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1. Engagement with individuals from underrepresented groups

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](#).

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:

Andrea Lawrance, Ph.D.

Position Title:

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The link for the EDI progress report and EDI Stipend report:

<https://ca1se.voxco.com/SE/?st=jeuW6suXm8k3Ct0XM1n9bz3j3Dx9FJ0rBN7b8SQjBCU%3D>

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, Ph.D.

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 underrepresented groups (e.g. women, persons with disabilities, Indigenous peoples and racialized minorities 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 current 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:

Carleton will continue to meet or exceed equity targets stipulated by the CRC Program. These are quantitative measures that will be monitored continuously for compliance and forecasting purposes. The targets will be maintained or exceeded at all times.

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 University's environmental scan identified particular barriers around self-identification: first, the respondents noted that they failed to see the value in self-identification, and were unclear about the meaning of disability as described by the CRC Program; and second, the respondents noted a fear that being identified as a member of one of the four designated groups would lead to claims that they were hired for that reason, not because they were the best person for the job.

Corresponding actions undertaken to address the barriers:

1. Carleton has continued to prospectively manage CRCP vacancies through a planning process that tracks both equity and diversity targets and available CRCs, two years in advance of any expected vacancy, in order to focus on meeting equity targets. Responsibility: CORIS 2. CORIS has provided regular updates concerning the University's current and prospective equity and diversity target status to 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 have been determined by this group, along with the Manager, Faculty Affairs, and the Chairs of those departments where CRC vacancies exist, and focus in hiring redirected to particular seek out equity groups needed to ensure our targets are met. Responsibility: CORIS 3. Available chairs in the University have been allocated with specific attention to whether their placement will be likely to attract members of the four designated groups. Responsibility: VPRI, Deans of Faculties 4. Advertising continued to specifically invite persons identifying as members of the four designated groups to apply. Thanks to the EDI Grant from the CRCP, we have hired an EDI Learning Specialist, starting at Carleton June 1, 2021, who will help us develop materials that 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, Equity and Inclusive Communities 5. Throughout the reporting period, in addition to the University's standard advertising venues (CAUT, University Affairs, Carleton website), advertising has been targeted to professional groups and listservs specifically representing members of the four designated groups (e.g. Native American and Indigenous Studies Association, Academica Indigenous Careers, The Chronicle, and Insight into Diversity) Responsibility: Office of the Provost & VP Academic 6. The Equity Champion on each hiring committee monitored hiring processes and deliberations to assess the intrusion of unconscious bias or need for alternative assessment methods, consulted with the resource expert in Equity and Inclusive Communities to discuss the situation, and brought any such discoveries to the hiring committee's attention for correction through the course of action determined with the EIC resource expert. The University's equity targets were kept in clear focus by each committee. Responsibility: CORIS with support from EIC 7. Hiring committees for CRCs and throughout the University received mandatory training in unconscious bias and the value of EDI to the Institution throughout the reporting period. Responsibility: EIC

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

The status of CRC equity targets was carefully monitored, and projections regularly updated as Chairs came available. Equity group representation among applicant pools was analyzed for evidence of increasing representation from among the FDGs.

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

We have succeeded in attracting a diverse applicant pool for each of the five CRC nominations that have been by the University during the reporting period. Four of the five searches resulted in the nomination of an equity group member candidate (decisions pending). The University has also begun employing search firms to help recruit candidate pools for many of our open Chairs. They are specifically tasked with ensuring that they seek out qualified candidates from among the four designated groups. Carleton expects to fully meet or exceed all its EDI targets before July 2021.

Challenges encountered during the reporting period:

A disparity between self-identification data obtained through the University's environmental scan and the data self-identification data reported to the CRC Program left the University in a position of being deemed not meeting its equity target in one area. This exemplifies the systemic barriers listed above. We had been continuing to recruit with an emphasis on all of the designated groups, and particular emphasis on officially filling the deemed gap. A nomination that met this criterion was submitted during the reporting period and is pending decision at this time.

