Equity, Diversity, and Inclusion Action Plan

Carleton University —
Faculty of Engineering
and Design

2023-2026

Carleton University | Faculty of Engineering and Design

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LAND ACKNOWLEDGEMENT

We would like to acknowledge the Algonquin nation whose traditional and unceded territory we are gathered upon. We do this to reaffirm our commitment and responsibility in improving relationships between nations and to improving our own understanding of local Indigenous peoples and their cultures. Together, please consider how we are and can each, in our own way, try to move forward in a spirit of reconciliation and collaboration.

MESSAGE FROM THE FED EDI COUNCIL CHAIRS

Carleton University's Strategic Integrated Plan recognizes equity, diversity, and inclusion (EDI) as a crucial factor in the future success and sustainability of Carleton University. The Carleton University EDI Action Plan outlines pathways to enhance, grow, and integrate EDI into all aspects of the institution's work and mission. It is for this reason that this inaugural FED EDI Action Plan has been created to align with the Carleton University EDI Action Plan, and provide a tailored EDI strategy for the Faculty of Engineering and Design (FED). It identifies concrete actions toward tangible outcomes and measurable results. EDI is not a destination, and the faculty's efforts should reflect a commitment to continual improvement, with the FED EDI Action Plan representing but a part of the journey and commitment.

The FED EDI Action Plan was created through a collaborative process by the FED EDI Council, benefiting from the expertise and lived experiences of individual members, and the synthesis from the diverse perspectives found within the group. Contributions of the members of the FED EDI Council were invaluable in guiding the path forward for the Faculty of Engineering and Design. With that being said, it is the collective responsibility of the FED community to translate the ideas and recommendations of this document to concrete actions and impacts. The vision for this council is for its work to act as a catalyst for engagement, change, and active participation from all elements making up FED, in order to make significant and much-needed progress within the framework of EDI.

Adrian D. C. Chan, PhD, PEng, SMIEEE, 3M Teaching Fellow
Chair, EDI Council

Christian Viau, PhD, PEng
Vice-Chair, EDI Council

Christine Riddell
(Former Vice-Chair, EDI Council)

MESSAGE FROM THE ASSOCIATE DEAN, EQUITY, DIVERSITY, AND INCLUSION, OF THE FACULTY OF ENGINEERING AND DESIGN

As the inaugural Associate Dean of Equity, Diversity, and Inclusion (EDI) for the Faculty of Engineering and Design, I welcome this plan created by the EDI Council. Without their valuable time and expertise, this plan would not have been possible. FED's commitment to EDI aligns with Carleton University's broader mission – to create a culture where everyone feels that they belong. The Council's work reflects a comprehensive action plan to reduce barriers for under-represented groups in engineering and design.

I have long been a champion of women and girls in STEM (including supporting the Faculty as the 30 by 30 representative, an initiative created by Engineers Canada to retain more licensed women engineers) and this role allows me to extend that advocacy. One of my primary responsibilities is to oversee the processes and plans set in motion by the EDI Council. Our goal is to reduce systemic and attitudinal barriers for equity-denied groups in engineering and design with a focus on training for faculty, staff, and students inside the classroom. I recognize that while progress has been made, significant work remains to be done.

Promoting diversity benefits everyone, and our goal is to create a culture where diverse ideas shape the way we approach challenges in engineering and design. I'm excited to be a part of this transformative journey, working together to build a more inclusive and innovative future for FED, celebrating the richness of diversity.

Cynthia Cruickshank, PhD, PEng
Associate Dean, Equity, Diversity, and Inclusion (EDI), Faculty of Engineering and Design

MESSAGE FROM THE DEAN OF THE FACULTY OF ENGINEERING AND DESIGN

I'd like to extend my sincere gratitude to our EDI Council and its leadership team for their dedicated efforts in developing our first ever Faculty of Engineering and Design (FED) EDI Action Plan, which serves as a reaffirmation and continuation of our commitment towards expanding EDI initiatives for all.

In alignment with Carleton University's Strategic Integrated Plan, we look to emphasize a broadened culture within FED where EDI is naturally reflected within our day-to-day operations and has become an essential consideration in how we develop our curriculum, establish best practices in teaching and learning, carry out our research, and support our students as we help to prepare the next generation of leaders in engineering and design.

As we strive to establish new standards across FED that support everyone within our community with opportunities to thrive, this document acknowledges that EDI must always be incorporated in a forward-thinking manner rather than as an addendum, and that meaningful change requires sustained effort and engagement on a systemic level.

Underscoring this notion, I'm pleased to share that some of the following recommendations put forth by the EDI Council within this plan have already been put in place, such as the establishment of a new Associate Dean for EDI within FED - a dedicated leadership position that supports the growth of initiatives that will engage all members of the FED community and encourage them with equal opportunities to succeed.

Larry Kostiuk, PhD, PEng, FCSME, FCAE
Dean, Faculty of Engineering and Design

FACULTY OF ENGINEERING AND DESIGN'S COMMITMENT TO EDI

Vision
The Faculty of Engineering and Design (FED) acknowledges, recognizes, and appreciates that Equity, Diversity and Inclusion practices are vital to the success and sustainability of the Faculty, as it fosters innovation and collective resilience by engaging the full potential of everyone within our community by providing a feeling of belonging and opportunities to thrive.

Purpose
The FED EDI Action Plan guides concrete actions within the Faculty of Engineering and Design that can lead to tangible impact for equity-denied groups.

Approach
The FED EDI Council gathered faculty and staff from broad demographic and intersectional representations to collaboratively identify needs, opportunities, and gaps for the Faculty of Engineering and Design. This identification was used to develop a set of EDI action items for the Faculty, using the Carleton University EDI Action Plan as a framework. This plan is specific in guiding tangible actions toward impact while simultaneously not being overly prescriptive, acknowledging that some complexities of implementation must be overcome collaboratively amongst many stakeholders. The Council recognizes that while individual actions can contribute positively towards EDI, they are not a "solution," as EDI is a practice that requires continual commitment. As such, this FED EDI Action Plan serves as a guide for the current part of FED's ongoing EDI journey.

Ongoing Contributions to University Action Plan

FED has initiated numerous initiatives and programs in support of providing opportunities for representation, mentorship, and development for equity-denied groups. The following is a non-comprehensive list of ongoing organization-based EDI efforts in FED:

- **Women in Engineering and IT (WiE&IT)** – a program for women[1] engineering and IT students that is supported by industry and government partners, with events, career fairs and opportunities to build community.
- **InSTEM** – a program that engages Indigenous youth in the STEM fields (science, technology, engineering and math) by integrating it with Indigenous knowledge and ways of knowing.
- **Go ENG Girl** – a unique opportunity for girls[2] in Grades 3 to 12 to learn about engineering careers
- **Link<ed>** - weekly workshops focused on digital skills development offered in partnership with Ottawa's commerce company Shopify and the BGC (formerly Boys and Girls Club)
- **Carleton University EngiQueers (CUE)** – "CUE wishes to act as a safe space for members of the LGBTQ+ community and allies, primarily in the Carleton Engineering community as well as to network, socialize and support one another."[3]

[1]The WiE&IT program encourages women from all backgrounds and identities to join the WiE&IT Program. We are committed to creating spaces that are welcoming and supportive to women of all backgrounds, intersecting identities, and experiences – including racialized women, women with disabilities, Indigenous women, etc.

