General Inquiries: 613-236-1222
<http://ottawapolice.ca/>

Ottawa Rape Crisis Centre
24 hour crisis line: 613-562-2333
General inquiries: 613-562-2334
<http://orcc.net/>

Sexual Assault Support Centre of Ottawa
24 hour support line: 613-234-2266
General Inquiries: 613-725-2160

Sexual Assault and Partner Abuse Care Program at the Civic
Campus of the Ottawa Hospital
613-798-5555 x 13770

Additional supports and services can be found online at:
<https://carleton.ca/sexual-violence-policy/resources-and-support>

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6.3 Disclosure in an emergency – Campus Safety Services (CSS)

- a) In an emergency on campus (i.e., imminent threat of sexual violence and of harm to a person or sexual violence actually occurring) a report can be made 24 hours per day, 7 days a week, 365 days per year in the following ways:
- Call 911 (and notify CSS)
 - CSS emergency number 613-520-4444 ([4444 from any on-campus phone](#))
 - [Emergency telephones](#) and call boxes (located in building lobbies, corridors, computer labs and parking garages) connect directly with CSS.
 - Blue Light Assistance Phones located outside on campus grounds, in parking garages and in the tunnel system provide a direct link with CSS.
 - Public telephones on campus – free to dial 613-520-4444 or 911
 - In person: CSS – 203 [Pigiavik \(ᐱᓕᐸᐱᐱ\)](#)

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- b) When a person discloses an incident of sexual violence to CSS, they will be provided with the option to be contacted by an EIC Advisor. See paragraph 6.5 of this Policy.

6.4 Disclosure in a non-emergency – Equity and Inclusive Communities (EIC)

EIC is responsible for handling all disclosures of sexual violence involving a member of the University community in a non-emergency situation, whether the sexual violence has occurred on or off campus. An EIC staff member will provide information about available support and services, including information about interim measures that may be available to address the immediate needs (see examples in paragraph 6.5 (a) of this Policy). EIC is the point of contact for a person affected by sexual violence to request academic, employment or other accommodations.

6.5 Follow-up on disclosure and Accommodations

- a) When a person reports sexual violence to CSS and/or EIC, they will be provided with the option to be contacted by an EIC Advisor to offer support and present options available to them. The EIC Advisor will make every effort to assist the person and will discuss options to address or resolve the matter in a timely and supportive way. The appropriateness of these options will depend on the person's needs and on the circumstances. The following list of examples (which is not exhaustive) includes:
- Providing referrals to contacts for suitable supports, services or resources available at the University and in the city, including services available at the [Sexual Assault Support Centre](#) at EIC;
 - Sharing information on what options are available and how EIC or other University departments may intervene in the situation;
 - Discussing the availability of interim academic or employment accommodation or other measures to stabilize a situation, to protect the person from retaliation or the threat of retaliation, to address safety or other concerns, and/or to otherwise support the person. Examples of measures for students include exam or assignment deferral, class and/or schedule changes, housing changes, and no-contact orders. Examples for employees include making changes that are not disciplinary but precautionary to avoid contact between parties or placing the Respondent on a temporary non-disciplinary leave with pay;
 - Providing information on methods available to facilitate a resolution;
 - Describing the process for filing a formal complaint under Section 9 of this Policy; and,
 - Information about any other available options to address or resolve the matter.

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b) Where appropriate the AVP and University Advisor, EIC will engage the Sexual Violence Review Committee to ensure the safety, follow-up and support for those involved in a report of sexual violence.

c) The Sexual Violence Review Committee (SVRC) is composed of:

- Vice-President (Students and Enrolment) or designate (Chair)
- Associate Vice-President, Student Affairs [and Student Life](#) (when the Complainant or Respondent is a student) or designate
- Director, Labour Relations, Human Resources (when the Complainant or Respondent is a professional services employee) or designate
- Director, Labour Relations (Academic), Office of the Deputy Provost (when the Complainant or Respondent is an academic employee) or designate
- [Associate Vice-President \(Student Health and Wellness\)](#) or designate
- [Executive](#) Director of Campus Safety Services or designate

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All members of the SVRC will receive sexual violence and procedural fairness training [that is trauma-informed as directed by the Chair of the SVRC](#).

d) The Department of Equity and Inclusive Communities must ensure that the following steps occur:

- The person who has experienced sexual violence is given information regarding internal and external personal support and advocacy services, and internal (non-criminal) and external (criminal and other legal proceedings) complaint processes;
- Appropriate academic, employment or other accommodation and interim measures are made available and implemented to stabilize the situation and/or separate the parties and to address any safety or security concerns; and,
- A threat assessment is conducted as required.

e) The Sexual Violence Review Committee can, on a confidential basis, consult or seek the assistance of other internal authorities (such as Health and Counselling Services, Human Resources, or Equity and Inclusive Communities) or resources. They can also consult or seek the assistance of external parties relevant to the particular incident, such as rape crisis centers and counselling services.

7 Confidentiality

7.1 All reports and disclosures of sexual violence to the University will be treated in a confidential manner and in accordance with the Freedom of Information and Protection of Privacy Act (FIPPA) and with the provisions of applicable

collective agreements. [Records will be retained in accordance with Carleton University's Retention Schedule.](#)

7.2 All members of the University community who receive a report or disclosure of sexual violence or who are involved in addressing or investigating it must keep the matter confidential. This is in order to protect the rights of those involved in the allegations; to prevent an unjustified invasion of their personal privacy; to preserve the integrity of the investigation, and to safeguard individuals against unsubstantiated allegations. See paragraph 8.5 of this Policy for more details on confidentiality related to the formal complaint process.

7.3 The University will make every reasonable effort to maintain confidentiality when it becomes aware of an incident of sexual violence and will limit disclosure of information about individuals to those within the University who need to know for the purposes of, or those consistent with, addressing the situation, investigating or taking corrective action. Under the following circumstances, however, the University might face additional legal obligations and may not be able to guarantee complete confidentiality if:

- a) An individual is at risk of self-harm;
- b) An individual is at risk of harming others;
- c) Members of the University community or the broader community may be at risk of harm; and/or
- d) Investigation or reporting to authorities where required by law (the following list of examples is not meant to be exhaustive: an incident involving a minor, obligations related to occupational health and safety, human rights legislation, community safety [and/or to comply with a court order](#)).

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7.4 If a person requests that the University not act on a report of sexual violence, the University must weigh that person's request against the University's legal obligation to take action and provide a learning, living and work environment that is safe and free from sexual violence for all members of the University community. Decisions required under section 7 will be made by the Vice-President (Students and Enrolment) following consultation with the General Counsel.

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PART B: COMPLAINT PROCESS AND PROCEDURE

8 General Provisions Regarding the Formal Report and Complaint Process

8.1 External reporting and recourse

This Policy and the formal complaint process do not prevent and are not intended to discourage an individual from also reporting sexual violence to the police and pursuing a complaint of sexual violence through the criminal justice system and/or from pursuing a complaint of sexual harassment with the Ontario Human Rights Tribunal pursuant to the Ontario Human Rights Code. The Policy also does not prevent a unionized employee from pursuing a grievance under their collective agreement.

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8.2 Choice not to file a formal complaint or not to investigate

- a) A person may choose not to file a formal complaint under Section 9 of this Policy. If a person decides not to file a formal complaint or requests that the University not investigate, the full range of supports and services outlined in this Policy remain available to that person. To the greatest extent possible, the University will respect the person's choice not to proceed with a formal complaint or request that the University not investigate.
- b) A Complainant who has filed a formal complaint may withdraw the complaint in writing at any time. However, the Sexual Violence Review Committee (SVRC) may still initiate an investigation if it has reason to believe that a member of the University community or broader community may be at risk of harm, or if the SVRC determines that the University has a legal obligation to investigate. In such cases, subject to legal requirements, the person has the right not to participate in such an investigation. The SVRC will appoint a [trained, trauma-informed](#) Investigator who will investigate the matter and provide the SVRC with a written confidential report containing the facts and information gathered during the investigation. The SVRC will consult with internal authorities on the investigation report and on the appropriate means for further addressing the matter.

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8.3 Harassment and/or discrimination

Complaints of harassment and/or discrimination that do not involve sexual violence will be addressed under the Carleton University Human Rights Policy or other workplace harassment/violence prevention policies as appropriate.

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8.4 Support person

The Complainant [and](#)/or the Respondent can be accompanied by a support person of their choice at any time during the formal complaint process outlined in this Policy. The support person may be a friend, family member, advisor or employee union representative. The support person cannot be a person who is a witness in the complaint process. The support person may provide encouragement or other emotional or moral support and may accompany the Complainant or Respondent to meetings. The support person's role is not to act or speak on behalf of the Complainant or Respondent. Representations (both

oral and written) must come directly from the Complainant and Respondent. The support person must also agree in writing to maintain confidentiality in accordance with this Policy. Parties will also be offered access to a support person as follows:

- a) The Complainant may wish to access [Ombuds Services](#) or an EIC Advisor to assist with navigating the provisions of this Policy.
- b) Where the Respondent is a student, they may wish to contact Ombuds Services or [a Care and Support Case Manager \(or designate\)](#) for assistance navigating the provisions of this Policy.

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8.5 Confidentiality

In addition to the provisions on confidentiality contained in paragraph 7 of this Policy, when a formal complaint is filed under this Policy, the following applies:

- a) Confidentiality of information disclosed at any time pursuant to this Policy is to be maintained to the extent possible, consistent with the University's need to respond appropriately to the situation and to uphold safety of members of the University community. This means that information about the situation may be disclosed as provided for in this Policy only to those who need to know in order to investigate and/or address the formal complaint.
- b) To ensure procedural fairness while a formal complaint process is underway, the Complainant, the Respondent and others who may have knowledge of the matter, including a support person, must maintain confidentiality in accordance with this Policy and not make public statements (for example: media, public and/or social media statements) that may jeopardize the proper handling of the matter. The confidentiality obligations during the complaint process do not prevent a person from seeking counselling, treatment, support services or from speaking to friends and family for support. Any questions regarding confidentiality obligations under this Policy can be clarified by contacting the individual who receives the formal complaint.
- c) Information disclosed by a person during an alternative resolution under this Policy as described in Article 8.10 below is without prejudice to that person and cannot be used during subsequent steps in handling the matter or in the formal complaint process under this Policy. Any person conducting an alternative resolution of a complaint cannot be called to testify in a subsequent proceeding in relation to information disclosed during alternative resolution, unless ordered or compelled by a court,

tribunal or arbitrator.

- d) Documents and information related to a formal complaint, including the written formal complaint, written responses, witness statements, investigation notes and reports, and documents related to the formal complaint and its investigation will be securely maintained by Student Affairs, [Campus Safety Services](#), [Academic Labour Relations](#) or Human Resources as appropriate (see section 9.1 below).

8.6 Timelines and Timely Progress Updates Provided to Parties

The intention of this Policy is for the complaint process and each of its steps to be completed as expeditiously as practicable without compromising appropriate procedural fairness for all parties. The timelines mentioned in this Policy are meant to ensure that the matters are dealt with in a timely fashion. There may be, in compelling circumstances, reasons to extend a timeline. In such cases, where the request is in good faith and the extension does not prejudice or harm those involved in the complaint, extensions may be granted. It can be difficult to determine appropriate timelines for the resolution, investigation or a final disposition with respect to a formal complaint. Therefore, where no timelines are mentioned in this Policy, the intention is always to use a reasonable time period and to act as expeditiously as possible in light of the nature and complexity of the circumstances of the complaint and in light of other circumstances that may arise during the process that are beyond a party's reasonable control.

The Parties will receive regular updates on the progress of their case, estimated timeframes and any delays related to the matter. The types and frequency of these updates will be determined through discussion with each party.

8.7 Applicable collective agreements

The formal complaint process provided in this Policy, as it affects any unionized employees shall be construed and applied consistently with any relevant collective agreement. This policy does not abrogate any collective agreement protections to employees.

8.8 Conflict of Interest

If a University official has a real or apparent conflict of interest in a particular matter or there is a reasonable apprehension of bias, then that individual will not continue their involvement in the matter and the University will appoint an appropriate individual to act in that role for the purposes of that matter. A party may raise concerns regarding conflict of interest or reasonable apprehension of bias. Concerns will be referred in writing to the General Counsel or a delegate

appointed by the Chair of the Sexual Violence Review Committee for review and whose decision will be final.

8.9 No Prosecution of Minor Drug and Alcohol Offences

The University recognizes that some individuals may be hesitant to disclose or report sexual violence in cases where they have been drinking under age or were using drugs at the time the sexual violence took place. A Complainant acting in good faith who discloses or reports sexual violence will not be subject to actions for violations of university policies related to drug and alcohol use at the time the sexual violence took place.

8.10 Alternative Resolution

In appropriate circumstances, a Complainant may be willing to resolve the matter before an investigation is commenced or completed, or before a decision is made by the SVRC. [If appropriate, EIC or the appropriate authority](#) will follow-up with the Respondent to determine their willingness to participate in an alternative resolution process. For it to be a meaningful process, participants must engage voluntarily and remain free from reprisal. At any stage during the process, the Complainant may indicate they would like the complaint to move to or resume the investigation and decision-making process. Examples of alternative resolution include mediation/facilitation, restorative justice, education or similar methods.

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If the Complainant and Respondent are able to reach a resolution, a written record of the resolution will be prepared by EIC [or the appropriate authority](#) to be signed by both parties. The signed resolution will be kept in EIC [or the appropriate authority](#). A copy of the signed agreement will be provided to the Complainant and Respondent, and may be provided to relevant university administrators if it is required to implement the terms of resolution. If there is a failure to comply with the terms of a resolution, the complaint may be moved to an investigation and decision-making process.

8.11 Procedural Fairness

The University has a duty of procedural fairness to the parties with respect to the process by which investigations and decisions are made that may result in findings of sexual violence and may potentially impose serious consequences against a member of the University community who has engaged in such conduct. The basic requirements of procedural fairness is that a person against whom allegations are made, must know the allegations and evidence against them, and must be given the opportunity to answer prior to a decision being

made. Further to the right to know, Complainants and Respondents will also have notice of the investigation and decision-making process, and will have the matter decided by impartial decision makers. If credibility of any fact or issue is in question, Complainants and Respondents may appear in person and make oral representations to a decision maker, and comment and ask questions with respect to the evidence in accordance with this policy. As such, the University reserves the right to adjust the process to ensure procedural fairness in accordance with the facts of the individual case with notice to the Complainant and the Respondent.

8.12 Interim measures

In some circumstances, it may be necessary to implement interim measures, which are temporary measures put in place to protect the parties and the community during the process. Interim measures may be implemented as part of accommodations, prior to and during the formal complaint process and pending a final decision. Where Interim measures are necessary, the University will seek to implement the least disruptive measures that still promote safety and security. Such measures are without prejudice to the ultimate outcome of the complaint process and are not intended to be disciplinary in nature. The Sexual Violence Review Committee can review the implementation of interim measures to ensure the measures are appropriate in the circumstances. A party may request modifications to interim measures and make a written submission in support of their request to the SVRC for its consideration. All requests for modification will be considered in relation to the circumstances of the individual case and in relation to the University community including its safety. A non-exhaustive list of examples of such interim measures is outlined in paragraph 6.5 (a) of this Policy.

Additional examples of interim measures that might be considered include:

- Changes within university housing if the parties are residents
- Restrictions to access campus or part of campus
- No contact/communication orders
- Employment/workplace restrictions
- Changes to class and/or section enrollments

Non-compliance with the interim measures may result in additional measures and/or discipline being imposed. The Complainant will be advised of interim measures imposed where permitted by FIPPA for health and safety reasons.

8.13 Irrelevant Questions

A person who discloses their experience of sexual violence through reporting an incident of, making a complaint about, or accessing supports and services for sexual violence, will not be asked irrelevant questions during the investigation

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process by the investigators or any officials involved in the process, including irrelevant questions relating to the person's sexual expression or past sexual history.

9 Formal Complaints Process

9.1 Filing and initiating a formal complaint

a) Formal complaints must be filed with the appropriate Intake Office as follows:

- The Associate Vice-President, Student Affairs and Student Life (or designate) is responsible for receiving (in writing) formal complaints of sexual violence related to students.
- The Director, Labour Relations (Academic), Office of the Deputy Provost (or designate) is responsible for receiving formal complaints of sexual violence related to academic employees.
- The Director, Labour Relations, Human Resources (or designate) is responsible for receiving formal complaints related to professional services employees.
- In the case where the Respondent is both a student and an employee, the complaint may be submitted to either of these parties but will be jointly received. Only a person who reports experiencing sexual violence (the "Complainant") can choose to file a formal complaint under this Policy.

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- b) A formal complaint can be filed if the parties are members of the University community and or were members of the University community at the time of the incidents alleged in the formal complaint.

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- c) Other than in exceptional circumstances, jurisdictional or other legal considerations may arise (such as an active police investigation) where the formal complaint process in this Policy shall be suspended. Upon the conclusion of jurisdictional or other legal considerations, the formal complaint process may be resumed. In addition, the University does not have jurisdiction to address allegations made against a person who is not a member of the University Community. However, in the event of such allegations, the University will provide support to Complainants and may be able to take measures such as restricting access to campus by the person against whom the allegations are made.

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- d) A formal complaint must set out in writing the name of the Respondent, the nature and the details of the circumstances, including detailed facts and

specific dates. The person receiving the formal complaint will acknowledge receipt, review it and if necessary, seek clarification from the Complainant on the information it contains.

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9.2 Sexual Violence Review Committee (SVRC) Initial assessment

- a) The complaint will be provided to the SVRC. The SVRC will assess the formal complaint and determine whether the conduct forming the basis of the complaint appears to fall within the definition of sexual violence as set out in this Policy.
- b) If the SVRC considers that the conduct in question appears to fall within the definition of sexual violence as set out in Section 4 of this Policy, they will appoint an Investigator pursuant to paragraph 9.4(a) of this Policy and inform the Complainant at least one business day prior to informing the Respondent in writing.
- c) If the SVRC considers that the conduct does not fall within the definition of sexual violence as set out in this Policy, they will convey this assessment in writing to the Complainant and inform the Complainant of their right to request a review under 9.3 of this Policy, and will provide the applicable timelines and procedures for requesting this review. In these cases, the SVRC may also refer the Complainant to another University policy or office as may be applicable or legally required.

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9.3 Review of the initial assessment

A request to review the SVRC's initial assessment of the complaint can be made only if it is determined that the complaint falls outside the definition of sexual violence as set out in this Policy. If the Complainant disagrees with the determination that the complaint is outside the definition of sexual violence as set out in this Policy, then the Complainant may ask the University Secretary to review the assessment, if the Complainant submits the request in writing within 14 calendar days after the date of determination. Upon review, the University Secretary's decision is final and will be communicated to the Complainant in writing.

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9.4 Investigation

- a) Where the complaint is within the definition of sexual violence as set out in this Policy, the SVRC will appoint a trained, trauma informed Investigator who has competence in conducting investigations related to allegations of sexual violence, to investigate the complaint.

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- b) Where the Respondent is a unionized employee, the employee shall have all applicable rights to union representation during any investigatory meetings with the Employer. As per the relevant collective agreement, the Director of Labour Relations (Human Resources) or the Director, Labour Relations (Academic) will also inform the Manager/Supervisor of the Respondent of the investigation.
- c) The Director of Labour Relations (Human Resources) or the Director, Labour Relations (Academic) or the Associate Vice-President, Student Affairs [and Student Life](#) will send a written notice to the Respondent and the Complainant informing both of the formal complaint and enclosing a copy of the complaint. The Respondent and Complainant will be informed of the name of the Investigator as soon as possible. The notice will indicate that the Respondent will have an opportunity to provide the Investigator with a written response to the complaint. Both the Complainant and the Respondent will be provided with a copy of the formal complaint process under this Policy.

d) The Investigator will examine all of the information submitted by the parties as well as any other information gathered during the investigation and conduct all interviews in a fair, impartial and professional manner. ~~The Investigator may conduct one or more oral interviews with the parties or with witnesses, or take other steps the investigator deems appropriate during the course of the investigation.~~ The Investigator will remind the individuals of the requirement to protect and keep confidential the personal information of the persons involved in the investigation.

- e) The Investigator will keep the SVRC informed on the status of the investigation at regular intervals or at the request of the SVRC. The administrators charged with receiving the complaint will keep the Complainant and the Respondent informed [regularly](#) on the status of the complaint and of the investigation.

9.5 Investigation report

The Complainant and Respondent will be provided with a copy of the report and will be invited to provide comments. Upon completion of the investigation, the Investigator will send a written confidential report containing the facts and information gathered during the investigation to the SVRC including any responses provided by the Respondent and Complainant. [The investigator must make a legal conclusion whether the](#)

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¶ The Investigator will then send the Respondent's response to the Complainant, who can submit a written reply within the time requested by the Investigator. Other than in exceptional circumstances, if no written reply is provided within the time requested, the Investigator will proceed in the absence of such reply and with the information that is currently provided. The Respondent will receive a copy of the reply, if any. ¶

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[policy was breached on the balance of probabilities.](#) The investigation report will be provided to the Complainant and to the Respondent with a reminder of the need to protect and keep confidential the personal information of those involved in the investigation and to avoid acts of reprisal. The university considers reprisal at any stage to be a serious offence. A breach of confidentiality by any person with respect to a complaint may also constitute reprisal.

9.6 Review of report and committee meeting

- a) After the report and responses are provided to the SVRC, the Chair will convene meetings as appropriate. The notice will indicate the time, place and purpose of the meeting(s) as well as include a statement that if the Complainant or the Respondent does not attend or participate, the SVRC may proceed in their absence [with the information that is currently provided](#). The Complainant or the Respondent may request accommodation from the SVRC regarding their participation at a meeting.
- b) The SVRC meeting(s) will be conducted in person and in camera. However, the support person(s) referred to in paragraph 8.4 of this Policy can attend as an observer(s) only and may not speak on behalf of or represent the Complainant or the Respondent.
- c) The Complainant and the Respondent will be afforded the opportunity to make written and oral representations to the SVRC, including representations on the investigation report and on any potential consequences or measures. The Complainant and the Respondent are expected to speak for themselves. Members of the SVRC may ask questions of the Complainant and the Respondent and may invite witnesses as they deem necessary.
- [d\)](#) The SVRC will ensure that the Complainant and the Respondent are given an opportunity to know and respond to information that it intends to rely upon in making the decisions and recommendations.

9.7 Decision of the Sexual Violence Review Committee (SVRC)

- a) Upon reviewing and considering the final investigation report and any representations made by the Complainant and the Respondent or other person at its meeting with them, the Sexual Violence Review Committee will:
 - Decide whether the investigation was fair and conducted properly;

- Review the legal conclusion of whether the policy was breached on the balance of probabilities;

- Recommend consequences or measures it considers appropriate to remedy or mitigate any academic or employment harm or disadvantage arising from the complaint, to prevent its reoccurrence and to ensure the safety of all individuals.

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b) The decisions of the SVRC and the reasons in support of it must be provided in writing to the Complainant and Respondent. The Freedom of Information and Protection of Privacy Act (FIPPA) prohibits the disclosure of the details of any disciplinary actions or consequences taken against the Respondent. The Complainant has a right to know the outcome of the investigation but not the details of the discipline unless sharing that information is permitted by FIPPA for health and safety reasons. In the case of a unionized employee, the decision of the SVRC will also be communicated to the appropriate Manager/Supervisor who will make a recommendation on any consequences, measures, and/or disciplinary action to the appropriate President/Vice-President. If the Committee decides that the complaint is founded and the Respondent involved was a unionized employee, the SVRC will also provide the appropriate Manager/Supervisor with a copy of the investigation report.

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c) Consequences or measures in response to sexual violence will depend on the circumstances, on the severity of the conduct, on any mitigating factors and on applicable collective agreements or other University policies. If a complaint of sexual violence is substantiated, consideration will be given to preventing its reoccurrence in the future, to correcting the negative impact of the incident on the Complainant and to ensuring or enhancing the safety of all individuals. The following list provides examples of consequences and measures and is not meant to be exhaustive nor necessarily represent a progression of consequences or measures:

- Attendance at educational sessions on the impact of sexual violence;
- Attendance at coaching sessions to improve communication or conflict resolution skills;
- Restricted or prohibited access to the University campus and/or services;
- For employees, discipline up to and including termination;
- For students, discipline up to and including suspension from academic studies and/or trespass from University property, and

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- In circumstances where the Respondent is a unionized employee, the appropriate Manager/Supervisor under the applicable collective agreement will decide on consequences or measures and on the imposition of any disciplinary measures. Disciplinary processes and measures shall be in accordance with the collective agreement applicable to the Respondent employee.

[d\) Any trespass order\(s\) issued by the SVRC may only be appealed under the Appeal Process set out below.](#)

10. Appeal Process

10.1 Appeal

An appeal is not an opportunity for the Complainant or the Respondent to repeat the information provided to the SVRC. The right to an appeal is not automatic and an appeal will only be considered if it meets the following requirements:

- a) The appeal is of a final decision of the SVRC;
- b) The appeal is submitted by either the Complainant or the Respondent;
- c) The appeal must be made within 15 calendar days of the date of the final decision that is the subject of the appeal;
- d) The appeal includes the reasons for the appeal, the reasons why the appeal should be granted, the arguments in support of the appeal and the outcome sought;
- e) The appeal must demonstrate that:
 - There has been a fundamental procedural error in the making of the final decision and that such error has caused or will cause actual prejudice to the person seeking the appeal, or
 - There are new facts relevant to the final decision that were not available and could not have been provided to the SVRC.

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The following is a non-exhaustive list of some examples of situations where an appeal would not meet the requirements of this paragraph:

- The appeal asks for review of a consequence or measure that has not yet been finally decided or approved;

- The appeal repeats arguments made at the meeting of the review committee or in written submissions and does not provide any new information relevant to the final decision;
- The appeal is based only on a disagreement with a finding of fact, including findings made about the credibility of witnesses;
- The appeal raises new arguments that were not made, but could have been made at the SVRC meeting or in written submissions or to the appropriate Manager/Supervisor or University governing body, and
- The appeal amounts to a mere speculation or a bald statement of a procedural error causing prejudice and does not provide detailed and convincing information to establish the error and to establish a link between the error and actual prejudice or a reasonable expectation of prejudice to the person seeking the appeal.

10.2 The appeal must be filed in writing to the University Secretary. Following receipt of the appeal, the Appeal Board will be convened. The Appeal Board consists of the Assistant Vice-President (Human Resources) and the Provost and Vice-President (Academic) or their delegates, who will receive sexual violence and procedural fairness training that is trauma informed. The Appeal Board will be chaired by a person external to the University Community who is a lawyer with the appropriate trauma informed and legal training with experience in investigations of sexual violence.

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10.3 The appeal process is conducted in writing. The Complainant or Respondent, as the case may be, will be advised of the appeal and do not need to respond to the appeal unless the Appeal Board sends a letter requesting them to do so.

10.4 The Appeal Board reviews the appeal, determines whether the appeal meets the requirements of paragraph 10.1 of this Policy. Following review of the written submissions, the Appeal Board may in its sole discretion convene a hearing to determine the matter. All decisions of the Appeal Board are final.

11. Review of Policy

11.1 Review

- OVPSE is responsible for the review and implementation of this Policy. This Policy will be reviewed every three years.
- Revisions to the Policy will be sent for comment to the student associations, unions and employee groups, to the committee on the prevention of sexual violence referred to in Section 5.2 of this Policy and any other stakeholder, as determined by OVPSE, to ensure the provision and consideration of input

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from a diverse selection of students, faculty and employees who are reflective of the university community.

11.2 Amendments

- a) Amendments made to this Policy require the approval of the Board of Governors.
- b) Updates to the following information contained in this Policy do not require additional approval.
 - The supports and services referred to paragraph 6.2 of this Policy;
 - The identity of officials, offices, and departments at the University that provide information about supports, services and accommodation or that receive reports or formal complaints.
- c) A copy of this Policy as approved and amended is posted on the University's website.

12. Related Policies and Procedures

12.1 Related policies include:

- a) [Human Rights Policy](#)
- b) [Student Rights and Responsibilities Policy](#)
- c) [Workplace Harassment Prevention Policy](#)
- d) [Workplace Violence Prevention Policy](#)
- e) Residence Contract

In the case of a conflict between any of the above policies and the Sexual Violence Policy, the latter takes precedence to the extent of the conflict.

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Sexual Violence Policy

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Policy Name:	Sexual Violence Policy
Originating/Responsible Department:	Office of the Vice-President (Students and Enrolment)
Approval Authority:	Board of Governors
Date of Original Policy:	December 1, 2016
Last Updated:	June X 2025
Mandatory Revision Date:	June X 2028
Contact:	Vice-President (Students and Enrolment)

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PART A: POLICY AND SUPPORT SERVICES

1. Purpose of the Policy

- 1.1 As a community, Carleton University supports and is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated and is treated with the seriousness it deserves. Carleton

acknowledges that individuals who are members of equity-seeking groups who experience intersecting forms of disadvantage based on the protected grounds in the Ontario Human Rights Code may be disproportionately affected by sexual violence and its consequences. The purpose of this Policy is to articulate Carleton University's commitment to a safe, supportive and healthy campus and to confirm its commitment to provide support to those members directly affected by sexual violence.

1.2 This Policy is also intended to:

- a) Set out the University's statement of values and commitments to address sexual violence;
- b) Provide information about supports and services available at Carleton University and in the community;
- c) Ensure follow-up once a report is made to the University;
- d) Provide information about the University's process for responding to and addressing incidents and complaints of sexual violence;
- e) Meet the University's obligations under the Ministry of Training, Colleges and Universities Act and the Occupational Health and Safety Act with respect to sexual violence, sexual harassment, sexual misconduct, and workplace sexual harassment; and,
- f) Reinforce and enhance the Carleton University Statement on Conduct and Human Rights and related policies and procedures addressing sexual violence, sexual harassment and workplace sexual harassment.

2. Carleton's Commitment and Values

2.1 Carleton is committed to:

- a) Continually fostering an environment where members of the University community can live, study and work free of sexual violence;
- b) Recognizing that anyone can be harmed by sexual violence and that it is a fundamental affront to an individual's rights, dignity and integrity;
- c) Seeking first to prevent and then to redress sexual violence, by safely intervening and speaking out when the University sees it occurring;

- d) Adopting a survivor-centered approach to providing services to those who have experienced sexual violence;
- e) Ensuring that members of the University community who experience sexual violence are supported, treated with compassion and appropriately accommodated;
- f) Addressing acts of sexual violence in the University community;
- g) Combating broader societal attitudes regarding gender (including gender identity and expression), sex and sexuality that normalize sexual violence and undermine equality in addition to recognizing systemic forms of oppression including but not limited to racism, ableism, sexism, transphobia, and homophobia;
- h) Providing or making available to members of the University community education and awareness training on this Policy and on the prevention of sexual violence, with content tailored to the audience and relevant to their role and responsibility in responding to and addressing sexual violence; and,
- i) Maintaining and reporting annual statistics, without identifying information, on disclosed and reported incidents of sexual violence on campus, and in accordance with legislative requirements.

2.2 Consensual Romantic or Sexual Relationship Guidelines

- a) The University recognizes that, within its community, power differences exist between and among faculty, staff, students and associated professionals. The University strongly discourages consensual sexual or romantic relationships between individuals in positions of authority (such as faculty, instructional staff, managers or supervisors, and athletic staff), and the students or employees whose performance they are responsible for grading, supervising or evaluating. These relationships may lead to significant problems including allegations or charges of sexual harassment, conflict of interest, or questions regarding the validity of consent. Pedagogical relationships and the workplace must be protected from influences or activities that can interfere with learning, personal development and the working environment. For these reasons, the University strongly discourages faculty and staff from commencing or continuing any consensual or sexual relationship with a student or employee they are in a position of authority over and emphasizes that such relationships are to be avoided.
- b) If notwithstanding the forgoing, a consensual romantic or sexual relationship is not avoided, any existing or past relationship must be disclosed.

- c) Accordingly, the University requires timely disclosure of such relationships by the individual in the position of authority to the relevant appropriate authority as follows: the relevant Dean, University Librarian, Vice-President, or the President as appropriate.
- d) Any and all appropriate actions required to manage the conflict of interest will be taken. At a minimum the individual in the position of authority involved in a relationship, must remove themselves from the grading or supervising role and appropriate alternative arrangements will be put in place.
- e) Actions in violation of these guidelines are considered to be unprofessional conduct and may be subject to discipline under the collective agreement or employment agreement the employee is subject.

3. Scope of the Policy

- 3.1 This Policy applies to all members of the University community (as defined below), whether they are in the University's learning, living or work environment, on or off campus, or interacting through social or other electronic media. This Policy does not replace or supersede existing collective agreement provisions.