Next Steps (indicate specific dates/timelines):

As of the date of this report, Carleton has six active CRC searches in progress (two Tier 1 and four Tier 2), with other searches coming later this year. There is a deliberate focus on ensuring that our new equity targets will be met and surpassed as we conduct these searches. Hiring committee managers will be informed of the University's equity target status before the committee begins consideration of applications. These are ongoing steps, applicable to all current and future CRC hiring actions.

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:

0

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

If an amount was entered in the previous question, indicate specifically what the funds were spent on. The funding is specifically for the salary of the EDI Learning Specialist. We were able to hire this person, who begins in the position on 1 June 2021, but not in time for the funds to be used during the reporting period. Because of delays associated with COVID and the longer than expected time it took to identify and recruit a qualified candidate for the position, we have requested an extension in time only to use the funds to pay the Learning Specialist's salary once she begins the job. The Learning Specialist's focus is Key Objectives 1, 2, 3, and 4 as reported here. Without the EDI stipend funding, we would not have been able to create the Learning Specialist position: once the funding was confirmed in July 2020, it was leveraged by the University to create salary for a full-time position. This full-time position was attractive to higher calibre EDI Learning Specialists, making it possible to hire someone with exceptional credentials. This in itself constitutes major impact for the EDI Stipend in achieving our Key Objectives 1, 2, 3 and 4.

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)
1	55020	Provost's Office/cash
2	0	None

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:

Carleton will improve understanding of and ways to combat unconscious bias in the recruiting and hiring process for CRCs in all Faculties. New tools and teaching strategies will be developed for this purpose by the EDI Learning Specialist, who will be responsible for evaluating their effectiveness.

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. As hiring committees were formed up, 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 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.

Challenges encountered during the reporting period:

Because of the pandemic, all meetings are virtual, including those for training hiring committees on unconscious bias. While this is indeed possible to do via remote meetings (Microsoft Teams, Zoom), we look forward to the time when we can safely convene such training meetings in person. Also, we had hoped to have the Learning Specialist on board sooner, and progress being made toward more effective tools and training strategies for committees.

Next Steps (indicate specific dates/timelines):

Tools and training materials developed by the EDI Learning Specialist will be incorporated into training in unconscious bias for all hiring committees (May 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:

0

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

The funds were for the salary of the new EDI Learning Specialist. We were able to hire this person, who begins in the position on 1 June 2021, but not in time for the funds to be used during the reporting period. Because of delays associated with COVID and the longer than expected time it took to identify and recruit a qualified candidate for the position, we have requested an extension in time only to use the funds to pay the Learning Specialist's salary once she begins the job. The Learning Specialist's focus is Key Objectives 1, 2 and 3, as reported here. With the EDI Stipend, which was leveraged by the University to permit hiring a full-time Learning Specialist we were able to attract a higher calibre expert, which will have a major impact on achieving Key Objectives 1, 2, 3 and 4. We therefore rate the EDI Stipend's impact as major: without the Stipend, we would not have been able to hire a Learning Specialist at all.

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)
1	55020	Provost's Office/cash
2	0	None

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, CRCs 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, CRCs 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 CRCs 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. 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, disability, and integrating EDI in hiring practices, including unpacking the meaning of "best" in the context of hiring. The University is focused on fulfilling its 2019 commitment to work in partnership with Carleton University Academic Staff Association (CUASA) toward the goal of recruiting ten additional Indigenous tenure-track faculty members over a two year period. (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:

0

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

The funding is specifically for the salary of the EDI Learning Specialist, who begins in the position on 1 June 2021. We were able to hire this person, who begins in the position on 1 June 2021, but not in time for the funds to be used during the reporting period. Because of delays associated with COVID and the longer than expected time it took to identify and recruit a qualified candidate for the position, we have requested an extension in time only to use the funds to pay the Learning Specialist's salary once she begins the job. The Learning Specialist's focus is Key Objectives 1, 2,3, and 4 as reported here. With the EDI Stipend, which was leveraged by the University to permit hiring a full-time Learning Specialist, we were able to attract a higher calibre expert, which will have a major impact on achieving Key Objectives 1, 2, 3, and 4. We therefore rate the EDI Stipend's impact as major: without the Stipend, we would not have been able to hire a Learning Specialist at all.