[2]"By saying girls, we recognize and welcome all self-identifying girls including cisgender and transgender girls and gender-diverse students in STEM. We also encourage and welcome Indigenous girls, racialized girls, and girls with disabilities"

[3]https://cuengiqueers.wixsite.com/cuengiqueers/about [last accessed April 26, 2023]

Categories of Action

Aligned with the **Carleton University Equity, Diversity, and Inclusion Action Plan**, this FED EDI Action Plan has divided its actions into eight (8) broad categories:

1. **Curriculum and Pedagogy** - Curriculum and pedagogy actions address gaps in inclusive knowledge, skills, attitudes, and resources within the classroom and beyond, and enhances the experiences of all students.

2. **Student Supports** - Student supports actions address gaps in resources that offer academic, wellness, and financial support to undergraduate and graduate students.

3. **Research** - Research actions address gaps in research environments and practices, and promotes EDI research.

4. **Non-Academic Leadership Development** - Non-academic leadership development actions address gaps in resources and opportunities for non-academic employees to thrive and contribute to an inclusive campus and society.

5. **Academic Leadership Development** - Academic leadership development actions address gaps in resources and opportunities for academic employees to thrive and contribute to an inclusive campus and society.

6. **Disaggregated Demographic Data Collection** - Disaggregated demographic data collection actions address gaps in data that can inform actions and evaluate impact.

7. **Representation and Outreach** - Representation and outreach actions address gaps in how FED can support EDI in the broader community outside of Carleton University.

8. **Culture** - Culture actions address gaps in creating environments that welcome and values the diversity of knowledge, expertise, and experiences of individuals, allowing for the full participation of every member of the FED community.

9. **EDI Planning, Infrastructure, and Reporting** - Planning, infrastructure, and reporting actions address gaps in the Faculty of Engineering and Design's commitments in terms of accountability, transparency, finances, and human resources needed to support these categories of action.

EDI Council Members

We would like to thank members of the FED EDI Council for their contributions to the development of this FED EDI Action Plan. We would also like to express our appreciation to Randa Hassan (4th Year BEng Biomedical and Electrical Engineering) for her assistance in synthesizing all of the input from the FED EDI Council.

Name	Position	Title
Adrian Chan (Chair)	Full Professor	Department of Systems and Computer Engineering
Ahmed Abdulla	Assistant Professor	Department of Mechanical and Aerospace Engineering
Ahmed Hassan	Instructor II	Department of Civil and Environmental Engineering
Alexandra Sebben	Communications Manager	Office of the Dean of Engineering
Audrey Girouard	Professor and Associate Dean (Research)	School of Information Technology and Office of the Dean of Engineering
Christian Viau (Vice-Chair)	Assistant Professor	Department of Civil and Environmental Engineering
Connor Kupchak	Assistant Professor	Department of Electronics
Cristina Ruiz Martin	Instructor II	Department of Systems and Computer Engineering
Elena Zabolotnii	Assistant Professor	Department of Civil and Environmental Engineering
Fateme Rajabiyazdi	Assistant Professor	Department of Systems and Computer Engineering
James Green	Full Professor	Department of Systems and Computer Engineering
KC Collins	Associate Professor	School of Information Technology
Kenneth Chakasim	Assistant Professor	School of Architecture and Urbanism
Larry Kostiuk (ex officio)	Dean	Office of the Dean of Engineering
Omair Shafiq	Associate Professor and Director, School of Information Technology	School of Information Technology
Paul Richardson	Research Facilitator	Office of the Dean of Engineering
Payal Chadha	Departmental Administrator	Department of Civil and Environmental Engineering
Philam Nguyen	Research Facilitator	Office of the Dean of Engineering
Ramune Zitikiene	Manager, Academic Support Operations	Office of the Dean of Engineering
Rishad Irani	Associate Professor	Department of Mechanical and Aerospace Engineering
Shoeleh Shams	Instructor II	Department of Civil and Environmental Engineering
Yeowon Kim	Assistant Professor	Department of Civil and Environmental Engineering

EDI Council Members (continued)

Former Council Members (Those who contributed to the creation of this plan who no longer work for the Faculty of Engineering and Design at Carleton University.)

Name	Position	Title
Christine Riddell (former Vice-Chair)	Former Manager, Outreach and Engagement	Office of the Dean of Engineering
Lauren Mercier	Former Senior Research Advisor	Office of the Dean of Engineering
Rachel Deneault	Former Women in Engineering & IT Program Administrator	Office of the Dean of Engineering

Terminology

The FED EDI Council recognizes that there is a variety of preferred languages for EDI and that EDI language is continuously evolving. The FED EDI Action Plan is following the terminology provided by the Government of Canada's **Guide on Equity, Diversity and Inclusion Terminology**. For example, the term "equity-denied group", which is defined in the guide as "A group of people who, because of systemic discrimination, face barriers that prevent them from having the same access to the resources and opportunities that are available to other members of society, and that are necessary for them to attain just outcomes" is used throughout this document. The Government of Canada's Guide on Equity, Diversity and Inclusion Terminology notes other terms that have been used, such as "equity-deserving group" and "equity-seeking group", and that "In Canada, groups generally considered to be equity-denied groups include women, Indigenous people, people with disabilities, people who are part of 2SLGBTQI+ communities, religious minority groups and racialized people. The types of equity-denied groups may vary based on factors such as geography, sociocultural context or the presence of specific subpopulations."

Other terms and abbreviations defined and used in the FED EDI Action Plan include:

Academic Unit: FED has two types of academic units: 1) Departments and 2) Schools. Engineering units are referred to as Departments, while design units are referred to as Schools. The term "academic unit" is used here to include both departments and schools.

Alternative/Compassionate Grading: Offering students various grading schemes for distributing the weighing of deliverables to capitalize on their academic strengths. This system offers the flexibility for students to be graded more equitably and not be penalized because they do not excel in memorization for 60% exams at the end of a semester. Instructors who offer alternative grading and weighing schemes usually calculate student grades based on multiple schemes and award students the grade score for the highest scheme.

CDI: Career Development Increment

EDI: Equity, Diversity, and Inclusion

EDI Advisor: point-of-reference for questions and advice. EDI advisors are not SMEs, they serve as connection points between members of FED and the appropriate resources. They are typically the first point of contact.

EDI Lens: Evaluating content and information from the lens of a person from an equity-denied group. In practice, that means considering equity-denied people's barriers EDI-lens of analysis and discussion to specific topics (e.g., Indigenous approaches to sustainability, history of non-western engineering science and design, facial recognition software limitations for Black people)

EIC: Carleton University Department of Equity and Inclusive Communities

EFAP: Employee & Family Assistance Program

Faculty Member: Any member working in the Faculty of Engineering and Design in an academic capacity. Faculty members include instructors, professors, and research faculty, including continuing, term, and contract employees.

FED: Faculty of Engineering and Design

FED Members: Any member who works at or studies in the Faculty of Engineering and Design. FED members will be used as an all-encompassing term for FED undergraduate and graduate students, FED instructors and research faculty, and FED administrative, technical, and support staff.

Gateway Courses: are usually first- and second-year courses that are compulsory to all, or a large subset, of engineering and/or design undergraduate or graduate students (e.g. ECOR 2050 Design and Analysis of Engineering Experiments). These courses present foundational engineering and design curriculum material that supports future specializations and streams (e.g., MECH 4805 Measurements and Data Systems).

