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CRCP Institutional EDI Action Plan - Key Objective(s) 

Important Note

(Once you have read the statement below, click the radio button beside it.)

Please note that the information you enter in your report is only saved when clicking on the "Save and Next" button at the bottom of the page. Using the browser navigation buttons or the "Continue Later" button at the bottom of the page will not save the information entered on the page. If after clicking "Save and Next" you see a "Page has errors" message in red, near the top of the page, it means that at least one field is missing information. In such an instance, the empty field will have the words "Answer is incomplete" underneath it, in red.

This report includes mandatory reporting on 1) the CRCP institutional equity, diversity and inclusion action plan (IEDIAP) and 2) the \$50,000 EDI Stipend.

Your institution must submit the report by the deadline date indicated by the program, and must cover the reporting period identified by the program.

Institutions are required to post the most up to date version of their EDI action plan on their [public accountability web pages](#). Ensure to remove all numbers less than 5 prior to posting on your website in cases where your report includes the representation of individuals from underrepresented groups among your chairholders. This is a requirement of the *Privacy Act*.

Each year, institutions must also publicly post a copy of this report to their public accountability web pages within 7 working days after the deadline for submitting the report to TIPS. TIPS will review the report each year; in addition, the annual report(s) will be provided to the external EDI Review Committee, when it is convened every few years, to evaluate the progress made in bolstering EDI at the respective institution and to provide context for future iterations of the EDI action plan.

All sections of the form are mandatory (unless otherwise noted).

Contact information

Please complete the fields below.

Name of Institution:

Carleton University

Contact Name:

Rafik Goubran

Position Title:

Vice-President, Research and International

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Does your institution have an EDI Action Plan for the CRCP?

Yes

PART A: EDI Action Plan - Reporting on Key Objectives Analyses, Systemic Barriers, Objectives and Indicators

Date of most recent plan (e.g. latest revision of the public plan):

09/27/2019

Rating given action plan in most recent review process:

Fully satisfactory

Name of vice-president level representative responsible for ensuring the implementation of the plan:

Rafik Goubran

In developing their action plans, institutions were required to conduct: 1) an employment systems review; 2) a comparative review; and 3) an environmental scan (see program requirements [here](#)). These assessments were required in order to identify the specific systemic barriers and/or challenges that are faced by individuals from underrepresented groups (e.g. women, persons with disabilities, Indigenous Peoples and racialized minorities, LGBTQ2+ individuals) at the

respective institution; institutions were then required to develop key S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) objectives and actions to address them.

Indicate what your institution's key EDI objectives are (up to six) as outlined in the most recent version of your action plan (either the one approved by TIPS or the one currently under review by TIPS), as well as the systemic barriers/challenges identified that these objectives must address. Please note that objectives should be S.M.A.R.T. and include a measurement strategy. List the corresponding actions and indicators (as indicated in your institutional EDI action plan) for each objective, and outline: a) what progress has been made during the reporting period; b) what actions were undertaken; c) the data gathered; and d) indicators used to assess the outcomes and impacts of the actions. Please note that indicators can be both quantitative and qualitative and should be specific. Outline next steps and use the contextual information box to provide any additional information (e.g., course correction, obstacles, lessons learned, etc.) for each objective.

Key Objective 1

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 1:

Continue to meet or exceed equity targets

Systemic barriers -

Please provide a high-level description of the systemic barriers (e.g., summarize what the barriers are and how they were identified):

Carleton's environmental scan identified two major systemic barriers: equity group self identification not being viewed as having clear benefits, and lack of clarity about what constitutes a disability; and fear that self-identification as a member of an equity-deserving group will lead to claims that they were not hired because they were the best person for the job, but because of their equity status. Both these lead to reticence to self-disclose, making it difficult to know how well our equity group targets are being met.

Corresponding actions undertaken to address the barriers:

In our Action Plan, we identified seven actions to achieve Key Objective 1. After the Plan was assessed as fully satisfactory, as an additional, important action, we applied for and received CRCP funding to hire an EDI Learning Specialist who joins Carleton on June 1, 2021. The Learning Specialist's work will target actions 3-7 by developing the tools and training approaches to help Carleton fully meet or exceed all its CRC EDI targets, with more effective hiring results because of thorough and effective training in the benefits of self-identification, the systemic barrier listed above, as well as develop training in unconscious bias, training in implementing fair and consistent assessment of leaves and career interruptions, and in-depth understanding of such concepts as the meaning of "best candidate" and the impact of disabilities. The actions to meet Key Objective 1, stated in the Action Plan, are: 1. Carleton will maintain its compliant status prospectively by managing CRCP vacancies through a planning process that tracks both equity and diversity targets and available CRCs, two years in advance of any expected vacancy. Responsibility: CORIS 2. CORIS shall be responsible for monitoring compliance with Carleton's CRC equity and diversity targets, and shall advise the Vice-President (Research and International), the Assistant Vice-President and University Advisor, Equity and Inclusive Communities, and the Deans whenever the university's compliance status changes. Course corrections will be determined by this group, along with the Manager, Faculty Affairs, and the Chairs of those departments where CRC vacancies exist. Responsibility: CORIS 3. Available chairs in the University may be allocated specifically to areas that are likely to attract members of the four designated groups. Responsibility: VPRI, Deans of Faculties 4. Advertising will continue to specifically invite persons identifying as members of the four designated groups to apply, and will be tailored to attract and encourage diverse applicants by articulating the relationship

between academic excellence and EDI, as well as criteria demonstrating the value of innovative approaches to scholarship. Responsibility: OVPRI, CORIS, Deans of Faculties, Office of the Provost, EIC 5. Advertising is targeted to professional groups (and listservs) specifically representing or targeting members of the four designated groups in those fields of research relevant to the discipline of the CRC being advertised. Both the university's standard venues for CRC advertising placement (CAUT, University Affairs, Carleton website) and additional appropriate placements will be used. Responsibility: Office of the Provost & VP Academic 6. The Equity Champion shall monitor hiring processes and deliberations to assess the intrusion of unconscious bias or need for alternative assessment methods, bring any such discoveries to the hiring committee's attention for correction, and ensure the University's equity targets are kept in clear focus by the committee. Responsibility: CORIS with support from EIC 7. Continue to train hiring committees for CRCs and throughout the University in unconscious bias and the value of EDI to the Institution. Responsibility: EIC