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)

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 Kinàmàgawin – 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:

The University has released the following approved Strategies and Action Plans during the reporting period: 1. Honouring Each Other: Building Consent Cultures on Campus Together (Carleton's Sexual Violence Prevention Strategy – January 2020) 2. Coordinated Accessibility Strategy (June 2020) 3. Kinàmàgawin - Carleton's Indigenous Strategy (May 2020) 4. Strategic Integrated Plan (September 2020) 5. Healthy Workplace Strategic Plan (2019) The University completed development of its Carleton University EDI Action Plan during the reporting period. However, it was officially released in March 2021, after 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 80% of new nominees self-identified as members of at least one of the four designated groups.

Challenges encountered during the reporting period:

The main challenge encountered was that of the pandemic, which has seen the campus devoid of in-person interaction since late March of 2020, making it difficult to assess the overall impact of the new 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. The EDI Learning Specialist will begin in the position on June 1, 2021, and will assess tools and training developed by 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:

0

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

Funds were targeted specifically for the salary of the EDI Learning Specialist, who has been hired and starts in the position on 1 June 2021. Without the EDI Stipend funding, we would have been unable to attract and hire this person, who is integral to achieving Key Objectives 1, 2, 3, and 4. We therefore rate the Stipend Impact as major.

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)
1	55020	Provost's Office/cash
2	0	None

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:

The Office of the Provost's Manager of Faculty Affairs conducted a Faculty Recruitment project to look at opportunities and make recommendations on how to continue to attract and hire high-quality applicants; develop strategies to reach out to candidates in EDI (equity, diversity, and inclusion) areas and hard-to-fill searches, including Canada Research Chairs; and consider an overarching annual advertisement campaign while ensuring that Carleton continues to be relevant and adapts to the changing academic marketplace. Based upon the data accrued, the University's approach to advertising changed so that each position will generate two ads. One of these will be a full posting which would include additional, non-mandatory information (for instance, about the University) that would be posted on our outward-facing Provost's Office Careers page. The other will be an abridged advertisement that omits optional information that is neither mandatory nor central to the position, which will go out to external advertisers like University Affairs and CAUT. The latter will link back to the full ad on our Careers page with all the omitted info. 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:

We found that even with employing a search firm, it was not always possible to recruit a robustly diverse applicant pool.

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. On Advertising, Faculty Affairs will: • Modernize its advertising templates to adapt to the opportunities of a digital and social media advertising landscape. (June 2021) • Create advertising templates for specialized positions that address the interests and concerns of different EDI groups. (June 2021) • Seek opportunities to coordinate reputational and thematic advertisements for specialized and hard-to-fill positions as identified by the Provost, Deans, or University Librarian. (June 2021) • Research and develop best practice tools to help hiring committees develop inclusive and effective job ads. (June 2021) On Candidate Pools, Faculty Affairs will: • Engage and support campus conversations about the potential use of applicant voluntary self-identification surveys as a means to promote diversity in candidate pools and enhance inclusive excellence. (Ongoing) • Continue researching how other universities are using voluntary self-identification surveys to promote diversity in candidate pools and enhance inclusive excellence. (Ongoing) On Candidate Assessment, Faculty Affairs will: • Support hiring committees' efforts to develop assessment rubrics by providing best practices on establishing criteria. (June 2021) • In coordination with Equity and Inclusive Communities and other relevant offices, develop best practices offerings including guides, education and professional development to help hiring committees address challenges involved in candidate assessment. (June 2021) On Website & Social Media, Faculty Affairs will: • Create new pages and promote existing pages on the Faculty Affairs website that highlight initiatives to make Carleton more welcoming and inclusive. (June 2021)

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):

