EDI Action Plan Progress Report Phase Two (2024-25)

Department of Equity and Inclusive Communities

Carleton University

Dear Colleagues,

As we approach the final year of our current EDI Action Plan, we want to acknowledge the real progress our community has made together. Your ongoing commitment to equity, diversity and inclusion at Carleton has built a solid foundation for lasting change.

Looking ahead, our work continues. While we celebrate the strides made to date, we also recognize that true inclusion is an ongoing endeavour. In the months to come, we invite each Faculty and department to harness the momentum we've generated to seek fresh perspectives, experiment with new approaches and deepen partnerships across our community.

Together, we will turn today's successes into tomorrow's standard, ensuring that Carleton is a place where everyone feels a sense of belonging and can thrive. Thank you for your dedication and vision as we embark on the next phase of this journey.

With gratitude and forward-looking optimism,

Sincerely,

L. Pauline Rankin
Provost and Vice-President (Academic)

Noël Badiou
Associate Vice-President (Equity and Inclusive Communities)

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Strategic Action 1: Curriculum and Pedagogy

Carleton University is committed to enhancing the student experience and to creating a high-quality learning environment that fosters student success in the classroom and beyond. An integral component of this is recognizing that the experiences, backgrounds and understandings of our students are diverse and matter in how they engage and experience their time at Carleton. It is important to acknowledge that opportunities for innovative learning are missed when perspectives that expand or disrupt conventional understandings are left out or marginalized. In this light, this section seeks to advance ways to be welcoming and inclusive through our curricular and pedagogical choices.

Provost's Portfolio

Faculty of Arts and Social Sciences

The Faculty of Arts and Social Sciences (FASS) has made meaningful strides in embedding EDI into its curriculum and pedagogical practices. Faculty have introduced new courses, redesigned existing ones and leveraged experiential, land-based and immersive learning strategies to support critical reflection and active engagement.

- Indigenous Studies: The creation of an independent Indigenous Studies program in 2024 marked a significant milestone. The program offers courses in Indigenous feminisms, ecological knowledge, Indigenous legal orders and global Indigeneity. Its development is a direct response to the Kinàmàgawin Calls to Action and reflects sustained leadership from Indigenous faculty.

- Carleton/Algonquin College Indigenous Studies bridging diploma program: Set to launch in 2025, the program will support Indigenous learners through pathways into degree programs, advancing both accessibility and self-determination.

- Course Redesign Across Disciplines: Courses in French, Philosophy, Human Rights, Anthropology and more have been redesigned to include themes of Indigeneity, race, disability, gender and decolonization. Notable examples include PHIL 1550, FREN 1050, HRSJ 4502 and ANTH 4205/5205.

- Collaborative Indigenous Learning Bundles: Two new Collaborative Indigenous Learning Bundles were launched in 2024. These digital modules address Indigenous sciences and relationships with land and water, offering students transformative, decolonial learning experiences.

Faculty of Engineering and Design

- The Faculty of Engineering and Design (FED) held three workshops, led by members of the Department of Equity and Inclusive Communities (EIC), for staff, faculty and academic leadership sub-groups. These workshops provided a framework of understanding for EDI principles along with practical scenarios that individuals may encounter when engaging with students both inside and outside the classroom.

- A series of workshops focused on identifying and supporting students experiencing mental health challenges was held for staff and faculty members.

- FED's EDI Council surveyed undergraduate and graduate students in engineering, information technology, industrial design and architecture to better understand the demographics of its population. Close to 2,000 students responded, representing 23% of FED's total student population.

- Indigenous Learning Circles were added to classes to help increase awareness and understanding of local Indigenous Peoples and their cultures within the context of STEM.

Faculty of Public and Global Affairs

Many units in the Faculty of Public and Global Affairs (FPGA) have developed best-practice guides to support instructors in designing syllabi that are inclusive and responsive to EDI-related topics. Workshops on inclusive pedagogy provide instructors with space to reflect and explore constructive approaches to teaching and learning.