4. Definitions

- 4.1 For purposes of this policy and its interpretation, the following terms are defined:

"Appropriate Manager/Supervisor" means the person in a position of authority over the Respondent as identified in any applicable collective agreement.

"Complainant" refers to a person who is making a complaint under this Policy.

"Consent" means an active, direct, voluntary, unimpaired, and conscious choice and agreement to engage in sexual activity. Consent cannot be given by a person whose judgement is impaired by drugs and/or alcohol or by other forms of impairment. It is not acceptable for a person who is said to have engaged in sexual violence to use their own consumption of alcohol and/or drugs as an excuse for their mistaken belief that there was consent. For further clarity, consent:

- Can be revoked at any time during sexual activity;
- Cannot be assumed nor implied;
- Cannot be given by silence or the absence of "no";
- Cannot be given by an individual whose judgment is impaired by alcohol and/or drugs, is unconscious or asleep;

- Cannot be obtained through coercion or threats;
- Cannot be given if the person has abused a position of trust, power or authority; and,
- Might not be given properly if an individual has a condition that limits their verbal or physical means of interaction – in such instances, it is extremely important to determine how consent will be established.

“Disclose” means sharing information pertaining to an incident of sexual violence for the sole purpose of learning about and/or receiving support and services.

“Rape culture” means a culture in which dominant ideas, social practices, media images and societal institutions implicitly or explicitly condone sexual assault by normalizing or trivializing sexual violence and by blaming survivors for their own abuse.

“Report” means to inform about an incident of sexual violence, to learn about the University’s formal complaint procedures, and/or to file a formal complaint under this Policy.

“Respondent” refers to the person against whom a complaint has been filed under this Policy.

“Sexual assault” means any kind of sexual contact without a person’s consent. It can include unwanted kissing, fondling, oral or anal sex, intercourse, other forms of penetration, or any other unwanted contact of a sexual nature.

“Sexual harassment” means engaging in a course of vexatious comment or conduct (based on sex, sexual orientation, gender identity or gender expression) that is known or ought reasonably to be known to be unwelcome. The following is a list of examples that is not meant to be exhaustive:

- Sexual solicitation or unwanted sexual attention from a person who knows or ought reasonably to know that such attention is unwanted;
- A single comment or conduct may constitute sexual harassment if it is of a serious nature or egregious;
- An implied or expressed promise of reward for complying with a sexually oriented request;
- An implied or expressed threat of reprisal or actual reprisal for refusing to comply with a sexually oriented request;
- A sexual relationship that constitutes an abuse of power in a relationship of authority;
- A sexually oriented comment or behaviour that may reasonably be perceived to create a negative psychological and emotional environment for living, work or study; or

- The production and distribution of intimate images including generative artificial intelligence (AI) that is of or meant to depict the Complainant.

“Sexual misconduct” means in relation to a student.

(a) physical sexual relations with the student, touching of a sexual nature of the student or behaviour or remarks of a sexual nature toward the student by an employee of the institution where,

(i) the act constitutes an offence under the Criminal Code (Canada),

(ii) the act infringes the right of the student under clause 7 (3) (a) of the Human Rights Code to be free from a sexual solicitation or advance, or

(iii) the act constitutes sexual misconduct as defined in the institution’s employee sexual misconduct policy or contravenes the policy or any other policy, rule or other requirement of the institution respecting sexual relations between employees and students, or

(b) any conduct by an employee of the institution that infringes the right of the student under clause 7 (3) (b) of the Human Rights Code to be free from reprisal or threat of reprisal for the rejection of a sexual solicitation or advance.

“Sexual violence” means any sexual act or act targeting a person’s sexuality, gender identity or gender expression, whether the act is physical or psychological in nature, that is committed, threatened or attempted against a person without the person’s consent. It includes sexual assault, sexual harassment, stalking, indecent exposure, voyeurism and sexual exploitation. For further clarity, sexual assault includes rape.

“Survivor” means a person who has experienced sexual violence.

“University community” means all individuals who have a relationship with or to the University (or had at the time of the incident), including but not limited to:

- Students, meaning individuals registered as students at the University, whether full-time or part-time (including special students), at the non-credit, undergraduate or graduate level;
- All employees and faculty, including all unionized and non-unionized academic and support staff as well as those whose salary is paid through sources other than the University’s operating funds, such as grants, research grants and external contracts;

- Persons with an academic appointment including but not limited to adjunct, visiting and emeritus professors, post-doctoral or clinical fellows and research trainees;
- Contractors, consultants, suppliers or other entities engaged by the University to provide services or goods when on University property or while acting in a capacity defined by their relationship to the University;
- Members of the Board of Governors, of the Senate and any of their respective committees, as well as members of any advisory committee formed to help the University achieve its goals; and,
- Employees of both unionized and non-unionized employee and student groups when on University property or while acting in a capacity defined by their relationship to the University.

“Workplace sexual harassment” means engaging in a course of vexatious comment or conduct against a worker in a workplace because of sex, sexual orientation, gender identity or gender expression, where the course of comment or conduct is known or ought reasonably to be known to be unwelcome, or making a sexual solicitation or advance where the person making the solicitation or advance is in a position to confer, grant or deny a benefit or advancement to the worker and the person knows or ought reasonably to know that the solicitation or advance is unwelcome.

5. Education, Prevention and Awareness

5.1 The University will build the capacity of the Carleton community to address sexual violence and play a role in ending sexual violence in our community. As such, the University and our campus partners, will:

- a) Engage in public education and prevention activities;
- b) Provide the University community with ongoing education and training about sexual violence including information on how to respond to the disclosure of sexual violence;
- c) Contribute to a campus atmosphere in which sexual violence is not tolerated while recognizing academic freedom (as outlined in the applicable collective agreement and in the Carleton University Statement of Conduct and Human Rights) for students, faculty and staff to explore controversial topics related to this issue; and,
- d) Monitor and update University policies to ensure that they remain effective and in line with other existing policies and best practices.

5.2 The University has a Sexual Violence Prevention and Education Committee (SVPEC) with representation from students, staff, faculty and senior

administrators. This committee will be chaired by the Associate Vice-President and University Advisor, Equity and Inclusive Communities or their delegate and report to the President or their delegate. Individuals will be invited to self-nominate/apply for the SVPEC. The Department of Equity and Inclusive Communities (EIC) and the Office of the Vice-President (Students and Enrolment) will collaborate to choose an appropriate number of members from across the university to serve on the committee. A Respondent identified in a formal complaint who is found to have contravened this Policy, is not eligible to serve as a member of the SVPEC.

Generally speaking the purposes of the SVPEC will be to:

- a) Encourage the University community to work together to promote a safe learning, living and work environment for the members of the University community;
- b) Contribute to a campus atmosphere in which sexual violence is not tolerated;
- c) Make recommendations to the Office of the President or their delegate on this Policy for consideration during a review process and with regard to sexual violence prevention and awareness;
- d) Make recommendations to the Office of the President or their delegate on resources required or other measures related to addressing sexual violence and support services; and,
- e) Consider and recommend proposals for new training programs brought forward by EIC and monitor the coordination, implementation and success of training programs related to sexual violence.

5.3 Equity and Inclusive Communities, with the support of the SVPEC, is responsible for developing and coordinating the University's educational and training initiatives and programs, which include educational initiatives for the University community on issues related to sexual violence and this Policy. Prevention through education is a fundamental aspect of the University's commitment to addressing sexual violence.

5.4 The Board of Governors shall receive and consider annual reports from the Office of the Vice-President (Students and Enrolment) in respect of sexual violence, including the following:

- a) The number of times supports, services and accommodation relating to sexual violence are requested and obtained and information about the supports, services and accommodation;

- b) Initiatives and programs established to promote awareness of the supports and services available;
- c) The number of incidents and complaints of sexual violence, and information about the incidents and complaints; and
- d) The implementation and effectiveness of this Policy.

6 Support Services and Disclosure

6.1 General provisions about reporting and disclosure

- a) At any time, a person who has experienced sexual violence may consult with or seek advice and support from the relevant student association, union or other employee group.
- b) If an incident of sexual violence is disclosed to a member of the University community, the person to whom it is reported has a duty to refer the person to this Policy and inform the person that the Sexual Assault Support Centre within the Department of Equity and Inclusive Communities (EIC) (hereafter “EIC”) is the office to contact in order to get information about the availability of supports and services.

6.2 Support and Services

- a) Individuals who disclose that they have experienced sexual violence will be provided support services and will be treated with dignity and respect at all times by the University and its representatives. A person affected by sexual violence is **not** required to report an incident of or make a complaint about sexual violence under the formal complaint process of this Policy to obtain support and services, or to receive appropriate accommodation for their needs.
- b) The supports and services available at the University to obtain information about sexual violence and/or support are as follows:

Support and services available from the University:

Sexual Assault Support Centre
613-520-5622
www.carleton.ca/equity

Health and Counselling Services
613-520-6674
www.carleton.ca/health

Campus Safety Services
General inquiries: 613-520-3612
Emergencies: 613-520-4444 (4444 from any on-campus phone)
In Person: 203 Pigiavik (ᐱᐱᐱᐱᐱᐱ)
www.carleton.ca/safety

Support and services available from off-campus providers:

Ottawa Police Service
General Inquiries: 613-236-1222
<http://ottawapolice.ca/>

Ottawa Rape Crisis Centre
24 hour crisis line: 613-562-2333
General inquiries: 613-562-2334
<http://orcc.net/>

Sexual Assault Support Centre of Ottawa
24 hour support line: 613-234-2266
General Inquiries: 613-725-2160

Sexual Assault and Partner Abuse Care Program at the Civic
Campus of the Ottawa Hospital
613-798-5555 x 13770

Additional supports and services can be found online at:
<https://carleton.ca/sexual-violence-policy/resources-and-support>

6.3 Disclosure in an emergency – Campus Safety Services (CSS)

- a) In an emergency on campus (i.e., imminent threat of sexual violence and of harm to a person or sexual violence actually occurring) a report can be made 24 hours per day, 7 days a week, 365 days per year in the following ways:
- Call 911 (and notify CSS)
 - CSS emergency number 613-520-4444 (4444 from any on-campus phone)
 - Emergency telephones and call boxes (located in building lobbies, corridors, computer labs and parking garages) connect directly with CSS.
 - Blue Light Assistance Phones located outside on campus grounds, in parking garages and in the tunnel system provide a direct link with CSS.
 - Public telephones on campus – free to dial 613-520-4444 or 911
 - In person: CSS – 203 Pigiavik (ᐱᐱᐱᐱᐱᐱ)

- b) When a person discloses an incident of sexual violence to CSS, they will be provided with the option to be contacted by an EIC Advisor. See paragraph 6.5 of this Policy.

6.4 Disclosure in a non-emergency – Equity and Inclusive Communities (EIC)

EIC is responsible for handling all disclosures of sexual violence involving a member of the University community in a non-emergency situation, whether the sexual violence has occurred on or off campus. An EIC staff member will provide information about available support and services, including information about interim measures that may be available to address the immediate needs (see examples in paragraph 6.5 (a) of this Policy). EIC is the point of contact for a person affected by sexual violence to request academic, employment or other accommodations.

6.5 Follow-up on disclosure and Accommodations

- a) When a person reports sexual violence to CSS and/or EIC, they will be provided with the option to be contacted by an EIC Advisor to offer support and present options available to them. The EIC Advisor will make every effort to assist the person and will discuss options to address or resolve the matter in a timely and supportive way. The appropriateness of these options will depend on the person's needs and on the circumstances. The following list of examples (which is not exhaustive) includes:
- Providing referrals to contacts for suitable supports, services or resources available at the University and in the city, including services available at the Sexual Assault Support Centre at EIC;
 - Sharing information on what options are available and how EIC or other University departments may intervene in the situation;
 - Discussing the availability of interim academic or employment accommodation or other measures to stabilize a situation, to protect the person from retaliation or the threat of retaliation, to address safety or other concerns, and/or to otherwise support the person. Examples of measures for students include exam or assignment deferral, class and/or schedule changes, housing changes, and no-contact orders. Examples for employees include making changes that are not disciplinary but precautionary to avoid contact between parties or placing the Respondent on a temporary non-disciplinary leave with pay;
 - Providing information on methods available to facilitate a resolution;
 - Describing the process for filing a formal complaint under Section 9 of this Policy; and,
 - Information about any other available options to address or resolve the matter.

b) Where appropriate the AVP and University Advisor, EIC will engage the Sexual Violence Review Committee to ensure the safety, follow-up and support for those involved in a report of sexual violence.

c) The Sexual Violence Review Committee (SVRC) is composed of:

- Vice-President (Students and Enrolment) or designate (Chair)
- Associate Vice-President, Student Affairs and Student Life (when the Complainant or Respondent is a student) or designate
- Director, Labour Relations, Human Resources (when the Complainant or Respondent is a professional services employee) or designate
- Director, Labour Relations (Academic), Office of the Deputy Provost (when the Complainant or Respondent is an academic employee) or designate
- Associate Vice-President (Student Health and Wellness) or designate
- Executive Director of Campus Safety Services or designate

All members of the SVRC will receive sexual violence and procedural fairness training that is trauma-informed as directed by the Chair of the SVRC.

d) The Department of Equity and Inclusive Communities must ensure that the following steps occur:

- The person who has experienced sexual violence is given information regarding internal and external personal support and advocacy services, and internal (non-criminal) and external (criminal and other legal proceedings) complaint processes;
- Appropriate academic, employment or other accommodation and interim measures are made available and implemented to stabilize the situation and/or separate the parties and to address any safety or security concerns; and,
- A threat assessment is conducted as required.

e) The Sexual Violence Review Committee can, on a confidential basis, consult or seek the assistance of other internal authorities (such as Health and Counselling Services, Human Resources, or Equity and Inclusive Communities) or resources. They can also consult or seek the assistance of external parties relevant to the particular incident, such as rape crisis centers and counselling services.

7 Confidentiality

7.1 All reports and disclosures of sexual violence to the University will be treated in a confidential manner and in accordance with the Freedom of Information and Protection of Privacy Act (FIPPA) and with the provisions of applicable

collective agreements. Records will be retained in accordance with Carleton University's Retention Schedule.

7.2 All members of the University community who receive a report or disclosure of sexual violence or who are involved in addressing or investigating it must keep the matter confidential. This is in order to protect the rights of those involved in the allegations; to prevent an unjustified invasion of their personal privacy; to preserve the integrity of the investigation, and to safeguard individuals against unsubstantiated allegations. See paragraph 8.5 of this Policy for more details on confidentiality related to the formal complaint process.

7.3 The University will make every reasonable effort to maintain confidentiality when it becomes aware of an incident of sexual violence and will limit disclosure of information about individuals to those within the University who need to know for the purposes of, or those consistent with, addressing the situation, investigating or taking corrective action. Under the following circumstances, however, the University might face additional legal obligations and may not be able to guarantee complete confidentiality if:

- a) An individual is at risk of self-harm;
- b) An individual is at risk of harming others;
- c) Members of the University community or the broader community may be at risk of harm; and/or
- d) Investigation or reporting to authorities where required by law (the following list of examples is not meant to be exhaustive: an incident involving a minor, obligations related to occupational health and safety, human rights legislation, community safety and/or to comply with a court order).

7.4 If a person requests that the University not act on a report of sexual violence, the University must weigh that person's request against the University's legal obligation to take action and provide a learning, living and work environment that is safe and free from sexual violence for all members of the University community. Decisions required under section 7 will be made by the Vice-President (Students and Enrolment) following consultation with the General Counsel.

PART B: COMPLAINT PROCESS AND PROCEDURE

8 General Provisions Regarding the Formal Report and Complaint Process

8.1 External reporting and recourse

This Policy and the formal complaint process do not prevent and are not intended to discourage an individual from also reporting sexual violence to the police and pursuing a complaint of sexual violence through the criminal justice system and/or from pursuing a complaint of sexual harassment with the Ontario Human Rights Tribunal pursuant to the Ontario Human Rights Code. The Policy also does not prevent a unionized employee from pursuing a grievance under their collective agreement.

8.2 Choice not to file a formal complaint or not to investigate

- a) A person may choose not to file a formal complaint under Section 9 of this Policy. If a person decides not to file a formal complaint or requests that the University not investigate, the full range of supports and services outlined in this Policy remain available to that person. To the greatest extent possible, the University will respect the person's choice not to proceed with a formal complaint or request that the University not investigate.
- b) A Complainant who has filed a formal complaint may withdraw the complaint in writing at any time. However, the Sexual Violence Review Committee (SVRC) may still initiate an investigation if it has reason to believe that a member of the University community or broader community may be at risk of harm, or if the SVRC determines that the University has a legal obligation to investigate. In such cases, subject to legal requirements, the person has the right not to participate in such an investigation. The SVRC will appoint a trained, trauma-informed Investigator who will investigate the matter and provide the SVRC with a written confidential report containing the facts and information gathered during the investigation. The SVRC will consult with internal authorities on the investigation report and on the appropriate means for further addressing the matter.

8.3 Harassment and/or discrimination

Complaints of harassment and/or discrimination that do not involve sexual violence will be addressed under the Carleton University Human Rights Policy or other workplace harassment/violence prevention policies as appropriate.

8.4 Support person

The Complainant and/or the Respondent can be accompanied by a support person of their choice at any time during the formal complaint process outlined in this Policy. The support person may be a friend, family member, advisor or employee union representative. The support person cannot be a person who is a witness in the complaint process. The support person may provide encouragement or other emotional or moral support and may accompany the Complainant or Respondent to meetings. The support person's role is not to act or speak on behalf of the Complainant or Respondent. Representations (both

oral and written) must come directly from the Complainant and Respondent. The support person must also agree in writing to maintain confidentiality in accordance with this Policy. Parties will also be offered access to a support person as follows:

- a) The Complainant may wish to access Ombuds Services or an EIC Advisor to assist with navigating the provisions of this Policy.
- b) Where the Respondent is a student, they may wish to contact Ombuds Services or a Care and Support Case Manager (or designate) for assistance navigating the provisions of this Policy.

8.5 Confidentiality

In addition to the provisions on confidentiality contained in paragraph 7 of this Policy, when a formal complaint is filed under this Policy, the following applies:

- a) Confidentiality of information disclosed at any time pursuant to this Policy is to be maintained to the extent possible, consistent with the University's need to respond appropriately to the situation and to uphold safety of members of the University community. This means that information about the situation may be disclosed as provided for in this Policy only to those who need to know in order to investigate and/or address the formal complaint.
- b) To ensure procedural fairness while a formal complaint process is underway, the Complainant, the Respondent and others who may have knowledge of the matter, including a support person, must maintain confidentiality in accordance with this Policy and not make public statements (for example: media, public and/or social media statements) that may jeopardize the proper handling of the matter. The confidentiality obligations during the complaint process do not prevent a person from seeking counselling, treatment, support services or from speaking to friends and family for support. Any questions regarding confidentiality obligations under this Policy can be clarified by contacting the individual who receives the formal complaint.
- c) Information disclosed by a person during an alternative resolution under this Policy as described in Article 8.10 below is without prejudice to that person and cannot be used during subsequent steps in handling the matter or in the formal complaint process under this Policy. Any person conducting an alternative resolution of a complaint cannot be called to testify in a subsequent proceeding in relation to information disclosed during alternative resolution, unless ordered or compelled by a court,

tribunal or arbitrator.

- d) Documents and information related to a formal complaint, including the written formal complaint, written responses, witness statements, investigation notes and reports, and documents related to the formal complaint and its investigation will be securely maintained by Student Affairs, Campus Safety Services, Academic Labour Relations or Human Resources as appropriate (see section 9.1 below).

8.6 Timelines and Timely Progress Updates Provided to Parties

The intention of this Policy is for the complaint process and each of its steps to be completed as expeditiously as practicable without compromising appropriate procedural fairness for all parties. The timelines mentioned in this Policy are meant to ensure that the matters are dealt with in a timely fashion. There may be, in compelling circumstances, reasons to extend a timeline. In such cases, where the request is in good faith and the extension does not prejudice or harm those involved in the complaint, extensions may be granted. It can be difficult to determine appropriate timelines for the resolution, investigation or a final disposition with respect to a formal complaint. Therefore, where no timelines are mentioned in this Policy, the intention is always to use a reasonable time period and to act as expeditiously as possible in light of the nature and complexity of the circumstances of the complaint and in light of other circumstances that may arise during the process that are beyond a party's reasonable control.

The Parties will receive regular updates on the progress of their case, estimated timeframes and any delays related to the matter. The types and frequency of these updates will be determined through discussion with each party.

8.7 Applicable collective agreements

The formal complaint process provided in this Policy, as it affects any unionized employees shall be construed and applied consistently with any relevant collective agreement. This policy does not abrogate any collective agreement protections to employees.

8.8 Conflict of Interest

If a University official has a real or apparent conflict of interest in a particular matter or there is a reasonable apprehension of bias, then that individual will not continue their involvement in the matter and the University will appoint an appropriate individual to act in that role for the purposes of that matter. A party may raise concerns regarding conflict of interest or reasonable apprehension of bias. Concerns will be referred in writing to the General Counsel or a delegate

appointed by the Chair of the Sexual Violence Review Committee for review and whose decision will be final.

8.9 No Prosecution of Minor Drug and Alcohol Offences

The University recognizes that some individuals may be hesitant to disclose or report sexual violence in cases where they have been drinking under age or were using drugs at the time the sexual violence took place. A Complainant acting in good faith who discloses or reports sexual violence will not be subject to actions for violations of university policies related to drug and alcohol use at the time the sexual violence took place.

8.10 Alternative Resolution

In appropriate circumstances, a Complainant may be willing to resolve the matter before an investigation is commenced or completed, or before a decision is made by the SVRC. If appropriate, EIC or the appropriate authority will follow-up with the Respondent to determine their willingness to participate in an alternative resolution process. For it to be a meaningful process, participants must engage voluntarily and remain free from reprisal. At any stage during the process, the Complainant may indicate they would like the complaint to move to or resume the investigation and decision-making process. Examples of alternative resolution include mediation/facilitation, restorative justice, education or similar methods.

If the Complainant and Respondent are able to reach a resolution, a written record of the resolution will be prepared by EIC or the appropriate authority to be signed by both parties. The signed resolution will be kept in EIC or the appropriate authority. A copy of the signed agreement will be provided to the Complainant and Respondent, and may be provided to relevant university administrators if it is required to implement the terms of resolution. If there is a failure to comply with the terms of a resolution, the complaint may be moved to an investigation and decision-making process.

8.11 Procedural Fairness

The University has a duty of procedural fairness to the parties with respect to the process by which investigations and decisions are made that may result in findings of sexual violence and may potentially impose serious consequences against a member of the University community who has engaged in such conduct. The basic requirements of procedural fairness is that a person against whom allegations are made, must know the allegations and evidence against them, and must be given the opportunity to answer prior to a decision being

made. Further to the right to know, Complainants and Respondents will also have notice of the investigation and decision-making process, and will have the matter decided by impartial decision makers. If credibility of any fact or issue is in question, Complainants and Respondents may appear in person and make oral representations to a decision maker, and comment and ask questions with respect to the evidence in accordance with this policy. As such, the University reserves the right to adjust the process to ensure procedural fairness in accordance with the facts of the individual case with notice to the Complainant and the Respondent.

8.12 Interim measures

In some circumstances, it may be necessary to implement interim measures, which are temporary measures put in place to protect the parties and the community during the process. Interim measures may be implemented as part of accommodations, prior to and during the formal complaint process and pending a final decision. Where Interim measures are necessary, the University will seek to implement the least disruptive measures that still promote safety and security. Such measures are without prejudice to the ultimate outcome of the complaint process and are not intended to be disciplinary in nature. The Sexual Violence Review Committee can review the implementation of interim measures to ensure the measures are appropriate in the circumstances. A party may request modifications to interim measures and make a written submission in support of their request to the SVRC for its consideration. All requests for modification will be considered in relation to the circumstances of the individual case and in relation to the University community including its safety. A non-exhaustive list of examples of such interim measures is outlined in paragraph 6.5 (a) of this Policy. Additional examples of interim measures that might be considered include:

- Changes within university housing if the parties are residents
- Restrictions to access campus or part of campus
- No contact/communication orders
- Employment/workplace restrictions
- Changes to class and/or section enrollments

Non-compliance with the interim measures may result in additional measures and/or discipline being imposed. The Complainant will be advised of interim measures imposed where permitted by FIPPA for health and safety reasons.

8.13 Irrelevant Questions

A person who discloses their experience of sexual violence through reporting an incident of, making a complaint about, or accessing supports and services for sexual violence, will not be asked irrelevant questions during the investigation

process by the investigators or any officials involved in the process, including irrelevant questions relating to the person's sexual expression or past sexual history.

9 Formal Complaints Process

9.1 Filing and initiating a formal complaint

- a) Formal complaints must be filed with the appropriate Intake Office as follows:
 - The Associate Vice-President, Student Affairs and Student Life (or designate) is responsible for receiving (in writing) formal complaints of sexual violence related to students.
 - The Director, Labour Relations (Academic), Office of the Deputy Provost (or designate) is responsible for receiving formal complaints of sexual violence related to academic employees.
 - The Director, Labour Relations, Human Resources (or designate) is responsible for receiving formal complaints related to professional services employees.
 - In the case where the Respondent is both a student and an employee, the complaint may be submitted to either of these parties but will be jointly received. Only a person who reports experiencing sexual violence (the "Complainant") can choose to file a formal complaint under this Policy.
- b) A formal complaint can be filed if the parties are members of the University community and/or were members of the University community at the time of the incidents alleged in the formal complaint.
- c) Other than in exceptional circumstances, jurisdictional or other legal considerations may arise (such as an active police investigation) where the formal complaint process in this Policy shall be suspended. Upon the conclusion of jurisdictional or other legal considerations, the formal complaint process may be resumed. In addition, the University does not have jurisdiction to address allegations made against a person who is not a member of the University Community. However, in the event of such allegations, the University will provide support to Complainants and may be able to take measures such as restricting access to campus by the person against whom the allegations are made.
- d) A formal complaint must set out in writing the name of the Respondent, the nature and the details of the circumstances, including detailed facts and

specific dates. The person receiving the formal complaint will acknowledge receipt, review it and if necessary, seek clarification from the Complainant on the information it contains.

9.2 Sexual Violence Review Committee (SVRC) Initial assessment

- a) The complaint will be provided to the SVRC. The SVRC will assess the formal complaint and determine whether the conduct forming the basis of the complaint appears to fall within the definition of sexual violence as set out in this Policy.
- b) If the SVRC considers that the conduct in question appears to fall within the definition of sexual violence as set out in Section 4 of this Policy, they will appoint an Investigator pursuant to paragraph 9.4(a) of this Policy and inform the Complainant at least one business day prior to informing the Respondent in writing.
- c) If the SVRC considers that the conduct does not fall within the definition of sexual violence as set out in this Policy, they will convey this assessment in writing to the Complainant and inform the Complainant of their right to request a review under 9.3 of this Policy, and will provide the applicable timelines and procedures for requesting this review. In these cases, the SVRC may also refer the Complainant to another University policy or office as may be applicable or legally required.

9.3 Review of the initial assessment

A request to review the SVRC's initial assessment of the complaint can be made only if it is determined that the complaint falls outside the definition of sexual violence as set out in this Policy. If the Complainant disagrees with the determination that the complaint is outside the definition of sexual violence as set out in this Policy, then the Complainant may ask the University Secretary to review the assessment, if the Complainant submits the request in writing within 14 calendar days after the date of determination. Upon review, the University Secretary's decision is final and will be communicated to the Complainant in writing.

9.4 Investigation

- a) Where the complaint is within the definition of sexual violence as set out in this Policy, the SVRC will appoint a trained, trauma informed Investigator who has competence in conducting investigations related to allegations of sexual violence, to investigate the complaint.

- b) Where the Respondent is a unionized employee, the employee shall have all applicable rights to union representation during any investigatory meetings with the Employer. As per the relevant collective agreement, the Director of Labour Relations (Human Resources) or the Director, Labour Relations (Academic) will also inform the Manager/Supervisor of the Respondent of the investigation.
- c) The Director of Labour Relations (Human Resources) or the Director, Labour Relations (Academic) or the Associate Vice-President, Student Affairs and Student Life will send a written notice to the Respondent and the Complainant informing both of the formal complaint and enclosing a copy of the complaint. The Respondent and Complainant will be informed of the name of the Investigator as soon as possible. The notice will indicate that the Respondent will have an opportunity to provide the Investigator with a written response to the complaint. Both the Complainant and the Respondent will be provided with a copy of the formal complaint process under this Policy.
- d) The Investigator will examine all of the information submitted by the parties as well as any other information gathered during the investigation and conduct all interviews in a fair, impartial and professional manner. The Investigator may conduct one or more oral interviews with the parties or with witnesses, or take other steps the investigator deems appropriate during the course of the investigation. The Investigator will remind the individuals of the requirement to protect and keep confidential the personal information of the persons involved in the investigation.
- e) The Investigator will keep the SVRC informed on the status of the investigation at regular intervals or at the request of the SVRC. The administrators charged with receiving the complaint will keep the Complainant and the Respondent informed regularly on the status of the complaint and of the investigation.

9.5 Investigation report

The Complainant and Respondent will be provided with a copy of the report and will be invited to provide comments. Upon completion of the investigation, the Investigator will send a written confidential report containing the facts and information gathered during the investigation to the SVRC including any responses provided by the Respondent and Complainant. The investigator must make a legal conclusion whether the policy was breached on the balance of probabilities. The investigation report

will be provided to the Complainant and to the Respondent with a reminder of the need to protect and keep confidential the personal information of those involved in the investigation and to avoid acts of reprisal. The university considers reprisal at any stage to be a serious offence. A breach of confidentiality by any person with respect to a complaint may also constitute reprisal.

9.6 Review of report and committee meeting

- a) After the report and responses are provided to the SVRC, the Chair will convene meetings as appropriate. The notice will indicate the time, place and purpose of the meeting(s) as well as include a statement that if the Complainant or the Respondent does not attend or participate, the SVRC may proceed in their absence with the information that is currently provided. The Complainant or the Respondent may request accommodation from the SVRC regarding their participation at a meeting.
- b) The SVRC meeting(s) will be conducted in person and in camera. However, the support person(s) referred to in paragraph 8.4 of this Policy can attend as an observer(s) only and may not speak on behalf of or represent the Complainant or the Respondent.
- c) The Complainant and the Respondent will be afforded the opportunity to make written and oral representations to the SVRC, including representations on the investigation report and on any potential consequences or measures. The Complainant and the Respondent are expected to speak for themselves. Members of the SVRC may ask questions of the Complainant and the Respondent and may invite witnesses as they deem necessary.
- d) The SVRC will ensure that the Complainant and the Respondent are given an opportunity to know and respond to information that it intends to rely upon in making the decisions and recommendations.

9.7 Decision of the Sexual Violence Review Committee (SVRC)

- a) Upon reviewing and considering the final investigation report and any representations made by the Complainant and the Respondent or other person at its meeting with them, the Sexual Violence Review Committee will:
 - Decide whether the investigation was fair and conducted properly;
 - Review the legal conclusion of whether the policy was breached on the balance of probabilities;

- Recommend consequences or measures it considers appropriate to remedy or mitigate any academic or employment harm or disadvantage arising from the complaint, to prevent its reoccurrence and to ensure the safety of all individuals.
- b) The decisions of the SVRC and the reasons in support of it must be provided in writing to the Complainant and Respondent. The Freedom of Information and Protection of Privacy Act (FIPPA) prohibits the disclosure of the details of any disciplinary actions or consequences taken against the Respondent. The Complainant has a right to know the outcome of the investigation but not the details of the discipline unless sharing that information is permitted by FIPPA for health and safety reasons. In the case of a unionized employee, the decision of the SVRC will also be communicated to the appropriate Manager/Supervisor who will make a recommendation on any consequences, measures, and/or disciplinary action to the appropriate President/Vice-President. If the Committee decides that the complaint is founded and the Respondent involved was a unionized employee, the SVRC will also provide the appropriate Manager/Supervisor with a copy of the investigation report.
- c) Consequences or measures in response to sexual violence will depend on the circumstances, on the severity of the conduct, on any mitigating factors and on applicable collective agreements or other University policies. If a complaint of sexual violence is substantiated, consideration will be given to preventing its reoccurrence in the future, to correcting the negative impact of the incident on the Complainant and to ensuring or enhancing the safety of all individuals. The following list provides examples of consequences and measures and is not meant to be exhaustive nor necessarily represent a progression of consequences or measures:
- Attendance at educational sessions on the impact of sexual violence;
 - Attendance at coaching sessions to improve communication or conflict resolution skills;
 - Restricted or prohibited access to the University campus and/or services;
 - For employees, discipline up to and including termination;
 - For students, discipline up to and including suspension from academic studies and/or trespass from University property, and
 - In circumstances where the Respondent is a unionized employee, the appropriate Manager/Supervisor under the applicable collective agreement will decide on consequences or

measures and on the imposition of any disciplinary measures. Disciplinary processes and measures shall be in accordance with the collective agreement applicable to the Respondent employee.

d) Any trespass order(s) issued by the SVRC may only be appealed under the Appeal Process set out below.