We have been fortunate in that we were able to pivot to remote operations very quickly when the pandemic shut, downs were ordered in March 2020. We have continued to make progress toward achieving the key objectives laid out in our Action Plan, although more slowly than we had hoped in some areas. The fundamental discrepancy between the University's self-identification data, obtained through our environmental scan, and that reported to the CRCP, led to our being found not meeting our targets in one area. This perfectly exemplifies the structural barriers around self-identification that were uncovered in the environmental scan. While we submitted a nomination that closed the deemed gap during the reporting period, it is pending decision. Actions involving University-wide education campaigns have been difficult to mount, as the University is restricted to on-line means. We hope to return gradually to normal on campus operations when permitted by the authorities, depending on the pandemic status. Carleton has had numerous successes during the reporting period. Of the five new nominations put forward, four self-identified as members of one or more of the four designated groups (decisions pending). We were able to hire an exceptionally well-qualified EDI Learning Specialist who will join Carleton effective 1 June 2021. New official action plans and strategies were developed and launched by the University during this time, including: Honouring Each Other: Building Consent Cultures on Campus Together (Carleton's Sexual Violence Prevention Strategy – January 2020); Coordinated Accessibility Strategy (June 2020); Kinàmagawin - Carleton's Indigenous Strategy (May 2020); and, Carleton's new Strategic Integrated Plan (September 2020). The University's EDI Action Plan was developed and sent for Board of Governor's approval during the reporting period, but officially released in 2021.

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, 3 and 4 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).

Once the EDI Stipend funding was confirmed in July 2020, the University leveraged the funding to increase the EDI Learning Specialist position from part-time to full-time. The job description was developed, and recruitment was begun in the fall of 2020. A well-qualified candidate was identified and hired in early 2021. She is completing her employment obligations at a university in the United States, and taking up the position at Carleton effective 1 June 2021. We have requested an extension in time only to use the funds for the purpose intended.

Outline the total expenditures below:

Total funds of EDI stipend spent on the objective:	0
Institutional commitment (if applicable):	0
Total funds spent:	

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

	Amount \$	Source / Type (cash or in-kind)
1	58020	Provost's Office/cash
2	0	None

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 is specifically for salary of the EDI Learning Specialist. We have requested an extension in time only to use the funds for this purpose when the EDI Learning Specialist takes up the position effective June 1, 2021.