- The Bachelor of Public Affairs and Policy Management's (BPAPM) five core courses (PAPM 1001; PAPM 2001 and 2002; PAPM 3000; and PAPM 4099) include diverse readings and perspectives, address EDI-related themes and aim to be inclusive in classroom practices. Specifically, The Policy Cycle (PAPM 1001) incorporates the examination of anti-racist policy analysis, gender-based policy analysis and public policy and inequality in Canada. Policy Foundations: Political Thought (PAPM 2001) examines feminist political theory and racial critiques of liberalism. Policy Foundations: Economio Thought (PAPM 2002) examines feminist economic thought and gender and racial dimensions of economic thought. Policy Research (PAPM 3000)incorporates the examination of Indigenous research methodologies. Policy Seminar on Health Policy (PAPM 4099) incorporates discussions of Indigenous health and public policy, social determinants of health, including the impacts of income inequality, racism and gender inequality.

- The Director of the Institute of Political Economy (IPE), in collaboration with the curriculum committee, conducted a comprehensive review of course outlines for all core seminars (PECO 5000, 5001, 5002, 6000) and visiting scholar courses (PECO 5503/5504). This review aimed to ensure that both the content and authorship of assigned texts reflect the field's commitment to inclusivity and diversity. Applicants for IPE's annual Visiting Professor position are required to submit a diversity statement as part of their application. The selection committee evaluates submissions with consideration of IPE's curricular priorities, including EDI, decolonization and anti-racism.

- The Department of Political Science EDI Committee is curating a collection of contemporary scholarly sources that explore intersectional perspectives. The compilation will feature emerging research and critical theoretical works that reflect current scholarly discourse with a focus on amplifying voices from marginalized and underrepresented communities.

- The School of Journalism launched the Certificate in Journalism in Indigenous Communities (CJIIC) to expand access to journalism education for remote Indigenous learners across Ontario. The program is delivered primarily online, supplemented by periodic in-person intensives at a central location. To support learners' social and

cultural needs and promote successful program completion, the School is partnering with two Indigenous Institutes—First Nations Technical Institute and Kenjgewin Teg—to co-develop a braided learning model that integrates Indigenous pedagogies and perspectives.

- The Field Education Team at the School of Social Work hired a TA/RA in 2024-25 to support practicum course administration and to conduct a literature review on considerations and promising practices for promoting equity, diversity, inclusion, Indigenization and accessibility (EDIIA) in social work practicum education. The annual Field Supervisors' Appreciation event focused on inclusive field education and provided a forum for supervisors to share thoughts on inclusive practices and opportunities for change.

- The Dean's Office hosted "Bridging EDID Theory and Practice: Approaches to Teaching, Research, and Inclusive Campuses". Panelists shared insights from their experiences teaching equity, diversity, inclusion and decolonization (EDID) related topics and offered strategies for fostering meaningful student engagement in the classroom.

- The Department of Political Science organized a lecture by Dr Valérie Vézina on "Democratizing the Classroom (or How to Move beyond the 'It's in the Syllabus!')" which explored ways of facilitating constructive classroom discussions with diverse viewpoints.

- The Institute of European, Russian and Eurasian Studies held a lunch conversation where faculty met with EDI student representatives to discuss how to enact EDI practices in the classroom.

- The Bachelor of Public Affairs and Policy Management program requires all students take an Indigenous Studies course in their first year of the program.

- The Communication and Media Studies program established a 0.5-credit curriculum requirement for undergraduate degree programs to formalize competency in anti-oppressive frameworks and approaches.

- The Department of Political Science EDI Committee hosted a panel discussion titled "Challenges and Opportunities for Indigenization and Diversity in the Academy" that featured two distinguished scholars at the forefront of Indigenous education and institutional transformation, Profs. David Newhouse (Trent University) and Tyler McCreary (Florida State University).

- The School of Social Work offered two graduate-level courses centered on Indigenous themes during the 2024–2025 academic year. Plans are underway to expand access to these courses for students from other departments in future academic cycles.

Faculty of Science

- The EDI Teaching Toolkit, "Science is for Everyone: Integrating Equity, Diversity and Inclusion in Teaching" was revised and expanded to include both science and engineering. It was released publicly: Harris, C., Mullally, M., & Thomson, R. (2025). Science is for Everyone: Integrating Equity, Diversity and Inclusion in Teaching Science and Engineering - A Toolkit for Instructors (Version v1). Zenodo. https://doi.org/10.5281/zenodo.14728120

- A Mobile Summer Institute was hosted in June2023 and June 2024 to provide STEM instructors with evidence-based and inclusive teaching practices. Activities included the development and peer review of teaching materials, implementation strategies for scientific teaching and peer evaluation for professional growth.