10. Appeal Process

10.1 Appeal

An appeal is not an opportunity for the Complainant or the Respondent to repeat the information provided to the SVRC. The right to an appeal is not automatic and an appeal will only be considered if it meets the following requirements:

- a) The appeal is of a final decision of the SVRC;
- b) The appeal is submitted by either the Complainant or the Respondent;
- c) The appeal must be made within 15 calendar days of the date of the final decision that is the subject of the appeal;
- d) The appeal includes the reasons for the appeal, the reasons why the appeal should be granted, the arguments in support of the appeal and the outcome sought;
- e) The appeal must demonstrate that:
 - There has been a fundamental procedural error in the making of the final decision and that such error has caused or will cause actual prejudice to the person seeking the appeal, or
 - There are new facts relevant to the final decision that were not available and could not have been provided to the SVRC.

The following is a non-exhaustive list of some examples of situations where an appeal would not meet the requirements of this paragraph:

- The appeal asks for review of a consequence or measure that has not yet been finally decided or approved;
- The appeal repeats arguments made at the meeting of the review committee or in written submissions and does not provide any new information relevant to the final decision;
- The appeal is based only on a disagreement with a finding of fact, including findings made about the credibility of witnesses;

- The appeal raises new arguments that were not made, but could have been made at the SVRC meeting or in written submissions or to the appropriate Manager/Supervisor or University governing body, and
- The appeal amounts to a mere speculation or a bald statement of a procedural error causing prejudice and does not provide detailed and convincing information to establish the error and to establish a link between the error and actual prejudice or a reasonable expectation of prejudice to the person seeking the appeal.

10.2 The appeal must be filed in writing to the University Secretary. Following receipt of the appeal, the Appeal Board will be convened. The Appeal Board consists of the Assistant Vice-President (Human Resources) and the Provost and Vice-President (Academic) or their delegates, who will receive sexual violence and procedural fairness training that is trauma informed. The Appeal Board will be chaired by a person external to the University Community who is a lawyer with the appropriate trauma informed and legal training with experience in investigations of sexual violence.

10.3 The appeal process is conducted in writing. The Complainant or Respondent, as the case may be, will be advised of the appeal and do not need to respond to the appeal unless the Appeal Board sends a letter requesting them to do so.

10.4 The Appeal Board reviews the appeal, determines whether the appeal meets the requirements of paragraph 10.1 of this Policy. Following review of the written submissions, the Appeal Board may in its sole discretion convene a hearing to determine the matter. All decisions of the Appeal Board are final.

11. Review of Policy

11.1 Review

- a) OVPSE is responsible for the review and implementation of this Policy. This Policy will be reviewed every three years.
- b) Revisions to the Policy will be sent for comment to the student associations, unions and employee groups, to the committee on the prevention of sexual violence referred to in Section 5.2 of this Policy and any other stakeholder, as determined by OVPSE, to ensure the provision and consideration of input from a diverse selection of students, faculty and employees who are reflective of the university community.

11.2 Amendments

- a) Amendments made to this Policy require the approval of the Board of Governors.
- b) Updates to the following information contained in this Policy do not require additional approval.
 - The supports and services referred to paragraph 6.2 of this Policy;
 - The identity of officials, offices, and departments at the University that provide information about supports, services and accommodation or that receive reports or formal complaints.
- c) A copy of this Policy as approved and amended is posted on the University's website.

12. Related Policies and Procedures

12.1 Related policies include:

- a) Human Rights Policy
- b) Student Rights and Responsibilities Policy
- c) Workplace Harassment Prevention Policy
- d) Workplace Violence Prevention Policy
- e) Residence Contract

In the case of a conflict between any of the above policies and the Sexual Violence Policy, the latter takes precedence to the extent of the conflict.

Report on Sexual Violence Policy Review Feedback

Listening Phase

Office of the Vice-President (Students and Enrolment)
January 21, 2025

Overview

The following report is a summary of the feedback received on Carleton's Sexual Violence Policy throughout the listening phase of the consultation work plan.

Consultation Meetings

Throughout the listening phase of the consultation process, Health and Counselling Services and the Office of Student Affairs met with key stakeholder groups on campus. While every student government and labour union received an invitation to meet, consultation meetings occurred with:

- CUASA
- CUPE 4600
- CUPE 910
- Rideau River Residence Association (RRRA)
- Other individuals as requested

In total, 9 people participated in consultation meetings.

Information and Feedback Sessions

A total of 15 information and feedback sessions were scheduled for members of the Carleton community including sessions for groups who traditionally experience oppression and marginalization. In cases where there were no registrations within 24 hours before the scheduled information and feedback session, the session was cancelled with a notice that individuals could schedule a consultation meeting or request a new session. In total, 9 sessions took place and 3 people participated.

Information and feedback sessions were scheduled for:

- | | |
|--|------------------------------|
| • Staff (online* and in person) | • Racialized Students* |
| • Management Staff | • International Students* |
| • Faculty and Contract Instructors (online and in person*) | • Residence Students* |
| • Students (online and in person)* | • Indigenous Students |
| • Graduate Students* | • 2SLGBTQIA+ Students* |
| • Teaching Assistants | • Students with Disabilities |

**Indicates that a session took place.*

The objective of these sessions was to host a supportive space wherein members of the community could provide their feedback on the Sexual Violence Policy. To provide insight into how the feedback from the consultation sessions were conducted, we have included the agenda as an appendix.

Online Feedback

During the listening phase, there were 17 anonymous form submissions and 3 emailed responses. To ensure anonymity in the feedback received, this online feedback has been summarized within the main themes below.

Main Themes

Throughout the listening phase of the consultation process, the following themes emerged from the feedback provided:

- **Training and Awareness**
 - Education and Prevention
 - Community Engagement
- **Policy Administration**
 - Definitions and Inclusivity
 - Accountability and Transparency
 - Clarity and Specificity
 - Sexual Violence Review Committee
- **Response**
 - Process and Timelines
 - Reporting and Confidentiality
 - Alternative Resolution Process
 - Investigators
 - False Claims
- **Support and Resources**
 - Support for Complainants and Respondents
 - Accommodations
 - Resources

This report has been organized by these themes and has the aggregated feedback received during the listening phase of the consultation process. This feedback has been examined and assessed in the review of the Sexual Violence Policy. Responses to the feedback received have also been included.

Training and Awareness

Education and Prevention

- Mandatory training sessions for all members of the university community, including staff, students and faculty
- Develop a certification program for students to complete during their studies
- Training should be trauma-informed and cover the policy comprehensively
- Ensure training is accessible and engaging to encourage participation
- Provide regular refresher courses to keep the community updated on policy changes and best practices
- Outline specific education and prevention initiatives in the policy
- Provide more resources and training for faculty on how to handle disclosures and support students
- Ensure that faculty and staff are aware of their roles and responsibilities under the policy
- Special constables need more training, especially in handling sexual assault cases

University Response

Equity and Inclusive Communities (EIC), in consultation with the Sexual Violence Prevention and Education Committee (SVPEC), is responsible for the development and implementation of the campus sexual violence prevention strategy. Annual reports on its implementation are presented to the Board

of Governors. As noted in section 5.2 (e), the SVPEC is responsible to consider and recommend proposals for new training programs brought forward by EIC and monitor the coordination, implementation and success of training programs related to sexual violence. Feedback from this consultation process in relation to education and training will be provided to EIC and the SVPEC for consideration to enhance their offerings under the campus sexual violence prevention strategy.

Section 5.3 has been added to the Policy to ensure clarity is provided regarding EIC's responsibility in developing and coordinating the University's educational and training initiatives and programs related to sexual violence.

Community Engagement

- Encourage more conversations on consent and awareness of resources
- Consider community guidelines regarding off-campus behaviour and toxic environments in student organizations
- Develop initiatives to engage the community in preventing sexual violence and supporting survivors
- Increase education and training for all involved in the process
- Raise awareness about what constitutes sexual violence and the appropriate responses

University Response

It is the University's commitment to provide and/or make available to members of the University community education and awareness training on this Policy and on the prevention of sexual violence, with content tailored to the audience and relevant to their role and responsibility in responding to and addressing sexual violence. This work falls under the purview of the campus sexual violence prevention strategy. The Sexual Violence Review Committee will provide clearer direction and expectations on the development of educational, training and support services initiatives.

Section 5.3 has been added to ensure clarity is provided regarding Equity and Inclusive Community's (EIC) responsibility in developing and coordinating the University's educational and training initiatives and programs. The feedback collected regarding training and awareness will be shared with EIC and the Sexual Violence Prevention and Education Committee for consideration to enhance their offerings under the campus sexual violence prevention strategy.

Policy Administration

Definitions and Inclusivity

- Add terms like "gender identity," "gender expression," and "age of consent" to the policy definitions
- Include definitions for terms like "transphobia," "trauma-informed approach," and "non-consensual condom removal"
- Update the title to include "Gender-Based Violence" to reflect the scope of the issue and signal inclusivity
- Consider renaming the policy to "Anti-Sexual Violence Policy" for clarity
- Clarify what is not considered sexual violence to avoid misinterpretation

University Response

The Policy addresses intersectionality to ensure that lived experiences and intersectional impacts are considered. Section 1.1 of the Policy includes the following statement: “Carleton acknowledges that individuals who are members of equity-seeking groups who experience intersecting forms of disadvantage based on the protected grounds in the Ontario Human Rights Code may be disproportionately affected by sexual violence and its consequences.” Reference to protected grounds under the Human Rights Code ensures that all possible and legally recognized grounds and groups are covered by the Policy.

Section 2.1(g) recognizes systemic forms of oppression including but not limited to racism, ableism, sexism, transphobia and homophobia. The Policy references related policies under section 12 and are to be read in conjunction with those policies such as Carleton’s Human Rights Policies and Procedures and Workplace Harassment Prevention Policy.

Accountability and Transparency

- Include clear accountability measures for the university in handling sexual violence disclosures and reports
- Provide clear guidelines on the roles and responsibilities of staff involved in the process
- Collect and publish disaggregated data on sexual violence incidents and outcomes
- The policy should be developed with collegial participation and should protect academic freedom

University Response

The Sexual Violence Review Committee has committed to review and enhance guidelines on the intake process so that the survivor is aware of the options available and on the informal and formal complaint process. Clearer guidelines and protocols will be provided to staff within the university on how to support survivors. Specific guidance on how to handle disclosures, interim measures, accommodations, etc. will also be provided.

It is the University’s commitment to provide and/or make available to members of the University community education and awareness training on this Policy and on the prevention of sexual violence, with content tailored to the audience and relevant to their role and responsibility in responding to and addressing sexual violence. This work falls under the purview of the campus sexual violence prevention strategy. The Sexual Violence Review Committee will provide clearer direction and expectations on the development of educational, training and support services initiatives.

Carleton University continues to collect and report on statistics related to sexual violence through six broad categories as required by the Government of Ontario. These statistics are compiled by Equity and Inclusive Communities in collaboration with the Office of the Vice-President (Students and Enrolment) and key stakeholders across campus and are presented annually to the Board of Governors. A copy of the Annual Report on Sexual Violence is available on the sexual violence policy website.

The Sexual Violence Policy undergoes a broad and inclusive consultation process with the entire Carleton community every three years to fulfill the provincial mandate as per Bill 132 and the mandatory revision date as noted in the Policy. Section 5.1 (c) acknowledges academic freedom (as outlined in the applicable collective agreement and in the Carleton University Statement of Conduct and Human Rights) for students, faculty and staff to explore controversial topics related to this issue while contributing to a campus atmosphere in which sexual violence is not tolerated.

Clarity and Specificity

- Simplify the language used in the policy to make it more accessible, especially for neurodivergent individuals
- Include clear definitions for all key terms and concepts
- Provide a plain language roadmap for both students and faculty to understand the process and their roles
- Clarify vague sections of the policy, such as what constitutes a threat to the broader community.
- Use the Oxford comma for clarity
- Ensure the policy covers the production and distribution of intimate images created through generative AI
- Clarify the role of the Sexual Assault Support Centre and EIC

University Response

Following the consultation process in 2018-2019, the University developed a one-page resource document outlining the reporting process and options for both formal and informal complaints. This continues to be made available on the sexual violence policy website and will continue to be promoted across campus and on appropriate websites.

The provincial government's Bill 26, Strengthening Post-Secondary Institutions and Students Act, added new requirements regarding sexual misconduct towards a student by an employee of a publicly funded university or college. These new requirements came into effect in July 1, 2023.

For clarity, an example on the production and distribution of intimate images created through generative artificial intelligence (AI) has been added to the definition of "Sexual Harassment" in section 4.1.

The Sexual Violence Review Committee has committed to review and enhance guidelines on the intake process so that the survivor is aware of the options available and on the informal and formal complaint process. Clearer guidelines and protocols will be provided to staff within the university on how to support survivors. Specific guidance on how to handle disclosures, interim measures, accommodations, etc. will also be provided.

Sexual Violence Review Committee

- Revise the composition of the Sexual Violence Review Committee (SVRC) to include a diverse group of individuals
- Ensure representation across gender identities, racial backgrounds and equity-seeking groups
- Make the composition and actions of the SVRC more transparent to the university community
- Ensure decision-makers are trained in trauma-informed approaches
- Ensure the SVRC's actions are transparent and scrutinized by the Carleton community
- Replace the SVRC with an expert in sexual violence matters with a trauma-informed approach who would receive, assess and determine whether a matter should proceed through to an investigation

University Response

Carleton University believes that the best practice for reviewing formal cases of sexual violence is to have a committee review each case following an investigation by a trained, trauma informed investigator. Based on feedback received during the previous consultation process in 2018-2019, a

conflict of interest provision was added as section 8.8. During the 2021-22 consultation process, section 8.8 was further updated to clarify that a party may raise concerns regarding conflict of interest to the General Counsel for review. Further, the Policy states that members of the Sexual Violence Review Committee (SVRC) may have a designate as per section 6.5(c).

Training on sexual violence and procedural fairness that is trauma informed is provided to all members of the SVRC and the appeal board as stated in sections 6.5(c) and 10.2 of the policy. For clarity, the inclusion of training that is trauma-informed has been included in sections 6.5(c) and 10.2. As part of the formal process, Carleton also relies on trained, trauma-informed investigators. Sexual violence training is also provided by Equity and Inclusive Communities. The University is legally responsible for reviewing and making decisions related to sexual violence complaints and senior management individuals have the training, experience, fiduciary responsibility as well as obligations to ensure confidentiality and privacy.

Carleton University continues to collect and report on statistics related to sexual violence through six broad categories as required by the Government of Ontario. These statistics are compiled by Equity and Inclusive Communities in collaboration with the Office of the Vice-President (Students and Enrolment) and key stakeholders across campus and are presented annually to the Board of Governors. A copy of the Annual Report on Sexual Violence is available on the sexual violence policy website.

Response

Process and Timelines

- Identify specific timelines for actions and decisions to ensure fairness and efficiency
- Provide a step-by-step description of what happens after a disclosure or report is made
- A single centralized officer or administrator should handle policies to ensure consistency and proper training
- Decisions should be made by individuals with no direct relationship to the parties involved
- Interim measures should be proportionate to the situation and should not broadly affect individuals without cause
- Ensure unions are informed and involved in cases involving their members
- All procedures should be subject to grievances and discipline clauses in collective agreements
- Outline reparative actions available to students if their case is mishandled
- Outline the repercussions the respondent might face if they violate the interim measures put in place
- Specify how to report sexual violence if the assailant is in a position of authority
- Include a statement that the university will advise a complainant before it shares information with the respondent (section 8.4)
- Allow for the internal investigation to process regardless of an external proceeding taking place

University Response

Following the consultation process in 2018-2019, the University developed a one-pager resource document outlining the reporting process and options for both formal and informal complaints. This continues to be made available on this website and will continue to be promoted across the campus and on appropriate websites. Further consideration will be given regarding communication and how can these resources be efficiently directed to all university stakeholders.

Section 8.6 of the policy covers timelines and timely progress updates. The university will make every effort to complete the complaint process in a timely fashion without compromising procedural fairness. Each party will receive regular updates on the progress of their case, estimated timeframes and any delays related to the matter. The duration of interim measures and accommodations are determined in accordance with the needs of the survivor, the specific circumstances and the safety of the community.

Section 8.8 includes a conflict of interest provision. Further, the Policy states that members of the SVRC may have a designate as per section 6.5 (c).

Section 9.4 outlines that where the Respondent is a unionized employee, the employee shall have all applicable rights to union representation during any investigatory meetings with the Employer. As noted in section 3.1, the Policy does not replace or supersede existing collective agreement provisions.

Section 9.1(c) has been updated for clarity regarding the suspension of a formal complaint process when jurisdictional or other legal considerations may arise (such as an active police investigation). Continuing with an internal investigation can have a significant impact on the external investigation for both the complainant and the respondent. Regardless of the status of any process, the support, accommodations, and interim and safety measures to complainants will continue to be provided as is detailed in the Policy. For clarity, the support, accommodation and interim and safety measures are available to survivors at any point during the informal or formal complaint process.

Reporting and Confidentiality

- Allow for direct reporting to EIC or HR rather than through the Director of Labour Relations
- Ensure confidentiality and safety for all parties involved

University Response

Section 6 of the Policy outlines disclosures in an emergency (Campus Safety Services) and disclosures in a non-emergency (Equity and Inclusive Communities). Further, as noted in Section 6.1, at any time, a person who has experienced sexual violence may consult with or seek advice and support from the relevant student association, union or other employee group.

Section 7 of the Policy outlines confidentiality. Specifically, that all reports and disclosures of sexual violence to the University will be treated in a confidential manner and in accordance with the Freedom of Information and Protection of Privacy Act (FIPPA) and with the provisions of applicable collective agreements.

Section 8.8 includes a conflict of interest provision. Further, the Policy states that members of the SVRC may have a designate as per section 6.5(c).

Alternative Resolution Process

- Limit the initiation of the Alternative Resolution process to survivors only

University Response

Section 8.10 has been updated to remove the ability of the Respondent to initiate an Alternative Resolution process.

Investigators

- Use external investigators who are culturally competent and diverse
- Define what is determined to be competent in conducting investigations into sexual violence
- Indicate that the investigator must use a trauma-informed approach

University Response

The Policy requires that formal investigations be conducted by trained investigators. For clarity, the addition of trauma-informed has been included. The investigators ensure that all investigations are conducted in an appropriate and sensitive manner

False Claims

- Include language on how to handle fake, unsubstantiated and malicious complaints
- Require minimal evidence for a complaint to be accepted and initiate investigations only after receiving acceptable evidence
- Ensure that the policy cannot be weaponized by disgruntled students or co-workers

University Response

Carleton engages and relies on trained, trauma-informed investigators who are capable of identifying false claims if the situation arises. Section 9.1 (d) identifies what must be set out in writing as part of a formal complaint.

Support and Resources

Support for Complainants and Respondents

- Ensure equal access to support and representation for both complainants and respondents
- Clearly outline the consequences for respondents if interim measures are disrespected
- The process should allow for a more natural storytelling approach for complainants rather than starting with an interrogative method, acknowledging that survivors may not have a linear recollection of events
- Include a section on support and services available for respondents including the role of the care and support team
- Create a flow chart as a visual outline of the supports and services available to survivors

University Response

Section 8.4 has been updated to clarify that either party can contact Ombuds Services for assistance in navigating the provisions of this policy. An update was also made to replace the Manager of Student Conduct and Harm Reduction with a Care and Support Case Manager.

The Sexual Violence Review Committee (SVRC) will ensure that there is a coordinated approach and centralized listing on the sexual violence policy website for all supports available to all parties. Further, the SVRC will provide clearer direction and expectations on the development of educational, training and support services initiatives.

Accommodations

- Clarify the process for academic and employment accommodations with clear guidance for both complainants and faculty or staff
- Specify if accommodations are managed by EIC or directly by faculty members and outline the steps in requesting them

University Response

Section 6.5(a) of the Policy outlines interim academic or employment accommodations or other measures that can be put in place when a person reports sexual violence. Further, this section clarifies that when a person reports sexual violence to Campus Safety Services and/or Equity and Inclusive Communities (EIC), they will be provided with the option to be contacted by an EIC Advisor who will offer support and present the options available to them in a timely and supportive way.

Supports from EIC can include a referral to Health and Counselling Services, academic accommodations, employment accommodations, etc. Members of the University community can access accommodations by contacting EIC via email or phone to arrange accommodation support. If a complainant has submitted a formal complaint, they can receive support and accommodation from EIC at any stage of the process.

The Sexual Violence Review Committee will provide clarity on the protocols and guidelines on how to handle academic and employment accommodations. For additional clarity, any employment accommodation must be established through Human Resources or Academic Labour Relations.

Resources

- Frontline services should be prioritized over the colouring book on the website
- Develop a one-page disclosure document that is easily accessible and widely distributed
- Ensure that support resources are proactively provided to graduate students and other underrepresented groups
- Provide a clear explanation on the various supports that resources provide instead of only contact information

University Response

Following the consultation process in 2018-2019, the University developed a one-pager document outlining the reporting process and options for both formal and informal complaints. This has been made available on the sexual violence policy website.

Under section 6.2 the web link to additional campus and community-based resources is included. The weblink will allow resources to be updated in between policy review periods. As part of this review, the weblink has been updated to ensure that there is a coordinated approach and centralized listing for all supports available to all parties. This website will be updated over the winter 2025 term.

Additional Feedback

We received general feedback to update titles, buildings, etc. as follows:

- Update Robertson Hall to Pigiarnik (ᐱᐱᐱᐱᐱ)
- Update Director of CSS to Executive Director of CSS
- Update information regarding Emergency Call boxes on campus

- Add calling 4444 from any on-campus phone
- Add that survivors can present in person at CSS

University Response

As part of the regular review of the Policy, updates to names, titles, etc. have been made.

Carleton University is committed to having a survivor-centric policy while ensuring procedural fairness. The University thanks the Carleton community for this feedback as we continue to make draft revisions to the Sexual Violence Policy.

Appendix A: Information and Feedback Session Agenda

Duration: 1 hour

1. Welcome, land acknowledgement, introductions
2. Word cloud
3. Start, stop, continue
4. Open questions
5. General feedback
6. Closing remarks

Contextual Note on These Sessions

These information feedback sessions are open to all members of the specified audience. Facilitators for each session are indicated in advance and will facilitate the workshop as folks who are external to the consultation process. Participants are encouraged to actively and respectfully participate in the session and all viewpoints will be considered. Notes will be taken and consolidated into themes presented in aggregate as part of a feedback report.

If support is needed after the workshop, please reach out to one of the [various support and resources](#).

For feedback on the workshop, or anything related to this process, participants can email svpolicy@carleton.ca or [submit anonymous feedback](#)

Report on Sexual Violence Policy Review Feedback

Drafting Phase

Office of the Vice-President (Students and Enrolment)
May 4, 2025

Content Warning

As a content warning, please note that this report includes a summary of the feedback received throughout the consultation process. We understand that reviewing the report can trigger strong reactions and we encourage the community to [connect with various support and resources](#).

Overview

The following report is a summary of the feedback received on Carleton's Sexual Violence Policy throughout the drafting phase of the consultation work plan.

Consultation Meetings

Throughout the drafting phase of the consultation process, key stakeholder groups were provided an opportunity to request a consultation meeting. Consultation meetings occurred with:

- CUASA

A total of 2 people were consulted as part of these meetings.

Information and Feedback Sessions

A total of 3 information and feedback sessions were scheduled for members of the Carleton community: one for students, one for faculty and one for staff. No one signed up or participated in these sessions. Throughout the drafting phase, individuals were invited to request a specific session or a one-on-one meeting by emailing svpolicy@carleton.ca.

The objective of these sessions was to host a supportive space wherein members of the community could provide their feedback on the revised draft of the Sexual Violence Policy.

Online Feedback

During the drafting phase, there were 6 anonymous form submissions and 3 emailed responses. To ensure anonymity in the feedback received, this online feedback has been summarized within the main themes below.

Main Themes

Throughout the drafting phase of the consultation process, the following main themes emerged from the feedback provided:

- **Scope and Clarity**
 - Policy Accessibility
 - Definitions
- **Process and Procedural Fairness**
 - Process and Timelines
 - Accountability and Transparency
 - Sexual Violence Review Committee
 - Consensual Relationships
- **Training and Communication**

This report has been organized by these themes and has the aggregated feedback received during the drafting phase of the consultation process. This feedback has been examined and assessed in the review of the Sexual Violence Policy. Responses to the feedback received have also been included.

Scope and Clarity

Policy Accessibility

- Clearly define who can access the policy and ensure it doesn't limit survivors from seeking alternative accountability.
- Move Section 8.1 to Section 3 to make it clear that the policy does not prevent survivors from seeking alternative or additional accountability through criminal or civil proceedings
- Explicitly state that complainants can file a report even if they are no longer part of the university community, provided the respondent is currently a member and the incident occurred during their time at the university

University Response

The feedback provided highlights important aspects that should be included in a policy of this nature. Upon review, Section 3 states, “this Policy applies to all members of the University community (as defined below), whether they are in the University’s learning, living, or work environment, on or off campus, or engaging through social or other electronic media.” In Section 4, the term University Community is defined as “all individuals who have a relationship with or to the University (or had at the time of the incident).” Section 8.1, which addresses the formal complaint process, is appropriately placed within the policy. These essential elements are clearly outlined and adequately positioned in their respective sections. Based on this feedback, clarity will be taken into account when updating training, resources and communication plans.

Definitions

- The definition of sexual misconduct should also apply to faculty
- Sexual misconduct should be added as a form of sexual violence under that term’s definition
- Add “capturing of intimate images” to the definition of sexual harassment

- Fraternities and sororities should be banned from operating on campus and students should be banned from joining them
- Clearly state that anonymous materials are prohibited and will not be relied upon in investigations

University Response

The provincial government's Bill 26, Strengthening Post-Secondary Institutions and Students Act, added new requirements regarding sexual misconduct towards a student by an employee of a publicly funded university or college. These new requirements came into effect on July 1, 2023, and the definition is taken from this legislation. Any sexual misconduct now falls under the broader definition of "sexual violence," which means that any act of sexual misconduct is considered a form of sexual violence.

Regarding photography, the term "production" includes the act of capturing images.

Carleton University does not recognize sororities and fraternities. However, students who are members of these organizations are still considered part of the "University Community". As such, they are held accountable under Carleton's Sexual Violence Policy and the Student Rights and Responsibilities Policy.

Section 9.1 (d) states what is required for a complaint to be considered including the name of the Respondent, the nature and the details of the circumstances, including detailed facts and specific dates.

Process and Procedural Fairness

Process and Timelines

- Ensure Complainants are notified before their complaint is shared with the Respondent
- Allow complainants to request internal investigations even if other investigations or proceedings are occurring
- Involve academic staff associations/grievance officers in correspondences when a member is involved to ensure that the association is part of the initial process
- Provide general updates on outcomes to both parties
- Clarify that providing or not providing comments will not negatively impact either party
- Reinstate the option for survivors to receive letters of apology from the perpetrator to give survivors agency in their healing process
- Provide clear timelines and roadmaps for each step of the process to both Complainants and Respondents

University Response

Through the review process, we received feedback regarding the process and timeline elements of the policy, and as a result, we have made the following revisions:

Section 9.2(c) has been updated to say "...and inform the Complainant one business day prior to informing the Respondent."

Section 9.1(c) has been previously updated for clarity as follows. “Other than in exceptional circumstances, jurisdictional or other legal considerations may arise (such as an active police investigation) where the formal complaint process in this Policy shall be suspended. Upon the conclusion of jurisdictional or other legal considerations, the Complainant can request that the formal complaint process be resumed.” Regardless of the status of any process, the support, accommodations, and interim and safety measures to Complainants will continue to be provided as detailed in the Policy and are kept in place even if the formal complaint process is suspended. To clarify, the support, accommodation and interim and safety measures are available to survivors at any point during the informal or formal complaint process.

As noted in Section 6.1, at any time, a person who has experienced sexual violence may consult with or seek advice and support from the relevant student association, union or other employee group. It is the staff member’s responsibility to engage union representation if they wish to do so.

At the end of the formal complaint process, all relevant documents and information concerning personal safety are shared with both the Complainant and the Respondent.

Section 9.4 has been adjusted to align with best investigative practices in order to ensure a survivor-centric process.

A letter of apology may not be an appropriate consequence or measure in response to the formal complaint process. This provision was removed based on feedback received during the listening phase of this consultation process. However, a letter of apology could be considered as part of the alternative resolution process in consultation with the survivor, to avoid causing further harm.

Section 8.6 of the policy covers timelines and timely progress updates. The university will make every effort to complete the complaint process in a timely fashion while maintaining procedural fairness. Section 9.4 (g) has been updated to specify that the Complainant and Respondent will be kept informed regularly on the status of the complaint and of the investigation.

Accountability and Transparency

- Include clearer accountability measures for the university in handling sexual violence disclosures and reports, particularly in the event students feel their case has been mishandled
- Outline what would happen if confidentiality is breached
- Under section 7.4 require that the survivor meet with the individual making the decision to move forward with a report on sexual violence even if the individual requests not to move forward
- Under section 7.4, the decision maker in this instance should be the trauma-informed investigator from section 9.4 (a)

University Response

Section 6 of the policy addresses disclosures and reporting, while Section 7 focuses on confidentiality. As highlighted in the previous feedback report, clearer guidelines and protocols will be provided to staff across the university on how to handle disclosures, reports and related matters. This will also include additional training for the community. The intent is to help ensure that the processes for handling disclosures and reports are well defined and consistently followed. In case of a confidentiality breach, the university will act in accordance with the policies and procedures based on the individual’s status

(student, staff, faculty, etc.). If a member of the Carleton community has any concerns about the processes outlined in Carleton's policies, they can contact the relevant unit responsible for the policy in question. Additionally, they are welcome to reach out to Ombuds Services, which applies to all policies at Carleton, for further assistance or clarification.

Following the final decision of the Sexual Violence Review Committee, a full appeal process is outlined in section 10. As noted, the appeal is heard by an Appeal Board which is chaired by a person external to the university who is a lawyer with the appropriate qualifications. To clarify, an addition has been made to ensure the Chair has the necessary trauma-informed and legal training with experience in investigating cases of sexual violence.

Section 10 outlines the appeal process which may be used if an individual feels there has been a fundamental procedural error in the making of the final decision and that such an error has resulted in, or will result in, actual prejudice to the person seeking the appeal.

As stated in section 7.4, the university will weigh a person's request that the university not act on a report of sexual violence.

Sexual Violence Review Committee

- Replace the Sexual Violence Review Committee (SVRC) with an expert in sexual violence matters with a trauma-informed approach who would receive, assess and determine whether a matter should proceed through to an investigation
- This expert should be in a neutral and impartial office/space and would expedite the process and minimize the number of times survivors need to repeat their story
- Ensure diversity within SVRC which would help racialized survivors feel more comfortable and supported in bringing their cases forward

University Response

Carleton University believes the best practice for reviewing formal cases of sexual violence is to have a committee review each case following an investigation conducted by a trained, trauma-informed investigator. This approach ensures that the process is comprehensive and sensitive to the needs of all involved. A single individual adjudicating these cases would not align with our practices and policies, nor does it reflect the model used for other processes across the university.

The SVRC's composition includes a range of expertise in areas such as mental health and wellness, safety, student conduct, collective agreement implications and academic support. Furthermore, all members of the SVRC and the appeal board receive training on sexual violence, procedural fairness, and trauma-informed practices, as outlined in sections 6.5(c) and 10.2 of the policy.

Consensual Relationships

- Under Section 2.2, identify a neutral, centralized administrator who has more specific training should handle disclosures of consensual romantic or sexual relationships and not the relevant Dean, University Librarian, Vice-President or President

University Response

The University strongly discourages consensual sexual or romantic relationships between individuals in positions of authority (such as faculty, instructional staff, managers or supervisors, and athletic staff), and the students or employees whose performance they are responsible for grading, supervising or evaluating. These types of relationships may lead to significant concerns, including allegations of sexual harassment, conflicts of interest and questions regarding the validity of consent. Given these potential challenges, the University emphasizes the importance of avoiding such relationships altogether. If, despite this guidance, a consensual romantic or sexual relationship does occur, it is crucial that the relationship be disclosed to the appropriate authority, in accordance with employment best practices

Training and Communication

- Glad to see that a renewed focus on training is an important part of the process
- Require additional and regular training relating to sexual violence prevention and education and on the Policy
- Ensure there is clearer communication and information relating to the rights of both parties and to processes
- Clearer information is needed on the applicability of the Student Rights and Responsibilities Policy and the Sexual Violence Policy – when you can expect which policy will come into play

University Response

Feedback gathered from this consultation process in relation to education and training will be shared with Equity and Inclusive Communities and the Sexual Violence Prevention and Education Committee for consideration to enhance their offerings under the campus sexual violence prevention strategy. Additional focus will also be placed on improving communication and exploring how existing resources can be updated and more effectively directed to all university stakeholders. Clarity will be added to the Student Rights and Responsibilities (SRR) Policy to ensure matters of sexual violence will be directed to the Sexual Violence Policy and not SRR.