2SLGBTQI+: Two-Spirit, Lesbian, Gay, Bisexual, Transgender, Queer or Questioning, Intersex, and the "+" is inclusive of people who identify as part of sexual and gender diverse communities, who use additional terminologies.

OIRP: Carleton University Office of Institutional Research and Planning

SME: Subject Matter Expert

Specialized Courses: 3000, 4000, or 5000 level courses that are focused on specific disciplines (e.g., biomedical engineering, mechanical engineering, electrical engineering, and architecture)

Staff: Any member working in the Faculty of Engineering and Design in a non-academic capacity. Staff members include administrative assistants, program/department administrators, financial advisors, and technical support.

TA: Teaching Assistant

CURRICULUM AND PEDAGOGY

Curriculum and pedagogy actions address gaps in inclusive knowledge, skills, attitudes, and resources within the classroom and beyond, and enhances the student experience for all students.

1.1 FED Intentions and Commitments

Cultivate an awareness for FED intentions and commitments to increase EDI education and the inclusion of equity-denied groups in FED. This serves to communicate that EDI practices are valued and prioritized in FED and develop transparency by communicating their objectives and progress.

1.1.1 Encourage the inclusion of EDI statements in course outlines that acknowledges historic injustice, identifies resources for equity-denied groups, and conveys Carleton's, FED's, and/or the instructor's commitment to EDI.

Example: Carleton University acknowledges the location of its campus on the traditional, unceded territories of the Algonquin nation. In doing so, Carleton acknowledges it has a responsibility to the Algonquin people. The Centre for Indigenous Support and Community Engagement at Carleton was created to support students, staff and faculty by providing culturally safe spaces for dialogue and learning. The Ojigkwanong Indigenous Student Centre is a place where First Nation, Métis and Inuit students can study, socialize, and participate in academic and cultural programming."

1.1.2 Reduce attitudinal barriers for accommodations that students of equity-denied groups have a right to request.

Example: While academic accommodation information should be available to students on their Course Outlines, an explicit discussion of accommodation requests at the beginning of courses can help communicate that such requests are welcomed. Sample Instructor Statement: "As your instructor, I recognize that students have different needs and thrive in different environments. Throughout this course, you can request accommodations for disabilities - permanent, temporary or episodic, say if you have ADHD or if you broke your arm. You can request accommodations for a deliverable timing, midterm or exam as it relates to religious obligations like fasting during Ramadan or writing a test during Shabbat. If you have a medical illness, family misfortune, are pregnant or have child care commitments, you are also eligible to reasonable accommodations. Let me know as soon as you can so we can ensure appropriate accommodations."

1.1.3 Include an EDI section to first-year FED undergraduate and graduate program orientations to identify resources for equity-denied groups and conveys Carleton's, FED's, and/or the program's commitment to EDI.

Sample Approach: Orientation EDI section includes a section discussion on disability (to destigmatize disability, and to communicate that disability is anticipated and welcomed), what Carleton's intentions for academic accommodations are, and how students with disabilities can access services.

1.2 EDI Curriculum Integration

Integrate into the curriculum learning that supports the development of foundational knowledge, skills, and attitudes in EDI. EDI curriculum integration is proposed to be across a program, including introductory topics in gateway courses and topics specific to a discipline in program specific courses, including electives.

1.2.1 Collaborate with various University departments (e.g., Department of Equity and Inclusive Communities, Centre for Indigenous Support and Community Engagement) to identify foundational topics and methods to integrate these topics within the curriculum.

Example: Collaborate with the Accessibility Institute to identify foundational topics about accessibility. Topics may include barriers to accessibility, neurodivergence, and universal and inclusive design.

1.2.2 Identify suitable gateway undergraduate engineering and design courses, and integrate EDI the topics identified in 1.2.1 into these courses

Example: ECOR 1057 Engineering Profession is a compulsory first-year undergraduate engineering course that includes topics of "Engineering Ethics, Equity and Diversity".

1.2.3 Collaborate with various University departments to design and develop adaptive modules that can be tailored to specialized courses.

Example: A standalone module can be centered on the topic of Sustainable and Equitable Design. If included in SYSC 4203 Biomedical Instrumentation, the module can include a framework for inclusive design of medical equipment, a case study on the current gaps in medical equipment, such as equipment design based only on anatomical measurements of adult males and a reimagined version of a more inclusive design. If included in CIVE 4303 Urban Planning, the module could highlight that the elimination of alleyways from residential urban neighborhoods would promote the safety of women walking home late at night.

1.3 EDI Pedagogic Support System

Provide faculty and staff with human, logistical, and financial resources to better engage with and contribute to EDI in curriculum and pedagogy. The additional time, effort, and financial resources can often be a barrier. For example, instructors have difficulties inviting guest lecturers from equity-denied groups due to a lack of designated funds to provide these guests with an honorarium for their time and effort. EDI contributions are also often not appropriately acknowledged as part of an instructor's workload.

1.3.1 Establish a FED EDI advisor role. The EDI advisor can serve as a first-point of contact for general questions and inquiries from students, staff, and faculty. EDI advisors are not necessarily subject matter experts. Advisors serve as a connection point to appropriate contacts or resources for specific inquiries or support. An EDI advisor may be identified for each academic unit, which can provide more localized support and reduce barriers to access support.

Example: A student observes that their instructor continually uses language considered derogatory to racialized people. They advise the instructor that this language makes them uncomfortable, but the instructor does not change their terminology during lectures. The student makes a general inquiry to the FED EDI advisor about how to file a complaint. The EDI advisor provides them with possible routes to file a complaint, and refers them to Carleton's EIC and Ombuds Services for more specific advice.

1.3.2 Develop logistical and temporal strategies to support faculty and staff as they participate in EDI training and incorporate it into their classroom and course content.

Example: The development of a new course is sometimes associated with teaching relief. Similarly, the workload associated with EDI training and curriculum development could be associated with credit toward teaching relief.

1.3.3 Designate a process and funds to compensate and acknowledge the contributions of individuals from equity-denied communities

Example: The designated funds can be used to provide an Indigenous Elder with an honorarium to speak at an environmental engineering course about land and water conservation from an Indigenous perspective.

1.4 EDI Instructor Training

Provide faculty and teaching assistants (TAs) with the knowledge and skills to integrate EDI content in their courses and make their courses more inclusive.

1.4.1 Collaborate with various University departments and groups to develop and/or promote training opportunities that develop EDI knowledge, skills, and attitudes for faculty and TAs, including training opportunities specific to the Faculty.

Example: FED collaborates with the EIC department to host a training workshop titled "What you need to know about EDI as an instructor". Workshop could cover what EDI means organizationally and individually, who are equity-denied groups, and the current gaps in learning and teaching for equity-denied FED members.

1.4.2 Collaborate with University services and Offices to develop and/or offer training opportunities that support faculty and TAs on EDI curriculum integration and inclusive teaching, including training opportunities specific to the Faculty.

Example: FED collaborates with Teaching and Learning Services (TLS) to host a training workshop titled "Strategies to increase equity-denied voices in FED courses," which would focus on strategies to integrate EDI content in engineering-heavy courses. This workshop would discuss the current barriers and offer strategies to facilitate integration. Strategies in this workshop can include highlighting contributions of equity-denied groups to the field of study or a motivational quote from an engineer from an equity-denied group.