Data gathered and Indicator(s) - can be both qualitative and quantitative:

All applicants for each CRC opening complete an equity self-identification survey. The confidential results allow us to identify the exact numbers of applicants from each of the FDGs, and to track their success at each stage of the hiring deliberations. A search is not closed until we are certain we have a diverse pool of applicants. Moving forward, CRC equity targets are met and maintained, and there is increasing representation from among the FDGs.

Progress and/or Outcomes and Impacts made during the reporting period:

Carleton officially became fully compliant with meeting its equity targets for all four designated groups. The EDI Learning Specialist, who was recruited from the US, started work at Carleton in June, 2022, and while ramping up in this new position was involved in the planning and execution of Inclusion Week, featuring a week of talks, workshops, and roundtables promoting inclusion, and its value, throughout Carleton.

Challenges encountered during the reporting period:

The COVID pandemic continued to have the university mainly off-campus, making it harder to hold in-person events directed at culture change around merits of self-identification and the value of inclusion.

Next Steps (indicate specific dates/timelines):

The University will continue to promote recruiting members of the four designated groups into its applicant pools for CRCs throughout 2022 and beyond as we continue to fill vacant Chairs. We will have a speaker series of workshops, featuring well-known and prominent experts, through the 2022-23 academic year highlighting relevant issues.

Was funding from the CRCP EDI stipend used for this key objective?

Yes

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective:

12500

If an amount was entered in the previous question, indicate specifically what the funds were spent on.

EDI Learning Specialist salary: contributed to development and execution of Inclusion Week programming.

EDI Stipend Impact Rating

Please rate the extent of the impact the EDI Stipend has had on your institution in meeting this key objective:

Moderate impact (the EDI Stipend had moderate impact on achieving progress)

Indicate in the table below any leveraged cash or in-kind contributions provided by the institution

Leveraged cash or in-kind contributions from your institution (if applicable):

Amount	\$ Source / Type (cash or in-kind)
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1 13755 Provost's office/cash

Do you have other key objectives to add?

Yes

Key Objective 2

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 2:

Improve understanding of and ways to combat unconscious bias in the recruiting and hiring process for CRCs in all Faculties.

Systemic barriers -

Please provide a high-level description of the systemic barriers (e.g., summarize what the barriers are and how they were identified):

The environmental scan identified a lack of clarity among respondents about what is meant by the term disability. It also identified fear that being identified as a member of the four designated groups would lead to claims that hiring had been based on equity status, not on being the best person for the job.

Corresponding actions undertaken to address the barriers:

The Action Plan specified three actions, below, to address Key Objective 2. The additional action of hiring an EDI Learning Specialist, partially funded through the Program's EDI Grant, is to target the systemic barrier element of this Key Objective as well. The Learning Specialist will develop tools and training approaches that improve understanding of unconscious bias, assessment of career interruptions, and what such concepts as "best candidate" mean in hiring a diverse cadre of CRCs. This latter concept, the "best candidate" is foundational to breaking down the barrier of candidates fearing being stigmatized if they self-identify. The Learning Specialist's tools and training approaches will also help clarify such issues as what is or is not considered a disability, another systemic barrier our scan identified. In addition, the Learning Specialist will focus attention on ways to combat unconscious or other forms of bias in the recruiting and hiring process for CRCs in all Faculties. All members of the faculty involved in CRC hiring processes will receive this training. Actions that were taken during the reporting period included: 1. Training in unconscious bias was completed by all members and persons involved in the recruitment, assessment, and hiring of CRC candidates.

Responsibility:, Office of the Provost & VP Academic, CORIS with support from EIC 2. Hiring committee members and persons involved in the interview or decision processes received training in alternative methods of career assessment appropriate to consideration of members of the four designated groups. Hiring committees were made aware that the latest equity statistics (by Faculty) are available on the University's OIRP website for reference. Responsibility:, Office of the Provost & VP Academic, CORIS, with support from EIC 3. EIC continuously reviewed its unconscious bias training and updated it as needed with a view to enhancing learning outcomes and facilitating greater impact. Responsibility: Office of the Provost, OVPRI, EIC

Data gathered and Indicator(s) - can be both qualitative and quantitative:

Records of training in preventing unconscious bias were completed for all hiring committees. The indicator was 100% completion.

Progress and/or Outcomes and Impacts made during the reporting period:

All persons involved in the review and hiring processes have been trained in Unconscious Bias for every CRC hiring action during the reporting period. The Learning Specialist was onboarded during the reporting period, and began work toward achieving the specified goals.

Challenges encountered during the reporting period:

The University remained in primarily remote operating status because of the pandemic. Accordingly, we remained confined to meetings by Microsoft Teams or Zoom, rather than in person, which would have been the preferred interaction method. Also, we found we had seriously underestimated the time it would take for the EDI Learning Specialist to develop tools and training methodologies, particularly in pandemic circumstances.

Next Steps (indicate specific dates/timelines):

Training on unconscious bias will continue to be developed for hiring committees, with new approaches begun to be integrated in the 2022-23 academic year.

Was funding from the CRCP EDI stipend used for this key objective?