Carleton University continues to be committed to having a survivor-centric policy that is trauma-informed while ensuring procedural fairness. The University thanks the Carleton community for their engagement in this consultation process.

Revised Draft Sexual Violence Policy

Board of Governors

June 4, 2025

Consultation Process

Six Phases of Consultation

- Process Consultation Phase: September 2024 (Complete)
- Listening Phase: October – November 2024 (Complete)
- Tactical Phase: November - December 2024 (Complete)
- Drafting Phase: January – February 2025 (Complete)
- Fine-Tuning Phase: March - April 2025 (Complete)
- Finalization Phase: June 2025 (in progress)

Consultation Process

Listening Phase

- 15 information and feedback sessions scheduled (9 took place)
- 4 consultation meetings with key stakeholder groups
- 17 anonymous form submissions; 3 emailed responses

Drafting Phase

- 3 information and feedback sessions scheduled
- 1 consultation meetings with key stakeholder groups
- 6 anonymous form submissions; 3 emailed responses

Communications

- Commitment to communicate to all members of the Carleton community throughout the consultation process:
 - Email to the Carleton community (faculty, staff, students)
 - Undergraduate and graduate student websites
 - Carleton Mobile app
 - Instagram Stories, Threads, X (Twitter)
 - Undergraduate and graduate student newsletters
 - Faculty and staff newsletters
 - Carleton Top 5
- A list of all communications sent throughout the consultation process, with dates, is available on the website: carleton.ca/sexual-violence-policy/consultation-2024-25

What We Heard – Listening Phase Main Themes

Training and Awareness

- Education and Prevention
- Community Engagement

Policy Administration

- Definitions and Inclusivity
- Accountability and Transparency
- Clarity and Specificity
- Sexual Violence Review Committee

Response

- Process and Timelines
- Reporting and Confidentiality
- Alternative Resolution Process
- Investigations
- False Claims

Support and Resources

- Support for Complainants and Respondents
- Accommodation
- Resources

Overview of Changes from the Listening Phase

- Addition of the production and distribution of intimate images, including generative AI as an example to the definition of "Sexual Harassment" (section 4.1)
- Addition of "Sexual Misconduct" definition per Bill 26 (section 4.1)
- Addition of who is not eligible to serve on the Sexual Violence Prevention and Education Committee (section 5.2)
- Update to the web link for additional supports and services (section 6.2)
- Update to the supports available to Complainants and Respondents (section 8.4)

Overview of Changes from the Listening Phase (cont.)

- Removal of Respondent's ability to initiate an alternative resolution process (section 8.10)
- Addition of when the formal complaint process shall be suspended (section 9.1(c))
- Addition of section 9.7 (d) regarding appeals of trespass order(s)
- General updates to confirm within the Policy, the processes already happening in practice such as the addition of responsibility for educational and training initiatives in section 5.3 and training that is trauma-informed for the Sexual Violence Review Committee and Appeal Board in sections 6.5 (c) and 10.2.
- General updates to titles, names, infrastructure references, formatting, grammar, etc.

What We Heard – Drafting Phase Main Themes

Scope and Clarity

- Policy Accessibility
- Definitions

Process and Procedural Fairness

- Process and Timelines
- Accountability and Transparency
- Sexual Violence Review Committee
- Consensual Relationships

Training and Communications

Overview of Adjustments on the Draft

- Clarification of how the formal complaint process may be resumed upon the conclusion of jurisdictional or other legal considerations (section 9.1(c))
- Addition of informing the Complainant at least one business day prior to informing the Respondent of a formal investigation (section 9.2(b))
- Adjustment to section 9.4 to align with best investigative practices in order to ensure a survivor-centric process.
- Addition of keeping the Complainant and Respondent informed regularly on the status of the complaint and of the investigation (section 9.4(g))
- Clarification that the Chair of the Appeal Board has appropriate trauma-informed and legal training with experience in investigations of sexual violence. (section 10.2)
- Additional updates to confirm within the Policy, the processes already happening in practice
- General updates to titles, names, formatting, grammar, etc.

Training, Awareness, Support and Resources

- Clearer direction and expectations on the development of educational, training and support services initiatives
- Ensure a coordinated approach and central listing of supports and services on the Sexual Violence Policy website.
- Further consideration will be given regarding communication and how resources can be efficiently directed to all university stakeholders
- Commitment to review and enhance guidelines on the intake process
- Clearer guidelines and protocols on how to support survivors and how to handle disclosures, interim measures, accommodations, etc.

Recommendation

Motion: On the recommendation of the Governance Committee, move to approve the revised Sexual Violence Policy, as presented.

Thank you!

Questions?

AGENDA ITEM

6.1



To:	Board of Governors	Date of Report: 21 May 2025
From:	Vice-President (Students and Enrolment)	Date of Meeting: 4 June 2025
Subject:	Student Mental Health Policy Annual Report 2025	
Responsible Portfolio:	Vice-President (Students and Enrolment)	

1.0 PURPOSE

☐ For Approval ☒ For Information ☐ For Discussion

2.0 MOTION

This report is for information only.

3.0 EXECUTIVE SUMMARY

In September 2024, Carleton received the Minister's Student Mental Health Directive under Bill 166. As required by the Act, the Student Mental Health Policy was approved by Senior Management Committee to describe the programs, policies, services and supports available at Carleton University in respect to student mental health.

At Carleton, supporting student mental health and wellness has been guided for many years by the university's Student Mental Health Frameworks, the third iteration of which was launched in May 2022. The Student Mental Health Policy and related legislation require that an annual report be presented to the Board of Governors for information on the implementation and effectiveness of the policy. This Student Mental Health Policy Annual Report encompasses both the reporting requirements for the new Student Mental Health Policy, as well as the 2025 Annual Report on activities related to our Student Mental Health Framework 2022-2026 (SMHF).

Through the cross-representational Student Mental Health Advisory Committee and key stakeholders across the university, significant strides have been made in meeting the SMHF recommendations in its third year of implementation. In 2024-25, definitive action has been taken on all 30 recommendations, with 15 recommendations having the status of continuous, meaning that activities are complete, but implementation is an ongoing process with no definitive end date; 12 recommendations are considered complete; and 3 recommendations are underway.

The Student Mental Health Policy Annual Report 2025 provides an overview of key outcomes across the university during the third year of implementing our comprehensive SMHF. The student mental health initiatives across campus are extensive and diverse. While this report cannot encapsulate a complete overview of all activities, it highlights select examples under each area of focus that support the SMHF recommendations.

4.0 INPUT FROM OTHER SOURCES

The Student Mental Health Policy and related Student Mental Health Framework (SMHF) fall under the purview of the Associate Vice-President (Student Health and Wellness). However, the ongoing implementation of the recommendations in the SMHF and the effectiveness of the policy could only occur through the many collaborations with faculty, staff, students and external community partners.

5.0 ANALYSIS AND STRATEGIC ALIGNMENT

Pursuant to Bill 166 and the directives issued thereunder, the university is required to have a student mental health policy in place that is reviewed every five years and is required to provide an annual report to the Board of Governors. The purpose of the policy is to describe and outline information on the programs, policies, services and supports available to Carleton University students. As such, the policy sets out the university's statement of commitments to address student mental health and wellness; increases awareness, literacy and de-stigmatization of student mental health; ensures a holistic, campus-wide approach to mental health and wellness; and guides the development, implementation and regular review of the university's comprehensive Student Mental Health Framework.

6.0 FINANCIAL IMPLICATIONS

There are no financial implications with the review of this annual report.

7.0 RISK, LEGAL AND COMPLIANCE ASSESSMENT

The policy and annual report are required to meet the university's obligations under Bill 166 and the directives issued thereunder pursuant to section 19 of the *Ministry of Training, College and Universities Act* with respect to student mental health. In addition, the policy reinforces and enhances the programs, policies, services and supports available to address student mental health and wellness. The annual report is designed to provide the Board of Governors with information relating to the implementation and effectiveness of the policy, programs, services and the Student Mental Health Framework, along with relevant statistics, thereby assisting the Board to meet its oversight requirements. Failure to have sufficient initiatives to address student mental health on campus could expose the university to moderate safety, reputational and legal risk.

8.0 REPUTATIONAL IMPLICATIONS AND COMMUNICATIONS STRATEGY

The Students and Enrolment division has established an annual and strategic mental health and wellness communications plan to ensure Carleton students are informed of the services, resources and events to support mental health and wellness while encouraging students to build and maintain healthy habits, particularly at stressful times of the year. This communications strategy uses social media assets, mobile app notifications, student newsletters and website collateral, including the Mental Health and Wellness website and the innovative Wellness Services Navigator designed to help navigate students to a curated list of mental health and wellness resources based on their unique circumstances. Following the presentation to the Board of Governors, this annual report is published publicly on the Student Mental Health and Wellness website and is included in a Board of Governors update to the Carleton community. It is also shared with the Ministry of Colleges and Universities. Failure to have sufficient initiatives to address student mental health on campus could expose the university to moderate risk.

9.0 OVERALL RISK MANAGEMENT ANALYSIS

	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
STRATEGIC	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LEGAL	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OPERATIONAL	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TECHNOLOGICAL	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FINANCIAL	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
REPUTATIONAL	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Student Mental Health Policy Annual Report 2025

*Student Mental Health Framework
Implementation*



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Executive Summary

In September 2024, Carleton received the Minister's Student Mental Health Directive under Bill 166. As required by the Act, the Student Mental Health Policy was approved by Senior Management Committee to describe the programs, policies, services and supports available at Carleton University in respect to student mental health.

At Carleton, supporting student mental health and wellness has been guided for many years by the university's Student Mental Health Frameworks, the third iteration of which was launched in May 2022. The Student Mental Health Policy and related legislation require that an annual report be presented to the Board of Governors for information on the implementation and effectiveness of the policy. This Student Mental Health Policy Annual Report encompasses both the reporting requirements for the new Student Mental Health Policy, as well as the 2025 Annual Report on activities related to our Student Mental Health Framework 2022-2026 (SMHF).

Through the cross-representational Student Mental Health Advisory Committee and key stakeholders across the university, significant strides have been made in meeting the SMHF recommendations. This Student Mental Health Policy Annual Report 2025 provides an overview of key outcomes across the university during the third year of implementing our comprehensive SMHF. The student mental health initiatives across campus are extensive and diverse. This work fosters a resilient student body, enhances student retention, and creates pathways for academic success, ultimately leading to graduation. While this report cannot encapsulate a complete overview of all activities, it highlights select examples under each area of focus that support the SMHF recommendations.

In 2024-25, definitive action has been taken on all 30 recommendations, with 15 recommendations having the status of continuous, meaning that activities are complete, but implementation is an ongoing process with no definitive end date; 12 recommendations are considered complete; and 3 recommendations are underway. For a comprehensive overview of the progress toward our objectives and recommendations, please refer to [Appendix 1](#).

Algonquin Territory Acknowledgement

Carleton University acknowledges the location of its campus upon the traditional, unceded territories of the Algonquin Anishinabeg Nation. We recognize that the Student Mental Health Framework 2022-2026 must reflect the values of the Algonquin people. Accordingly, we must strive to further strengthen relationships between Carleton and the Algonquin communities, and endeavor to accelerate the inclusion of Indigenous perspectives, ways of teaching and healing, and knowledge in our campus practices.

Guiding Values

Collaboration: We engage students, staff, faculty and external community partners to facilitate and support the sharing of knowledge, experience and expertise to develop innovative and effective programs and practices.

Holistic Environment: We recognize that mental health and wellness exist on a continuum and are influenced by many sociocultural factors present in the learning environment and community. We will support a variety of complementary strategies to enhance mental health and substance use health, wellness, coping skills and resilience at all levels of the institution to create an environment where all students can thrive.

Accessibility, Equity and Inclusion: We believe that in order to provide a healthy and supportive environment, we need to understand students' unique needs and ensure our services are accessible, inclusive and respectful of all cultures and identities.

Continuous Improvement: We strive to create a culture of continuous improvement, recognizing the need for continued evaluation of programs, services and initiatives, and for the implementation of emerging best practices as they become available.



Message from the Associate-Vice President (Student Health and Wellness)

Over the past year, we have observed a significant increase in the mental health challenges of our students. Factors such as academic pressure, financial stress, personal and family issues, social isolation, societal pressures and ongoing global events are contributing to the heightened levels of stress, anxiety, depression and substance use we are seeing within our student body. Along with the increased mental health challenges faced by students, we are seeing an unprecedented demand for support services on campus. As we continue to navigate the complexities of increased demand for mental health support, it is essential to continuously assess and evaluate our community's response to meeting our students' needs.

This Student Mental Health Policy Annual Report provides an opportunity to showcase the initiatives in student mental health and wellness that contribute to our supportive and inclusive environment at Carleton University. Through quality improvements like the new counselling model in Health and Counselling Services, the addition of the substance use physician, expanding psychiatry resources and the wide variety of wellness initiatives led by our community, we've seen a collective effort in supporting student mental health. Throughout this report, you will see how Carleton community members prioritized implementing the Student Mental Health Framework recommendations and helped to improve service delivery to meet the changing needs of our students. Together, we are creating a campus environment where everyone feels valued, supported and empowered.

Lastly, my thanks go out to all the faculties, departments and services within the Carleton community that champion mental health and wellness initiatives that lead to creating safe spaces for our students to grow, learn and thrive.

Warm Regards,

Kristie Tousignant

Kristie Tousignant

Associate Vice-President (Student Health and Wellness)



By the Numbers: A Year in Review


Student Services:

57,529 visits to Health and Counselling Services: 16,020 Counselling and 41,509 Health Clinic (includes psychiatry and GP Psychotherapy)	31 care conferences held	832 Care Reports submitted, 655+ students supported through 3,357+ interactions
38 groups offered through Health and Counselling Services (HCS) and Paul Menton Centre (PMC)	68 substance use health consultations provided by HCS and the Umbrella Project	64% of students with PMC report mental health and ADHD as primary disability
90 students supported by the Student at Risk Evaluation Team (SARET)	26,360 hours of care provided by Attendant Services	1,483 new students registered with the PMC and 5,152 total students were served
	3,131 sessions by From Intention to Action (FITA)	

Community Support:

130 community members trained to administer Naloxone	4,050 food hampers distributed to students by the Carleton University Students' Association's (CUSA) Unified Support Centre
2,300+ students engaged in Health Promotion events, workshops and tabling	
3,000+ students attended the Spirituality Centre's Pause Tables	1,370+ interactions with the Wellness Desk, in addition to hosting 190 Therapy Dog sessions for 3,100+ students outside of the Wellness Desk
20+ All People All Pathways Peer support sessions offered in partnership with the Community Addictions Peer Support Association (CAPSA)	1,500+ students in Neuroscience and Engineering completed an academic resiliency course called Rethinking Resilience
550 first-year students participated in First-Year Connections	

Therapy Dogs:

7 new Therapy Dogs trained, total of 20 on campus
350+ visits held
5,500+ students visited Therapy Dogs


2024-2025 Spotlights

Counselling Services: A New Model of Care

In response to the growing demand for mental health support on campus, Counselling Services undertook a comprehensive review of its service delivery model to identify ways to reduce wait times and ensure timely, equitable access to care. With support from the Office of Quality Initiatives, the team worked over the 2024 summer term to design and implement a new single-session model of care, eliminating the traditional intake process and transforming how students access counselling support. This is an aspect of a three-part approach that diversifies access: (1) single-session counselling, (2) short-term counselling and (3) group therapy and workshops.

Launched in September 2024, the single-session model is designed to offer quick, accessible and effective support through focused, one-time counselling sessions. This approach helps students address immediate concerns, develop actionable plans and connect with relevant resources. It is particularly effective for those in crisis or for students who are unsure about committing to ongoing therapy.

Since implementation, the model has significantly reduced wait times and improved access. On average, students can now book an appointment online within one to two business days. Compared to fall 2023, this shift in service delivery increased the capacity to see students by 54% in fall 2024. Beyond improved access, the model has also demonstrated strong positive outcomes. Between September 2024 and March 2025, 405 feedback responses were collected from 340 clients. Among them, 79% reported that single-session counselling was mostly or very helpful in addressing their concerns, 81% found it helpful in developing a plan and 87% said they would recommend the service to a friend.

The dedication and innovation shown by the Counselling Services team have not only enhanced the student experience, but also exemplified their commitment to service excellence. In recognition of their work, the team was awarded the Service Excellence Award for Innovative Change Initiative in February 2025.



Expanded Carleton Therapy Dog Program

The impact of Carleton's Therapy Dog Program extends beyond having dogs on campus. It is an intentional, low barrier initiative that offers emotional support and practical resources, fosters a culture of wellness and provides a sense of inclusion and calm within a hectic academic environment. Therapy dogs and handlers provide opportunities to normalize conversations about mental health and can serve as a bridge to learning about and accessing resources and support on campus. Our campus-wide safety net also continues to grow by providing training to handlers and student ambassadors in resource navigation and how to identify students who are struggling.

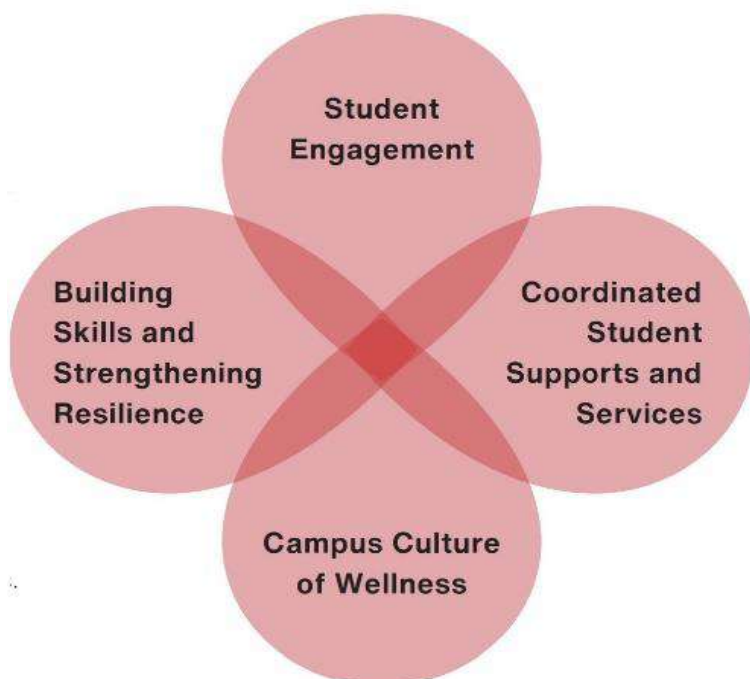
On January 11, 2025, Carleton's Therapy Dog Program certified a new cohort of 7 new therapy dogs, expanding the team to a total of 20 dogs. During this academic year, the therapy dogs and their handlers conducted more than 350 visits across campus, facilitating over 5,500 interactions to help students reduce stress and engage in supportive conversations with peers, staff and faculty.

In addition to increasing program capacity, actions were taken to increase reach. Detailed profiles of each therapy dog were developed and shared on social media. The profiles gave students clear information about each therapy dog's personality, the physical space where the office hours were being held and physical traits like level of shedding. This helps students choose a therapy dog that best matches their preferences, as well as their emotional and environmental needs. Handlers also received additional training to better support neurodivergent students during Therapy Dog office hours. This training focused on recognizing how neurodivergent students might express their needs or feelings differently, creating a welcoming environment through clear expectations, and using specific language and communication styles that work well for all students. In its seventh year, the program continues to have a tangible impact on students' lives, expanding capacity and making therapy dog sessions more inclusive and accessible to a diverse student population.

Highlights from the Four Areas of Focus

The Student Mental Health Framework (SMHF) is designed to inspire, empower and support individuals and groups across campus to take initiative in promoting mental health and wellness. Each SMHF area of focus is interdependent, and together help to support overall student mental health and wellness at Carleton.

The initiatives highlighted in this Annual Report are not exhaustive and represent just a portion of the impactful and valuable work being led by members of our community.



Area of Focus #1: Student Engagement

Our students continue to show their commitment to mental health and wellness on campus, sharing their enthusiasm, expertise and experiences with the wider community. They actively engage in programs, offer valuable feedback on initiatives and spearhead creative efforts to support each other.

Highlights:

- The Carleton Undergraduate Students' Association's (CUSA) Unified Support Centre (USC) is a volunteer-based space offering the Food Centre Service for on-campus food support and advocacy, and the Foot Patrol Service for evening-focused safety support. Recognizing the connection between wellness, access, security and community support, the USC addresses basic needs and personal safety to help students thrive. This year, the Food Centre provided over 4,050 food hampers and supported more than 650 unique students through its Emergency Essentials Assistance Program. Additionally, Foot Patrol completed over 100 safe walks and campus patrols, ensuring reliable safety support after dark.
- The Campus Activity Board (CAB) is a student-led group that provides innovative and engaging programming to Carleton students. CAB hosted over 20 events for more than 1,100 students, providing an opportunity to meet and interact with new friends in a safe and healthy environment. Popular monthly events included EPIC Bingo, Paint Nights and Movie Nights. A Wellness Night, in collaboration with the Therapy Dogs, was introduced in the winter 2025 term.
- Stigma Ends At CU, a student-led campaign at Carleton University, organized several events to raise awareness and address substance use health. They trained students in using non-stigmatizing language and harm reduction techniques, including Naloxone administration and partying safer. Collaborations included a community panel on *Harm Reduction in the Modern World* with guest speakers from a variety of organizations, as well as a MAX Ottawa workshop on harm reduction techniques. Stigma Ends At CU also engaged students through classroom visits and community tabling to educate on reducing stigma and promoting safer substance use.
- The student-led CUCannabisCrew campaign ran an event in residence discussing cannabis use and harm reduction techniques and posted regularly about the science of cannabis and harm reduction.
- The Science Student Success Centre (SSSC) ran several events to target wellness on campus, including Science Kindness Week, which was organized by the SSSC Volunteer Community Team during the fall and winter terms. Multiple events were offered to help foster community within the Faculty of Science and target wellness. The Wellness Calendar for the week included daily activities such as trivia and cookie decorating. Students also posted sticky notes with positive messages in MacOdrum Library throughout the week.
- The SSSC EDI Student Volunteer Team hosted the International Union of Pure and Applied Chemistry (IUPAC) Global Women's Breakfast Event, held on International Day of Women and Girls in Science on February 10, 2025. Leaders in STEM were invited to connect with students through a panel, discussion and pancake breakfast.
- In fall 2024, Carleton students voted in favour of an Athletics Fitness Centre Expansion, which will lay the foundation for the future of Carleton Athletics for generations to come. The expanded facility will feature state-of-the-art cardio, weight and fitness equipment, along with four new multipurpose rooms and a dedicated women-only area.

- Sprott Business Student Society and Sprott clubs hosted numerous events, including a Charity Golf tournament, a Peer Exchange Connect event, Study and Chill sessions, as well as a new Fun Friday initiative organized each week by a student club to ease stress and support student wellness. 22 Sprott Student Ambassadors volunteered to contribute to the Sprott community, helping fellow students build connections and enhance engagement. The program included a Peer Coaching Team dedicated to sharing their personal experiences to support others in achieving their goals through drop-in sessions, one-to-one coaching and events.
- The CUSA Think Tank is researching student mental health and wellness by collaborating with university departments to gain insights into student mental health on campus and at institutions across the province, and to understand the coordinated services and resources available to students. A survey has been developed to gather information from students to help identify the current state of mental health on our campus, as well as Carleton's strengths and gaps in supports. The CUSA Think Tank and the CUSA Advocacy Team also developed Housing 101, a comprehensive guide providing information to support students through the housing search and any housing complications that may arise.
- To better capture student needs and ensure continuous improvement in our initiatives and programs, several Student Feedback Forms were developed and implemented this year. These forms provide students with a direct avenue to share their experiences and provide suggestions about services and programs, creating a meaningful opportunity to ensure our supports remain effective and relevant. Student feedback forms were developed for the Therapy Dog Program, the Student Care and Support Team, the Wellness Desk and Health and Counselling Services. In just three weeks, 102 students provided feedback for the Carleton Therapy Dogs, a show of appreciation and support for this beloved program. As a result of the feedback, efforts to enhance accessibility are in progress to offer low sensory office hours for fall 2025.
- The Housing and Residence Life community worked with student volunteers in the Mental Health Champions program to plan and host a variety of wellness events for students living in residence, fostering a community where positive mental health and wellbeing are prioritized. Events provided opportunities to practice a variety of wellness skills, from promoting movement through a Salsa Dance Night and yoga classes to planning crafts and activities that cultivate creativity. The Ice Cream Study Break was a particularly popular event, attracting over 600 students. The event featured ice cream, mindful activity kits and other games and activities aimed at promoting decompression and stress relief.
- The Office of the Associate Vice President (Student Health and Wellness) provided 17 part-time, placement and co-op opportunities to students in addition to the Student Mental Health Engagement Committee, increasing student involvement in implementing wellness initiatives and programs. Our student leaders worked across campus and collaborated with campus partners to engage peers, improve health literacy and embed wellness into campus culture. The Health Promotion Team introduced a new initiative, the Connect Series, to build student engagement and connections to wellness practices. Overall, the Student Wellness Navigators and Health Promotion Team connected with over 3,030 students through a total of 70 events, including tabling, workshops, fairs, collaborations and events held at the Wellness Desk.
- Carleton participated in the Canadian Post-Secondary Alcohol and Drug Survey (CPADS) in winter 2025, achieving above a 20% response rate. The data will be available in May, providing a baseline of substance use needs within the Carleton community and helping to better direct resources to students.
- A variety of events celebrated Black History Month (BHM) in February 2025. The Umoja Black Community Engagement Program partnered with Residence Life to host a vibrant Open Mic Night and collaborated with the International Student Services Office (ISSO) and Career Services to host an Academic and Career Pathway Event, offering valuable insights for students' future success. Housing and Residence Life also held a BHM Panel and hosted a BHM art contest for Black students in residence, with the winning submission displayed as the backdrop behind the Residence Desk.

Area of Focus #2: Building Skills and Strengthening Resilience

As students' needs evolve, our supports and approaches also adapt to enhance resilience and build positive coping skills. Over the past year, there have been numerous valuable offerings, such as an academic resiliency course, campus training opportunities and harm reduction strategies. These efforts aim to strengthen our community and support student wellbeing.

Highlights:

- The Carleton community is working together to target food insecurity on campus, reflecting our collective commitment to address identified student needs. The Sprott Undergraduate Clubs Room opened Aunt Becky's Kitchen, a pantry for Sprott students to access food at no additional cost. Health and Counselling Services (HCS), spearheaded by Dr. Audrey Ling and through donations of the HCS staff, has snacks readily available for students to grab from the Snack Door as they leave the clinic. Furthermore, the Spirituality Centre collaborated with community faith partners to sponsor the Pause Tables, an event providing free food and drinks to over 3,000 students during the fall and winter exam period.
- The Sprott School of Business has dedicated community spaces to support student mental health and wellbeing. The Sprott Undergraduate Clubs Room is now open to all Sprott undergraduate students on weekdays. This space plays an important role in fostering a sense of belonging and community among



students. A meditation space is used daily for personal practice and prayer, and plans are underway to introduce additional programming in this space that will further promote wellness, peer connection and a culture of care.

- In summer 2024, the Resilience Institute Workshop Series was offered to Sprott online MBA students. This initiative consisted of a self-assessment, a toolkit and workshops to support students in measuring, tracking and identifying strengths, risk factors and practices to thrive amidst stress and change.
- Wellness Services continued to partner with the Graduate Students' Association, Teaching and Learning Services, HCS and other campus partners to provide training to students on wellness supports, service navigation and helpful coping skills. The Student Care and Support Team provided 10 training sessions to student leaders across campus on how to recognize when peers are struggling, how to respond supportively and how to navigate resources effectively. These training sessions are intended to help build capacity across campus to provide student leaders with practical information and opportunities to apply their learning. Information on how to use the Care Report to connect peers to the Student Care and Support Team for follow-up is always highlighted.
- The Paul Menton Centre for Students with Disabilities (PMC) continued to provide a variety of groups for students to build and enhance coping skills and social connections, including the Social Communication Group, the ADHD group, the Graduate Student Writing Group, as well as a group to provide support and social opportunities for students with chronic medical disabilities.
- The School of Social Work, within the Faculty of Public and Global Affairs, piloted a Peer Mental Health Support Group Program in the winter 2025 term. The goal of the group sessions was to provide a safe place to share experiences, emotions, struggles with mental health and future goals and concerns. Sessions were led by student leaders who received training, in collaboration with Wellness Services, as

well as ongoing supervision from an external community partner. Pre- and post-quantitative evaluations on the mental health of participants were conducted, as well as a qualitative evaluation at the end of the pilot. A report will be made available in May 2025.

- The International Student Services Office hosted the Global Café, a welcoming drop-in space designed to foster connection and community, providing an opportunity for students to engage in informal conversation, cultural exchange and light activities. This initiative offers important social support, especially for international students and those new to Carleton, helping to ease transitions, combat isolation and create a sense of belonging on campus. 15 Global Cafés were hosted this year with over 100 students attending.
- An academic resiliency course called Rethinking Resilience, created by Drs. Kim Hellemans and Ashley Thompson, in collaboration with Dr. Alison Flynn from the University of Ottawa, was designed to teach students about the importance of stress, coping and resilience so that students can build skills toward academic resilience and reduce stress associated with university life. The course consists of four online, interactive modules. Over 1,500 students in Neuroscience and Engineering have completed the course with evidence that it shifts understanding about resilience and significantly reduces student stress levels.
- Through a partnership with Sivummut Solutions and the Centre for Indigenous Support and Community Engagement (CICSE), five Carleton Inuit students travelled to Cambridge Bay, Nunavut to work with Elders and Knowledge Keepers at the Canadian High Arctic Research Station. Students participated in land-based programming centered on Inuit ecological knowledge and learned about arctic research opportunities.
- The Indigenous Peer Mentorship Program employed five Indigenous undergraduate students to support 23 Carleton students' integration into university life. The program focused on creating a sense of belonging, retention and connection to culture.
- The Umbrella Project offered four Opioid Awareness and Substance Use Stigma training sessions to members of the Carleton community. Over 130 registrants were provided with education about the opioid crisis and impacts of stigma, as well as training on how to use Narcan in response to an opioid overdose. Those who completed the training were provided with access to Narcan kits in partnership with the campus pharmacy. The Umbrella Project also launched print resources for commonly used substances in our community, including Safer Cannabis Use and Safer Tripping. These resources focus on providing information about safer use strategies and support for those looking to achieve their substance use health goals.
- The Umbrella Project collaborated with the YMCA Youth Gambling Awareness Program and the Responsible Gambling Council to enhance resources and prevention for students regarding digital literacy and gambling harms in response to an increase in online and sports betting since legislative changes were introduced in Ontario in 2021.
- The Office of Student Affairs signed a three-year Memorandum of Understanding with the Canadian Center on Substance Use and Addiction (CCSA). This agreement further strengthens the collaboration between the CCSA and Carleton University's Umbrella Project Substance Use Health Strategy. The initiative was supported by Wellness Services and the Department of Neuroscience, represented by Dr. Kim Hellemans.
- In partnership with the Community Addictions Peer Support Association (CAPSA), the Umbrella Project offered over 20 All People All Pathways peer support sessions to students seeking a safe space to discuss substance use health goals and needs.



Area of Focus #3: Coordinated Student Supports and Services

A key strength of the Carleton community is our ongoing commitment to improving our supports and services through evidence-based best practices, proactively empowering and nurturing student growth. We continue to strengthen and refine our student services, emphasizing a holistic and intersectional approach to wellbeing.