1.4.3 Create a FED EDI Teaching Toolkit for Instructors

Example: FED can take inspiration from the Faculty of Science EDI Teaching Toolkit for Instructors (https://science.carleton.ca/toolkit/), ensuring it is directly applicable to instructors in the Faculty of Engineering and Design.

STUDENT SUPPORTS

Student supports actions address gaps in resources that offer academic, wellness, and financial support to undergraduate and graduate students.

2.1 Increase Resource Awareness

Spotlight student resources for academic, mental, financial, and administrative services available through Carleton generally or FED specifically.

Context: Carleton has a myriad of programs and services, resource centers, and clubs and societies available to students, including some specific to FED. The Office of the Vice-President's Student and Enrollment (VPSE) has recently developed a **new landing page** that organizes university-wide programs and services into six categories: 1) academics, 2) finances, 3) employability, 4) campus life, 5) wellness, and 6) online. Resource centers, which spearhead programs and services and are available for one-on-one consultations, can provide more tailored support for students whose needs are not fulfilled by standardized programs and services. Clubs and societies are also available to offer students peer-to-peer engagement.

> **2.1.1 Consolidate** and organize information about **student programs and services** offered by FED or the university on the FED landing page, and ensure that it is kept up-to-date and easy to navigate. Consolidation may overlap with university resources to ensure completeness and increased resource visibility.
>
> *Example: FED student landing page might mirror the organization of the VPSE landing page for current students, while highlighting support services that are specific to FED (e.g., Elsie MacGill Learning Center tutoring). The financial section could include general student and equity-denied groups' targeted scholarships, bursaries, and grants within Carleton University and its partners.*

2.1.2 Consolidate and organize information about **resource centers** offered by FED or the university on the FED landing page, especially as it relates to equity-denied groups, and ensure that it is kept up-to-date and easy to navigate.

Example: FED student landing page includes a section on university resource centers related to equity-denied groups. This section could include the International Student Services Office, Gender and Sexuality Resource Centre, Womyn's Centre, Equity Support Services, Sexual Assault Support Services, and the Spirituality Centre.

2.1.3 Consolidate and organize information about clubs and societies offered by FED or the university on the FED landing page, especially as it relates to FED students or equity-denied students, and ensure that it is kept up-to-date and easy to navigate.

Example: FED student landing page includes a section on social or community clubs and societies. The section covering FED clubs and societies can include Carleton University Women in Science and Engineering (CU-WISE) and Carleton University EngiQueers. The section covering general equity-denied student clubs and societies can include Carleton University Muslim Student Association (CUMSA) and ACCESS Carleton Disability Club.

2.1.4 Develop a guide to administrative action for undergraduate and graduate students to reference if they encounter conflict. This guide addresses the gap in resource identification for equity-denied groups and the tendency of some equity-denied groups to avoid conflict reporting due to personal or historic marginalization and backlash.

Example: Guide would cover the different avenues for recourse if a student believes they have been treated unfairly and wishes to file a complaint. The guide would include a flowchart of resources to contact, what the expected processing time is, and what the expected outcomes could be.

2.2 Equitable and Inclusive Policies and Practices for Undergraduate Students
Revise and develop policies to address current gaps in equity and inclusivity for undergraduate students

Context: Some of the barriers to student success are the policies and practices in place by FED. Two overarching barriers are rigid grading schemes and administrative burdens of student accommodation requests on instructors. Many FED courses have evaluation methods that can create significant academic barriers to student success (e.g., high stakes evaluation, such as a 30% midterm exam and 70% final exam for a course). In addition, resources for student accommodations are limited primarily to final exams for PMC students. Student accommodations for term work (e.g., assignments, tests, midterms, laboratories) and for requests not made through the PMC create an administrative burden on individual faculty members (e.g., organizing a time, location, and proctoring for a midterm) and can result in ineffective student accommodations (e.g., shifting the grading weight of a missed deliverable to the final exam).

2.2.1 Design and pilot initiatives to provide more flexible and compassionate grading and address potentially high DFW rates in first- and second-year undergraduate FED courses.

Example: FED pilots a rewrite exam initiative that allows all students in their first and second-year, who have maintained a 70% grade in the course component, to rewrite a failed exam.

2.2.2 Develop and pilot initiatives to reduce the administrative and logistical burdens on instructors and TAs to comply with student accommodation requests.

Example: FED pilots an Accommodations Examination Center (similar to the McIntyre Student Center) to facilitate scheduling a time, space, and proctoring to accommodate missed tests and midterms throughout the academic year for FED instructors.

2.2.3 Develop and pilot initiatives to increase representation of equity-denied groups among teaching assistants (TAs) to better support students from equity-denied groups.

Example: FED pilots an initiative to reserve a percentage of out-of-priority TA positions in first and second-year undergraduate FED courses to students from equity-denied groups. This initiative could collaborate with clubs and societies of equity-denied groups to support recruitment. Later, strategies can be consolidated from the TAs to better understand how to academically support students from equity-denied groups more effectively.

2.2.4 Collaborate with University departments to expand the eligibility criteria of academic, financial, and wellness support programs to include summer students, part-time students, and mature students.

Example: FED collaborates with the Vice-President's Student and Enrollment (VPSE) to revise the eligibility conditions of From-Intention-To-Action, a current student support initiative that offers academic and wellness counseling, to be accessible for students during the summer and part-time students (less than 1.5 credits).

2.3 Equitable and Inclusive Implementation of New Policies and Practices for Graduate Students
Revise and develop policies to address current gaps in equity and inclusivity for graduate students

Context: FED has a large population of graduate students, many of whom are also international students. Graduate international students are particularly susceptible to being taken advantage of due to unfamiliarity with their rights and their supervisors' responsibilities, the absence of a safe avenue for reporting dissatisfaction with graduate advisors, lack of clarity in the current graduate students' rights and responsibilities, and fear that reporting may impact their citizenship and legal status in Canada.

2.3.1 Develop a document that clarifies the rights and protections of FED graduate students that is consistent with the FGPA Graduate Supervision Policy, and accounts for the unique requirements and expectations of FED.

Example: A FED Graduate Supervision Policy may acknowledge that estimating the number of work hours for a thesis project is challenging but that it must be reasonable (e.g., should not normally exceed 40 hours/week). It may also limit the number of hours of work a supervisor can assign a graduate student that is not directly related to the student's thesis. The policy could also outline measures to protect graduate students from backlash if they report poor supervision or mistreatment from a supervisor.

2.3.2 Design and pilot an initiative that creates safe avenues (e.g., protects from potential supervisor backlash, and does not jeopardize their immigration status) for graduate students to report issues, seek mediation, or change supervisors

Example: FED develops a graduate supervisor evaluation survey to provide students with a safe avenue to report issues, potentially in an anonymous manner. Results of the survey would be reviewed by someone at arm's length to the academic unit but who could work with the graduate student (if applicable), academic unit, and other University departments to deliver the results and facilitate an action plan for change. Such an initiative may benefit from a collaboration with CUASA.

2.3.3 Create avenues to increase financial stability or alleviate financial burdens (e.g., tuition) on FED graduate students, particularly international students.

Example: Avenues to increase financial stability could be to set minimum funding packages for graduate students. Avenues to alleviate financial burdens could include allocating additional scholarships for FED graduate international students.

Example: Reducing international master's level tuition to domestic tuition levels (similar to international PhD level tuition).