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. We will be conducting another environmental scan in 2022 to gather feedback and assess progress from the perspective of our CRC population. The number of active CRCs (19 at most during the reporting period) was small 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. The CRCs are affected by the culture of the whole institution, including its overall systemic barriers. We have been working with Equity and Inclusive Communities to integrate our effort to address systemic barriers with theirs. During the reporting period, the University, and particularly Equity and Inclusive Communities, has 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. The working group for the Coordinated Accessibility Strategy (<https://carleton.ca/read/accessibility-strategy/>) held extensive consultations (<https://carleton.ca/read/accessibility-strategy/consultation-process/>) during 2018-20 as it was being developed. These included meetings with members of the Carleton University Academic Staff Association (CUASA), CUPE 910, CUPE 2424, CUPE 4600, and PSAC 77000, as well as individual consultation meetings. A total of three feedback sessions on the draft strategy took place for members of the Carleton community, which were open to students, faculty and staff and facilitated by the Office of Quality Initiatives. Email and anonymous online feedback mechanisms were also used. The Report on Coordinated Accessibility Strategy Feedback (<https://carleton.ca/read/wp-content/uploads/Report-on-Coordinated-Accessibility-Strategy-Feedback.pdf>) documented the findings by theme and tabulated the email and online comments received. These were used to inform the final version of the Strategy. Among the themes taken up was that of Research and Development, referring to academic research and application of research to campus and community development in accessibility. Kinàmàgawin, Carleton's Indigenous Strategy (<https://carleton.ca/indigenousoinitatives/wp-content/uploads/Kinamagwin.pdf>) developed through more than 40 consultations, and the conversations that followed them, involving the participation of more than 600 Indigenous and non-Indigenous people from within and exterior to Carleton and from the broader Indigenous community. These consultations took place from March to October 2019, under the direction of the Carleton University Strategic Indigenous Initiatives Committee (CUSIIC). The resulting qualitative data sets, which were organized according to the themes identified by the Committee. The thematic data were used to inform the Strategy and became the basis for the university's 41 Calls to Action, developed as part of our institutional response to the recommendations of the Truth and Reconciliation Commission. These are articulated in the Strategy. The overarching goal of the Strategy is to make Carleton a safer space for current and future Indigenous students and Indigenous faculty members. Toward that end, each Faculty and support unit of the University has been called upon to develop their own plan in support of Kinàmàgawin, and the ongoing work responding to its 41 Calls to Action. which were. Carleton's EDI Action Plan (<https://carleton.ca/edi-plan/>) began its development with the work of the Equity and Inclusive Communities Advisory Group (<https://carleton.ca/edi-plan/eic-advisory-group/>), a diverse cross section of 35 key informants from Carleton and the wider community, created as part of the mechanism create the EDI Action Plan. The group was selected to ensure broad institutional and demographic representation with important experiential and scholarly capability among its faculty, staff, students and external member composition. The group's recommendations were a starting point for discussions and feedback through the greater university community: the Advisory Group's initial drafting occurred at the time of the police-involved killing of George Floyd, heightening the significance and urgency of this work. The Advisory Group took notice of petitions and letters that came to it from the community, unsolicited. Much of the material that was received resonated with thinking already put forward by the Group. In addition to the work of the Advisory Group and the submissions from the community, 40 targeted consultations were held through the months of June, July and August, preceding the approval of the first public draft of the recommendations. Wider consultations followed, including four Town Halls and an online submission portal that were made available to the community through the Fall of 2020. The feedback generated through these was incorporated in the Action Plan. Of note, the consultations uncovered organizational gaps particularly, but not exclusively, related to processes of Racialization and Racial Inequality. In response, this emergent area was identified as a major focal point. The Plan comprises a series of actions in ten specific areas, including Curriculum and Pedagogy, Student Supports, Research, Senior Leadership Team and Board of Governors Inspiration and Development, General Leadership Development (Non-Academic Employees), General Leadership Development (Academic employees), Disaggregated Demographic Data Collection, Representation and Outreach, Culture, and EDI Planning, Infrastructure and Reporting. These actions are to be accomplished in two phases: Phase 1, actions over Years 1 and 2, which will become permanent commitments and will not need to be repeated; and Phase 2, over Years 3-5, actions that build on Phase 1. The Plan coordinates seamlessly with Carleton's Canada Research Chairs EDI Action Plan: change occurs and systemic barriers are removed by working throughout the institution, rather than in isolation. Progress throughout the University will mean progress for our Canada Research Chairs. Carleton's new Strategic Integrated Plan (<https://carleton.ca/president/strategic-integrated-plan-sip/>) guides the next five years of the University's life, and articulates the aims, goals, and values to which we are committed as an institution and a community. Prominent among these is Carleton's commitment to EDI. The University engaged in over 1300 conversations with members of the university community—including faculty, contract instructors, librarians, staff, undergraduate and graduate students, alumni and community partners. The one-year consultation began in September 2019 with the Strategic Planning Speaker Series, eight individual events featuring 13 different speakers. These attracted over 600 participants. Strategic thinking about research was particularly brought forward through these events. The Speaker Series was followed by the Open Consultation Phase, which engaged with over 1000 people in person over the course of 40 consultations (5 open, 35 invited). In addition, over 200 online submissions were received. Participants shared their perspectives about Carleton's values, strengths and aspirations. This feedback was shared with the Strategic Integrated Planning Task Force, who used it to identify both Mission Pillars (Research, Student Experience, Teaching and Learning, and Organizational Excellence) and Emerging Strategic Directions (Leadership in Sustainability, Healthy Environments, Internationalization, Campus-Community Engagement, Real-World/Social Impact Beyond Disciplinary Boundaries, Innovation, and of particular relevance, Access, Equity, Diversity, Inclusion and Indigenous Initiatives). These became the subjects of the Themed Consultation Phase that followed, involving 150 people in four Mission Pillar consultations and seven Emerging Strategic Theme consultations. At their suggestion, the consultation for the Emerging Strategic Theme of Indigenous Initiatives was integrated with the work being done by the Carleton University Indigenous Strategic Initiatives Committee (CUIISIC). CUIISIC had already conducted more than 40 consultations, both on and off campus, that included over 450 people, in the process of developing Kinàmàgawin. The feedback received throughout the consultation processes was published as in interim Progress Report (<https://carleton.ca/sip/wp-content/uploads/Strategic-Planning-Progress-Report-January-2020.pdf>) in January 2020. It was integrated in two successive new drafts of the Plan, which the University community was invited to comment upon in February and March of 2020. The final version, integrating input from all these processes, was approved and issued in May 2020.