Yes

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective:

12500

If an amount was entered in the previous question, indicate specifically what the funds were spent on.

EDI Learning Specialist salary

EDI Stipend Impact Rating

Please rate the extent of the impact the EDI Stipend has had on your institution in meeting this key objective:

Major impact (the EDI Stipend had a major impact on achieving progress)

Indicate in the table below any leveraged cash or in-kind contributions provided by the institution

Leveraged cash or in-kind contributions from your institution (if applicable):

Amount \$	Source / Type (cash or in-kind)
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1 13755 Provost's office/cash

Key Objective 3

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 3:

Carleton will remove the systemic barriers identified in the environmental scan. The success of this objective will be measured by: Barrier 1, CRC's will report greater satisfaction as part of the Carleton community in future environmental scans (next scan in 2022); Barrier 2, Post-award support for first-year CRCs will be standardized with defined roles and processes; Barrier 3 and 4, The EDI Learning Specialist will assess efficacy of new tools and training techniques developed for these purposes; Barrier 5, CRCs from the FDGs will report less administrative burden in the environmental scans; Barriers 6 and 7, Discussion of these barriers will be a standing topic in regular meetings between the VPRI and Deans/ADRs, ensuring that processes and roles are clear.

Systemic barriers -

Please provide a high-level description of the systemic barriers (e.g., summarize what the barriers are and how they were identified):

Our environmental scan identified each of the following systemic barriers: 1. A need for more active mentorship, collaboration, and a greater sense of belonging 2. Post-award support during the first year of the CRCs' first term at Carleton is inconsistent across the different Faculties. 3. Self-identification as a member of the FDGs is not viewed as having clear benefits, and the definition of what constitutes a disability is unclear. 4. Fear that being identified as a member of an FDG will lead to claims that you were hired for that reason, not because you were the best qualified person for the job. 5. Excess administrative burden on members of the FDGs, particularly Indigenous and women faculty members. 6. The Deans and ADRs are unclear about the allocation of CRCs within each Faculty. 7. The role of the Deans and ADRs in the hiring process is unclear and inconsistent.

Corresponding actions undertaken to address the barriers:

1. Develop a "Sponsorship" program officially linking new CRCs to a more senior faculty member who will help them integrate in the academic and comprehensive communities at Carleton. 2. Improve post-award support in the faculties, ensuring consistent support in learning university systems and process, particularly for first-year CRCs. Responsibility: OVPRI, CORIS, Deans of Faculties 3. Raise understanding of what the term "disability" means, its implications, and the benefits of self-identification, both for CRCs and through an ongoing University-wide education campaign. Responsibility: OVPRI, CORIS, OQI with support from EIC 4. Educate the University communities about the integration of EDI in hiring practices, particularly unpacking the concept of "best" when considering candidates for a job. Responsibility: Provost, OVPRI with support from EIC 5. Reduce excess administrative burden on members of the FDGs, particularly Indigenous faculty, by targeted hiring to increase their numbers and create a greater pool to fill administrative roles. (2023) Responsibility: Provost & VP Academic, Deans of Faculties, Human Resources with support from EIC 6. Clarify administrative ambiguities around CRC allocation and roles in the hiring process with Deans and ADRs in ongoing meetings between VPRI and Deans. Responsibility: VPRI

Data gathered and Indicator(s) - can be both qualitative and quantitative:

Barrier 1, CRC's will report greater satisfaction as part of the Carleton community in future environmental scans (next scan in August 2022); Barrier 2, Post-award support for first-year CRCs will be standardized with defined roles and processes; Barrier 3 and 4, The EDI Learning Specialist will assess efficacy of new tools and training techniques developed for these purposes; Barrier 5, CRCs from the FDGs will report less administrative burden in the environmental scans; Barriers 6 and 7, Discussion of these barriersCRCs will be a standing topic in regular meetings between the VPRI and Deans/ADRs, ensuring that processes and roles are clear.

Progress and/or Outcomes and Impacts made during the reporting period:

During the reporting period, it was agreed that the Sponsorship program is essential across the University, and it has been integrated in the University's EDI Action Plan. The Carleton Office of Research Initiatives and Services began recruiting a new post-award support team. In addition, the Faculties began moving toward implementing their own post-award support capabilities: one Faculty successfully recruited a post-award support officer during the reporting period. We expect to see significant reduction in barriers as reported through a repeated OQI environmental scan consultation that is expected to take place in August 2022.

Challenges encountered during the reporting period:

The pandemic has created disruptions in many areas, particularly things involving recruitment, or any activity that would normally be conducted face-to-face. We had expected to have a "Sponsorship" program for new CRCs developed during the reporting period; while this goal in the CRC Action Plan was picked up and is being implemented under the direction of EIC for all new faculty hires in the University, it has not been possible to implement it under pandemic conditions. We have been able to hire an extremely well-qualified EDI Learning Specialist, but not within the reporting period, which has slowed our progress toward achieving this Key Objective

Next Steps (indicate specific dates/timelines):

We will Implement a formal, structured "Sponsorship" program to link new CRCs with an established faculty member who acts as their advocate and actively helps them integrate professionally and socially, in conjunction with the University-wide Sponsorship program described as part of the overall Carleton EDI Action Plan. (July 2022). The newly recruited EDI Learning Specialist will develop the tools and teaching strategies to improve understanding of issues related to self-identification, disabilitydisability, and integrating EDI in hiring practices, including unpacking the meaning of "best" in the context of hiring. The University has succeeded in hiring eight of the ten projected new Indigenous faculty members during the reporting period and hopes to reach its target within the next year (July 2022).

Was funding from the CRCP EDI stipend used for this key objective?

Yes

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective:

12500

If an amount was entered in the previous question, indicate specifically what the funds were spent on.