2.3.4 Collaborate with University departments to expand the eligibility criteria of academic, financial, and wellness support programs to graduate students.

Example: FED collaborates with the PMC to enhance support for graduate students with disabilities.

2.4 Instructor Training

Provide training and resources for instructors to better support students as related to Paul Menton Centre (PMC), religious accommodations, medical illness, or other accommodations and better amplify student support resources.

2.4.1 Develop best practices guides for instructors with respect to student accommodations.

Example: Guide could explain the importance of not penalizing students who have requested accommodations with a disproportionately more difficult deliverable as it hinders overall academic success. The guide could provide examples for accommodations that do not unreasonably burden an instructor. For example, an alternative to creating a new midterm for a student who missed a midterm could be providing the student with the original midterm and sample answers, and have the student explain the theory behind a given answer and provide methods for verifying the answer.

2.4.2 Develop best practices guides and resources for instructors to better raise awareness of student support resources.

Example: Standardized modules with videos, presentations, and posters summarizing key student support resources can be developed for instructors to include in their courses on Brightspace. Instructor guides can be developed on how to respond to particular situations (e.g., death of a loved one, disclosures of sexual violence).

RESEARCH

Research actions address gaps in research environments and practices, and promotes EDI research.

3.1 Recruit and Retention Talent

3.1.1 Develop a guide to advise faculty on best practices to recruit graduate students from equity-denied backgrounds and cultivate inclusive environments that retain them.

Example: A FED EDI Graduate Supervision Toolkit co-created with graduate students for best practices to recruit and retain graduate students.

3.1.2 Develop a guide to advise faculty on best practices to recruit FED faculty researchers from equity-denied backgrounds and cultivate inclusive environments that retain them.

Example: A Faculty level guide that summarizes the known barriers to researchers from equity-denied backgrounds, best practices for advertising and interviewing candidates, and best practices for supporting early career researchers (e.g., mentorship).

3.1.3 Develop a guide to advise faculty on best practices to conduct exit interviews for undergraduate students, graduate students, and researchers to better recruit and retain research members

Example: The guide may include a list of sample questions to ask a departing research student or member to better understand their perception of the research work environment and tangible changes that would cultivate a larger sense of equity, diversity, and inclusion to them.

3.2 Inclusivity of Research Spaces

3.2.1 Develop a guide to advise organizers, facilitators, and partners on considerations to improve equity, diversity, and inclusion of equity-denied researchers.

Example: Guide may include providing options for hybrid participation, close-captioning, and child-care at conferences.

3.2.2 Develop a mechanism to encourage and assist researchers as they develop and implement their EDI statements (e.g., as part of grant proposals).

Example: FED request researchers to submit a summary of their EDI actions as part of their CDI submissions. This summary can be used to facilitate an auditing process, enabling researchers to receive feedback and support with their EDI actions.

3.2.3 Create a peer support network for researchers and graduate students from equity-denied backgrounds to exchange support and gain a larger sense of belonging.

Example: FED provides resources for a support group for Black, Indigenous, and people of colour in the form of regular informal meetings where researchers can exchange support and advice with one another and with the guidance of occasional guest speakers.

3.2.4 Audit physical laboratory spaces to consider and change physical spaces to reduce logistical barriers, such as access to washrooms, and success barriers, such as access to mentorship opportunities or informal information sharing

Example: Consider reorganizing workspaces in a lab to eliminate isolated offices for principal investigators (PIs), as research suggests hierarchical and segmented office models contribute to the lack of visibility, opportunities for interaction, and subsequent advancement of women in some workplaces.[4]

3.3 Allocate Funds for EDI Research

Context: EDI research can mean different approaches to different parties. In this document, EDI research is categorized as: 1) EDI-centric research, and 2) EDI-inclusive research. EDI-centric research is focused on the intersection of equity-denied groups with an engineering or design topics, such as the gender imbalance in engineering graduates across Canada. EDI-centered research enhances research about an engineering or design topic with a lens on the unique intersection with equity-denied groups, such as preventative surgical techniques to reduce risk of stroke enhanced with an analysis on effectiveness on East Asian heart patients.

3.3.1 Establish an undergraduate and/or graduate student research award that subsidizes and cultivates interest in EDI research in an engineering, design, or interdisciplinary topic of interest.

Example: The Engineering and Design EDI Research Award (similar to the university-wide EDI Research Award)[5] is awarded to a design student examining the connection between urban revitalization and academic success of high school students from equity-denied backgrounds.

3.3.2 Establish a faculty research grant to subsidize EDI-centric research in an engineering, design, or interdisciplinary topic of interest.

Example: The research grant is awarded to a researcher in FED who is exploring user-centric redesign of assistive hearing devices.

3.3.3 Establish a faculty research grant to supplement engineering, design, or interdisciplinary topics of interest with an EDI dimension in order to develop more EDI-inclusive research.

Example: The research grant is awarded to a researcher in FED who has developed a low-cost photoglucometer and is supplementing it with an analysis of effectiveness for equity-denied people with darker skin.

[4]Research from University of Toronto's Magazine Group Dynamics: Theory, Research and Practice

[5]Carleton University Student EDI Research Award

NON-ACADEMIC LEADERSHIP DEVELOPMENT

Non-academic leadership development actions address gaps in resources and opportunities for non-academic employees to thrive and contribute to an inclusive campus and society.

4.1 Resources to Non-Academic Employees

Existing resources at Carleton include employee benefits, such as Employee & Family Assistance Program (EFAP) and educational subsidization, as well as skill development opportunities, such as Learning and Development Workshops or the Carleton Leader program. Current resources may not be well known, underutilized, or lack EDI considerations. A larger effort is needed to increase the visibility of current resources and develop new initiatives catered to equity-denied groups.

4.1.1 Collaborate with relevant University Offices to continually increase the visibility of employee benefits and skill development resources for non-academic staff.

Example: Carleton FED landing page redirects staff to a consolidated list of all non-academic staff resources broken into categories such as financial, wellness, career development. Each category includes Carleton and FED programs as well as a list of key contacts and their roles.

4.1.2 Create a list of EDI resources available for equity-denied people

Example: FED compiles a list of initiatives that cultivates workplace inclusivity and diversity of needs and roles (e.g., flexible working arrangements).

4.1.3 Develop new initiatives, based on feedback from non-academic staff that cultivate workplace inclusivity both structurally and culturally.

Example: FED develops a leadership series catered to cultivate leadership and public speaking skills for racialized women in the workplace.

> EDI is not a destination. The Faculty will continuously make efforts to continual improvement, with the FED EDI Action Plan representing but a part of the journey and commitment.

4.2 Non-Academic Leadership Support Network
Some non-academic staff may find it more difficult to engage with colleagues outside their department or office. Creating social support systems can help integrate new employees, connect existing employees, and further cultivate a sense of community and inclusivity.

4.2.1 Create a program to orient new employees to the FED organizational structure, colleagues, and work*flows.*

Example: FED launches a peer-to-peer mentorship program that pairs a new hire with a more senior employee to better orient them to their role and work environment.

4.2.2 Re-examine traditional social activities from an EDI lens to increase team building and collegial engagement.

Example: Reexamining traditional events such as the Dean's address, Dean's BBQ, and holiday parties may reveal that these events may exclude some people (e.g., those who don't drink or are vegetarian). FED would consider the possibilities of renaming events, restructuring their format, and revising the menu to be more inclusive.