- A pilot study in an introductory Biology course with 568 students was undertaken as part of the Canadian Consortium of Science Equity Scholars initiative to advance equity across foundational science courses. Surveys were administered at the beginning, middle and end of the term that examined demographics, disciplinary belonging, social belonging, self-efficacy, classroom climate and learning activities. Findings highlight factors influencing student experiences and will inform future initiatives.

- Collaborative Indigenous Learning Bundles continue to be adopted in science courses, including 'Indigenous Sciences: Shifting the Paradigm in Western Science' and 'Three-Eyed Seeing in Science | Weaving Knowledge Systems'.

- The Science Student Success Centre EDI Ambassadors play important roles as part of the peer mentoring program and hosted two events in the 2024-25 academic year: "Pride in Science," an interactive student mingle that included three pride themed interactive stations to encourage thoughtful reflection and meaningful connection and International Union of Pure and Applied Chemistry (IUPAC) Global Women's Breakfast – Accelerating Equity in Science, which included a panel discussion with women in Science at Carleton.

- A study was implemented in first-year chemistry courses to examine whether specific factors, including demographic variables such as sex/gender, socioeconomic status and ethnicity, predict student success.

- The Faculty of Science Excellence Awards process and criteria have been revised to include EDI-specific criteria.

Sprott School of Business

- Master of Business Administration MB5 Global Awareness – (5.3) Graduates will demonstrate an understanding of their intercultural competencies as they apply to business interactions. MB6 Ethics and Responsible Leadership – (6.3) Graduates will apply principles of equity, diversity and inclusion when developing new ideas or addressing business issues.

- In the Summer of 2024, two stand-alone, plug-and-play learning mini-modules were created. One is targeted to first-year students and includes two components: *What is EDI?* and *The First Peoples: A Brief Overview* Collaborative Indigenous Learning Bundle. Close to 500 students in BUSI 1800 have completed this module. The second module is targeted to second-year students and currently includes one component called *Why EDI?*. More than 50 students in BUSI 2800 have completed this module.

MacOdrum Library

- The Library actively acquires content on EDI themes. Notable additions include the following databases: Human Rights Documents Online with thematic selections on the Rights of the Child, Women's Rights, Reproductive Rights and LGBTQ+ and Gender,

Technology, Democracy and Society, Economy and Inequality and Environmental, Sustainability and Climate

- Efforts are ongoing to incorporate decolonizing practices in everyday cataloguing workflows. A recently implemented function ensures that harmful subject headings using the term 'Indians of North America' are suppressed and replaced with 'Indigenous peoples' in Omni. This functionality applies to any record managed by Carleton and our Omni partner libraries where the relevant term appears.

- Homosaurus subject vocabulary terms are being applied to records in Omni to enhance discoverability of resources by and about LGBTQ+ communities and creators. By implementing Homosaurus across LGBTQ+ resources, users can search using familiar terminology and receive more specific, relevant results. These terms have already been applied to the Pride Collection, and work is underway to expand their use across other relevant resources in the collection.

Office of Graduate Studies

- The Office of Graduate Studies developed a tailored Academic Integrity Module that addresses the unique academic challenges graduate students face, accommodating diverse educational and cultural backgrounds and promoting equity through proactive education.

Strategic Action 2: Student Supports

As part of an array of activities to promote student success, student supports are a key component of the work we do at Carleton. Carleton has a diverse student body and it is important to ensure that student supports are designed and delivered in ways that assume varied rather than generic student experiences. To that end, Carleton acknowledges the need to integrate EDI throughout its student services and enrolment operations in the spirit of continuous improvement. We also recognize particular opportunities to address service gaps for Racialized students.

The actions from Strategic Action 2: Student Supports have been fulfilled and reported on in Phase One of the EDI Action Plan Progress Report and continue to develop year after year. The actions will be reviewed again as part of a comprehensive assessment of the EDI Action Plan.

Strategic Action 3: Research

Carleton is committed to supporting, funding and disseminating research that advances Equity, Diversity and Inclusion. Such a commitment requires us to recognize that research excellence demands time, resource opportunities and an enabling environment. We also acknowledge that EDI-informed research stretches the boundaries of knowledge and opens new pathways to discovery regardless of the field of inquiry. In particular, Carleton recognizes the opportunities within our research landscape to address gaps relating to issues of racialization and racial inequality across disciplines.