EDI Learning Specialist's salary

EDI Stipend Impact Rating

Please rate the extent of the impact the EDI Stipend has had on your institution in meeting this key objective:

Major impact (the EDI Stipend had a major impact on achieving progress)

Indicate in the table below any leveraged cash or in-kind contributions provided by the institution

Leveraged cash or in-kind contributions from your institution (if applicable):

Amount \$	Source / Type (cash or in-kind)
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1 13755 Provost's office/cash

Key Objective 4

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 4:

Remove institutional barriers to the recruitment and hiring of CRCs who identify as women, visible minorities, persons with disabilities, or Indigenous persons.

Systemic barriers -

Please provide a high-level description of the systemic barriers (e.g., summarize what the barriers are and how they were identified):

The environmental scan identified a lack of seeing any clear benefits to self-identification, lack of clarity particularly around what constitutes a disability, and a fear of being perceived as having been selected because of self-identifying as a member of an equity group rather than for being the best qualified candidate.

Corresponding actions undertaken to address the barriers:

1. The University focused on high-visibility activities campus-wide promoting and celebrating diversity. Among these were: Inclusion Week (inaugural event 2019), International Women's Day, Black History Month, National Indigenous Peoples Day. and 21 separate Indigenous events during the reporting period. 2. The University completed consultations to develop Kinàmàwin – Carleton's Indigenous Strategy, released May 2020. 3. On July 1, 2020, the University manifested its commitment to Indigenous students, faculty, and communities by a significant management change, creating the positions of Assistant Vice-President, Indigenous Initiatives, and Director, Centre for Indigenous Initiatives. In addition, the position of Assistant Vice-President and University Advisor, Equity and Inclusive Communities was created. These positions affirm the importance of equity and diversity at the University, raising and solidifying its profile in the Institution. 4. The University developed the Carleton Co-ordinated Accessibility Strategy, released June 2020. The implementation phase began during the reporting period. 5. Carleton's new Strategic Integrated Plan was developed during the reporting period and released in September 2020. 6. Consultations and development work for the University's EDI Action Plan were completed during the reporting period.

Data gathered and Indicator(s) - can be both qualitative and quantitative:

The University's Strategies and Action Plans were released. Self-identification data is collected by the University. The indicators of success are that the number of self-identified members of the four designated groups will increase among CRCs in particular, and among faculty and university staff in general, based on University self-identification surveys.

Progress and/or Outcomes and Impacts made during the reporting period:

Carleton University's EDI Action Plan was officially released in March 2021, during the reporting period. Data obtained through equity self-identification for the University writ large show that Carleton's numbers for employees from each of the four designated groups held steady or increased slightly during the reporting period in comparison to previous years. (https://oirp.carleton.ca/databook/ongoing/staff/tables/staff-eeog-2015on-2016_hpr.htm) Data for the CRCs over the reporting period showed that fully 100% of new nominees self-identified as members of at least one of the four designated groups. Data obtained through equity self-identification for the University writ large show that Carleton's numbers for employees from each of the four designated groups held steady or increased slightly during the reporting period in comparison to previous years. (https://oirp.carleton.ca/databook/ongoing/staff/tables/staff-eeog-2015on-2016_hpr.htm)

Challenges encountered during the reporting period:

The main challenge encountered continued to be the pandemic, which has kept the campus largely devoid of in-person interaction since late March of 2020 throughout the reporting period, making it difficult to assess the overall impact of strategies on day-to-day life.

Next Steps (indicate specific dates/timelines):

The University will begin enacting the Carleton University EDI Action Plan's objectives, which includes strategic actions in many areas including data collection, research, leadership, and culture. . We expect to have the first elements of a searchable EDI research database available for use by August 2021. The first round of student EDI Research Awards was announced in May, 2021, with EDI Research Awards for the academic staff to follow.

Was funding from the CRCP EDI stipend used for this key objective?

Yes

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective:

12500

If an amount was entered in the previous question, indicate specifically what the funds were spent on.

EDI Learning Specialist's salary

EDI Stipend Impact Rating

Please rate the extent of the impact the EDI Stipend has had on your institution in meeting this key objective:

Don't know

Indicate in the table below any leveraged cash or in-kind contributions provided by the institution

Leveraged cash or in-kind contributions from your institution (if applicable):

Amount \$	Source / Type (cash or in-kind)
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1 13755 Provost's office/cash

Key Objective 5

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 5:

Carleton will see an increase in the diversity of applicants for CRC positions, and better characterize the applicant pool. This will be quantitatively measured from responses to the equity self-identification survey and comparison of data among CRC hiring actions.

Systemic barriers -

Please provide a high-level description of the systemic barriers (e.g., summarize what the barriers are and how they were identified):

The environmental scan identified systemic barriers around the value of self-identification, understanding what is meant by the term "disability, and fear of being thought to have gained the Chair because of equity status, not qualification.

Corresponding actions undertaken to address the barriers:

1. All advertising for unfilled faculty positions, including Canada Research Chair vacancies, includes the equity statement, "Carleton University is strongly committed to fostering diversity within its community as a source of excellence, cultural enrichment, and social strength. We welcome those who would contribute to the further diversification of our university including, but not limited to: women; visible minorities; First Nations, Inuit and Métis peoples; persons with disabilities; and persons of any sexual orientation, gender identity and/or expression. Carleton understands that career paths vary: legitimate career interruptions will in no way prejudice the assessment process, and their impact will be taken into careful consideration." Applicants are provided instructions on how to request any necessary accommodations during the recruitment process. The description of Carleton in the University's posted advertisement will include the statement "We are proud to be one of the most accessible campuses in North America. Carleton's Paul Menton Centre for Students with Disabilities has been heralded as the gold standard for disability support services in Canada." Advertising will specifically invite persons identifying as members of the four designated groups to apply. Responsibility: Office of the Provost & VP Academic; CORIS 2. Targeted advertising will be used as needed to recruit members of the FDGs. Responsibility: VPRI, Office of the Provost & VP Academic, CORIS with support from EIC 3. All applicants will be required to complete a self-identification survey. Responsibility: Hiring manager, CORIS, OIRP, with support from EIC

Data gathered and Indicator(s) - can be both qualitative and quantitative:

Applicant self-identification surveys report participation by members of all four designated groups for each posted CRC vacancy. The applicant pool responding to advertisements for all posted CRC positions will be well-characterized and will include members of all four designated groups.