4.2.3 Ensure hybrid workplaces are equitable and inclusive of both professional collaborations and social engagements

Example: FED organizes a dinner and networking event for non-academic staff. Attendees can choose to attend virtually or in-person. Arrangements are made in order for in-person attendees to have dinner together, while virtual attendees also have an opportunity to share in the dinner conversations. Similarly, the event is set up to provide networking options to those joining virtually.

4.2.4 Create new mechanisms to acknowledge and celebrate the growing diversity of FED members

Example: FED sends celebratory emails during religious and cultural holidays such as Eid, Hanukkah, Diwali, Pride Month, etc.

4.2.5 Create a means of connecting equity-denied staff members to gain a larger sense of community and to elicit their feedback to improve EDI practices.

Example: FED organizes "Women In FED'' monthly meetings to connect women in FED with one another, share advice and lived experiences, and spearhead FED initiatives to make their workplace more inclusive.

4.3 Develop Avenues for EDI contribution
Identify and establish avenues for non-academic employees to contribute to and support EDI practices.

4.3.1 Identify meaningful opportunities for non-academic staff to contribute to the awareness, understanding, and implementation of EDI practices.

Example: Those who express an interest in EDI contribution can fulfill that interest through their organizational roles (e.g. exploring EDI gaps and needs as a faculty research facilitator) or supplementary paid roles (e.g. connecting students and staff to various resources as an EDI departmental advisor).

Example: FED launches "Women in FED," an advisory group that engages women from different groups (faculty, non-academic staff, and students) to identify current challenges for women in FED, propose solutions and spearhead their implementation.

ACADEMIC LEADERSHIP DEVELOPMENT

Academic leadership development actions address gaps in resources and opportunities for academic employees to thrive and contribute to an inclusive campus and society.

5.1 Leadership Sharing
Develop best practices for service and leadership role sharing to inspire confidence, reward initiative, empowering those who wish to rise to positions of leadership.

5.1.1 Establish a mechanism that enables equity-denied faculty to gain leadership experience while alleviating leadership burdens from current academic leadership.

Example: FED surveys academic leadership (e.g. Chairs, Associate Chairs, Directors, and Associate Directors) about their administrative service roles. Tasks are prioritized based on their potential to cultivate leadership in new faculty and simultaneously alleviate administrative burdens from the Chairs. Some these tasks are then distributed to faculty who wish to gain leadership experience.

5.1.2 Identify barriers to leadership entry and progression for equity-denied faculty members and devise strategies to address these barriers.

Example: Equity-denied faculty may receive numerous requests to participate in faculty hiring committees, and are expected to fulfill them, especially if they are the only equity-denied faculty member in their department. Fulfilling these requests means less time for their work, which can act as a barrier to tenure and promotion. Strategies to address this barrier can be recognizing these contributions for tenure and promotion, and allocating funds to bring external speakers instead of relying on faculty members.

5.1.3 Facilitate external leadership training and mentorship of new and junior equity-denied faculty (e.g., through professional engineering and architecture organizations)

Example: FED creates an initiative to sponsor faculty members to attend leadership training conferences organized by IEEE, PEO, RAIC, or CACB.

> Promoting diversity benefits everyone, and the Faculty's goal is to create a culture where diverse ideas shape the way we approach challenges in engineering and design.

5.2 Faculty Hiring and Promotion Best Practices
Develop best practices for hiring and promotion.

5.2.1 Devise clear objectives to direct and assess the Faculty's progress on integrating EDI principles in faculty hiring and promotions

Example: FED sets quantifiable goals about increased EDI in leadership, such as 'Raise the number of faculty members in FED that are women to a minimum of 30% by 2030' and devises ways of achieving these goals, such as creating a FED Women Taskforce to understand the barriers to promotion and how it can be overcome.

5.2.2 Ensure EDI is kept front-of-mind during faculty hiring to implement more equitable practices

Example: Have EDI discussed each time a hiring committee meets (i.e., standing agenda item). Assign a member of the hiring committee as the EDI champion, who would bring forth and amplify hiring procedures and criteria to ensure equity.

5.2.3 Mandate inclusive leadership training as a fundamental skill for more effective leadership

Example: FED designates that specific inclusive leadership training must be obtained in advance of taking on leadership role (e.g., Dean, Chair, and Director) in consultation with EIC.

5.3 EDI Faculty Support System
Create support systems for equity-seeking groups in leadership positions to share lived experiences, advice and support

5.3.1 Establish a means for peer-to-peer exchanges and advocacy among equity-denied faculty members.

Example: FED helps organize social events, mentorship programs, or working groups for equity-denied faculty. These initiatives serve to facilitate a sense of community among equity-denied faculty members as well as advocate for changes from an EDI perspective.

5.3.2 Facilitate access to career advice and professional development mentorship for equity denied faculty members.

Example: FED formalizes a sponsorship program that pairs a leader or senior faculty member with an equity-denied faculty member in the early stages of their career. The sponsorship gives sponsors a framework to act as a mentor, sponsor, ally, or advocate as they help newer faculty navigate towards their career goals.

DISAGGREGATED DEMOGRAPHIC DATA COLLECTION

Disaggregated demographic data collection actions address gaps in data that can inform actions and evaluate impact.

6.1 Leverage Data for EDI Planning

The Carleton University Office of Institutional Research and Planning (OIRP) collects university enrollment, demographic, and specialized data. The Department of Equity and Inclusive Communities (EIC) has the responsibility to implement the Carleton University Disaggregated Demographic Data System (CUDDDS) in partnership with the OIRP. This data can inform critical EDI activities from year-to-year and develop resources that are more representative of local, national and international demographics. Efforts are needed to leverage current data and collect more specific FED data to inform multi-year EDI planning and support.

    6.1.1 Collaborate with EIC and OIRP to collect and aggregate FED-specific demographic data on faculty, staff, and students that can better support FED to inform multi-year EDI planning.

        Example: FED collaborates with EIC and OIRP to obtain FED-specific disaggregated demographic data. FED leverages data to evaluate which equity-denied groups are growing in FED in order to make future resource and support services more inclusive to them.

6.1.2 Collaborate with EIC and OIRP to collect and aggregate data about the perceptions and rate of change in perceptions of culture and inclusivity at FED in order to identify gaps in resources for equity-denied groups.

Example: FED sets a goal of improving equity-denied students' access to resources in first-year engineering, but lacks data to direct improvements. FED collaborates with EIC and OIRP to develop a survey that asks students to rate the accessibility and perceived benefit of resources currently in place. OIRP launches the survey and aggregates results. FED actively promotes participation in OIRP surveys and leverages data to improve resource access. An ongoing continual approach in data collection should be maintained as to track whether EDI-related efforts are creating the sought after changes at FED.

6.1.3 Consult equity-denied stakeholders within and outside the Carleton community during the design, development, and implementation of EDI initiatives.

Example: FED sets a goal of making FED spaces more inclusive. Questionnaires are sent or interviews are set to consult with equity-denied Carleton stakeholders, such as student clubs, and external stakeholders, such as local community leaders and professional organizations (e.g., PEO, CEEA). Stakeholder feedback is integrated in the ideation process and iterations of the plan are later sent to stakeholders for additional feedback.