Highlights:

- In alignment with Bill 166: Strengthening Accountability and Student Supports Act, 2024, Carleton University developed a comprehensive Student Mental Health Policy, which was approved in October 2024. This policy serves to complement our existing Student Mental Health Framework and outlines the programs, services and support available to students. While Bill 166 aimed to address gaps in mental health care across Ontario campuses, Carleton has exceeded the provincial requirements, reflecting our strong commitment to proactive mental health education, integrated care and a supportive campus environment. Carleton continues to prioritize mental health as a core part of student success and wellbeing. Centralized access to wellness supports can be viewed on the Carleton Wellness website: wellness.carleton.ca.
- Following the successful student referendum to increase the mental health fee, Health and Counselling Services (HCS) was able to hire a dedicated Group Counsellor to expand access to mental health care. This new role allowed HCS to significantly grow group programming, offering 38 therapeutic, support and skills-based groups and workshops over the year. This increase in support has not only addressed the rising demand for mental health services but has also emphasized prevention, peer connection and early intervention as holistic factors in improving student wellbeing. Group sessions included a support group for African, Caribbean and Black students in winter 2025, which provided a space for students to share lived experiences, build resilience and support their mental health, as well as a Queer Support Group, which offered a safe and affirming environment for 2SLGBTQ+ students to connect and access resources. In addition, HCS piloted a men's mental health workshop, "Manifest Wellness", which was well-attended and received positive feedback.
- HCS fostered a community collaboration with social workers at four Ottawa hospitals to develop a Discharge Planning Tool that is now being utilized to support the transition of student care from the ER or in-patient psychiatry services to HCS. This collaboration allows for ongoing communication with area hospitals and improved coordinated care for students with complex health needs.
- The Care Report is an online referral system designed to proactively identify and coordinate support for students experiencing challenges by referring them to the Student Care and Support Team. The Care Report continues to be well-utilized as an early intervention tool, with various faculties and departments submitting multiple Care Reports. Continued training and consultation with the campus community on how to use the



Care Report, when to submit one and what to expect after submitting it contributed to a 20% increase in utilization for fall 2024 compared to the previous year. This increased awareness of resources and supports for students indicates that we are moving towards our goal to build capacity and create a campus-wide safety net for struggling students.

- The Wellness Desk is a dedicated space in MacOdrum Library for students to learn about resources, connect with a Wellness Navigator and take some time to pause during stressful times of the year.



Students have become more aware of the Wellness Desk since its inception in September 2023, with visits increasing by 40% compared to last year. The Wellness Desk's "Meet the..." series, which was developed to increase awareness of supports and services on campus, invited representatives from nine departments and engaged over 210 students in discussions. The Wellness Desk also continued their partnership with the Therapy Dog program, ensuring that students have access to wellness support if needed while visiting the therapy dogs. Approximately 3,100+ students attended 190 Therapy Dog sessions held outside of the Wellness Desk.

- The Centre for Indigenous Support and Community Engagement (CISCE) developed an integrative Circle of Care Protocol to support Indigenous students in distress. Campus partners are working together with CISCE to revise existing protocols and procedures through the lens of traditional Indigenous views of wellness and health and are also developing ongoing consultation agreements with CISCE to ensure coordinated support is available.
- The ISSO Immigration Advising team supported over 3,300 student appointments, with a focus on navigating complex cases due to the recently updated Immigration and Refugee Protection Regulations. The ISSO also hosted a range of events, from educational offerings about off-campus housing and how to file income tax, to peer-led engagement activities like snowshoeing in Gatineau Park and visiting the Vanier Sugar Shack.
- Aligning with Carleton's substance use health and harm reduction approach, which recognizes that substance use impacts are influenced by a student's individual, social, physical and mental wellbeing, physician consultations are now offered to both students and staff who may have concerns about their substance use. Dr. Elena Paraskevopoulos is a family physician and addiction medicine specialist who has joined the team at HCS. Her dual role – also working at The Royal Ottawa Hospital's Substance Use and Concurrent Disorders Program – brings specialized expertise and strengthens community partnerships, improving both access to care and continuity of support. In total, HCS and the Umbrella Project offered 68 substance use health consultations to students to provide resources and support self-determined goals.



Area of Focus #4: Campus Culture of Wellness

Creating a campus environment that fosters wellness means encouraging and promoting all aspects of health. Through a wide variety of events, training, resources and programs, we continue to strengthen Carleton's culture of wellness.

Highlights:

- The Student Support Certificate (SSC) offers a wide variety of professional development workshops to enhance faculty and staff's capacity to support students. Several new workshops were offered this year, including "Inequities on Campus: Understanding Identity, Bias and Oppression," as well as "Understanding Indigenous Peoples: Foundations of Knowledge and Learning" and "Supporting Indigenous Students: Pathways to Success at Carleton" in partnership with CISCE. The SSC had almost 200 participants in 13 unique learning opportunities during the winter 2025 term. Across all workshops, participants' average satisfaction rating was 9.1/10 and their ability to apply what they learned was 4.6/5.
- Instructors and staff in the Indigenous Enriched Support Program supported co-teaching models by incorporating more Elder/Knowledge Keeper visits into the curriculum and emphasizing a holistic approach to education.

- Carleton celebrated World Mental Health Day on October 10, 2024, by collaborating with the Dare to Be Vulnerable Project to host an on-campus event which engaged the campus community in courageous, vulnerable and inspiring conversations about mental health. Seven individuals, representing students, staff and faculty, shared personal stories about their mental health, as well as how they have navigated their experiences and challenges to find a way forward.
- Healthy Workplace offered eight workshops to faculty, staff and students, including a new Managers and Mental Health Workshop, which was completed by 70 managers. They held 23 events, covering topics such as sleep, managing stress, finances and nutrition, as well as activities such as yoga and meditation. In April 2025, a “Kin on Kampus” tour was offered as an introduction to learning the Anishinaabemowin, English and scientific names of trees across Carleton University’s campus, amalgamating western and Indigenous knowledge to promote relationships between humans and non-humans and settlers and Indigenous Peoples. In total, 1,209 staff and faculty registered for Healthy Workplace events and professional development workshops and 238 staff and faculty engaged in the 12 ongoing lunchtime leagues.
- Carleton’s Healthy Workplace initiatives have been continually evolving to best support the needs of staff and faculty. The renewal of the Healthy Workplace Strategic Plan is underway, informed by the campus community and key stakeholders, as well as campus-wide strategies and frameworks.
- Several campus departments hosted Lunch and Learns for faculty and staff to foster connection and provide practical information and resources. The PMC hosted three Lunch and Learns for faculty to enhance effective support for students with disabilities, with topics such as supporting neurodivergent students and practical strategies to establish accessible evaluation methods. The Student Care and Support Team hosted three sessions, encouraging the community to meet the team and, as well as key collaborators like Campus Safety Services and the Manager of Conduct and Harm Reduction, and learn more about the resource.
- The Office of the Dean of Science ran an event on inclusive mentoring practices for all faculty on supporting student wellness, and the Associate Dean of Science (Student Recruitment, Wellness and Success) Dr. Kim Hellemans, worked closely with unit heads and teaching mentors to provide advice and guidance on best practices to support student wellness as it relates to course design by considering flexible and compassionate teaching practices. Dr. Hellemans also co-hosts an award-winning podcast with Dr. Jim Davies called Minding the Brain, which has included several episodes on mental health and wellness, such as the neuroscience of emotions and eating disorders.
- Recognizing the crucial role that faculty and staff play in student mental health, Wellness Services initiated the creation of a Staff and Faculty Toolkit to support student mental health. This Toolkit will be a consolidation of wellness information and resources available to Carleton staff and faculty to help create more supportive, inclusive and responsive learning environments. Over the past year, the office conducted cross-campus consultations with faculty, staff and students to ensure the framework reflects diverse perspectives and meets the needs of the Carleton community.
- Faculty across campus are working to embed wellness into learning environments and curriculum. For example, professors in the Department of English Language and Literature are supporting student mental health by promoting mental health resources and teaching coping skills in classes, as well as offering flexible grading and deadlines. In addition, faculty in the department are incorporating mental health readings into syllabi and introducing class discussions on topics related to mental health, illustrating a commitment to infusing student mental health into course design and delivery.
- To reduce the stigma surrounding mental health challenges and promote student wellbeing, the Department of Civil and Environmental Engineering has taken steps to foster a supportive environment where students feel encouraged to seek help by introducing mental health allies for each of its three programs. The primary goal of the voluntary Mental Health Ally role is to ensure that

students know they have a designated point of contact within the department, someone they can approach for guidance on available mental health resources at the university and who can help connect them or their peers with the appropriate support services. To raise awareness of this initiative, the Mental Health Allies are promoted in course outlines and introduced during student orientation.

- Campus Safety Services (CSS) led many large-scale initiatives throughout the year, including their fourth Annual Orange Ribbon Campaign to raise donations for the Minwaashin Lodge, a student food drive with the Unified Support Centre (USC) to collect donations for their food hamper program, fundraisers to raise money for emergency first responders and Special Olympics Ontario and numerous tabling events to connect with the Carleton community and increase awareness of the services they provide.
- CSS offered de-escalation training designed to help campus partners recognize early indicators of anger, hostility or violence to resolve conflicts safely and effectively. Seven training sessions were provided this year to various campus partners, including the Wellness Desk and the Transgender Media Lab.
- Wellness Services is responding to the Okanagan Charter Calls to Action by piloting a Spotlight Series. This series of interviews highlights impactful campus initiatives that have incorporated a wellness lens during the development and implementation phases, shining a spotlight on the resources, spaces and people at Carleton that are improving the wellbeing of our campus community. The series kicked off by interviewing the Services Fulfillment and Development Supervisor at the USC to talk about the centre's food hamper and foot patrol initiatives, as well as the Executive Director of Housing and Residence Life regarding the construction of the new student residence, Rideau House.
- The Mental Health and Well-Being Research and Training Hub (MeWeRTH) hosted a Mental Health Day in October and a Let's Talk event in January. Both events attracted over 100 people, including many members from the community. This year, MeWeRTH director, Dr. Joanna Pozzulo, launched the MeWeRTH's Reading for Well-Being Community Book Club, along with a successful podcast, which includes members from across Canada.

What's Next for the Student Mental Health Framework

As we move into the fourth and final year of implementing our Student Mental Health Framework 2022-2026 (SMHF), all 30 objectives outlined in the framework have either been completed, are ongoing or are currently underway. This milestone reflects a dedicated and sustained commitment from our campus community to supporting student mental health and wellness in meaningful, measurable ways. As we look to the year ahead, our strategic priorities will focus on continuous improvement through evaluation and assessment, strengthening prevention and early intervention, increasing campus engagement and collaboration and deepening our commitment to the Calls to Action of the Okanagan Charter by fostering a learning environment that supports student wellness.

Ongoing Evaluation and Assessment

In fall 2025, Carleton will participate in the Canadian Campus Wellbeing Survey (CCWS). The CCWS is a Canadian assessment tool that, through a confidential survey, provides information on students' impressions of the campus climate related to mental health, their feelings about how well they fit in and how supportive the campus is toward their learning process and academic success. Having current data about students' health will help to identify priorities for intervention, enhance campus-wide health promotion and prevention services and inform policies and practices. Conducting ongoing assessment of our student population will also help to ensure responsiveness to the evolving, diverse needs of students. Once completed, Carleton will have access to data from other institutions provincially and across Canada to better understand issues affecting the broader post-secondary population, allowing institutions to share policies and practices that will build healthier campus communities.

Community Engagement and Collaboration

Engagement and collaboration with campus partners is at the heart of implementing Carleton's Student Mental Health Framework. We rely on the passion and dedication of our community to collectively move forward our goals to create a supportive and inclusive environment with a shared responsibility for student wellness. As such, we will continue to co-create solutions with students, staff, and faculty, and will endeavor to deepen partnerships with internal and external stakeholders. Collaboration with other health-promoting institutions locally, nationally and globally will allow us to share successful strategies and learnings through communities of practice and regional meetings.



The Okanagan Charter

As part of our continued commitment to the Calls to Action outlined in the Okanagan Charter, we will deepen our efforts to promote environments that support mental, emotional, physical and social wellness.

We will highlight current efforts and success stories aligned with the Charter's vision, continue to coordinate and promote ongoing professional development for staff and faculty and embed mental health knowledge and response strategies across all areas of campus life.

The Staff and Faculty Toolkit is an initiative that marks an important step in fostering a campus culture where mental health is understood, supported and prioritized across all levels of the student experience. With a draft of the toolkit completed, focus groups, further meetings with key stakeholders and a departmental trial will be implemented over summer 2025 with a rollout of the toolkit scheduled for fall 2025. We will also identify campus partners to support continued progress in building capacity to increase the inclusion of wellness principles in curriculum design, teaching practices and student engagement. We will launch a communications campaign to raise awareness about the Charter and what it means for our campus as well as outline a path to how Carleton can further become a health promoting institution.

Launching the Next Student Mental Health Framework

With our current Framework concluding in April 2026, in the coming year we will launch a comprehensive and transparent consultation with students, staff, faculty and external partners to gather insights and feedback to shape the next iteration of the Student Mental Health Framework at Carleton. This process will be grounded in the principles of inclusion, equity and lived experience. By building on what has worked and identifying areas for growth, we aim to co-create the next version of our strategy to continue guiding our campus-wide approach to student mental health and wellbeing.



Appendix 1: Areas of Focus and Recommendations Status

This Appendix contains the Objectives and Recommendations directly outlined in the Student Mental Health Framework (SMHF) 2022-2026. A status column has been added with the following indicators:

- **Planning:** activities (e.g., planning, coordination) have been initiated in the current reporting cycle.
- **Underway:** activities are currently underway and being implemented.
- **Continuous:** activities are complete, but implementation is an ongoing process with no definitive end date.
- **Complete:** Activities have been completed with no further implementation required.
- **Upcoming:** activities are planned in the near-to-mid term.

The table below can be summarized as follows:

- 12 recommendations are considered complete;
- 15 recommendations are in a continuous state;
- 3 recommendations are underway;
- 0 recommendations are considered in the planning phase; and
- 0 recommendation is in the upcoming phase.

It is worth noting implementation is an ongoing process with no definitive end. This is reflective of mental health and wellness not being an end state, but instead a continuous state of adaptation. With our third reporting year completed, definitive actions have been taken on all 30 recommendations. We look forward to continuing to expand on the actions taken to provide holistic support for our community.

Area of Focus #1: Student Engagement

Recommendations	Status
Increase student involvement in the implementation of all areas of focus in this Framework through developing and strengthening partnerships with students, staff, and faculty.	Continuous
Further develop partnerships with student-led groups and support their innovative ideas and initiatives that promote a holistic approach to mental health and wellness.	Continuous
Continue to support and engage the Student Mental Health Student Engagement Committee in developing and implementing student-led initiatives.	Continuous

Leverage the results of existing student surveys and explore the implementation of additional surveys to better capture and improve the overall health and wellness of our students.	Continuous
Develop and implement assessment and evaluation tools for existing programs and services to ensure they are meeting students' needs.	Complete
Assess opportunities to engage graduate-level student expertise in researching and evaluating mental health and wellness initiatives on campus.	Continuous

Area of Focus #2: Building Skills and Strengthening Resilience

Recommendations	Status
Update the wellness website to provide access to comprehensive information on mental health and wellness to students, staff, faculty, and parents, including building resilience and coping skills, substance use health, and streamlining resource navigation.	Complete
Provide regular training using an intersectional approach to enable students, staff, and faculty to assist students in a way that is respectful of culture and identities, and which reflects the diversity of Carleton community members.	Continuous
Enhance online modules, workshops, and programming using an intersectional approach that introduces students to the concepts of overall wellness and thriving within the university environment, with a particular focus on key areas like nutrition, physical health, finances, living on your own, loneliness, and isolation.	Continuous
Develop programming and initiatives to provide students with opportunities and resources that will help them to recognize personal strengths, develop coping skills, and build resilience.	Continuous
Enhance training, events, and knowledge sharing of mental health and wellness services to contribute to overall student wellness, with a particular focus on encouraging health-seeking behaviours.	Continuous
Develop and implement training, education, and resources to reduce harm in different online environments, such as social media.	Complete

Support the development and implementation of a substance use health and harm reduction strategy that is focused on support, resources, education, and partnerships.	Complete
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Area of Focus #3: Coordinated Student Supports and Services

Recommendations	Status
Update related documents that outline student services and programs and align with a streamlined “Stepped Approach” depending on need for the range of mental health and wellness services available at Carleton.	Complete
Update and regularly provide referral training for faculty, staff, and students in key roles, including providing template responses when referring students to additional supports that takes into consideration the individual and cultural needs of our diverse student body.	Complete
Integrate faith-based and spirituality resources and approaches as an integral component for supporting mental health and wellness.	Complete
Assess and respond to student demand and need for additional counselling services using an equity, diversity, inclusion, and accessibility lens.	Complete
Review the delivery structure of student mental health and wellness services at Carleton to respond to student mental health and wellness challenges in a coordinated way, while simultaneously addressing cultural barriers to service use.	Complete
Continue to promote the Care Report to the entire campus community and encourage its use to flag indicators of concern so that our community can respond in the most appropriate way.	Continuous
Maintain and foster new collaborative partnerships with community partners that allow for better student access to community-based mental health services, including working with hospitals on coordinated discharge processes, and liaising with off-campus services for after-hours care.	Continuous

Area of Focus #4: Campus Culture of Wellness

Recommendations	Status
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Enhance the availability of training that is culturally aware and sensitive for faculty, staff, and student leaders to support students in crisis.	Complete
Develop a university postvention strategy to reduce suicide risk and promote healing after a death by suicide.	Complete
Ensure collaboration with the employee mental health strategy and Healthy Workplace Strategic Plan, so as to have faculty and staff well supported as they support students.	Continuous
Sign and implement the Okanagan Charter, committing to its calls to action to embed health into all aspects of campus culture and to lead health promotion action and collaboration.	Complete
Ensure continued collaboration with Carleton's many documents, frameworks, and strategies, including, but not limited to, the Coordinated Accessibility Strategy, the Equity, Diversity, and Inclusion Action Plan, Honouring Each Other, and Kinàmàgawin.	Continuous
In line with Kinàmàgawin Call to Action # 8, develop a Circle of Care Protocol for Indigenous students in crisis, in consultation with the Centre for Indigenous Support and Community Engagement, Health and Counselling Services, and the Office of Student Affairs.	Continuous
Investigate ways to incorporate green spaces and environmental wellness into mental health and wellness programming in consultation with key stakeholders.	Continuous
Create opportunities for staff and faculty to work together and learn from each other when integrating mental health and wellness practices, seeking to integrate research and evidence-based practices inside and outside of the classroom.	Underway
Develop and distribute a mental health toolkit for faculty that includes curriculum infusion, how to recognize when a student may need support, and how to support their own mental health.	Underway
In consultation with faculty, investigate and implement best practices for supporting student mental health and wellness into the curriculum and classroom, including course design and delivery.	Underway



Office of the Associate-Vice President (Student Health and Wellness)

3600 Carleton Technology and Training Centre (CTTC)
Carleton University
1125 Colonel By Drive, Ottawa, Ontario K1S 5B6

Email: wellness@carleton.ca

wellness.carleton.ca



Student Mental Health Policy Annual Report 2025

Student Mental Health Framework Implementation

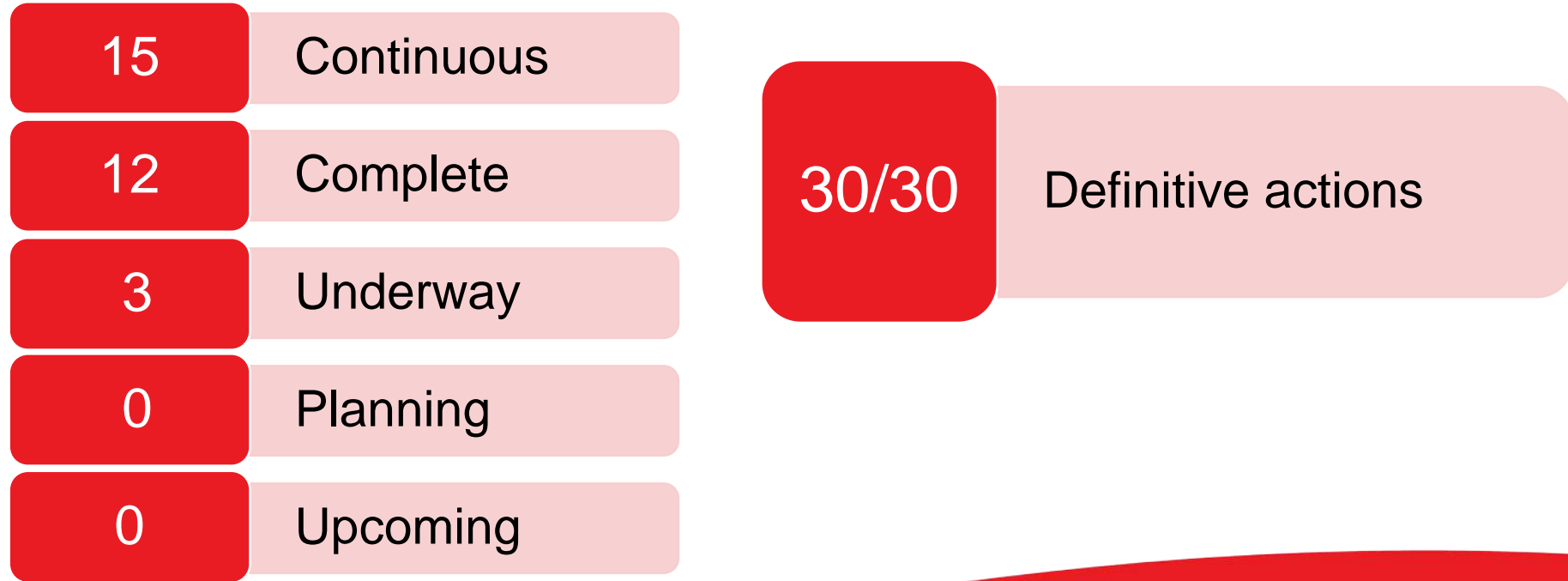
Board of Governors

June 4, 2025

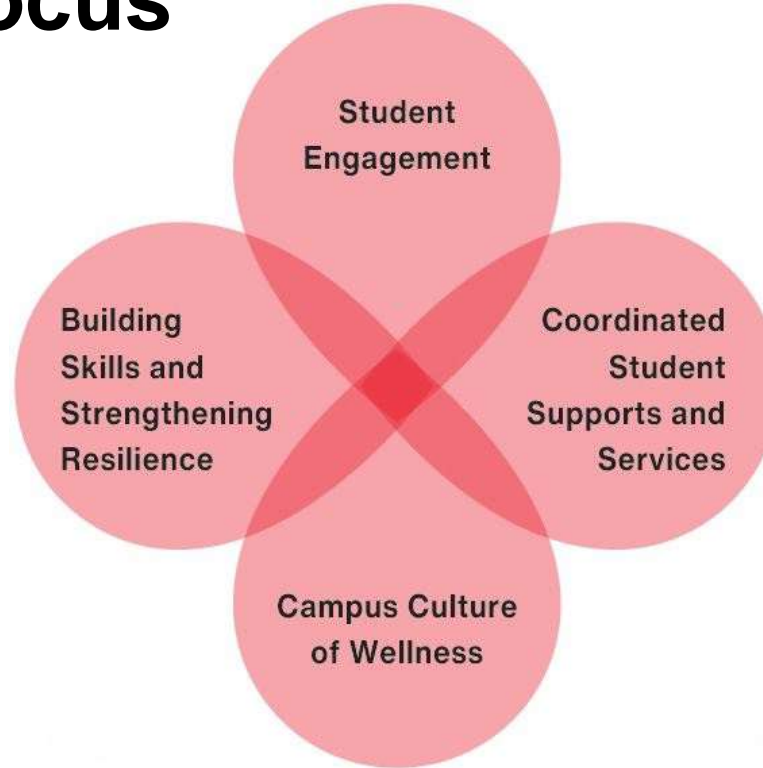
Student Mental Health Policy and Bill 166 Updates

- Student Mental Health Policy approved in October 2024
- The Student Mental Health Policy and Student Mental Health Framework ensure alignment with Bill 166
- Centralized Wellness website to access all student support and services
- Student Surveys

Progress on Recommendations



Areas of Focus



Student Engagement Highlights

- Campus Activity Board
- Stigma Ends At CU
- Student Mental Health Engagement Committee and involvement opportunities
- Science Kindness Week



Building Skills and Strengthening Resilience Highlights

- Single-session model of care
- Targeting food insecurity on campus
- Academic resiliency course: Rethinking Resilience



Coordinated Student Supports and Services Highlights

- Significant increase in group programming
- Discharge Planning Tool
- Circle of Care Protocol



Campus Culture of Wellness Highlights

- Professional development opportunities
- Dare to Be Vulnerable event on World Mental Health Day
- Faculty embedding wellness into learning environments and curriculum
- Spotlight Series



Student Mental Health Framework Impact

- Builds student resilience
- Establishes positive coping strategies
- Provides pathways for students to continue their education(retention)
- Leads to successful graduation
- Builds student skills for life after university

Next Steps (12 months)

- Roll out Staff and Faculty Toolkit
- Launch The Canadian Campus Wellbeing Survey (CCWS)
- Community engagement and collaboration
- Conduct consultation for the next iteration of the SMHF

Special Thanks To...

- Student Mental Health Advisory Committee
- Accessibility Institute
- Campus Safety Services
- Centre for Indigenous Support and Community Engagement
- Equity and Inclusive Communities
- Health and Wellness Services
- Housing and Residence Life
- Office of Quality Initiatives
- Office of the Vice-President (Students and Enrolment)
- Paul Menton Centre for Students with Disabilities (PMC)
- Carleton University Students' Association (CUSA) including CUSA Wellness Centre
- Graduate Students' Association (GSA)
- Health Promotion Team
- Wellness Desk Team
- Canadian Mental Health Association (CMHA)
- Community Addictions and Peer Support Association (CAPSA)
- Centre for Innovation in Campus Mental Health (CICMH)
- Ottawa Public Health (OPH)

Thank you!



AGENDA ITEM

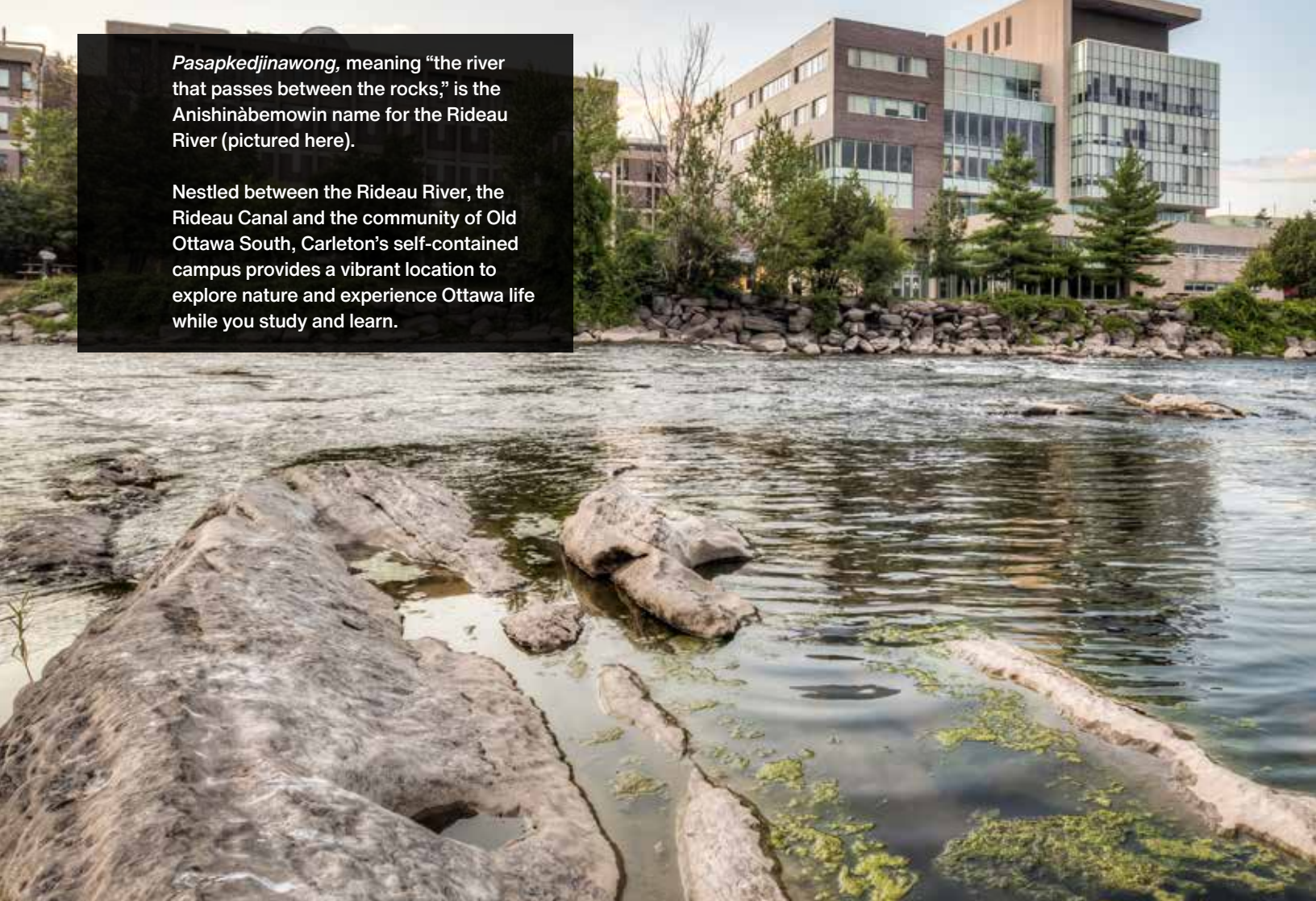
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President's Annual Report 2025



Carleton
University





Pasapkedjinawong, meaning “the river that passes between the rocks,” is the Anishinàbemowin name for the Rideau River (pictured here).

Nestled between the Rideau River, the Rideau Canal and the community of Old Ottawa South, Carleton’s self-contained campus provides a vibrant location to explore nature and experience Ottawa life while you study and learn.

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Carleton University acknowledges the location of its campus on the traditional, unceded territories of the Algonquin Anishinaabeg nation. In doing so, Carleton acknowledges it has a responsibility to the Algonquin people and to adhere to Algonquin cultural protocols.

Message from the President



It is my great pleasure to share with you this annual report, showcasing some of the many achievements of our Carleton community throughout the 2024-2025 academic year.

Let me start, however, by expressing my gratitude to former interim president Jerry Tomberlin, who served Carleton for more than 16 years in various roles, and to the Board of Governors for ably guiding the institution and supporting me during the transition to my tenure as the university's 17th President and Vice-Chancellor on January 1. I am also thankful to the campus and local community for your warm welcome.

Since assuming the privilege of this office, I have been deeply impressed by the tireless work and dedication of our students, faculty, staff, alumni, board members and community partners. We owe everything that we celebrate in this report to their unwavering spirit of collaboration, generosity, innovation and creativity, which emanates from the shared purpose and values that are exhibited by our extraordinary community. You are what makes our university so special, sustaining its promise as a place of inclusive excellence and impact, even in these trying times.

'It is in times like this that our mission and values become critically important.'

Like universities across Canada, Carleton is navigating significant challenges and uncertainty. We, however, have the ability to transcend them, together. It is in times like this that our mission and values become critically important. We remain a welcoming, forward-looking and vibrant place that nurtures and cultivates diverse ideas and people to shape knowledge and make a positive impact. We demonstrate the resilience, mutual care and entrepreneurial mindset necessary to drive our mission and to sustain our upward momentum.

From innovative approaches to pedagogy and experiential learning to world-class research, Carleton is experiencing a period of transformative growth. While this report is an opportunity to celebrate our successes as a community, it is also a preview of everything we have to look forward to, including bold new research projects and partnerships and the launch of new academic programs, such as the first new university nursing degree in Ontario in more than 20 years.

I'm excited to be part of this journey and look forward to our work together to strengthen and amplify opportunities, commitments and outcomes that enable inclusive excellence to flourish in our communities at home and around the world.

Wisdom Tetey
President and Vice-Chancellor
carleton.ca/president



Carleton by the Numbers



UNDERGRADUATE Students

25,119

GRADUATE Students

5,594

TOTAL Students

30,713



\$533
million

operating expenditure
BUDGET for 2025-26



\$86.5
million

in SCHOLARSHIPS AND
BURSARIES awarded to
students



\$113.5
million

in SPONSORED
RESEARCH FUNDING



33

CANADA RESEARCH CHAIRS



\$3.8
billion

Annual
ECOMONIC IMPACT



86.3%

Graduate **EMPLOYMENT**
IN A RELATED FIELD



3rd

LARGEST CO-OP PROGRAM in
Ontario and fastest growing co-op
program in Canada



150+ countries representing a
DIVERSE student population



#2

in Ontario and #4 in Canada in
comprehensive category*



108%

increase in research
investment since 2017



#1

in Canada in comprehensive
category for social sciences
and humanities grants*



16

counsellors and 7 general
practitioners offering
MENTAL HEALTH SUPPORT

Teaching and Learning

Meeting the needs of students, society and our economy in a rapidly changing world

Carleton is constantly striving for excellence in teaching and learning through the creation of new programs, spaces, tools and supports for our educators and students.