Provost's Portfolio

Office of the Provost and Vice-President (Academic)

The Office of the Provost funded two Student EDI Research Awards in 2024-25. One undergraduate student and one graduate student received funding to complete EDI-related projects over the summer under the supervision of faculty members. Recipients presented their research findings to the Carleton community in the Fall term.

Faculty of Arts and Social Sciences

EDI priorities are embedded in the research and creative practices across the Faculty of Arts and Social Sciences (FASS). Several faculty members have received national and international recognition.

- Prof. Carmen Robertson (Art and Architectural History) leads The Morrisseau Project, blending Indigenous and Western methodologies to explore art, identity and cultural continuity.

- Prof. Marie-Odile Junker (Linguistics and Language Studies) supports preservation and revitalization in her work on Indigenous language dictionaries and linguistic atlases.

- Led by Profs. Duncan McCue (Journalism and Communication) and Kester Dyer (Film Studies), the Indigenous Media-making Summer Institute empowers Indigenous artists with training and mentorship.

- Prof. Laura Madokoro (History) reframes sanctuary and compassion in settler societies in her book *Sanctuary in Pieces*.

- Prof. Xuan Thuy Nguyen (Interdisciplinary Studies) focuses on global South disability activism in her ENGAGE project.

- Prof. Julie Murray (English Language and Literature) investigates gender indexes in development policy through literary analysis.

- Prof. Sarah Casteel (English Language and Literature) connects Black diaspora experience with Holocaust memory in her work.

- Prof. Jesse Stewart (Music) demonstrates inclusive, disability-led artistic research with the *We Are All Musicians* and the Empower Arts Summit.

- Collaborative SSHRC projects focus on decolonial architecture, anti-colonial labour, Indigenous resurgence, and gender and Islam.

Faculty of Engineering and Design

- The EDI Pocket Guide originally developed by the Faculty of Science was expanded to include both science and engineering.

- The Faculty of Engineering and Design co-hosted an *Integrating EDI Into Your NSERC Discover Grant* workshop with the Faculty of Science to support researchers with their submissions.

- Research facilitators hosted the Equity, Diversity, and Inclusion in Research Practice: Fostering an Inclusive and Equitable Research Environment panel discussion

- In 2024, the Faculty continued its contribution to ten supplemental awards of $1,000 for NSERC USRA students. Applicants were required to outline how EDI would be incorporated into their projects.

Faculty of Public and Global Affairs

FPGA units have actively promoted EDI-related research and organized events, including:

- "A Common Language, a Common Culture? Producing Similarity, Difference, and Whiteness in Russia" was hosted by The Institute of European, Russian and Eurasian Studies. Dr. Lauren Woodard (Syracuse University) led the seminar and discussed issues of race and difference in fieldwork experiences.

- The Master of Migration and Diaspora Program invited Carleton President and Vice-Chancellor Wisdom Tettey for a talk on his work on the African diaspora regarding transnational citizenships, race and class.

- The Department of Political Science EDI Committee provided recommendations to the Curriculum and Planning Committee to discuss revisions to Tenure and Promotion Guidelines to reflect EDI concerns through research and mentoring.

- Two annual Student EDI Research Awards, one for graduate students valued at $3,000 and one for undergraduate students valued at $2,000 were established with the announcement of the first recipients in December 2024.

- Established in 2024, the Sumita Dixit Scholarship for Diverse Voices (SDSDV) is a $1,000 annual scholarship awarded on the recommendation of the Chair of the Department of Political Science to an outstanding undergraduate student specializing in International Relations or Comparative Politics. The award is open to students who identify as Indigenous, Black, members of other racialized groups and women, including trans women.

Faculty of Science

- The "Striving for Inclusive Excellence in Science and Engineering Research: A Pocket Guide," was revised and expanded to include both science and engineering. It was released publicly: Harris, C., Doria, M., Siddiqi, S., Bruin, J., Pullin, A., Salmaso, N., Rizo, H., & Thomson, R. (2025). Striving for Inclusive Excellence in Science and Engineering Research: A Pocket Guide (Version v1). Zenodo. https://doi.org/10.5281/zenodo.14687350

- The Faculty hosted workshops to promote integration of EDI in research and research teams, including:

- "How to integrate EDI in your research adventures" engaged participants in dynamic activities to learn about EDI and ways to integrate EDI in research team activities.