6.2 Develop Benchmarks and Key Performance Indicators

To direct EDI planning and efforts, benchmarks must accompany objectives. Although progress and changes are needed to reflect more inclusive and equitable practices in FED across the board, measurable criteria of success must be developed. These criteria will set a target goal and will identify key performance indicators to signal that the Faculty is moving in the right direction to achieve its goals.

6.2.1 Establish benchmarks to direct FED EDI efforts in terms of student statistics, such as enrollment and graduation rates, and faculty statistics, such as hiring and promotion rates.

Example: FED conducts a comparative analysis to identify whether the current enrollment rates of equity-denied FED students are higher or lower than the national average. FED analyzes data from the National Household Survey and statistics published by other engineering and design faculties across Canada. This benchmark is used to inform recruitment strategies to meet targets.
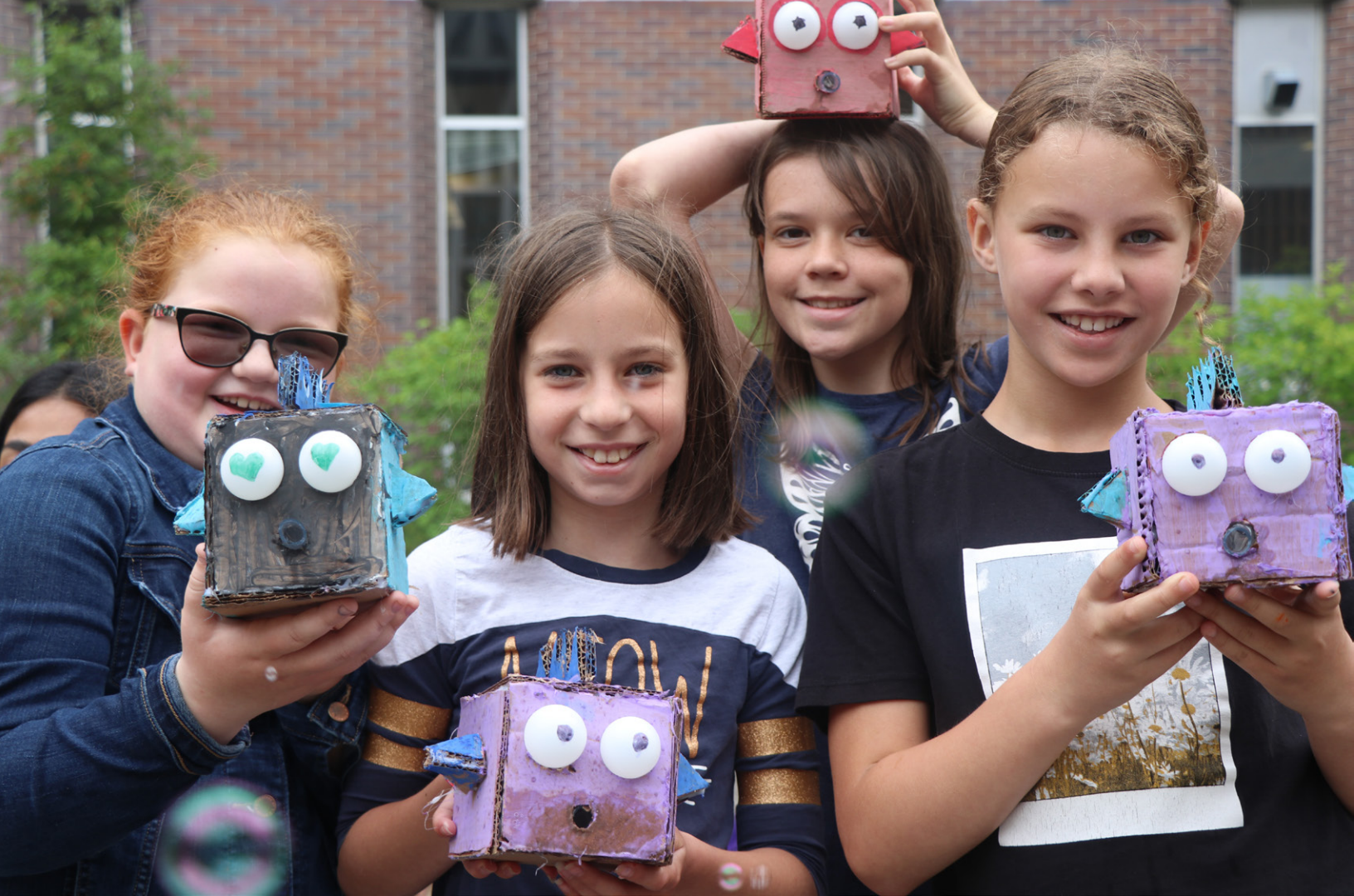
6.2.2 Provide insights into FED student, staff and faculty demographics, key gaps in teaching, learning, and working to inform teaching and learning

Example: FED EDI toolkit would include survey data or sentiment analysis results as collected by the OIRP. This data can give instructors and supervisors insight into ways to improve inclusivity in their classrooms or workplaces.

6.2.3 Develop key performance indicators that can contextualize the benefits and impacts of new EDI initiatives as they progress towards their respective benchmarks.

Example: FED launches several initiatives to increase equity-denied student applications for engineering programs. Key performance indicators could include number of equity-denied applicants, number of accepted equity-denied students, and rate of social media engagement with equity-denied student clubs, ratings and feedback received from randomized student samples.

Changing perceptions and fostering interest in engineering, technology and innovation among young people in our community is a top priority for the Faculty. The recruitment and retention of equity denied groups in our engineering programs will help foster the next generation of leaders of industry, contributing to a larger, qualified and diverse workforce.

REPRESENTATION AND OUTREACH

Representation and outreach actions address gaps in how FED can support EDI in the broader community outside of Carleton University

7.1 Initiatives for Current Students
Highlight internal programming that focus on representation and outreach to existing university students from equity-denied groups to access

7.1.1 Increase awareness about initiatives for equity-denied groups at the Faculty and University-level to increase growth and inclusion across intersectional identities (e.g., disability, gender, sexuality).

Example initiative for women: Advertise programs such as Carleton's Women in Engineering and IT (WE&IT) and Breakthrough Breakfast, an annual event highlighting women researchers at FED in honor of International Women's Day and Week in Ottawa

Example initiative for racialized people: Advertise programs such as the ELITE Program for Black Youth, an employment program for Black youth with a focus on connection to valuable work experience and career development training in the summer

Example initiative for Indigenous people: Advertise consultations of Indigenous representatives with Faculty engineers to discuss issues as highlighted by Truth and Reconciliation (TRC) Recommendation No. 92

Example initiative about EDI culture: Advertise Empower Voices, stories and panel discussions around creating inclusive cultures and empowering equity-denied groups in STEM

7.1.2 Develop collaborations with existing professional engineering and design organizations to prompt better mentorship for equity-denied students and facilitate knowledge transfer in the development of EDI initiatives

Example: Collaborate to host a discussion forum in line with the Ontario Society of Professional Engineers (OSPE) forum on Diversity and Inclusion.

7.2 Initiatives for Prospective Students

Highlight internal and external programming that focuses on representation and outreach to high school students from equity-denied groups to access

7.2.1 Create long-term programs to encourage and increase recruitment of female students in FED as a means of building connections and a sense of community, which is not possible over short durations.

Example: Develop a semester-long program where prospective high-achieving high school students meet every weekend for the duration of the spring. The program will be an opportunity for students to gain a sense of representation in STEM, gain access to resources and positive role models, and connect with peers while in high school and again at Carleton.