In partnership with Ottawa's Queensway Carleton Hospital, Carleton has launched Ontario's first university nursing program in more than 20 years. The direct-entry program is compressed into three years and includes early and frequent clinical placements starting in the first semester of the first year. In support of this new program, Carleton received \$1 million through the Ministry of Colleges, Universities, Research Excellence and Security's Training Equipment and Renewal Fund to establish

advanced nursing simulation labs. The program will welcome its first students in fall 2025, alongside several new programs, including Data Science, Cybersecurity, Engineering – Mechatronics, Accounting, an online Bachelor of Arts (General Studies) and a Certificate in Journalism in Indigenous Communities.

A unique Master of Engineering - Engineering Practice program, designed specifically for internationally trained engineers with undergraduate degrees

from outside the Canadian accreditation system, was introduced and is open to graduates from all engineering disciplines. The Sprott School of Business added new streams for current business undergraduates and new minors in business (finance, information systems, international business, marketing and supply chain management) for undergraduates in other faculties.

Sprott's Master of Finance program has been accepted to





the CFA Institute's University Affiliation Program for its alignment to the Certified Financial Analyst program curriculum. The new Bachelor of Accounting and Bachelor of Commerce – Accounting programs cover several modules of the Chartered Institute of Public Finance and Accountancy (CIPFA) body of knowledge, providing graduates with an accelerated pathway to the internationally recognized Chartered Public Finance Accountant designation. Sprott also announced a new partnership with CIPFA, which

will provide students with a launch pad to global careers in public sector finance and accounting.

Carleton's FUSION Skills Development program received \$350,000 from Employment and Social Development Canada this year. The support will enhance the program's series of skill-specific, interactive and self-directed online modules, which are available to all undergraduate and graduate students to help them develop, articulate and transfer a range of skills

to future work situations and environments. The broader FUSION (Future Skills Innovation Network) project was launched in 2020 across a network of Canadian universities and has received funding through the Future Skills Centre and the Government of Canada Skills for Success initiative.

Carleton is a leader in fostering collaboration between instructors and learners through the Students as Partners Program (SaPP) and the Internship-Carleton

University Research Experience for Undergraduate Students (I-CUREUS) program, which provides undergraduate students with opportunities to conduct faculty-supervised research and gain hands-on experience in their program or an area of interest. This year, 146 undergraduate students had the opportunity to develop and apply new skills, impact teaching and research, and enhance their employability through these programs.

Previous page: Ontario Premier Doug Ford is greeted by Carleton's Provost and VP Academic L. Pauline Rankin and then-president Jerry Tomberlin when he came to campus in November 2024 to announce the launch of the university's new nursing program. Above: Sprott School of Business students have several new programs to choose from.



The Ravens women's basketball team celebrating its Capital Hoops victory.

Student Life and Athletics

Building skills and resilience beyond the classroom

At Carleton, students are enabled and encouraged to take charge of their educational journeys, find their people and make the most of the university experience.

More students are choosing co-op to enhance their experiential learning and career readiness. Carleton's Co-operative Education program continues to be the fastest growing in Canada and is the third largest co-op program in Ontario. Since fall 2021, the number of students interested in the co-op option has increased by 31 per cent, with 5,810 students interested in fall 2024 compared to 4,440 students in fall 2021. In 2024-25, 3,531

students completed co-op work terms, bolstering what they learn in the classroom with practical experience, and helping students gain valuable skills, build networks and boost their career prospects.

The Student Experience Office offered diverse experiential opportunities through community-engaged learning. The Campus to Community program enables students to develop skills, gain experience

and learn about important issues by engaging with a local non-profit organization. In 2024-25, 19 half-day service events were offered at The Ottawa Mission, Operation Come Home, Fletcher Wildlife Garden and In from the Cold, with 136 students participating. Nine students also had the opportunity to travel to Santa Lucía Utatlán, Guatemala, as part of the Alternative Spring Break program. Aligned with the United Nations' Sustainable

Development Goals, students applied their academic knowledge to real-world challenges.

The Co-Curricular Record (CCR) is a resource offered to all Carleton students to record and encourage involvement in holistic and experiential learning opportunities during their academic career. The CCR helps students understand and translate their transferable skills and provides official documentation for prospective employers and graduate schools to complement their academic transcript. During the

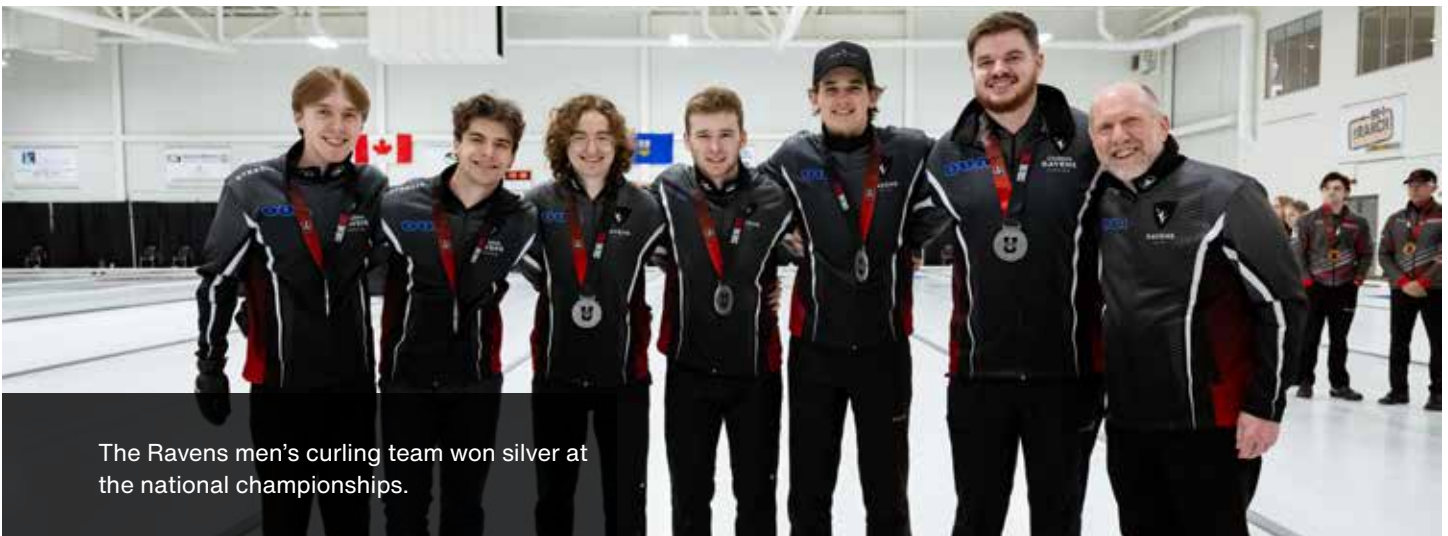
2024-25 academic year, there were more than 3,400 positions added to students' records, over 2,000 students with at least one position on their records and over 2,500 positions in the database.

This year has been another successful chapter in Carleton's storied athletic history. The women's basketball team finished the Ontario University Athletics (OUA) regular season undefeated, with an impressive 22-0 record. The team captured the U SPORTS silver medal, its third consecutive national medal and fifth since 2017.

The women's Nordic ski team continued its dominance, securing its third consecutive OUA title and eighth in the last nine seasons. Carleton's men's curling team claimed the OUA Championship and silver at the U SPORTS National Championship, while the men's baseball team won the National University Championship. In recognition of their outstanding academic achievements, more than 100 student-athletes were named Academic All-Canadians and OUA Academic All-Stars.

Community engagement remains at the heart of

Carleton's athletics and recreation offerings. In 2024-25, the Department of Recreation and Athletics provided over 3,000 hours of campus recreation and intramural sports and activities for students. It also continues to serve the Ottawa community, setting a record of 7,679 campers registered in a diverse range of summer programs, including a variety of sports, high-performance training, creative writing, aquatic lifesaving camps and podcast journalism.



The Ravens men's curling team won silver at the national championships.



Carleton's co-op program is the fastest growing in Canada.

Research

Fueling progress, understanding and innovation

Carleton continues its rise as one of the fastest growing research-intensive universities in Canada. With **\$113.5 million in sponsored research income**, an increase of 108.8 per cent since 2017 and 25.8 per cent since last year, Carleton's commitment to critical areas of inquiry is ensuring a better world for Canadians.



Biochemistry researcher Tyler Avis.

Sustainability

Sustainability research is a well-recognized strength at Carleton, and the past year has seen tremendous commitment to furthering innovation and scholarship. Carleton launched the Rosamond Ivey Research Chair in Sustainability Transitions and named Daniel Rosenbloom from the School of Public Policy and Administration as the inaugural chairholder. This chair will generate new actionable knowledge to accelerate desirable pathways towards reaching sustainability goals and enhance Canada's capacity through training of the next generation.

Also noteworthy is the work of biochemist Tyler Avis and Leanne Keddie from the Sprott School of Business, who are tackling food insecurity while using their different perspectives to help prevent hunger, make businesses more efficient and ensure that the resources put into growing, processing and distributing food don't go down the drain.

Re.Climate continues its important work as Canada's first centre dedicated to improving climate change communication. Led by Barbara Leckie from the Department of English Language and Literature and Chris Russill from the School of Journalism and

Communication, the centre helps Canadians better understand and engage with climate issues. It bridges gaps between science, policy and the public, combining STEM and the humanities to foster actionable conversations about sustainability. Additionally, Geography and Environmental Science's Stephan Gruber is now training tomorrow's leaders in permafrost thaw and northern research through an NSERC CREATE grant. The program is addressing the gap in multidisciplinary academic training while advancing research on permafrost, climate change and sustainability.

Wellness and Accessibility

Carleton is at the forefront of accessibility and inclusive design research, advancing innovation through deep interdisciplinary collaboration between researchers, community partners and industry. Located in the state-of-the-art Advanced Research and Innovation in Smart Environments building (ARISE), Carleton's newly opened Abilities Living Laboratory (ALL) fosters an environment where expertise converges across fields to create solutions that enhance quality of life and promote full societal participation. ALL embodies the principle of "nothing about us, without us." People with disabilities are actively engaged in every stage of research

and development, ensuring that the technologies and designs emerging from the lab reflect lived experience and real-world needs. The lab's adaptable space supports collaboration between end-users, researchers and partners, enabling the co-creation of inclusive solutions that advance independence and accessibility.

The university's network of complementary labs further strengthens this mission. Together, these interdisciplinary efforts are redefining inclusive innovation. The Human Performance Laboratory brings together biomechanics, engineering and health sciences to study movement and develop

solutions for mobility challenges. In the Rehabilitation Robotics Laboratory, AI and robotics are applied to support recovery and mobility for individuals with neurological conditions. The Design Laboratory offers a flexible testbed to simulate environments, from hospital rooms to aircraft cabins, where design can be evaluated in context. Meanwhile, the Food Design Laboratory merges nutrition, engineering and health to explore tailored food solutions for individuals with eating difficulties. Finally, the We Are All Musicians Laboratory unites music, technology and accessibility to ensure music-making is a right accessible to all.

Industrial Design students at work on an infectious disease treatment module in the Abilities Living Laboratory.



Connectivity and Community Engagement

Over the past year, Carleton has deepened its impact through bold, interdisciplinary research and strategic partnerships that address real-world challenges across technology, health and social innovation. These initiatives highlight the university's commitment to advancing knowledge, fostering innovation and building inclusive, forward-looking communities.

In partnership with Ericsson, Carleton unveiled the Ericsson-Carleton 5G Drone Lab, marking a significant leap in autonomous navigation research. This state-of-the-art facility will support the development of advanced drone technologies for diverse applications in government, industry and media. The

lab stands as a testament to Carleton's leadership in wireless network research and its growing collaboration with the private sector to pioneer next-generation solutions.

In the field of health and biotechnology, Carleton researchers are accelerating drug development through partnerships with innovative startups. Biochemist Kyle Biggar is working with NuvoBio and Capital BioVentures on peptide therapeutics, including NeoPeptix, a promising treatment for fungal meningitis. With FDA trials targeted for 2027, this project exemplifies the potential of academic-industry collaboration to bring affordable, life-saving therapies to market. Simultaneously, Jeff Smith's expertise in mass spectrometry is

supporting Virica's efforts to improve viral medicine manufacturing, another step forward in addressing global health needs.

Carleton is also leading nationally in inclusive economic research. The Black Entrepreneurship Knowledge Hub, led by the Sprott School of Business and Dream Legacy Foundation, is conducting community-driven, intersectional research which maps Black business ecosystems across Canada. This work provides data, insights and tools to close systemic gaps and support Black entrepreneurs, offering tangible economic and social impact for the future.



Biochemistry researcher Kyle Biggar with PhD candidate Ruofan (Skye) Wang.



Left to right: Black Entrepreneurship Knowledge Hub co-lead and PI Gerald Grant, the Hon. Rechie Valdez, Minister of Small Business (in February 2025) and Isaac Olowolafe Jr., the BEKH's co-lead for community engagement and founder of the Dream Legacy Foundation.

Awards and Distinctions

Carleton researchers continue to earn national and international recognition for their innovative, high-impact work across disciplines.

In 2025, two Carleton scholars were awarded prestigious Dorothy Killam Fellowships, representing a quarter of the eight awarded across Canada. Jennifer Bruin (Biology) was honoured for her research into how long-term exposure to environmental pollutants contributes to the global rise in diabetes, while Laura Horak (Film Studies) was recognized for her work in advancing trans-inclusive media culture in Canada.

Adding to this momentum, Peter Crockford (Earth Sciences) was named a 2025 Alfred P. Sloan Research Fellow in Earth System Science. This notable North American honour highlights Crockford's influential

research in geochemistry and Earth history, placing him among the continent's most promising early-career scientists.

Five Carleton faculty members were also appointed Canada Research Chairs (CRCs), reflecting leadership in diverse fields. These include Amy Bombay (Neuroscience) for work on intergenerational trauma in First Nations communities, Janet Jull (Health Sciences) for research on accessibility and person-centred care, Kristen Schell (Engineering) for net-zero energy systems modelling, M. Remi Yergeau (Communication) for critical disability studies and Hubert Jean-Ruel (Electronics) for advanced photonic sensing.

Further affirming Carleton's research excellence, Jo-Anne LeFevre (Cognitive Science and Psychology) and Sarah Casteel (English Language and Literature) were elected Fellows of the Royal Society of Canada, while Maria Rogers (Psychology) was inducted into its College of New Scholars, Artists and Scientists. In addition, Lenore Fahrig (Biology) received the Flavell Medal for biological science, and Rianne Mahon (School of Public Policy and Administration) was awarded the Ursula Franklin Award for contributions to gender studies.



Jenny Bruin



Laura Horak



Peter Crockford



Amy Bombay



Janet Jull



Kristen Schell



Remi Yergeau



Jo-Anne Lefevre



Lenore Fahrig

International Highlights

Navigating a challenging interconnected world

Through international projects and collaborations, Carleton researchers work to develop innovative solutions to complex global challenges across diverse fields and uplift underrepresented voices in both research and society.

New Scholarship Drives Action on Climate Change

In December 2024, Carleton received its third consecutive Queen Elizabeth II Diamond Jubilee Scholarship (QES) for a new transformative project. With approximately \$260,000 in funding over four years, Onita Basu (Civil and Environmental Engineering) and three co-principal investigators aim to build climate resilience through interdisciplinary research and meaningful partnerships with universities, NGOs and community-based organizations in Tanzania, Uganda and Ghana.

Carleton Leads International Health Research

Neuroscience researcher Paul Villeneuve is collaborating with the Government of Colombia, Statistics Canada and researchers from both countries to investigate environmental and social disparities of health. A committed international collaborator, Villeneuve leads several global projects from Carleton, including air quality research with St. George's University in Grenada and studies on occupational exposure to diesel and crystalline silica with partners in the United States and Europe.

Carleton's Leadership in Supporting Refugee Responses

As global forced displacement reaches record levels, Carleton has strengthened its partnership with the United Nations High Commissioner for Refugees (UNHCR). In November 2023, Carleton's James Milner, Director of the Local Engagement Refugee Research Network, was named co-chair of the Global Academic Interdisciplinary Network to help bring together academics, policymakers and practitioners working with UNHCR to promote actionable research, evidence-based policymaking and refugee inclusion. This led to a new agreement with UNHCR Canada in June 2024, making Carleton the first Canadian university to host the Sérgio Vieira de Mello Chair, a global initiative designed to strengthen the role of universities in forced displacement solutions.

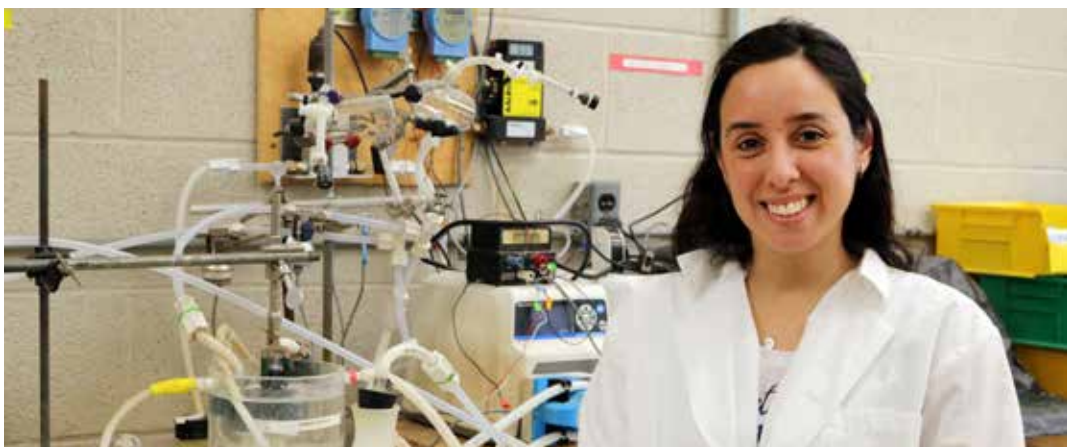
A Quarter Century of Shared History, Present and Future

In November 2024, Krenare Recaj, a Kosovar Albanian refugee and PhD candidate in History at Carleton, organized a symposium to commemorate the 25th anniversary of the Kosovo War, during which more than a million Kosovar Albanians were forcibly displaced. This

two-day event also explored Canada's humanitarian role in welcoming 7,000 refugees and the ongoing bond between the two countries. More than 250 guests attended, including academics, immigration officials, policymakers and aid workers, as well as refugees and members of the Kosovar Albanian community, who shared their stories of resilience. The symposium underscored Carleton's commitment to fostering dialogue and a vision for a more inclusive future.

Strengthening Research Ties in Europe

With Canadian universities now eligible under Pillar II of Horizon Europe — the EU's flagship funding program for research and innovation — Carleton is actively building pathways for greater participation across Europe. This includes hosting a dynamic “train-the-trainer” workshop in December 2024 with the Netherlands Enterprise Agency, which drew over 75 research facilitators and other representatives from across Ontario and Quebec. Carleton also had the honour of welcoming a delegation from Ireland in November, including the country's Higher Education Authority and university leaders, to explore joint academic programming and research opportunities.



From top: Neuroscience researcher Paul Villeneuve; Civil and Environmental Engineering researcher Onita Basu; PhD candidate Krenare Recaj; a Horizon Europe workshop.



Community Engagement

Fostering trust, empowerment and participation

Carleton continues to collectively seek to build and maintain reciprocal and mutually beneficial relationships with the community — in Ottawa, Canada and beyond — towards the betterment of society.

Carleton partners with the City of Ottawa through the CityStudio experience, which gives students the opportunity to co-create innovative solutions for urban challenges faced by the community. By working on real projects that address Ottawa's Community Safety and Well-Being Plan, students gain hands-on experience while contributing to the community's health, safety and inclusiveness. This year, Carleton students from 12 courses had the opportunity to work on city projects and engage in civic issues directly

relevant to where they live and study through this initiative.

The Provost's Speaker Series, in partnership with Fulbright Canada, welcomed community members to two events that underscored Carleton's commitment to advancing knowledge and interdisciplinary collaboration. The events featured distinguished scholars, thought leaders and practitioners from a variety of fields and explored topics such as local and global stewardship and navigating complexities and shaping communities.

The Innovation Hub's reach extends beyond the university, engaging high school students, alumni, community entrepreneurs and international students, supporting an expansive network of innovators. Special emphasis is placed on inclusivity, aiming to support entrepreneurs from various backgrounds and ensure a diverse entrepreneurial ecosystem. This year, the Innovation Hub launched its Allies in Innovation partnership program to connect business to Carleton students to support and nurture future founders and



Previous page: Virtual Ventures; top: the Innovation Hub; bottom: Sprott researcher Tony Bailetti at Up Our Game Canada!

changemakers. Tech companies Knak and DataKinetics are the first partners in this program.

Virtual Ventures (VV), Carleton's not-for-profit youth outreach organization run through the Faculty of Engineering and Design, has been named the winner of the 2024 Actua

Excellence Award. This recognition celebrates VV's dedication to delivering high-quality STEM programming and reflects its exceptional impact on the Actua network and the youth it serves.

The Sprott School of Business launched Up Our Game Canada!, a hands-on program that equips Canadian small and medium-sized enterprises with AI-powered tools, training and a strategic framework to help them discover new opportunities and future-proof

their operations, including adapting to U.S. tariffs.

Sprott launched the Sprott Social Impact Hub, a project-based, experiential learning initiative that connects Sprott students with community partners to deliver projects that contribute to a better future. This year, the Social Impact Hub partnered with Christie Lake Kids, Nutrition Blocs, ImmigrantsCan, Fondazione Soleterre ETS and Connected Canadians.

The Sprott Student Consulting Group serves the community and builds leaders by connecting business and organizations with student teams to provide collaborative, innovative and smart business solutions to challenges. Over the 2024-25 academic year, 84 student consultants participated in 13 projects with client organizations whose industries included renewable energy, Indigenous entrepreneurship, higher education, tech startups, long-term care and arts education.



Mental Health and Accessibility

Supporting the well-being and inclusion of all members of the Carleton community

Carleton is dedicated to ensuring students have all the help, resources and supports they need to thrive throughout their university experience and achieve their goals.

The new single-session counselling model launched in Health and Counselling Services (HCS) in fall 2024, prioritizing quick access to care when it is needed most. This change enabled HCS to increase its capacity to see students seeking counselling by 54 per cent compared to fall 2023 and vastly reduce the psychiatry waitlist. The average wait time for students to see the psychiatrist in HCS is two to three weeks compared to four to 12 months in the community. Feedback from students indicates that 81 per cent found single-session counselling mostly or very helpful in developing a plan to address their problem(s) and 87 per cent would refer a friend to try single-session counselling.

HCS also introduced a variety of open and closed groups, as well as miniseries and psychoeducation sessions, to support a wide range of student mental health needs.

On Jan. 11, 2025, Carleton's Therapy Dog program certified seven new therapy dogs, expanding the team to a total of 20 dogs. From September 2024 to April 2025, therapy dogs and their handlers conducted more than 300 visits across campus, facilitating over 5,200 interactions to help students reduce stress, engage in conversations that promote wellness and provide connections to resources. Feedback from students about their therapy dog visits



indicates that 100 per cent of respondents strongly agreed or agreed that they felt more positive after visiting.

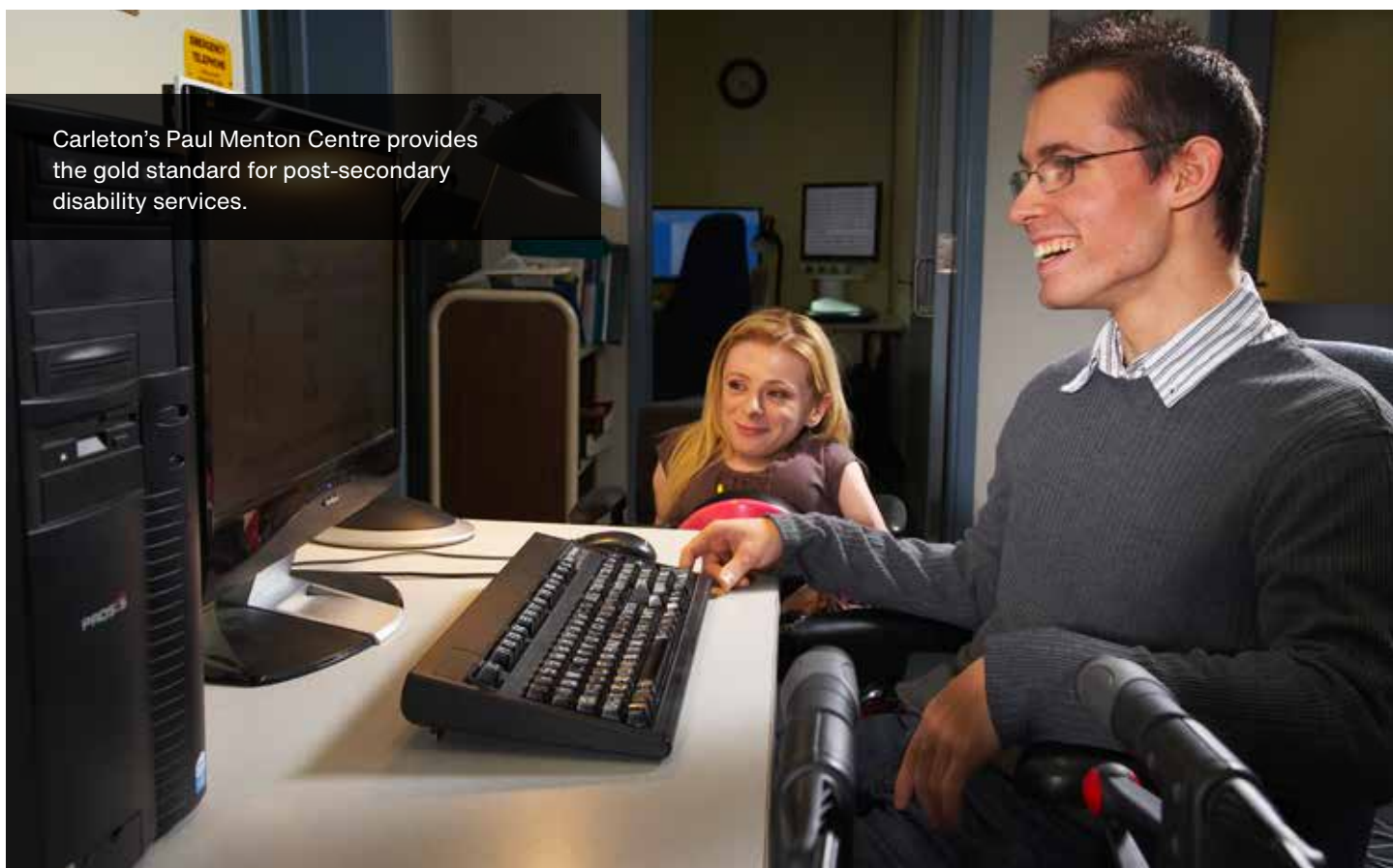
The Paul Menton Centre for Students with Disabilities (PMC) continues to strive to be the gold standard for disability services in the post-secondary sector. In 2024-25, the PMC supported over 5,000 students, an increase of almost 11 per cent over 2023-24 and 145 per cent since 2014-15. The PMC received an 87 per cent approval rating from both faculty and students. Over the last 10 years, the seven-year graduation rate for students registered with the PMC has increased from roughly six per cent lower

than the overall Carleton cohort to rates that are now equal. When comparing 10-year graduation rates, students registered with the PMC have consistently had a slightly higher graduation rate than the overall cohort by approximately two per cent.

In fall 2024, Carleton began a collaborative process to renew its Coordinated Accessibility Strategy (CAS), which launched in spring 2025. This refreshed strategy guides the implementation of accessibility initiatives at Carleton and reflects the diverse voices of the community, including those with lived experiences of disability. Carleton has made significant

progress since the first CAS launched in 2020, with the CAS inspiring more than 175 initiatives across seven areas of focus, and clear actions have been taken on 39 out of 40 recommendations.

The Canadian Accessibility Network (CAN) has grown to more than 135 CAN Collaborator organizations and over 245 individual members, advancing accessibility across Canada. In December 2024, CAN held its inaugural business meeting at Carleton, celebrating its five-year anniversary.





Green Initiatives

Striving for a better, more sustainable future

Carleton remains steadfast in its commitment to advancing meaningful sustainability outcomes, with a long-term goal of achieving net-zero by 2050. Carleton's campus programs closely align with its academic mission, integrating research and teaching with real-world practices to position the university as a living lab for sustainability and a model of academic responsibility.

Reducing Carbon Emissions

In 2025, Carleton secured \$1.6 million in federal funding through the Decarbonization Incentive Program to support the transition from a natural gas steam boiler to an electric boiler in the university's central heating plant. Moving to an electric boiler is expected to cut over 2,900 tonnes of emissions annually, equivalent to taking 888 gas-powered cars off the road for a year. Carleton was also recognized as a bronze-tier participant in the Government of Canada's Net-Zero Challenge, a national initiative supporting organizations in their transition to net-zero emissions by 2050.

Biodiversity on Campus

Furthering its focus on biodiversity and campus

ecology, Carleton has received support from Green Communities Canada to establish a "tiny forest" on campus, part of broader biodiversity initiatives that include a comprehensive biodiversity assessment, bird-friendly design efforts and recognition as both a "nature positive university" and a WWF Living Campus. These initiatives reflect a growing engagement with ecological stewardship and an ongoing appreciation for Carleton's beautiful campus.

Supplier Code of Conduct

Recognizing that sustainability efforts extend beyond campus operations, Carleton has also deepened its supplier engagement to promote environmental best practices. In 2025, a new Supplier Code of Conduct was introduced to

embed sustainability values into the university's procurement processes and reinforce a commitment to responsible sourcing and community-wide climate action.

From Waste to Resources

Carleton researchers are advancing solutions to one of the major drivers of the climate crisis: throw-away culture. Instead of sending food, agricultural and plastic waste to landfills, where it generates greenhouse gases and pollution, Carleton is contributing to a more sustainable, circular economy in which waste is transformed into valuable resources. Researcher Abid Hussain (Civil and Environmental Engineering) is developing technologies to convert organic waste into biofuels and chemicals. His lab's custom-built anaerobic digestors

use microorganisms to generate biogas suitable for electricity, heating or fuel from green bin waste. Master's student Seyedomid Ahmadinejad worked in this lab on a project to convert brewery waste into biofuel. Meanwhile, Eugene Fletcher (Biology) is using genetic engineering to transform yeast into a powerful tool for waste management. By editing yeast DNA, he enables it to break down plastics and agricultural waste, converting them into ethanol and propionic acid. These scalable, cost-effective processes tackle both plastic pollution and food waste while creating useful bio-based products. Together, these projects illustrate Carleton's leadership in sustainable innovation with meaningful environmental and economic impact.



Master's student Seyedomid Ahmadinejad.



Civil and Environmental Engineering researcher Abid Hussain.



Biology researcher Eugene Fletcher with students Hannah Doyle and Sara Takaloo.

Indigenous Initiatives

Fostering reconciliation and contributing to a more just and equitable society

In keeping with the calls to action outlined in the Kinàmàgawin report, Carleton continues to develop resources, training and supports for Indigenous students and continues to educate the university community about the experiences, histories and worldviews of Indigenous Peoples.

The Office of the Provost and Vice-President (Academic) hosted “Walking Together in Allyship” on Sept. 30, 2024, as a way of bringing the Carleton community together to honour Orange Shirt Day, an annual day of remembrance to acknowledge the history and harmful impacts of Canada’s residential and day school system. In addition, an Every Child Matters flag was raised on campus and the north end campus bridge and Richcraft Hall overpass were illuminated in orange. Campus Safety Services also hosted a food drive in support of Minwaashin Lodge.

Carleton adopted two policies to verify Indigenous identity for employment competitions, academic programs and awards, grants, bursaries and scholarships that are limited to Indigenous candidates. The verification and assessment processes

maintain the integrity of Carleton’s hiring practices and strengthen community connections, contribute to the well-being and safety of all Indigenous faculty, staff and students and increase collective knowledge about the problematic issue of Indigenous identity appropriation in academia.

The Centre for Indigenous Support and Community Engagement hosted the sixth annual Kinàmàgawin Symposium on Apr. 1, 2025. It serves to amplify Indigenous perspectives, teachings and ways of being and facilitates relationship building, learning and appreciation of Indigenous cultures and ways of knowing across the university. This year’s theme was “Indigenization: How to use Design Thinking with Indigenous Community.”



The Centre for Indigenous Support and Community Engagement hosted two land-based learning opportunities for students. In August 2024, Two-Spirit students participated in Two-Spirit-focused knowledge keeper sessions to learn about the roles and responsibilities of Two-Spirit people in Indigenous communities. In March 2025, southern-based Inuit students travelled to Cambridge Bay, Nunavut, to work with Elders and Knowledge Keepers at the Canadian High Arctic Research Station.