- The "Inclusive and equity-driven mentorship" workshop supported participants in learning best practices in mentorship.

- Launched in 2024 and continuing through 2025, the Black and Indigenous Summer Research Internships (BISRI) program offers paid research internships for Black and Indigenous undergraduate students in the Faculty of Science. Interns conduct research under the mentorship of faculty members across a range of scientific disciplines. A partnership with the Canadian Cancer Society supports students whose projects focus on cancer research and Indigenous health.

- EDI Transformation for STEM (EDIT-STEM) is a cross-Faculty initiative led by researchers in Science and Engineering and Design to advance EDI in STEM. The project develops and evaluates an interactive platform designed to shift attitudes, behaviours and knowledge among STEM educators and leaders. It is a participatory project involving partners including the Perimeter Institute, IVADO, National Research Council, Canadian Association of Physicists, Canadian Society for Chemistry, IEEE Canada, Canadian Association for Neuroscience, and Réseau interuniversitaire québécois pour l'EDI.

Sprott School of Business

- The Black Entrepreneurship Knowledge Hub (BEKH):

  o Established six regional hubs: North (University of Northern British Columbia), West (Simon Fraser University), Central (University of Alberta), Ontario (Carleton University), Quebec (Concordia University) and East (Saint Mary's University).

  o Held community-led symposiums for engagement, ideation and knowledge sharing as part of the annual BEKH Capstone Conference, Leveraging the Collective: Mobilizing Black Entrepreneurship Knowledge to Drive Policy, Practice, and Progress.

  o Launched and completed a national qualitative study that aims to provide a more nuanced understanding of the Black entrepreneurship community by employing evidence-based personas as a methodology.

- o Launched and completed a national quantitative study that aims to create a detailed profile and portrait of Black entrepreneurship across Canada, ensuring regional representation and capturing diversity within the community. Preliminary data for these projects were presented at the Capstone Conference.

- o Launched the Black Entrepreneurship Ecosystem Map, an interactive, community-driven tool designed to connect Black-owned businesses and community members with services, funding opportunities and resources that support Black entrepreneurs across Canada.

- *Research Internship on Immigrant Work Integration: A Brazil-Canada Comparison* developed a multilevel framework encompassing individual, interactional, organizational and societal perspectives to compare the immigrant work integration ecosystems in Brazil and Canada. It examines how experiences of precarity affect immigrants' mental and physical health and explores the long-term implications for their settlement and well-being. This project was funded by the Centre for Research on Inclusion at Work (CRIW) and Mitacs and was led by Prof. Luciara Nardon (Sprott School of Business) in collaboration with Profs. Bruning and Ragnini from the Universidade Federal do Paraná.

Vice-President (Research and International) Portfolio

- In partnership with the Office of the Provost and Vice-President (Academic), the CU-CUASA Special Fund for EDI Research and Pedagogical Innovation Awards were administered to support and enhance research excellence and pedagogical innovation across Carleton undertaken by members of equity-deserving groups and/or on topics that hold equity, diversity and inclusion considerations as a dominant focus.

- Various research clusters across campus continue to emerge, grow and do important work, including:

  - o The Black Entrepreneurship Knowledge Hub supported a number of activities including: A Foresight workshop for Quebec's Black Entrepreneurs; Black Entrepreneurship Development Strategy workshop; and the Dream Legacy Thrivewell Grant Competition for Black Entrepreneurs.

  - o The Abilities Living Laboratory, an interdisciplinary environment that engages people with disabilities directly in accessibility research and innovation, held its official launch and open house.

- EDI-themed research projects funded:

  - o Indigenous and Anti-Colonial Approaches to Impact Measurement

  - o Just Transitions, EDI, Work and the Workplace

  - o Gendered Organizational Culture in Innovation – An Integrative Review

Carleton University

- o Do Social Enterprises Achieve Higher Equity, Diversity, and Inclusion Goals? A Scoping Review of the Empirical Evidence

- o Workplace Mistreatment Among Those Living with Disabilities: A Scoping Review

- o A Critical Literature Review of Academic Research on EDI in the Accounting Profession

Department of University Advancement

As of April 2025, there are 92 active initiatives that have raised a total of $10,131,231. In 2024-2025, new initiatives were created totalling $4,830,008 including:

- $1.2 M was bequeathed by the Estate of Gladie McQueen BA/06, through a generous gift in her will to establish four awards in support of students who identify as women or have a permanent disability. Gladie believed strongly that you should never let anyone tell you that you cannot achieve your dreams or goals in life.