7.2.2 Increase participation in short-term outreach STEM programs for girls, Indigenous youth, and students of low socioeconomic status as a means of gaining exposure to the field of engineering.

Example: Encourage participation in outreach STEM programs such as Go Eng Girl, Go Code Girl, Girl Guide troupe workshops through the Ontario Network of Women in Engineering (ONWiE).

Example: Encourage participation in InSTEM, an Indigenous Youth in STEM outreach program which involves bridging traditional knowledge with Western STEM by attending a 10-day camp each summer for Indigenous youth, receiving a high school credit upon completion, and connecting with relevant employment opportunities

7.2.3 Launch outreach events and programs that are targeted towards historically equity-denied communities in engineering and design.

Example: Build outreach programs for high school in neighborhoods with low graduation rates or low socioeconomic standing to promote digital skill building and engineering through weekly programming as a means of employment and career development for high school youth such as through Linked>Program, a partnership between Virtual Ventures (FED), Shopify, and Boys and Girls Club (BGC).

7.3 Develop Guidelines for Inclusive Outreach

Ensure outreach events amplify and integrate the voices of equity-denied groups in the narrative and conversations about STEM through panel discussions, story-building, and workshops

7.3.1 Develop guidelines for equitable storytelling news stories developed by the Faculty to meaningfully showcase the diverse communities that make up FED.

Example: Guidelines would describe how language and messaging in presentations, verbal discussions, handouts, etc. can be inclusive

7.3.2 Develop guidelines for developing and hosting EDI outreach programs.

Example: Guidelines would describe how to ensure FED panels geared towards prospective and current Carleton students is more representative of the diversity in Canadian society.

CULTURE

Culture actions address gaps in creating environments that welcome and values the diversity of knowledge, expertise, and experiences of individuals, allowing for the full participation of every member of the FED community.

8.1 Include EDI in Formal Work

8.1.1 Integrate EDI activities as an integral part of formal work, and provide appropriate reporting frameworks to ensure there is time and space for FED members to meaningfully engage in training and contributions.

Example: A member wishes to contribute to an EDI initiative, however, they are at capacity for administrative workload. Accommodations can be made so that a portion of their administrative work is reallocated and their time and effort toward EDI is counted towards their administrative workload.

Example: Members report on EDI activities in work reports, which is later taken into consideration for tenure and promotion. EDI training and participation in EDI activities is encompassed within administrative and supervisory roles for faculty and staff roles.

8.1.2 Establish ceremonial forms of encouraging EDI contributions, training, and knowledge.

Example: Recognize EDI contributors and active participants using FED EDI/safe-space door stickers, LinkedIn profile badges, certifications, and honorable mentions in the EDI grants section, or graduate student recruitment section.

8.1.3 Prompt workplace practices that ensure discussions and decisions are considered from an intersectional EDI perspective, such as departmental meetings and curriculum changes.

Example: Set EDI as a standing meeting agenda item (e.g., departmental meetings, hiring committees, and curriculum committees). Designate an "EDI advocate" at the beginning of each FED meeting or discussion in order to bring EDI matters front of mind.

8.2 Reduce Barriers to EDI Training

8.2.1 Facilitate the time, space, and workflow accommodations to encourage participation in EDI training for staff

Example: Consider course relief or administrative committee arrangements to make time and room for EDI training.

8.2.2 Facilitate access and completion of optional EDI training for FED faculty, staff, and students.

Example: Establish a peer recommendation system by FED members who complete EDI training opportunities, which can guide other members to enhance their personal and professional competencies.

8.2.3 Connect new hires with EDI opportunities that better orient them with EDI practices and communicate the importance of EDI on a faculty-level

Example: Part of the mandatory new hires orientation is an interactive tour of the various FED programs and EDI-related initiatives, rather than learning about it from a distance or through a booklet.

8.3 Reduce Barriers to Reporting EDI Concerns

8.3.1 Implement a confidential feedback system to ensure EDI issues raised are confidential, addressed in a timely manner, and result in tangible actions at the Faculty level

Example: FED develops confidential feedback avenues that can be directed within the Faculty and the designated points of contact for further processing and investigation of feedback

8.3.2 Facilitate access to an EDI advisor, a point of contact within each academic unit who can act as a point-of-reference for questions and advice for other staff, faculty, and students.

Example: The designated ally or EDI unit/department representative can advise students on their options and connect with representatives from EIC, PMC, Ombudsperson and others to provide support for an accommodation request, complaints hearing, academic petition, or other meetings to reduce gender, cultural, racial, and other barriers to reporting acts of hate.

8.4 Foster a Culture of EDI

Practice and encourage activities to foster a culture of EDI within students, staff, and faculty. This guide will provide use cases to action that diversity is not just present but anticipated and welcomed.

8.4.1 Consult with FED student groups in order to better support equity-denied students at FED

Example: Meet with FED student societies, such as Carleton University Women in Science and Engineering (CU-WISE) and the Carleton EngiQueers, to better identify and address how to make FED culture more inclusive.

8.4.2 Adopt practices and traditions that celebrate and facilitate conversation about EDI such as pins, stickers, and posters.

Example: Encourage faculty and students to wear a white rose in commemoration of the massacre of female engineers at Montreal's École Polytechnique in 1989.

8.4.3 Develop guiding principles on applying an intersectional lens (i.e., considering gender, disability, Indigeneity, 2SLGBTQI+, family dynamics, etc.) in an engineering context for work and school.

Example: Guidelines would describe how day-to-day activities such as scheduling faculty meetings, team lunches or student exams should account for different religious holidays and family obligations.

EDI PLANNING, INFRASTRUCTURE, AND REPORTING

Planning, infrastructure, and reporting actions address gaps in the Faculty of Engineering and Design's commitments in terms of accountability, transparency, finances, and human resources needed to support these categories of action.

9.1 Audit learning spaces such as classrooms and laboratories to identify accessibility barriers.

Example: FED audits laboratories to ensure that it is accessible for students who use mobility devices such as wheelchairs.

9.2 Establish a fund to compensate external EDI contributors and speakers as a means of acknowledging and appreciating their time and efforts, building positive relationships, and encouraging future collaborations.

Example: Create an EDI fund that can be used to compensate experts with financial honorariums when they are consulting for a FED project or brought in for guest lectures.

9.3 Create formalized positions at the Faculty-level to oversee EDI initiatives, including reporting, education, and awareness-building.

Example: FED establishes a new Associate Dean EDI position.

9.4 Consolidate foundational knowledge resources available through Carleton and other organizations on the purpose, depth, and breadth of EDI as it applies to work and school, especially in an engineering context.

Example: Carleton resources would include the Carleton staff equity training program, which includes modules on cross-cultural competence training, Indigenous cultural awareness workshop, community approaches to sexual violence, and the resources offered through the EIC department. External resources would include the Government of Canada's Gender-Based Analysis Training or the Canadian Centre for Diversity and Inclusion's Getting Started | Diversity and Identity Toolkit.

9.5 Mandate reporting on EDI goals, activities, and accomplishments by leadership.

Example: FED leadership such as Department Chairs, Directors, and Managers regularly report on EDI efforts to FED Dean.

Example: Collective FED EDI efforts are published in the CU-FED Ingenious Magazine.

carleton.ca/engineering-design

Carleton University