Students from Nunavut Arctic College's (NAC) Environmental Technology Program visited Carleton as part of a collaboration between the Centre for Indigenous Support and Community Engagement and NAC aimed at encouraging Inuit participation in post-secondary education and environmental science careers.

In February, four Indigenous students travelled to Peru to engage in land-based learning in the Indigenous community of Paru Paru. Students contributed to building a ceremonial space using traditional building techniques, learned about potato farming and traditional textile production.

This year, two new Collaborative Indigenous Learning Bundles were established that share Indigenous ways of knowing on the topics of Indigenous sciences and engaging with land and water. Led by Associate Vice-President (Indigenous Teaching, Learning and Research) Kahente Horn-Miller, the Bundles are produced and delivered by Indigenous experts and can be incorporated into any course.

Previous page: Orange Shirt Day speakers, from left to right: Associate VP Kahente Horn-Miller, Prof. Stephan Schott, Centre for Indigenous Support and Community Engagement director Benny Michaud, CUAG director Sandra Dyck, then-president Jerry Tomberlin and Provost and VP Academic L. Pauline Rankin. Top: Geography researcher Murray Richardson with visiting students from Nunavut Arctic College. Bottom: Indigenous students from Carleton engaged in land-based learning in Peru.





Equity, Diversity and Inclusion

Supporting, enabling and leveraging Carleton's rich diversity

Building on its EDI Action Plan, Carleton is working to transform curriculum and pedagogy, student supports, research and culture to make education — and the broader world — more equitable, diverse and inclusive.

The Student EDI Research Award provides opportunities for students to engage in faculty-supervised research projects that use EDI-informed considerations and reflect upon diversity and identities. This year, the award was given to six recipients, who presented key findings from their research projects in the fall.

The Department of Equity and Inclusive Communities and CORIS were jointly awarded the 2024-25 Canada Research Chairs Program Stipend for Equity, Diversity and Inclusion. This grant is funding the

development of two key resources in support of equitable and inclusive hiring practices for Canada Research Chairs.

The Department of Equity and Inclusive Communities hosted the annual Canadian Association for the Prevention of Discrimination and Harassment in Higher Education Conference on campus. The three-day conference gathered participants from universities and colleges across Canada.

The Carleton community participated in Consent Awareness Week, a national

campaign held annually during the third week of September to raise awareness about consent as a daily practice and commitment, sexual violence prevention and bystander intervention.

EDIT-STEM (EDI Transformation for STEM), led by the Faculty of Science and Faculty of Engineering and Design, aims to advance equity, diversity and inclusion in STEM and tackle the unsolved problem of how to change the attitudes, behaviours and knowledge of those who are currently doing, leading and teaching across STEM fields.



Computer science student and Black and Indigenous Summer Research Internship recipient Precious Kolawole.

The Carleton community held a variety of events as part of Carleton's annual Sexual Assault Awareness Week. This year's message, "Practice makes patterns, creates culture, weaves new worlds," was dedicated to prioritizing this work until a world free from sexual and gender-based violence is achieved.

A revised Human Rights Policy and Procedures that articulates Carleton's commitment to discrimination and harassment prevention and response was approved. The revised document addresses the Ministry of Colleges, Universities, Research Excellence and Security directives on anti-racism and

anti-hate and serves to affirm the human rights and dignity of every Carleton community member.

The Faculty of Engineering and Design launched the 2025 Indigenous and Black Engineering and Technology (IBET) Momentum Fellowship Competition as part of its partnership with the IBET PhD

Project. Open to new domestic PhD applicants for 2025-2026 in engineering, architecture, and IT programs, this initiative offers a funding package of \$32,000/year for four years, with the goal of fostering equitable and inclusive research environments and increasing the presence of Indigenous and Black academics in STEM.

Fundraising and Alumni Engagement

Unlocking and aligning mutual interests

Carleton partners with donors and alumni to identify strategic opportunities that strengthen the university's offerings, outlook and help shape a better society.

Relationships that Foster Lasting Engagement

Creating a robust teaching and learning environment for the next generation of leaders continues to be top of mind for the Carleton community. Collaborating with the Carleton University Alumni Association to demonstrate the mutual benefits of staying connected post-graduation and strengthening alumni engagement in key geographic areas with significant alumni presence extends Carleton's reach beyond Ottawa and Canada.

With support at every level of giving, Advancement has helped launch new initiatives that are created through cross-campus partnerships. Programs like the Carleton University Student Leadership Initiative and the International Student Employment Program exemplify collaborations that celebrate diversity, embrace difference and help students develop skills that prepare them to lead with tolerance. Fostering multi-disciplinary collaboration on campus helps students — Carleton's future alumni — become well-rounded individuals and reinforces the value of a university education.

Partnerships with Global Impact

Donor partnerships advance knowledge with long-term global impact. The Ivey Research Chair in Sustainability Transitions was enabled by a \$3.5 million donation from the Ivey Foundation and Rosamond Ivey. This is Canada's first chair explicitly dedicated to deepening scholarship and practice surrounding the rapidly growing field of sustainability transition in Canada.

Carleton's Office of the Vice-President (Research and International) and Advancement collaborate to deliver Holistic Integrated Partnerships that



Carleton-based Efficiency Canada is supported by the Ivey Foundation and other Carleton donors.



Certificate in Journalism in Indigenous Communities program partners, from left to right: Jennifer Brennan, Mastercard Foundation's Senior Director, Canada Programs; First Nations Technical Institute Senior Vice-President (Academic) Adam Hopkins; Kenjgewin Teg President Beverley Roy; Carleton journalism professor Duncan McCue.

address long-term objectives and integrate research, talent acquisition and corporate social responsibility through mutually beneficial relationships. Three new holistic partnerships integrating research, talent and scholarships have been confirmed this year.

Working with Donors to Launch New Initiatives

The Chloe Graf Memorial Scholarship provides vital

support to students with permanent disabilities who are registered with the Paul Menton Centre. In 2024, Chloe's grandfather, Robert Blair, passed away and bequeathed a generous donation to Chloe's scholarship fund, enhancing accessibility and inclusivity for all.

Led by Carleton's Master in Philanthropy and Nonprofit Leadership program, the

Women in Philanthropy Initiative launched thanks to generous support provided by the Leacross Foundation. The initiative recognizes the significant impact of women as changemakers as well as the value of facilitating mutual learning and building networks among women leaders.

A new Certificate in Journalism in Indigenous Communities, spearheaded by the School of

Journalism and Communication in partnership with the Mastercard Foundation, was announced in January 2025. The program collaborates with Indigenous community partners to encourage learners in remote communities to build their journalism skills and produce stories that relate to Indigenous perspectives for the benefit of all Canadians.





New student residence.

New and Ongoing Projects

Building a living learning environment that is second to none

New Student Residence

Construction on Carleton's newest addition to the residence precinct entered its final stages in 2025. This 450-plus bed residence offers modern amenity spaces that recognize the changing needs of the university's student population. Developed with passive house design principles, the building is targeting an overall energy and heating demand reduction. The building will welcome its first residents in fall 2025.

Loeb Building Upgrades

Plans are underway to upgrade the Loeb Building envelope to replace the existing façade with new ceramic facing that will

increase the building's energy efficiency as well as improve its architectural integrity. New windows will also be installed as part of this project. Reimagining the lobby of the building to include a modern, open-concept area with additional seating is part of the vision to provide a more welcoming space for students and building occupants. The project will get underway in fall 2025.

Dining Hall Renovation

The three-phased expansion of the dining hall in Teraanga Commons was completed at the end of August 2024, ahead of student residence move-in. Located on the third floor of Teraanga Commons, the award-

winning dining hall is an all-you-care-to-eat facility. In addition to reimagining favourite food stations and menus, new stations were added to bring students even greater variety.

New Fitness Centre

In fall 2024, Carleton students overwhelmingly voted in favor of a fitness centre expansion. The expanded facility will feature state-of-the-art cardio, weight and fitness equipment, along with four new multipurpose rooms and a dedicated women-only area. Construction of the new fitness centre is projected to start in spring 2026 and is expected to take two years to complete.



The new pedestrian and cyclist bridge over the Rideau River opened last year, providing a great new way to access campus.



A peek inside the proposed new fitness centre.



The renovated dining hall.

Board of Governors

The Board of Governors oversees the administrative and financial operations at Carleton. As the corporate body of the university, the Board consists of volunteers who are equipped with various expertise backgrounds and a unique understanding of higher education and its force for good. The Board plays an integral role in long-term planning, including university budgets, capital projects and initiatives that shape the future of the university.



Chair Beth Creary.

Beth Creary

Chair
Community Member
Senior Vice-President, Legal and Compliance (retired), Ligado Networks

Christina Tessier

Vice-Chair
Community Member
President and CEO, Ingenium

Yaprak Baltacioğlu

Chancellor (ex officio)

Wisdom Tetley

President and Vice-Chancellor (ex officio)

Logan Breen

Undergraduate Student
Politics, Economics and French

Howard Babb

Community Member
Project Director, Tiree Facilities Management

Yafet Bizuneh

Undergraduate Student
Economics

Jennifer Camelon

Community Member
Chief Financial Officer and Vice-President, Corporate Services, Canadian Blood Services

Julie Carr

Community Member
Vice-President, Finance, BioTalent Canada

Adrian Chan

Faculty
Department of Systems and Computer Engineering

Jim Devoe

Community Member
Chief Executive Officer, Congress of Aboriginal Peoples

Patrick Dion

Community Member
President, Patrick Dion Consulting

Greg Farrell

Past Chair, Community Member
President and COO (retired), Giant Tiger Stores Ltd.

Kim Furlong

Community Member
Chief Executive Officer, Canadian Venture Capital and Private Equity Association

Dan Greenberg

Community Member
President and Owner, Ferguslea Properties Ltd.

Josh Greenberg

Faculty-Senate
School of Journalism and Communication

Linda Grussani

Alumni
Curator and Art Historian

Al Hamdani

Community Member
Executive Vice-President and Chief Business Officer (retired), Canada Development Investment Corporation

Nathalie Laporte

Community Member
Executive Director, CAUBO

Mat Main

Alumni
Vice-President, Corporate Development, Dymech Engineering

Dudley Maseko

Community Member
Counsel, Sodexo

Susan Mingie

Community Member
Partner (retired), Deloitte LLP

Georgette Morris

Graduate Student
Law and Legal Studies

Janakan Muthukumar

Graduate Student
Law and Legal Studies

John Nelson

Administrative Staff
Director, Innovation Hub

Laura Newton Miller

Librarian
Head of Collections and Assessment, Carleton Library

Brenda O'Connor

Community Member
Vice-President, Governance and Strategy, Canadian Credit Union Association

Melissa Shea

Community Member
Architect and Senior Associate

James Simpson

Administrative Staff
Administrator, Finance and Business, Housing and Residence Life

Jane Taber

Community Member
Senior Vice-President, Public Affairs, NATIONAL Public Relations

Ann Tremblay

Community Member
Project Director, Project Management and Delivery, Science and Parliamentary Infrastructure (retired), Public Services and Procurement Canada

Pamela Wolff

Faculty-Senate
Department of Chemistry

Senate

Senate is the university's most senior academic body. Representing the Carleton community, Senate is comprised of more than 80 members, including faculty, students, alumni, senior administration and representatives from the Board of Governors. Senate makes decisions of significant importance to students and faculty, including awarding degrees and scholarships, approving new programs and revised curriculum and establishing academic regulations.

Ex Officio Members

- Wisdom Tettey, President, Vice-Chancellor and Chair of Senate (as of Jan. 1, 2025)
- Jerry Tomberlin, Interim President, Vice-Chancellor and Chair of Senate (until Dec. 31, 2024)
- Elinor Sloan, Clerk of Senate
- Suzanne Blanchard, Vice-President (Students and Enrolment) and University Registrar
- Rafik Gouburan, Vice-President (Research and International)
- L. Pauline Rankin, Provost and Vice-President (Academic)
- Duane McNair, Vice-President (Finance and Administration) (as of Dec. 2, 2024)
- Angela Marcotte, Interim Vice-President (Finance and Administration) (until Dec. 2, 2024)
- David Hornsby, Vice-Provost and Associate Vice-President (Academic)
- Maria DeRosa, Dean, Faculty of Science
- Larry Kostiuik, Dean, Faculty of Engineering and Design
- Anne Bowker, Dean, Faculty of Arts and Social Sciences
- Brenda O'Neill, Dean, Faculty of Public and Global Affairs
- Howard Nemiroff, Interim Dean, Sprott School of Business
- Amber Butler, University Librarian
- Chantal Trudel, Director, School of Industrial Design
- Michel Barbeau, Director, School of Computer Science
- Anne Bordeleau, Director, Azrieli School of Architecture and Urbanism
- Rob Teather, Director, School of Information Technology
- Allan Buri, CASG President (term ends Apr. 30, 2025)

- Sarah El Fitori, CUSA President (term ends Apr. 30, 2025)
- Jayesh Kundu, GSA President (term ends Apr. 30, 2025)
- Mahsa Abarghouei, GSA VP Academic (term ends Apr. 30, 2025)

Board of Governors Representatives

- Nathalie Laporte
- Dudley Maseko

Special Appointments

- Margaret Haines, Alumni Representative
- Kim Hellemans, COU Academic Colleague

Elected Faculty Senators

Terms end June 30, 2025

- Jeni Armstrong, Public and Global Affairs
- Amanda Clark, Public and Global Affairs (until Nov. 15, 2024)
- Sarah Everts, Public and Global Affairs (until Jan. 1, 2025)
- Sean Burges, Public and Global Affairs
- Matthew Pearson, Public and Global Affairs
- François Brouard, Sprott School of Business (Secretary of the Faculty Board)
- Rebecca Renfroe, Sprott School of Business
- Root Gorelick, Science
- Kevin Graham, Science
- Douglas Howe, Science/Computer Science
- Julia Wallace, Science (Secretary of the Faculty Board)
- Christopher Smelser, Engineering and Design
- Edward Cyr, Engineering and Design
- Karen Taylor, Engineering and Design (Secretary of the Faculty Board) (until Dec. 31, 2024)

- Christian Viau, Engineering and Design
- Lynn Marshall, Engineering and Design

Terms end June 30, 2026

- Jean-Pierre Corriveau, Science / Computer Science
- Shane Hawkins, Arts and Social Sciences
- Beth MacLeod, Arts and Social Sciences (Secretary of the Faculty Board)
- Laura Madokoro, Arts and Social Sciences
- Jody Mason, Arts and Social Sciences
- David Mendeloff, Public and Global Affairs (Secretary of the Faculty Board)
- Yuu Ono, Engineering and Design (Secretary of the Faculty Board)
- Gabriel Wainer, Engineering and Design
- David Sprague, Engineering and Design/Information Technology (until Dec. 31, 2024)
- Paul Williams, Arts & Social Sciences

Terms end June 30, 2027

- Juan Garcia, Engineering and Design (until Jan. 31, 2025)
- James Brunet, Engineering and Design/Information Technology
- Tonya Davidson, Arts and Social Sciences
- Janine Debanne, Engineering and Design/Architecture
- Emily Gray, Sprott School of Business
- Josh Greenberg, Public and Global Affairs
- Tim Haats, Engineering and Design/Industrial Design
- Guy Lacroix, Arts and Social Sciences
- Gabriel Maracle, Public and Global Affairs

- Azar Masoumi, Arts and Social Sciences
- Maya Papineau, Public and Global Affairs
- Megan Rivers-Moore, Arts and Social Sciences
- Shazia Sadaf, Arts and Social Sciences
- Ozayr Saloojee, Engineering and Design/Architecture
- Alexis Shotwell, Arts and Social Sciences
- Rania Tfaily, Arts and Social Sciences
- Simon Viel, Science

Elected Contract Instructors

- Morgan Rooney, Arts and Social Sciences (term ends Sept. 30, 2026)
- Mustafa Bahrán, Science (term ends Sept. 30, 2027)

Elected Student Senators

Graduate Students – Terms end June 30, 2025

- Bronwyn Heerspink – Public and Global Affairs
- Jessica Lynch – Arts and Social Sciences

Undergraduate Students – Terms end June 30, 2025

- Jacky Chan, Public and Global Affairs
- Lacia Grant, Arts and Social Sciences
- Nir Hagigi, Public and Global Affairs
- Xavier Haziza, Engineering and Design
- Peter Kouzovnikov, Sprott School of Business
- Alexandria MacDonald, Engineering and Design
- Samantha Monastero, Arts and Social Sciences
- Maryam Nadeem, Science
- Ashley Paiva, Arts and Social Sciences
- Rhea Treasure, Public and Global Affairs

Carleton
University



carleton.ca

AGENDA ITEM

6.4

24/25

BOARD OF GOVERNOR'S
CHAIR'S
REPORT

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A WORD FROM THE CHAIR

As I reflect on my first year as Chair of the Board of Governors, I do so with a deep sense of responsibility and pride in Carleton University's enduring commitment to academic excellence, research innovation, and community engagement.

This past year has brought significant financial challenges to Ontario's post-secondary sector. Institutions across the province, including Carleton, are navigating a complex landscape shaped by constrained operating budgets, inflationary pressures, and evolving student needs. These realities have required complex decisions and a renewed focus on financial sustainability.

Amid these challenges, a defining milestone was the appointment of Dr. Wisdom Tettey as Carleton's 17th President and Vice-Chancellor. Dr. Tettey brings a distinguished record of academic leadership, a deep commitment to inclusive excellence, and a compelling vision for the future of higher education.

Throughout this period, Carleton has continued to demonstrate remarkable resilience. This strength is rooted in the dedication of our faculty and staff, the vibrancy of our student body, and the clarity of purpose shared by our leadership.

Whether through innovative partnerships, philanthropic support, or shared governance, our collective efforts are laying the groundwork for a sustainable and thriving future.

As we look ahead to the 2025–2026 academic year, the Board remains committed to transparent governance, prudent stewardship, and advancing the mission and values that make Carleton a leader in Canadian higher education.

Thank you for your continued support and engagement.

CHAIR

The ***Board of Governors*** (BoG) is responsible for overseeing the *administrative* and *financial* operations of ***Carleton University***. The objective of this body is to set *strategic priorities* and to ensure the university's *resources* are managed effectively, aligning with Carleton's ***mission*** and ***academic goals***.

The Carleton Board by the *Numbers*



2

Chancellor
and President



2

Undergraduate
Students



2

Graduate
Students



2

Faculty
Members



2

Senate
Representatives



2

Alumni Association
Representatives



2

Professional
Service Staff



18

Community-at-large
Members

6

Full Board
Meetings

25

Committee
Meetings

22

Observers
Welcomed

1550+

Volunteer
Hours

THE CARLETON 24/25 BOARD



Logan Breen
Ungraduate Student



Howard Babb
Community



Yaprak Baltacıoğlu
Chancellor



Yafet Bizuneh
Undergraduate Student



Jennifer Camelon
Community



Julie Carr
Community



Adrian Chan
Faculty



Beth Creary
Chair, Community



Jim Devoe
Community



Patrick Dion
Community



Greg Farrell
Past Chair, Community



Kim Furlong
Community



Josh Greenberg
Faculty



Dan Greenberg
Community



Linda Grussani
Alumni



Al Hamdani
Community



Nathalie Laporte
Community



Mat Main
Alumni



Dudley Maseko
Community



Susan Mingie
Community



Georgette Morris
Graduate Student



Janakan Muthukumar
Graduate Student



John Nelson
Administrative Staff



Laura Newton Miller
Faculty



Brenda O'Connor
Community



Melissa Shea
Community



James Simpson
Administrative Staff



Jane Taber
Community



Christina Tessier
Vice-Chair, Community



Wisdom Tettey
President & Vice
Chancellor



Ann Tremblay
Community



Pamela Wolff
Faculty

Incoming

GOVERNORS 25/26



JULIE ARMSTRONG, Undergraduate Student

Julie Armstrong is a second-year student at Carleton University, pursuing dual degrees in Social Work and Political Science. Bilingual in English and French, Armstrong brings leadership, strategic planning, and advocacy skills to the Board of Governors. Her experience as a Co-op Student at Jansen Law and roles as Summer Camp Director and Gymnastics Coach highlight her commitment to excellence and ability to represent diverse student voices effectively.



ALLAN BURI, Undergraduate Student

Allan Buri is President of the Carleton Academic Student Government (CUSA), leading initiatives like the Academic Concern Intake Form. With experience in financial oversight of a \$7M nonprofit and municipal planning, Buri brings strong financial analysis and consultation skills to the Board, along with a commitment to addressing student needs.



PHILIP CARTWRIGHT, Community

Philip Cartwright co-leads Global Public Affairs' Ottawa team and its Transportation, Infrastructure, and Communities practice. With nearly 20 years' experience in policy, regulation, and legislation, Cartwright previously worked at the Privy Council Office and Ipsos-Reid. Cartwright also serves on several boards and holds degrees from Carleton and Queen's universities.



JOHN CASOLA, Community

John Casola is Chief Investment Officer at the Canada Infrastructure Bank, with over 35 years in project finance and public-private partnerships. Casola specializes in ESG and Indigenous infrastructure, and has held senior roles at PwC, Investec, and BedRock Capital. A Carleton alum, Casola also chairs the board of ErinoakKids Centre.



JACKIE CHOQUETTE, Community

Jackie Choquette leads Government Affairs at 3M Canada. Formerly Chief of Staff in Ontario's government, Choquette serves on boards of Canadian Manufacturers and Exporters and the Canadian Chamber of Commerce.



PAMELA FRALICK, Alumni

Pamela Fralick is CEO of PCF Executive Leadership with over 30 years in governance and senior leadership at IMC, the Canadian Cancer Society, and more. A Carleton alum, Fralick holds an ICD.D designation and serves on multiple boards, including D2R and Queen's University's School of Public Policy Advisory Board.



KEVIN GRAHAM, Senate-Faculty

Kevin Graham is Chair of Physics at Carleton University, contributing to research, governance, and academic leadership. Graham also leads Carleton's Subatomic Physics Technical Team and is vice-chair of the national MRS Coordination Board. He has served in multiple academic leadership roles and currently sits on the Senate and its Academic Governance Committee.



GINA MALABA, Graduate Student

Gina Malaba is a passionate advocate for Black youth and climate justice. Malaba also co-founded the Black Students Association Alumni Network and now serves on the Youth Advisory Board for Mental Health and Climate Change Alliance (MHCCA), supporting research on mental health and climate change through strategic partnerships and policy advocacy.



JONATHAN MALLOY, Academic Staff

Jonathan Malloy is a Full Professor of Political Science at Carleton University, holding the Bell Chair in Canadian Parliamentary Democracy. Malloy has published seven books, including *Politics of Ontario*, and serves as President of the Canadian Political Science Association. He also advocates for graduate education reform and stronger university funding.



LISA SAMSON, Community

Lisa Samson is Managing Principal at StrategyCorp's Ottawa office. Sampson specializes in strategic consulting, communications, and stakeholder engagement. She has delivered public policy results in energy, healthcare, and education and currently serves on the National Arts Centre's Strategy and Engagement Committee.



BRETT TACKABERRY Community

Brett Tackaberry is Principal Architect, Public Sector at Google Cloud, with 20 years in tech leadership, AI, and cybersecurity. Tackaberry has held roles at Hyphen, Azavea, and Rebel.com, and volunteers with Algonquin College and AI Tinkerers. Tackaberry is also an active Carleton engineering alum.

Outgoing GOVERNORS

We sincerely thank the departing members of the Board of Governors for their dedicated service and valuable insights, which have significantly advanced Carleton University. Your contributions have left a lasting legacy, and we deeply appreciate your efforts for the greater good.

- Yaprak Baltacioğlu, *Chancellor*
- Yafet Bizuneh, *Undergraduate Student*
- Logan Breen, *Undergraduate Student*
- Patrick Dion, *Community*
- Greg Farrell, *Community*
- Kim Furlong, *Community*
- Dan Greenberg, *Community*
- Laura Newton Miller, *Academic Staff*
- Janakan Muthukumar, *Graduate Student*
- Brenda O'Connor, *Community*
- Jane Taber, *Community*
- Jerry Tomberlin, *Interim President and Vice Chancellor*
- Pamela Wolff, *Faculty-Senate*



NEW FACES IN LEADERSHIP



JOHN CLEMENTS, Associate Vice-President Facilities Management and Planning

John Clements brings over 20 years of experience in facilities management, construction, and organizational development. Clements joins Carleton from the University of Ottawa, where he was Director of Strategy and Facilities Planning, leading long-term development and strategic initiatives.



DUANE MCNAIR, Vice-President, Finance and Administration (VPFA)

Duane McNair is a CPA and brings over 24 years of senior leadership experience. McNair previously held the role VPFA at Algonquin College, overseeing financial and administrative operations since 2010.



DR. RONALD MILLER, Interim Dean of Faculty of Engineering and Design

Dr. Ronald Miller is a Chancellor's Professor in Mechanical and Aerospace Engineering at Carleton University. Miller also chaired the department from 2016 to 2024, led two CEAB accreditations, helped launch the Climate Change Specialization, and is a two-time Research Achievement Award winner.



NIKITA (NIK) NANOS, CHANCELLOR

Nik Nanos is Chief Data Scientist and Founder of Nanos Research, and a leading expert on public opinion, politics, and democracy. Nanos' insights appear in major media such as *The Globe and Mail*, *Bloomberg*, and *The Economist*. Nanos is an Adjunct Research Professor at Carleton University, Global Fellow at the Wilson Center, and Executive Fellow at the University of Calgary. He also chairs the Positive Energy Program Advisory Board and serves as Honorary Captain in the Royal Canadian Navy.



DR. HOWARD NEMIROFF, Interim Dean of Sprott School of Business

Dr. Howard Nemiroff has served as Interim Dean of the Sprott School of Business since September 2023, leading AACSB re-accreditation and launching a new Bachelor of Accounting. Nemiroff was previously Associate Dean, Faculty Affairs, and Undergraduate Studies, where he led curriculum improvements. He holds degrees from Western Ontario and Concordia, including a Ph.D. in Finance.



RICHARD SINCLAIR, General Counsel

Richard Sinclair previously held the role of General Counsel at the Ottawa-Carleton District School Board, where he advised senior leaders and trustees. A strong advocate for equity and inclusion, Sinclair promotes a human rights-based approach to legal strategy and decision-making.

Welcoming President Wisdom Tettey

Effective January 1, 2025, Dr. Wisdom Tettey commenced his tenure as the 17th President and Vice-Chancellor of Carleton University.

On January 23, the Carleton University community gathered to formally welcome Professor Wisdom Tettey as the institution's 17th President and Vice-Chancellor. President Tettey's appointment followed a comprehensive and inclusive national search process led by the Board of Governors, in close collaboration with the university's Senate and key stakeholders. The Board played a central role in identifying a leader whose values align with Carleton's mission and future aspirations.

In his inaugural address, President Tettey expressed deep gratitude to the Board for its confidence in his leadership and for guiding a thoughtful, consultative selection process. He reaffirmed his commitment to fostering a community of globally minded leaders dedicated to challenging the status quo and advancing meaningful societal change.



INNOVATING THROUGH CONSTRAINTS

UNIVERSITY FINANCIAL ACCOUNTABILITY FRAMEWORK & ACTION PLAN

In late 2024, Carleton University was selected by the Ministry of Colleges, Universities, Research Excellence and Security to undergo a third-party “efficiency and accountability” review.

This mandate follows Carleton’s ongoing budget deficit and its medium-risk classification under the Province’s Financial Accountability Framework. Since last year, twelve Ontario universities have been reviewed, with Carleton among five newly identified institutions for this process.

Funded through the Province’s Efficiency and Accountability Fund, the review will assess opportunities for improved efficiency across governance, student services, academic programming, facilities, procurement, and revenue generation. Concurrently, Carleton will continue advancing its Mission Sustainability Framework to address financial challenges while safeguarding the integrity of its academic mission.

Details regarding community consultation will be shared once finalized. Despite current fiscal pressures, Carleton remains firmly committed to academic and research excellence.

2025-26 OPERATING BUDGET

The Board of Governors approved Carleton’s 2025–26 operating budget, outlining total expenditures of \$547 million and projected revenues of \$515 million, resulting in a base operating deficit of \$32 million.

This shortfall is primarily attributed to declining international student enrolment and increased salary costs following the repeal of Bill 124.

While the budget reflects modest growth in government grants, investment income, and other revenue streams, it also accounts for rising expenditures related to compensation and campus infrastructure.

2025-26 ANCILLARY SERVICES

Carleton University’s ancillary units are projected to generate sufficient revenue to fully cover service delivery costs while continuing to build reserves for future capital improvements.

The proposed 2025–26 budget includes targeted rate and fee adjustments where applicable—such as for parking and health and counselling services. It also outlines expected revenues from operations including The Print Shop and Campus Card services, anticipated operating expenditures, and planned capital reinvestments to support long-term sustainability and service enhancement.



Highlights

Carleton's Pension Plan

as at June 30, 2024, the Plan is 103% funded on a going-concern basis, reflecting a surplus of \$26 million. Additionally, the Plan is 122% funded on a solvency (wind-up) basis, with a surplus of \$199 million. The Plan remains fully funded and financially stable.

Ongoing Capital Project Status & Capital Renewal (Deferred Maintenance)

Projects totaling \$255,612,832 are currently underway with the value of work completed to March 18, 2025, totaling \$143,276,992

The demolition of P9 was completed in Fall 2024 with a savings of \$4.5 million

Enrolment Trends

UNDERGRADUATE ENROLMENT: A JOURNEY OF GROWTH AND RESILIENCE

Since 2015, Carleton University has maintained consistent levels of undergraduate applications and admissions. Notably, the 2024–25 cycle has seen a marked increase in interest from students within Ottawa and the Eastern Ontario region. This positive trend is also reflected in the growth of new domestic student admissions.

However, the combined impact of the COVID-19 pandemic and recent Immigration, Refugees and Citizenship Canada (IRCC) caps on international student permits has resulted in a significant decline in international admissions. Projections indicate that this downward trend will continue into 2025. Carleton has been disproportionately affected by these regulatory changes compared to other post-secondary institutions in Ontario.

In response to these challenges, the university is implementing a comprehensive and adaptive recruitment strategy aimed at both international and domestic markets. This multi-faceted approach will showcase Carleton's academic strengths and prioritize personalized engagement throughout the recruitment journey.

Key initiatives include:

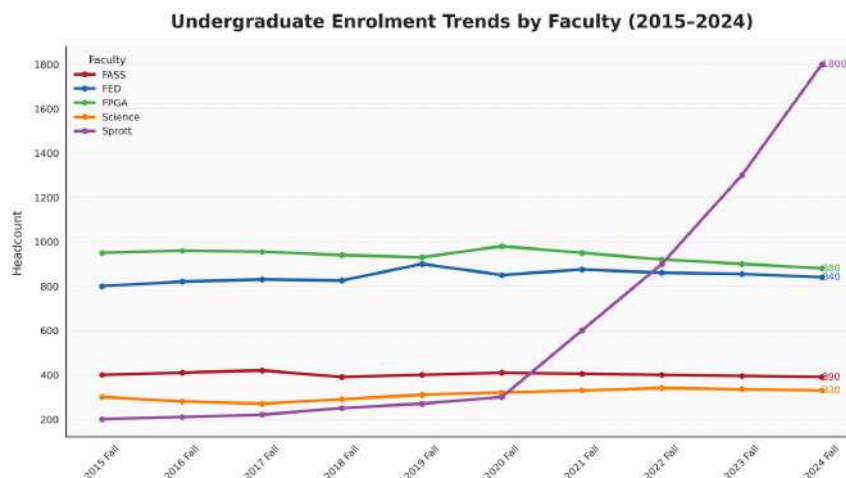
- *Enhanced campus tour experiences*
- *Strategic partnerships and academic pathway programs*
- *Dynamic open house events*
- *Early outreach to high school students*
- *Direct, in-person, and in-country recruitment activities in targeted regions*

These efforts are designed to strengthen Carleton's visibility, attract a diverse student body, and ensure sustained enrolment growth in a rapidly evolving post-secondary landscape.

GRADUATE ENROLMENT: EMBRACING NEW HORIZONS

Domestic graduate enrolment at the master's level has experienced a significant increase over the past two years.

In contrast, international graduate enrolment, which had remained stable, is now showing signs of decline. For the 2025–26 recruitment cycle, international master's applications have decreased by 45%, following a 28% reduction in the 2024–25 cycle. Despite this substantial drop in applications, the decline in confirmed international enrolments has been comparatively modest, with confirmations down by only 6% relative to the previous year.



A GROWING AND SUSTAINABLE CAMPUS

Carleton University is steadfast in its dedication to integrating sustainability into its capital projects, with a strong focus on reducing carbon emissions and enhancing energy efficiency. This commitment is evident in the design of new buildings and renovations, which feature energy-saving measures and materials that align with Carleton's Sustainability Plan.