Progress and/or Outcomes and Impacts made during the reporting period:

All applicants to CRC competitions that have been run during the reporting period completed the equity self-identification survey. The applicant pools all included candidates who self-identified as members of at least three of the four designated groups. In one case, when the pool was not sufficiently diverse, advertising was continued and venues added to ultimately draw a satisfactorily diverse candidate pool. Confidential records of all self-identification data are being maintained.

Challenges encountered during the reporting period:

It remained difficult to recruit robustly diverse applicant pools.

Next Steps (indicate specific dates/timelines):

The University will continue to monitor all applicant pools for diversity, and will track comparative rates among CRC hiring actions. Ongoing

Was funding from the CRCP EDI stipend used for this key objective?

No

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

Key Objective 6

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

Challenges and Opportunities

Other than what has been outlined in the section above, outline any challenges and opportunities or successes regarding the implementation of the EDI action plan, as well as best practices that have been discovered to date. If COVID-19 has had an impact on the implementation of the institution's action plan, please outline how below. How has or will the institution address these challenges and opportunities? (limit: 5100 characters):

Despite the ongoing pandemic that continued through 2021, we have continued to make progress toward achieving the key objectives laid out in our Action Plan. A fundamental discrepancy between the University's self-identification data, obtained through our environmental scan, and that reported to the CRCP, had led to our being found not meeting our equity targets in one area: the discrepancy itself for that time period, going into 2021, remains. However, we recruited a CRC candidate who self-identified to all concerned entities as a member of the equity group where we were deficient, thus bringing us into full compliance. The situation exemplifies the structural barriers around self-identification that were uncovered in the environmental scan. Actions involving University-wide education campaigns have remained been difficult to mount during the reporting period, as the University remained almost fully restricted to on-line means. While we are seeing a return to more normal campus life at this midpoint of 2022, the pandemic continues to create uncertainty, particularly as we approach the fall and winter, when we normally see new waves of all respiratory illnesses. Carleton has had numerous successes during the reporting period. All of the new nominations put forward during the reporting period were equity candidates, and all were confirmed. The EDI Learning Specialist, whose salary was partially paid by the EDI Stipend, joined Carleton effective 1 June 2021. The University's EDI Action Plan was officially released in 2021. Consultations for revision of the University's Sexual Violence Policy were conducted and completed the reporting year, with movement to implement the knowledge gained and develop

the revised strategy taking place in 2022. The University made significant progress in the areas of anti-Black racism and Indigenous affairs during the reporting year.

Reporting on EDI Stipend objectives not accounted for in Part A

Instructions:

- Institutions with EDI Action Plans, use this section to report on EDI Stipend objectives that are not accounted for in Section A.
- Institutions without EDI Action Plans, use this section to report on EDI Stipend objectives.

Objectives associated with your institution's EDI Stipend application

Table C1. Provide information on the objectives associated with your institution's EDI Stipend application, including the funding and timelines, for the reporting period.

EDI Stipend Objective 1

Indicate the S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) objective(s) towards which this funding has been directed:

Carleton University will hire a 0.5 FTE EDI Learning Specialist who will be based in the Department of Equity and Inclusive Communities, to help break down systemic barriers identified in our CRC EDI Action Plan. The EDI Learning Specialist will develop evidence-based tools and training and education programs in the value of EDI for research outcomes, the prevention of bias, assessment of career interruptions, raising understanding of what the term "disability" means, its implications, and the benefits of self-identification for CRCs, educating the University communities regarding the integration of EDI in hiring practices, unpacking the collective agreement concept of "best" when considering candidates for faculty positions including those involved in the hiring of CRCs who comprise the CRCs' environment. These deliverables specifically address Objectives 1, 2, and 3 in Carleton's CRC EDI Action Plan. The outcomes will be tangible training and educational materials as well as documented, evaluated training outcomes, and reduction in systemic barriers as demonstrated by an environmental scan to be conducted by the Office of Quality Initiatives and EIC at the end of the one-year term of this funding

Indicator(s): Describe indicators, as presented in the EDI Stipend application, and how they are calculated.

The chosen indicators for the objectives the Learning Specialist will help address are: Objective 1 - CRC equity targets are maintained; increasing representation from among the FDGs; Objective 2 – Functional tools and training approaches will be developed that improve understanding of unconscious bias, assessment of career interruptions, the meaning of what such concepts as "best candidate" mean in hiring a diverse cadre of CRCs, and ways to combat unconscious or other forms of bias in the recruiting and hiring process for CRCs in all Faculties, and all members of the faculty involved in CRC hiring processes will receive this training; and, Objective 3 - Participant evaluations and feedback - Objective 4 - CRCs report greater satisfaction as part of the Carleton community in future environmental scans.

Progress: Describe results observed, including indicator results, outcomes, impacts. Include timelines (start and end dates).