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 possible. 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)

Carleton has many other initiatives ongoing in support of Equity, Diversity and Inclusion. Some of these include: Selected University-led Policies, Strategies, Plans and Initiatives Honouring Each Other: Building Consent Cultures on Campus Together (Sexual Violence Policy) <https://carleton.ca/equity/wp-content/uploads/Honouring-Each-Other.pdf> Healthy Workplace Strategic Plan 2109 - 2022. <https://carleton.ca/healthy-workplace/> Campus Safety Services Action Plan: <https://carleton.ca/safety/wp-content/uploads/Action-Plan-CSS-Service-Excellence-and-Community-Engagement.pdf> The READ Initiative. <https://carleton.ca/read/> Paul Menton Centre for Students with Disabilities. <https://carleton.ca/pmc/> University-wide Events Equity and Inclusive Communities-sponsored or partnered events (<https://carleton.ca/equity/events/>) during the reporting period: • Inclusion Week 2020 • CuriousAbout Campaign 2020 • Carleton Community Anti-racism and Allyship Conversation • Equity, Diversity and Inclusion (EDI) in a Virtual World (online workshop) • Kinàmàgawin Symposium 2020 • Sexual Assault Awareness Week • Inclusion Week 2019 Training EIC offers unconscious bias training (<https://carleton.ca/equity/services/>) 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. The University offers the Student Support Certificate program (<https://carleton.ca/student-support/student-support-certificate/>) 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 (<https://carleton.ca/edc/carleton-university-collaborative-indigenous-learning-bundles-cucilb/>) 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 In 2020, the Faculty of Science appointed Rowan Thomson to the newly created position of Assistant Dean (Equity, Diversity and Inclusion), (<https://science.carleton.ca/2020/rowan-thomson-named-assistant-dean-equity-diversity-and-inclusion/>) mandated to build on the Faculty's work creating a diverse and inclusive environment for all, and incorporate the 41 Calls to Action in Kinàmàgawin (<https://carleton.ca/indigenousoinitatives/wp-content/uploads/Kinamagwin.pdf>) into the Faculty. In March 2020, the Faculty held an event in celebration of International Women's Day (<https://science.carleton.ca/2020/women-in-science-turning-tide/>). Responding to research showing that it is more difficult for people with disabilities and for Black, Indigenous and people of colour (BIPOC) to advance in scientific fields, the Faculty of Science launched a new series of events in the fall of 2020 called ACE EDI (Awareness, Collaboration and Engagement to advance Equity, Diversity and Inclusion) (<https://science.carleton.ca/about/edi/>). The Faculty's November 2020 Herzberg Lecture, a Zoom webinar, was given by Dr. Maria Klawe, President of Harvey Mudd College, who spoke about increasing diversity in computer science at all levels. 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 effective September 1, 2020 (<https://sprott.carleton.ca/2020/rick-colbourne-appointed-inaugural-assistant-dean-equity-and-inclusive-communities-at-carletons-sprott-school-of-business/>). This new permanent position aligns with Carleton's goals in the areas of EDI and Indigenous initiatives. Sprott has been building capacity in EDI through the Centre for Research on Inclusion at Work (<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.'

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