TERAANGA COMMONS DINING HALL



Following a three-phase expansion, the dining hall in Teraanga Commons opened in September 2024, welcoming students with an additional 450 dining seats.

This project was designed to accommodate the expected increase in student numbers in Carleton Residences following the completion of Rideau House.

RIDEAU HOUSE STUDENT RESIDENCE

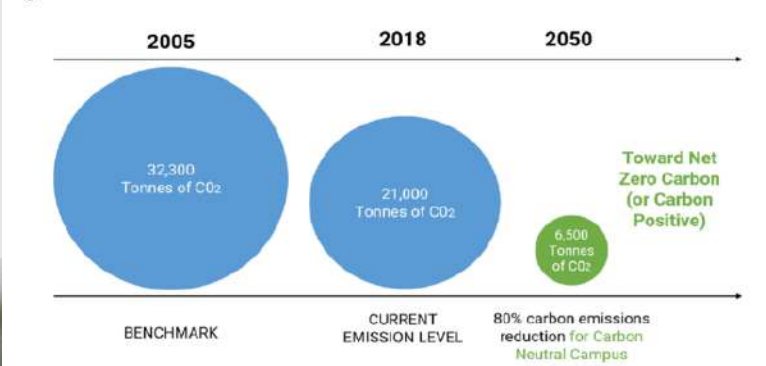


Rideau House Student Residence, which began construction in September 2022, will open for occupancy in Fall 2025. The new 450-bed residence is designed to foster a student-focused community and aligns with Carleton's commitment to equitable and sustainable living. Utilizing Passive House Design principles, the building aims to reduce overall energy and heating demand.

Highlights



Figure 1 - Toward Net Zero Carbon



Carleton University Advances Sustainability with Major Funding

Carleton University has secured \$1.6 million in funding from Environment and Climate Change Canada through the Decarbonization Incentive Program (DIP). This funding will support the replacement of a natural gas steam boiler with an electric boiler within Carleton's Central Heating Plant.

The anticipated \$4.2 million project is set to significantly reduce carbon emissions, cutting 2,600 tonnes of CO₂. This initiative marks a substantial step forward in Carleton's commitment to sustainability and environmental stewardship.

CHAMPIONING ETHICAL PRACTICES: CARLETON'S COMMITMENT TO TRANSPARENCY

In 2023, Canada took a significant step forward in promoting supply chain transparency by passing Bill S211, which came into effect on January 1, 2024.

Carleton University proudly reports that it has not identified any instances of forced or child labour requiring remediation or loss mitigation.

Carleton University's Capital Renewal and Deferred Maintenance

Carleton University's Growth: A Call to Action

Carleton University has experienced remarkable growth, with enrolment outpacing campus space, leading to increased campus density.

Without proactive intervention, a significant portion of campus space will be classified as high-risk by 2031. Although Carleton has responsibly utilized available capital funds, additional funding is crucial to address the needs of these high-risk areas. In the event of future emergencies or strategic initiatives, reallocating resources could impact the institution's ability to maintain facilities.

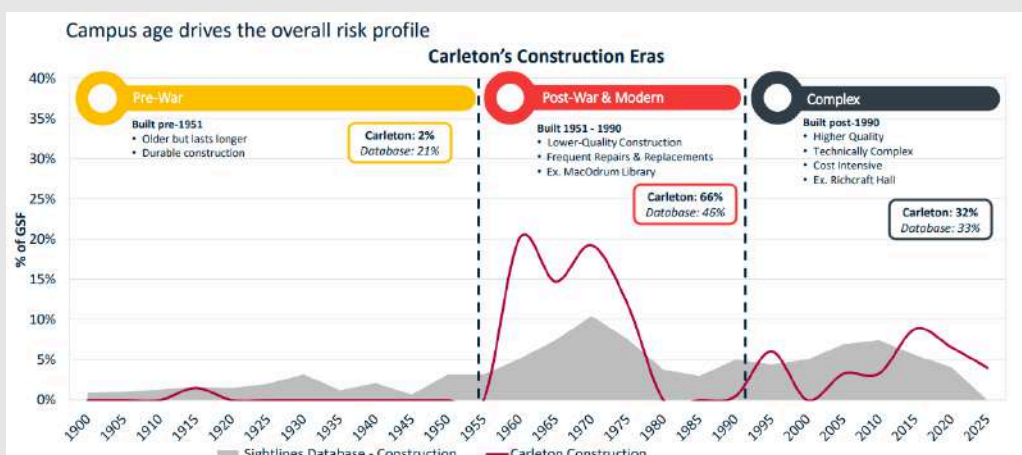
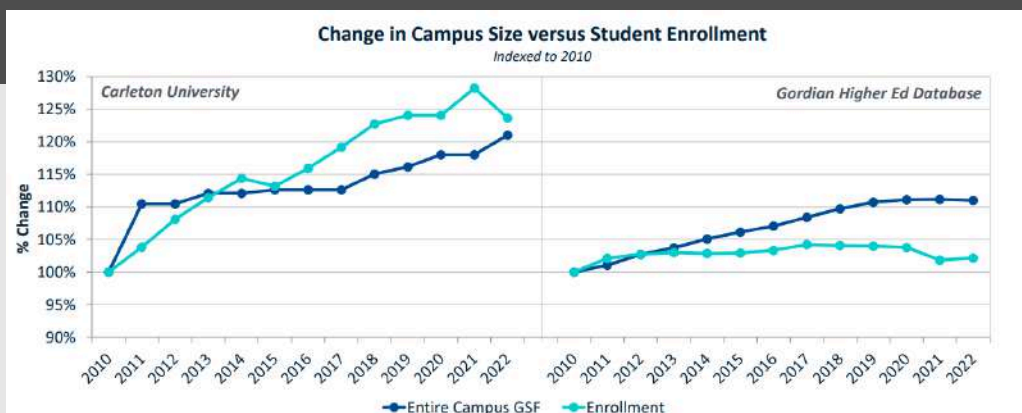
The analysis, conducted and presented by Gordian, reviewed historical university data and included comparisons with peer organizations.

BOARD GREENLIGHTS LOEB BUILDING REVAMP

*The Board approved the **Loeb Building Envelope Remediation and Replacement Project**, in October 2024.*

*The project, capped at \$40.6 million, includes lobby upgrades **funded by the Faculty of Public and Global Affairs**. This ambitious project will unfold in three phases, aiming to modernize the Loeb Building by **addressing safety concerns, enhancing its aesthetic appeal**, and boosting energy efficiency and sustainability.*

*The third-floor lobby refurbishment will create a **vibrant focal point and gathering space** for faculty, students, and staff.*



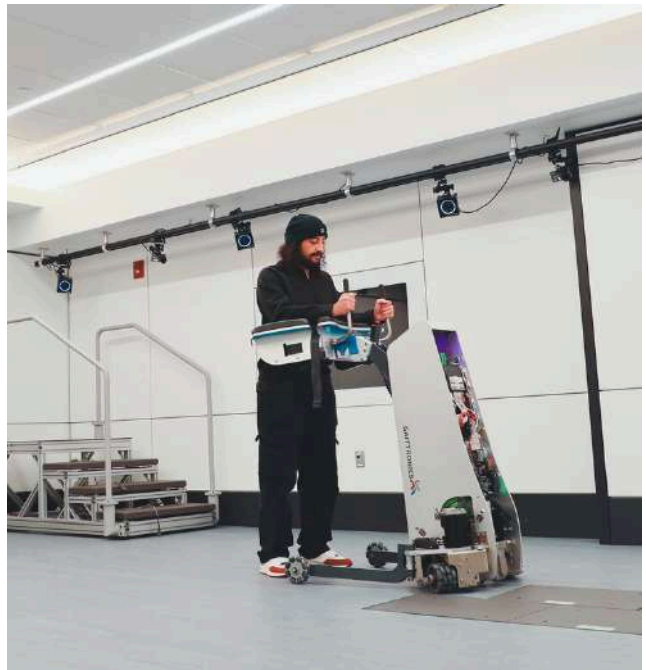
LEADING THE WAY IN EXCELLENCE

ADVANCING KNOWLEDGE: CARLETON'S RESEARCH ACHIEVEMENTS

Carleton's multidisciplinary research portfolio continues to shine a national and international spotlight on the institution's accomplishments. This year, Carleton celebrated significant achievements in researcher success, growth in publications and citations, new partnerships, and a remarkable 25% increase in external research revenue since 2022, totaling \$113 million for 2023/24.

Looking ahead, key research priorities for the upcoming year include sustaining increased productivity and funding by enhancing researcher support, fostering multidisciplinary collaborations, and strengthening international activities.

CU Research is committed to ensuring compliance with government mandates, boosting its reputation through honors and awards, optimizing ranking submissions, and celebrating successes.



85

Carleton researchers placed within the top 2% of the world's most-cited academics, according to the 2024 influential Stanford-Elsevier citation rankings.

*“The university takes **great pride** in its researchers, whose vision and dedication serve as true inspirations and drive real-world solutions to some of society’s most **complex** and pressing challenges.*

- Rafik Goubran, Carleton's Vice-President (Research and International)

maclean's Rankings

Carleton University rose to No. 4 in Canada and No. 2 in Ontario in the comprehensive category, which includes universities with significant research activity and a wide range of programs.

Leading research firm, **Re\$earch Infosource**, recognized Carleton University as one of Canada's **fastest-growing research-intensive** universities in its annual Top 50 Research Universities report, for second year in a row.

PARTNERSHIPS WITH PURPOSE

Carleton University maintains a strong and enduring commitment to advancing community engagement and enhancing its broader societal impact. In alignment with the university's mission, efforts continue to promote investment in higher education and philanthropic initiatives that address pressing societal and environmental challenges. This includes fostering strategic collaborations with industry and external partners—an approach designed to generate meaningful, mission-aligned outcomes that benefit both the university and the wider community.

CARLETON UNIVERSITY ANNOUNCES CANADA'S FIRST CHAIR IN PHILANTHROPY

In Spring 2025, Carleton announced the establishment of Canada's first Chair in Philanthropy, a milestone for the philanthropic and nonprofit sector.

Based in the School of Public Policy and Administration within the Faculty of Public and Global Affairs, the Chair builds on the success of Carleton's Master of Philanthropy and Nonprofit Leadership (MPNL) program.

Supported by a national consortium of donors, the Chair will lead research, training, and knowledge mobilization in collaboration with sector stakeholders. The Chair will also generate actionable data to inform evidence-based practices and policy across the charitable and philanthropic landscape.

Launching in 2026, the Chair arrives at a pivotal time for the sector and will serve as a cornerstone in the development of a world-class Centre for Philanthropy and Civil Society at Carleton.



CARLETON UNIVERSITY LAUNCHES INDIGENOUS JOURNALISM CERTIFICATE

Carleton University is introducing a one-year Certificate in Journalism in Indigenous Communities, beginning September 2025.

Delivered in partnership with First Nations Technical Institute, Kenjgewin Teg, and the Mastercard Foundation, the program will be offered in Indigenous communities across Ontario and aims to remove barriers such as travel and housing costs that often limit Indigenous youth from pursuing journalism.

Supported by a \$3.2 million investment from the Mastercard Foundation's EleV Program and development funding from the Inspirit Foundation, the initiative reflects Carleton's commitment to reconciliation and the 41 Calls to Action outlined in the *Kinàmàgawin* strategy.



CARLETON UNIVERSITY LAUNCHES NEW NURSING PROGRAM

In Fall 2024, Carleton University, in partnership with Queensway Carleton Hospital (QCH), launched its groundbreaking, tech-forward nursing program. This initiative marks the first new university-based nursing program in Ontario in 20 years, aiming to graduate over 200 new nurses annually to bolster the province's nursing workforce.

An event was held on November 5 to announce the partnership and welcome key stakeholders, including Ontario Premier, Doug Ford, and Deputy Premier and Health Minister, Sylvia Jones.

The program, starting in September 2025, heralds a new era in nursing education, designed to swiftly integrate graduates into the workforce to address current staffing shortages. It also promises to revolutionize patient care, representing a significant step toward modernizing health care in Ontario.



From left to right: Hon. Nolan Quinn, Minister of Colleges, Universities, Research Excellence and Security; Maria DeRosa, Dean of Science, Carleton; Doug Ford, Ontario Premier; and Jerry Tomberlin, Interim President, Carleton.

CAMPUS COMMUNITY CAMPAIGN (CCC)

On March 1, 2025, Carleton University launched its annual Campus Community Campaign (CCC), highlighting Carleton-led initiatives that drive purpose through higher education. Throughout the month, faculty-led projects aimed at enacting positive social change were showcased to raise funds.

By the end of this year's campaign, 490 gifts were made through FutureFunder.ca, with 175 of these providing ongoing support through monthly donations. This generosity underscores Carleton's collective commitment to empowering students and ensuring they have the resources and opportunities to thrive.

A black and white photograph of a young man with light-colored hair, wearing a VR headset and a dark, textured sweater. He is holding a VR controller in his right hand and pointing with his left hand. The background is a classroom with a whiteboard and a desk.

490

GIFTS

175

ONGOING DONATIONS

CARLETON HOSTS THIRD ANNUAL CHALLENGE CONFERENCE

On May 13, Carleton University convened its third annual Carleton Challenge Conference, welcoming Board members, community stakeholders, and cross-sector leaders to engage in critical dialogue on the transformative potential and complex risks associated with artificial intelligence (AI).

The conference opened with a keynote address by Professor Adegboyega Ojo, Canada Research Chair in Governance and Artificial Intelligence. Professor Ojo examined Canada's paradoxical status as a global leader in AI research and talent, underscoring the urgent need for bold national AI objectives and strategic public investment to catalyze private sector engagement and growth.

The program also featured two expert panels. The first panel focused on the practical applications of AI across diverse sectors, highlighting its capacity to enhance operational efficiency, address complex challenges, and improve service delivery. The second panel addressed the ethical, regulatory, and societal dimensions of AI, including governance frameworks, bias mitigation, and the importance of public-private collaboration in shaping responsible AI development.

Carleton University extends its sincere appreciation to its presenting partners, including Danbe Foundation Inc., with special thanks to Carleton Board member Dan Greenberg, and his wife Barbara Crook, for their continued support. The university also acknowledges Ericsson for its valued partnership and collaboration in making this year's conference a success.



A COMMUNITY OF CARE

Our Commitment to Diversity

Carleton University's faculties and administrative units continue to demonstrate a strong commitment to implementing the *Equity, Diversity, and Inclusion (EDI) Action Plan* adopted in 2021.

Following the enactment of Bill 166 and the Ontario Ministry of Colleges and Universities' Minister's Anti-Racism/Anti-Hate Directives, Carleton updated and revised its Human Rights Policy on January 31, 2025 to ensure compliance.

As an institution dedicated to fostering mutual respect and understanding, the new policy enables Carleton to more effectively address complaints of discrimination and harassment, facilitate accessible resolution processes, and provide essential support to those in need.

ADVANCING EQUITY AND INCLUSION: CARLETON'S COMMITMENT TO THE 50–30 CHALLENGE

Carleton University's Board of Governors remains committed to the Government of Canada's 50–30 Challenge, which calls on organizations to achieve gender parity (50%) and significant representation (30%) of equity-deserving groups on boards and in senior leadership.

As of the 2024–25 academic year, Carleton's Board composition reflects meaningful progress toward these goals:

- 54% of members identify as women or non-binary individuals
- 32% identify as members of equity-deserving groups, including Indigenous peoples, racialized individuals, persons with disabilities, and members of the 2SLGBTQ+ community

These figures underscore the Board's dedication to embedding equity principles into its recruitment, governance practices, and strategic oversight, aligning with Carleton's broader commitment to inclusive excellence and reconciliation.



Coordinated Accessibility Strategy (CAS) Annual Report

Following several months of extensive consultation, Carleton University officially launched its renewed Coordinated Accessibility Strategy (CAS) in May 2025. This updated strategy reflects the diverse perspectives of the university community and establishes a comprehensive framework to support Carleton's ongoing commitment to fostering an accessible and inclusive campus environment.

Since its inception, the CAS has catalyzed more than 175 initiatives across seven key focus areas:

- *Coordination and Leadership*
- *Education and Training*
- *Information and Communication*
- *Physical Campus*
- *Employment and Employee Supports*
- *Student Support Services*
- *Research and Development*

Many of these initiatives intersect multiple focus areas, demonstrating the integrated nature of accessibility efforts across the institution.

As of April 2025, 33 of the strategy's 40 recommendations have been completed or are actively underway. Notable accomplishments include the launch of the Professional Education for Accessibility Competence (PEAC) program, the installation of new automated door openers, and significant enhancements to web accessibility.

Kinàmàgawin

The *Kinàmàgawin Indigenous Initiatives Strategy* aims to transform our campus into a safe and welcoming environment for Indigenous students, staff, and faculty. Key updates for the year include partnerships for land-based learning, targeted fundraising, and the creation of Indigenous-focused spaces.

Further achievements guided by the 41 Calls to Action include the establishment of policies to verify Indigenous identity, reserved housing for Indigenous students, and the development of an Indigenous Research Ethics Board. These efforts reflect our unwavering commitment to fostering an inclusive and supportive community, honoring Indigenous cultures, and promoting educational equity.



Advancing Indigenous Representation in Academic Governance

As part of its ongoing commitment to the Kinàmàgawin Indigenous Strategy and the 41 Calls to Action, Carleton continues to make meaningful progress in embedding Indigenous voices within the culture, systems, and structures of academia.

One of the key Calls to Action advocates for Indigenous representation—with full voting rights—on both the Board of Governors and the Senate. As highlighted in the 2024 Progress Report, Carleton's Board of Governors currently includes two Indigenous members who hold full voting rights. This marks a significant step toward inclusive governance and shared leadership.

SEXUAL VIOLENCE POLICY REVIEW AND PREVENTION INITIATIVES

In early 2025, Carleton University completed a scheduled review of its Sexual Violence Policy, in compliance with Ontario's Bill 132 and Bill 26. The revised policy was formally approved by the Board of Governors at its final meeting in June.

The *Honouring Each Other Annual Report* was also updated to reflect the 2023–2026 reporting period. Equity and Inclusive Communities (EIC), in collaboration with the Sexual Violence Prevention and Education Committee (SVPEC), will continue to review the strategy and work plan on a 90-day cycle, aligned with the academic calendar, to ensure responsiveness and accountability.

Additionally, as part of a comprehensive approach to sexual violence prevention, the Office of the Vice-President (Students and Enrolment), in partnership with EIC, launched a university-wide communications strategy. Utilizing social media, mobile app alerts, student newsletters, and web content, the initiative ensures that all community members—particularly survivors—are informed about available supports, reporting mechanisms, and resources, reinforcing Carleton's commitment to prevention, consent, and survivor-centered care.

CELEBRATING OUR COMMUNITY

CARLETON UNIVERSITY CELEBRATES OVER 5,100 GRADUATES AT 2024 CONVOCATION CEREMONIES

Carleton University proudly recognized the academic accomplishments of more than 5,100 graduates during its 2024 Convocation ceremonies. The Spring Convocation took place from June 17 to 21, featuring 15 ceremonies and the conferral of five honorary degrees:

JP GLADU

Honored for his leadership in advancing Indigenous business in Canada and his contributions to economic reconciliation.

DR. THERESA TAM

Recognized for her exemplary career in public health and her pivotal role in guiding Canada through the COVID-19 pandemic.

DAVID MORLEY

Celebrated for a lifetime of humanitarian service and steadfast advocacy for children's rights.

MALLIK TATIPAMULA

Commended for his innovations in telecommunications, particularly in efforts to bridge the digital divide.

FRANCIS L. GRAVES

Acknowledged for his influential work in public opinion and policy research.

The Fall Convocation was held on November 9, 2024, and featured three ceremonies, along with the conferral of **TINA FEDESKI** in recognition of her visionary leadership and unwavering commitment to empowering youth through music and community engagement.



From left to right: Jerry Tomberlin, Interim President, Carleton; Yaprak Baltacioğlu, Chancellor, Carleton; Dr. Theresa Tam, Honorary Degree Recipient; Greg Farrell, BOG Chair, Carleton; Elinor Sloan, Clerk of Senate, Carleton.

BOARD OF GOVERNORS AWARD FOR OUTSTANDING COMMUNITY ACHIEVEMENT

The Carleton University Board of Governors Award for Outstanding Community Achievement is an annual award recognizing the spirit of student volunteerism and substantial community contribution at Carleton University.



ARTUR ESTRELA DA SILVA was unanimously named the recipient of the *Board Award for Outstanding Community Achievement*. Graduating with a Bachelor of Arts Honours in Political Science with a concentration in International Relations in Spring 2025, Estrela da Silva has consistently demonstrated academic excellence, being on the Dean's Honour List from 2021 to 2024 and working as a Research Assistant on Brazilian foreign policy.

Estrela da Silva has shown exceptional leadership in student government, notably serving as Vice-President, Student Issues for the Carleton University Students' Association (CUSA). His initiatives have significantly enhanced student life, including contributions to CUSA's Housing 101 Guide, establishing the first partnership with the Embassy of Mexico to facilitate student internships, and leading the CUSA Think Tank, a volunteer research initiative aimed at boosting student advocacy.

Estrela da Silva's achievements are numerous and include the 2022 Vereed Foundation Scholarship, the 2023 Honourable Walter Baker Memorial Scholarship in Political Science, the 2024 Garrett Elsey Memorial Award, and an International Award of Excellence.



From left to right: Greg Fergus, Liberal MP; Logan Breen, BOG Member, Carleton; Artur Estrela da Silva, 2025 Recipient of Board Award

FOUNDER'S AWARD

The Founders Award, Carleton's highest non-academic honour, pays tribute to those individuals who have made significant contributions to the advancement of Carleton through their dedication, generosity, and commitment to the values of the university.



EDWARD BRUGGINK has been a dedicated member of Carleton University for 44 years, joining as a greenhouse technician in 1981 and becoming the greenhouse manager in 1998. As the Nesbitt Building Supervisor, Bruggink oversees all 14 greenhouses and grows 12,000 flowers annually to brighten convocation and the campus.

Affectionately known as “Papa Papillon,” Bruggink has significantly shaped the community spirit at Carleton through his volunteerism with the Annual Biology Butterfly Show for over 25 years. In partnership with Let’s Talk Science, the Carleton University Butterfly Show, features over 1,300 butterflies and attracts thousands of attendees.

The Butterfly Show, held annually on Thanksgiving weekend, remains free and accessible to all, drawing local schools and community groups to campus.



CELEBRATING CARLETON'S SPIRIT, INNOVATION AND COMMUNITY AT THROWBACK

Throwback, the highly anticipated homecoming celebration, united alumni, students, and community members from September 26 to October 6.

With a diverse array of events showcasing everything from athletics to art, and new academic programs to engaging lectures, *Throwback* offered something for everyone and highlighted Carleton's vibrant culture.

Attendees explored cutting-edge research in artificial intelligence applications, sparking thought-provoking discussions and excitement for the future.

Carleton varsity events also brought Ravens pride to the forefront. The Ravens football team secured a 24-10 victory over the York Lions, while Ravens rugby dominated with a 27-17 win over the Montréal Carabins.

Art and nature lovers enjoyed memorable experiences, including the Department of Biology's 25th annual Butterfly Show, where the community marveled at the beauty and diversity of butterflies. Meanwhile, the Carleton University Art Gallery (CUAG) launched three new exhibitions, celebrating creativity and innovation in the arts.



EFFECTIVE GOVERNANCE AT WORK



Board Orientation

The Carleton University Board of Governors commenced the 2024–25 governance year with its annual Board Orientation, held on September 5, 2024. The session served as a foundational opportunity to welcome new members, reaffirm the Board's strategic priorities, and deepen understanding of the university's operations and leadership structure.

The orientation opened with remarks from Interim President and Vice-Chancellor, Dr. Jerry Tomberlin, followed by a series of presentations delivered by members of the Senior Leadership Team.

A keynote address was delivered by Steve Orsini, President and CEO of the Council of Ontario Universities, highlighting the pivotal role of strategic partnerships in advancing prosperity, the necessity of sound financial stewardship, and the vital contributions of universities to workforce development and economic growth.

Strategy Session

On October 10, 2024, the Board of Governors convened for its annual Strategy Session, providing members with an update on Carleton's strategic priorities and institutional risk landscape.

The session featured a presentation by Peter Leland, Executive Director of the Office of Risk Management, who delivered an in-depth overview of the university's Enterprise Risk Management (ERM) framework. Leland's presentation included a guided tour of Carleton's institutional Risk Profile, highlighting key areas such as cybersecurity, internationalization, community wellness, financial sustainability, and technology enablement.

Two interactive workshops further engaged Board members in exploring the university's risk appetite, the interdependencies among risk factors, and the critical role of integrated risk reporting in supporting long-term strategic planning and institutional resilience.



Professional Development

A series of training and development courses were made available to governors throughout the 24/25 year, including the Kinàmàgawin Indigenous Learning Certificate, Indigenous Cultural Awareness Workshop, Accessibility in Higher Education, and Cross-Cultural Competence Training.

Governance Workshop

On September 12, 2024, Carleton Board governors, alongside governance professionals from 11 Canadian post-secondary institutions, participated in Cheryl Foy's *Governance Workshop 2024*. The workshop provided a valuable forum for dialogue on contemporary governance challenges and opportunities within the higher education sector.

Participants engaged in in-depth discussions on shared governance models, strategies for effective board development in today's evolving landscape, and the dynamics between university boards and academic governing bodies. The workshop also addressed critical issues such as freedom of expression, academic freedom, and institutional neutrality—highlighting their implications for university governance and leadership.

Education Modules

The Carleton University Board of Governors remains committed to deepening its understanding of the university's operations, strategic priorities, and governance responsibilities. As part of this commitment, the University Secretariat delivers a suite of tailored education modules designed to strengthen board members' knowledge and capacity for informed oversight.

These modules cover key areas essential to effective governance, including:

- **Board Leadership** – Exploring the roles, responsibilities, and dynamics of effective board leadership.
- **Board Governance** – Examining governance frameworks, fiduciary duties, and best practices in higher education.
- **Audit & Risk** – Enhancing understanding of institutional risk management, internal controls, and audit processes.
- **Policy** – Reviewing key policies under the purview of the Board.
- **Finance** – Building financial literacy related to budgeting, reporting, and long-term planning.
- **Building** – Understanding capital planning, infrastructure development, and campus sustainability.
- **Indigenous Knowledge & Sustainability** – Integrating Indigenous perspectives and sustainability principles into governance.

These learning opportunities ensure that Board members are well-equipped to provide strategic guidance and uphold Carleton's mission, values, and commitment to inclusive, forward-looking leadership.

Board Mentorship Program

The Board continues to strengthen governance effectiveness through its Board Mentorship Program. This initiative pairs seasoned board members with newly elected members, ensuring newcomers are well-equipped to contribute to the university's strategic objectives from the start of their tenure.

Throughout the year, experienced mentors actively engage with their mentees, providing essential guidance and sharing insights to foster a supportive and informed governance environment.

In 2024-25, seven new governors participated in the program.

Canadian University Board Association Conference 2025

Board Chair Beth Creary represented Carleton University at the 2025 Canadian University Board Association (CUBA) Conference, hosted by Saint Mary's University in Halifax. The event brought together governance professionals, university leaders, and board members from across Canada to explore the shifting landscape of post-secondary governance amid ongoing disruption and transformation.

The conference emphasized the need to reconceptualize governance as a dynamic, responsive decision-making process rather than a rigid compliance framework. Key themes included fostering effective board conditions, aligning governance with institutional mission, and navigating financial pressures, leadership transitions, and societal change.

Sessions highlighted the importance of purpose-driven governance, ethical leadership, and inclusive stakeholder engagement. The role of governance professionals as strategic advisors and institutional memory was also underscored, alongside the integration of Indigenous-led governance models and the cultivation of trust and transparency between boards and academic leadership.

Board Chair Engagement in Sector Leadership

As part of her ongoing commitment to sector leadership and governance excellence, Board Chair Beth Creary serves as a member of the Council of Chairs of Ontario Universities (CCOU). Through her active participation, Chair Creary contributes to province-wide dialogue on post-secondary governance and engages with peers to share insights, strengthen board leadership practices, and advance collaborative approaches to addressing sector-wide challenges.

2024-25 OVERSIGHT

Throughout the 2024–25 calendar year, the Board of Governors received informational presentations from various portfolios, engaged in deliberations, and passed decisions on items requiring approval.

1. 2025-26 Ancillary Budget
2. 2025-25 Miscellaneous Administrative Fees
3. 2025-26 Operating Budget
4. 2025-26 Student Association Fees
5. 2025-26 Tuition Fees
6. Academic Staff Governors Handbook and Election Process
7. Advancement Update Overview and Strategy 2024-25
8. Appointment of Chancellor
9. Audited Financial Statements for the Carleton Retirement Fund
10. Audited Financial Statements and Audit Finding Report for Year ended April 30th, 2024
11. Bill S-211 Fighting Against Forced Labour & Child Labour in Supply Chain Act
12. Board Award Criteria and Jury Selection, and Recipient Approval
13. Capital Plan 2024-25
14. Capital Planning Policy
15. Capital Renewal (Deferred Maintenance) Plan for 2025-26
16. Carleton Energy Master Plan Update and GHG Update
17. Carleton University Responsible Investing Report
18. Coordinated Accessibility Strategy Annual Report & Strategy 2025-30
19. Creation of the School of Nursing
20. Creation of Institute for Data Science
21. Department of University Relations Update
22. Draft Carleton University Sexual Violence Policy
23. Endowment Fund & Non-Endowed Funds Responsible Investing Policy
24. Enrolment Report
25. Equity, Diversity, and Inclusion Action Plan
26. Evolution of Alumni Engagement
27. Framework for the 2025/2026 Operating Budget
28. Founders Award Criteria and Jury Selection, and Recipient Approval
29. Government Relations Overview & Update.
30. Honouring Each Other Annual Report
31. Internal Audit Report: Follow-up Review of Risk Management
32. Internal Audit Report Review of Budgeting Process
33. International Update
34. Investment Committee Membership
35. Investment Committee Terms of Reference
36. Investment Report for the Endowment
37. Kināmagawin Strategy Progress Update
38. Loeb Building Envelope Remediation and Replacement – Project Implementation Report
39. Ongoing Capital and Deferred Maintenance Project Status Report
40. Overview of Carleton University's Capital Renewal and Deferred Maintenance
41. Pension Plan Actuarial Report
42. Pension Plan Report
43. President's Goals and Objectives for 2024-25
44. President's Report
45. Research Update
46. Retirement Fund Responsible Investing Policy
47. Senate Annual Report
48. Sexual Violence Annual Report
49. Sexual Violence Policy Review – Consultation, Communications Plan and Timeline
50. Statement of Investment Policies and Procedures for the Endowment
51. Statement of Investment Policies and Procedures for the Non-Endowed Funds
52. Statement of Investment Policies and Procedures for the Retirement Fund
53. Strive for Sustainability Annual Report 2023 – 2024
54. Student Governor Handbook and Election Process
55. University Communications Update
56. Update on 2024/25 Ancillary Budget
57. Update on 2024 Credit Rating
58. Update on 2024/25 Operating Budget and Status of Reserves
59. Update on University Financial Accountability Framework/Action Plan

Strategic Outlook 2025-26

The Board of Governors looks ahead to the 2025–2026 academic year with a strategic focus on the following institutional priorities:

- **Financial Stability and Sustainability:** Ensuring long-term financial health through prudent fiscal management, strategic resource allocation, and oversight of budget planning and investment strategies.
- **Governance and Institutional Resilience:** Strengthening risk management and crisis preparedness and enhancing transparency and accountability in governance practices.
- **Environmental Sustainability and Climate Action:** Implementing and monitoring a campus-wide sustainability plan, and investing in green infrastructure and energy-efficient operations.
- **Celebrating Community Excellence:** Supporting initiatives that prioritize faculty development and research excellence; recognizing exceptional service through Board and Founders Awards.
- **Equity, Diversity, and Inclusion (EDI):** Advancing institutional EDI frameworks and accountability measures.



STAYING CONNECTED

BOARD SUMMARIES

Following each full meeting of the Board of Governors, the University Secretariat prepares and circulates a summary of the open session agenda.

These summaries provide a concise overview of key discussions, decisions, and directives. They are shared with community stakeholders and made publicly accessible via the Board of Governors website.

This practice reinforces the Board's commitment to transparency, accountability, and effective governance by ensuring that all stakeholders remain informed and aligned with the Board's strategic direction.

INSIDE SENATE

Eight editions of *Inside Senate* were distributed to the Carleton community via the Top 5 newsletter and published on the Senate website.

These high-level summaries provide timely and accessible overviews of key Senate decisions, ensuring that the Carleton community remains informed and engaged with the University's academic governance.

Board of Governors
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Carleton University
1125 Colonel By Drive
Ottawa, On, K1S 5B6

carleton.ca/boardofgovernors

Carleton
University