The EDI Learning Specialist who was recruited took up the position at Carleton effective 1 June 2021. We requested and were granted an extension in time only to use the funds for the purpose intended. The funds were fully used by the end of December 2021. Of the objectives identified for the Learning Specialist's

position, we identify the following results to the end of December 2021: Objective 1 – Equity targets were maintained and representation among the FDGs was increased during 2021; however, we also recognize that this is a lag time indicator, with the relevant recruitments and nominations taking place before the Learning Specialist began at Carleton. That said, her efforts to raise understanding of EDI related concerns since arriving will also show results going forward beyond the reporting period. Objective 2: The EDI Learning Specialist contributed to or implemented a number of approaches that targeted raising understanding about aspects of EDI, among them unconscious bias, valuing diversity, and promoting inclusion, and encouraging culture change campus-wide, which we believe is critical to improving acceptance of and satisfaction among our CRCs. These activities included:

- o Office hours ♦ Started hosting weekly drop-in office hours for faculty members and instructors who have questions, ideas, or challenges
- o One-on-one faculty consultations
- o Support for faculty-led committees working on EDI-related issues ♦ Met with various committees across faculties to provide support around implementing/enhancing EDI-related issues
- o EDI Community of Practice ♦ In partnership with Ikram Jama, started a Community of Practice for CU faculty and staff focused on supporting and augmenting EDI-driven practices at Carleton
- o Human Rights Module ♦ Facilitated numerous collaborative visioning sessions with student groups across campus in Fall 2021 and Winter 2022 to determine students' priorities and key areas of focus to develop the content of a mandatory online module on human rights and anti-oppression for incoming undergraduate students. Based on the feedback shared by students in the consultation phase, currently developing content of the human rights module. We note that while the Human Rights Module work was student-focused, the systemic barriers and discriminatory actions encountered by our CRCs come not just from institutional and faculty/administrative sources, but from a culture in need of change among the student body as well. We believe this module, once developed, will contribute to culture change throughout the University at all levels, and will positively impact our CRCs.

Objective 3: Participant evaluations and feedback: Informal feedback demonstrates both uptake of the office hours and faculty consultations, as well as the other initiatives mentioned. More formal evaluation will take place during the current calendar year and going forward. Objective 4: CRCs report greater satisfaction on future environmental scans. While we had planned to have the next environmental scan this August, we also had not anticipated the problems the pandemic would cause, and the associated campus shutdowns. We will delay the next environmental scan until the spring of 2023, by which time we hope there will have been a nearer to normal academic year, in terms of interactions and presence on campus, allowing the scan to yield more accurate results on what are very much interaction-dependent issues.

Outline the total expenditures below:

Amount	\$	Source / Type (cash or in-kind)
1	55020	Provost's Office/cash

Total funds of EDI stipend spent on the objective: 50000

Amount	\$	Source / Type (cash or in-kind)
1	55020	Provost's Office/cash

Indicate in the table below any leveraged cash or in-kind contributions provided by your institution:

Amount	\$	Source / Type (cash or in-kind)
1	55020	Provost's Office/cash

Table C2. EDI Stipend Impact Rating

Please rate the extent of the impact the EDI Stipend has had on your institution in meeting this objective as identified in your application, for the reporting period:

Extensive impact (the EDI Stipend had an extensive impact on achieving progress)

Provide a high level summary of how the stipend was used:

The stipend was used completely for the EDI Learning Specialists salary and benefits.

Do you have other objectives to add?

No

Additional Objectives (if applicable)

Table C1. Provide information on the objectives associated with your institution's EDI Stipend application, including the funding and timelines, for the reporting period.

EDI Stipend Objective 2

EDI Stipend Objective 3

EDI Stipend Objective 4

EDI Stipend Objective 5

EDI Stipend Objective 6

Part D: Engagement with individuals from underrepresented groups

Outline how the institution has engaged with underrepresented groups: e.g., racialized minorities, Indigenous Peoples, persons with disabilities, women, LGBTQ2+ individuals, during the implementation of the action plan (during the reporting period), including how they have been involved in identifying and implementing any course corrections/adjustments, if applicable. For example, how was feedback gathered on whether the measures being implemented are resulting in a more inclusive research environment for chairholders of underrepresented groups? How has intersectionality been considered in developing and implementing the plan (if applicable)? Have new gaps been identified? How will members of underrepresented groups continue to be engaged? (limit: 10 200 characters)

Engagement with underrepresented groups among the CRC cadre during the reporting period was through the environmental scan, which was completed in summer of 2019. The results of the scan disclosed a number of systemic barriers at our University. Some of our intended actions, for example, the creation of a "Sponsorship" program, have been delayed because of the pandemic. Our next environmental scan to gather feedback and assess progress from the perspective of our CRC population had been planned for August 2022, but will be deferred to Spring 2023, by which time we hope the pandemic will be under control and we will have had one or two academic semesters with nearer to normal in-person activity on campus. Carleton's CRC cadre is small (19 active CRCs at most during the reporting period) in comparison with the institutional environment of over 1000 faculty, hundreds of contract instructors, over 1300 staff and management personnel and over 31000 enrolled full and part-time students in which they operate. Because of this, the CRCs are affected by the culture of the whole institution, including its overall systemic barriers. We continue to work with Equity and Inclusive Communities (EIC) to integrate our effort to address

systemic barriers with theirs. During the reporting period, the University, and particularly Equity and Inclusive Communities, conducted many consultations with members of the four designated groups as well as gender-diverse individuals to develop, notably, the Coordinated Accessibility Strategy, the Indigenous Strategy, and the University EDI Action Plan, as well as the University's Strategic Integrated Plan. EIC continued to be a focal point for ongoing interaction with members of underrepresented groups in the University during the reporting year, particularly as we move into implementation of those new Strategies and Action Plans. Carleton University signed and endorsed the Scarborough Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education in November 2021. In doing so, the University reaffirmed its commitment to address anti-Black racism and foster Black inclusion across our university building on our institutional Equity, Diversity and Inclusion Action Plan and designing and implementing specific actions that target systemic and structural racism. The Charter reflects a collective recognition of the realities of anti-Black racism, shared aspirations to address it, and a concrete framework for delivering on it. While it is occurring after the reporting year, it is important to note that the University has created a new position, Director of Human Rights and Equity, effective August 2022, with specific responsibilities targeting anti-Black racism and Black inclusion. The UMOJA Black Community Engagement Program, managed by the Carleton University Student Experience Office, was created during the reporting year. It is dedicated to the academic, professional, and personal empowerment of the Ottawa regions' African, Caribbean, and Black (ACB) communities, with programming and events that strive to address the impact of anti-Black racism on educational and career outcomes for ACB students and youth. The Program hosts student-led, community-centred public education programs and events that both seek to dismantle anti-Black racism in society and celebrate the lives and accomplishments of the ACB community. These events are open to ACB students, youth, educators, community members and allies. Many new programs and courses focused on Black history and anti-racism efforts were brought forward in the reporting year in alignment with the University's EDI Action Plan. The Journalism school established a Permanent Working Group on Anti-Racism and Inclusion committed to the elimination of racism against racialized and Indigenous people, as well as inequities or other barriers based on ethnicity, nationality, religion, gender expression, sexual orientation or ability. In addition, the School initiated recruiting for the Carty Chair, Diversity and Inclusion Studies. The Chair's role will be to chosen professor will develop and teach courses and lead a program of research on journalism, diversity and inclusion that will engage journalism students and the journalism industry at large. (The recruitment was successfully completed in 2022, after the reporting year.) The University's Human Rights and Social Justice program initiated a new Blackness and antiracism seminar, tackling systemic racism in the areas of education, health and criminal justice. The School of Social Work offered a course entitled "Racialization and Social Work" focused on racism and its consequences, as well as an elective graduate course entitled "Afrocentric Social Work," in which students engage in critical dialogue, reflection and action about historical and contemporary experiences of African Canadians and Africans in the diaspora. All of these initiatives reach out to members of the Black community at Carleton (and others), raising awareness, providing space for voices to be heard, and allowing for discussion that feeds into dialogue and movements for change in the University. The University's Indigenous Strategy, *Kinàmàgawin*, was released in the previous reporting year, the product of a wide and deep consultation process. Among its 41 Calls for Action, the first is the call for the development of an Indigenous Community Engagement Policy that would guide staff, faculty and students in the areas of recruitment, research and partnerships with Indigenous communities. The response to this and the other 40 calls is and will be ongoing throughout the University, at all levels. In the reporting period, the Centre for Indigenous Support and Community Engagement partnered with the newly established Centre for Community Engagement to discuss the development of Carleton's Strategic Plan for Community Engagement, and the parallel creation of an Indigenous Community Engagement Policy. The consultations themselves will take place in the current year, 2022, after this reporting period. To strengthen engagement within certain Indigenous communities, the Centre for Indigenous Support and Community Engagement established two additional advisory bodies, the Algonquin Advisory Council and the Inuit Advisory Council. These Councils comprise community partners who provide direction on various Indigenous specific initiatives, and work closely with Carleton's Indigenous Education Council that continues to provide critical guidance. To improve engagement with Indigenous peoples, many Faculties and departments at Carleton have created their own advisory bodies, for example, the Equity, Diversity and Inclusion Council in the Faculty of Engineering and Design. *Kinàmàgawin*'s Call #3 calls for the development of a digital Indigenous hub where information on all Indigenous services, events and programs on campus can be easily accessed. In response to this, in December 2021, a new website was established at carleton.ca/indigenous to

house the websites for both the Centre for Indigenous Support and Community Engagements and the Office of the Assistant Vice-President (Indigenous Teaching, Learning and Research). The new landing page establishes a digital relationship between resources to promote ethical research with Indigenous peoples and services to support the wellbeing of Indigenous students, staff and faculty on campus. Following on this, Call #4 is for the development of communication resources to establish clear and consistent language for the university when writing about Indigenous peoples. This need was identified during the Kinàmàgawin consultations and taken up by the Department of University Communications during the reporting year. Active implementation of their response to this call began in January of 2022, after the reporting year. During the reporting year, the University further moved to act on Kinàmàgawin's Calls to Action by develop an Indigenous-led Indigenous-specific hiring policy. To that end, Carleton engaged the expertise and guidance of Indigenous legal authorities Elder Claudette Commanda (Algonquin Anishinabe from Kitigan Zibi Anishinabeg First Nation), Marilyn Poitras (Michif consultant and advisor and former Director of the Indigenous Law Centre at the University of Saskatchewan), and Elizabeth Zarpa (Inuk lawyer from Nunatsiavut). Under their guidance, in conjunction with the University's Indigenous Education Council and the Algonquin and Inuit Advisory Committees that were established in the reporting year, Carleton's formal consultation process to hear from Indigenous students, staff and faculty on the topic of protecting Indigenous-specific positions is being undertaken in 2022. In 2021, the University announced the "New Names for New Times" initiative in recognition of the fact that diversity must be accompanied by conscious efforts toward inclusion. In keeping with the goals laid out in Carleton's Strategic Integrated Plan, our Kinàmàgawin (Learning Together) Indigenous Strategy, and Equity, Diversity and Inclusion Action Plan, the "New Names for New Times Initiative" was created to give three of our main campus buildings new names that reflect our diversity and commitment to inclusion. Consultations will be held with the Algonquin communities, particularly Kitigan Zibi and Pikwakanagan, toward naming the University Centre building to honour our being situated on the traditional, unceded and unsurrendered territory of the Algonquin Nation. Black communities will be engaged in a process to name Residence Commons in a way that reflects the importance of their achievements on campus and beyond. The Inuit community will be engaged in naming Robertson Hall, the University's main administration building. By the end of the reporting year, the newly formed Algonquin Advisory Council was engaged to guide naming of University Centre and the new Inuit Advisory Council to guide naming Robertson Hall. The consultation plans were developed, to be accomplished in two phases, the first beginning in January 2022.

PART E: Efforts to Address Systemic Barriers More Broadly within the Institution

Briefly outline other EDI initiatives underway at the institution (that are broader than those tied to the CRCP) that are expected to address systemic barriers and foster an equitable, diverse and inclusive research environment. For example, are there projects underway that underscore the importance of EDI to research excellence? Is there additional training being offered to the faculty at large? Are there initiatives to improve the campus climate? Please provide hyperlinks where relevant, using the hyperlink boxes provided below (URLs should include https://). Note that collecting this information from institutions is a requirement of the 2019 Addendum to the 2006 Canadian Human Rights Settlement Agreement and provides context for the work the institution is doing in addressing barriers for the CRCP. (limit: 4080 characters)

<https://carleton.ca/sexual-violence-policy/consultation-2021-22/>

<https://carleton.ca/equity/events/>

<https://carleton.ca/equity/services/>

<https://science.carleton.ca/about/edi/ace-edi-events/>

<https://science.carleton.ca/toolkit/>

<https://carleton.ca/criw/>

Carleton has many significant initiatives ongoing in support of Equity, Diversity and Inclusion beyond those already addressed in the report. In the reporting year, a particular highlight included the particular highlights included completion of the consultations aimed at revising the university's Sexual Violence Policy. Analysis and implementation of the consultation findings began in January 2022. Ongoing Selected University-led Policies, Strategies, Plans and Initiatives Honouring Each Other: Building Consent Cultures on Campus Together (Sexual Violence Policy) Healthy Workplace Strategic Plan 2109 - 2022. Campus Safety Services Action Plan: Paul Merton Centre for Students with Disabilities (opened in 1990) University-wide Events Equity and Inclusive Communities-sponsored or partnered events during the reporting period: • We Heal Together (October-November 2021) • Inclusion Week 2021 • CuriousAbout Campaign 2021 • We Rise Together: Stopping Anti-Asian Racism (May 2021) • Kinàmàgawin Symposium 2021 • How Can You Help? A Guide to Trans Allyship on Campus • Sexual Assault Awareness Week 2021 Training EIC offers unconscious bias training around academic hiring and cultural competency education for faculty and staff, as well as Human Rights training and cultural competence education for student orientation leaders at Carleton and online workshops around EDI. Customized training is available aligned with specific needs. The University offers the Student Support Certificate program to help faculty and staff enhance their capacity to address student needs. The EDI concentration's mandatory workshop in Cross-Cultural Competence Training is facilitated by EIC's Senior Advisor on Human Rights and Equity. The Indigenous Learning Bundles project created a series of multimedia modules, called "bundles," that are designed to be incorporated directly into curricula. They provide the factual and theoretical context for specific aspects of Indigenous history and politics. Selected Faculty-based Initiatives Faculty of Science The Faculty of Science has a strong commitment to EDI, manifested in the following that recognize the need for ongoing learning, unlearning, and actions: . • ACE EDI Events: Awareness, Collaboration and Engagement to advance EDI. In the reporting year, these included virtual events "Let's Talk EDI in Science," featuring Assistant Dean Dr. Rowan Thomson, and "Unconscious Bias in STEM Education, Training, and Research," featuring Dr. Mahadeo Sukhai, Vice-President Research and International Affairs and Chief Accessibility Officer at CNIB. Both events are available for viewing on YouTube. • Science EDI committee unifies staff, faculty, student, and postdoctoral fellow representatives on EDI initiatives • Incorporate EDI within the curriculum • Integrate EDI best practices in our research teams, hiring and committee work • Support attendance at conferences targeted at individuals from underrepresented and equity-deserving groups • Science EDI awards recognize staff and faculty contributions • Survey student and staff experiences in inclusive teaching • Celebrate and raise visibility of diverse scientists and mathematicians The Faculty has also developed the EDI Toolkit, a resource for all instructors to use to help implement EDI meaningfully and successfully in their classrooms. This is available on YouTube. Sprott School of Business The Sprott School of Business appointed Rick Colbourne (Anishinaabe, an Algonquin from the Mattawa First Nation) as its inaugural Assistant Dean, Equity and Inclusive Communities, for a two-year term that began on September 1, 2020. This permanent position aligns with Carleton's goals in the areas of equity, diversity and inclusion and Indigenous initiatives and is designed to focus on different areas over time. Sprott has been building its capacity in EDI, particularly through the research of the Centre for Research on Inclusion at Work (CRIW). Sprott's Strategic Plan, Vision 2025, affirms the School's commitment to diversity and inclusion.

<https://carleton.ca/sexual-violence-policy/consultation-2021-22/>

<https://carleton.ca/equity/events/>

<https://carleton.ca/equity/services/>

<https://science.carleton.ca/about/edi/ace-edi-events/>

<https://science.carleton.ca/toolkit/>

<https://carleton.ca/criw/>

Before submitting your report, please ensure that your responses are complete. You will not be able to edit the information after it is submitted.

I have reviewed my responses and I am ready to submit my report.

A reminder that institutions are required to post a copy of this report (as submitted) on their public accountability and transparency web pages within 7 working days of the deadline for submitting the report to TIPS.

This information will be sent to the Tri-agency Institutional Programs Secretariat when you click 'Submit'. You will receive a confirmation email with a copy of your completed form in HTML format once it is submitted.

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