- Annual Mary Ann Shadd Cary Lecture Series Fund

- Archibald William McQueen Undergraduate Bursary

- C.J. Scott Memorial Award in International Relations and Diplomacy

- Gladie McQueen Bursary

- Gladie McQueen/Larry McKeown Graduate Scholarship

- Gladie McQueen/Larry McKeown Undergraduate Scholarship

- Indigenous Recruitment and Student Success Fund

- Journalism in Indigenous Communities Certificate (JIICC) Program

- Kinaxis created two new annually funded awards for students with disabilities in Computer Science and Systems and Computer Engineering.

- Mary Ann Shadd Cary Mentorship Program for Black Journalists Fund

- The GHD Foundation (Canada) is actively supporting the engagement of Black youth and underserved communities in STEM programs through Virtual Ventures.

- Wilfred Peltier Memorial Graduate Scholarship

Strategic Action 4: Senior Leadership and Board of Governors

Senior leaders and board members at a university are uniquely positioned to drive change. This is no less true at Carleton. Enduring change is accelerated and venerated through the values, beliefs and behaviours they embody and incentivize.

The strategic actions from Strategic Action 4: Senior Leadership and Board of Governors have been fulfilled and reported on in Phase One of the EDI Action Plan Progress Report and continue to develop year after year. The actions will be reviewed again as part of the comprehensive assessment of the EDI Action Plan.

Strategic Action 5: Leadership and Development (Non-Academic)

Carleton commits to ensuring EDI elements are valued and integrated throughout its leadership programming as well as in its processes of recruitment, retention, appointment and promotion.

Vice-President (Finance and Administration) Portfolio

- The updated Healthy Workplace Strategy for 2025-2028 integrates EDI elements as part of the "Pursuits and Priorities".

- The Information Technology Services leadership team participated in training designed and delivered by the Centre for Indigenous Support and Community Engagement.

Strategic Action 6: Leadership and Development (Academic)

Carleton commits to ensuring EDI elements are valued and integrated throughout its leadership programming as well as in its processes of recruitment, retention, appointment and promotion.

Vice-President (Research and International) Portfolio

- For the fourth year in a row, the Canada Research Chairs Program EDI stipend was applied to support projects that address systemic barriers identified within Carleton's CRC program and serve the University as a whole. In 2024, $50,000 was provided to the Department of Equity and Inclusive Communities to develop an EDI-focused training module for Chairs and Directors, a toolkit to help them implement their new knowledge and to prepare written materials and an exemplar website to provide potential applicants with access to educational materials on EDI and self-identification and on the role of EDI and self-identification data.

Strategic Action 7: Disaggregated Demographic Data

"Good data leads to good decisions," remarked The Honorable Navdeep Bains, Minister of Science, Innovation and Industry during Carleton University's 2nd Annual Inclusion Week. In order to understand the representation, experiences and perspectives of employees and students needed to inform the design of equitable and inclusive services, build supports and enhance outcomes, Carleton will collect disaggregated demographic data.

Provost's Portfolio

Since the launch of the Carleton University Self-Identification Survey in October 2023, the Department of Equity and Inclusive Communities (EIC) and the Office of Institutional Research and Planning (OIRP) have been encouraged by the participation from staff and faculty. This valuable input is helping to shape a more inclusive and representative campus community. Carleton is looking forward to preparing this year's Subsequent Compliance Assessment for the Federal Contractors Program, which will draw from the new and enhanced Self-ID Survey data. The updated data will assist in determining progress made on Carleton's Employment Equity goals. Looking ahead, EIC will expand outreach efforts to students and is exploring creative and engaging ways to boost participation throughout the 2025-26 academic year, ensuring all voices are heard and represented.

Strategic Action 8: Representation and Outreach

Attention to EDI in the form of equitable and inclusive representation throughout Carleton its students, staff, and instructors, heightens student success and enhances a sense of belonging and community. But this effort does not stop at the borders of campus and requires the University to actively reach out to the broader communities to support change, to learn and to dismantle structural underrepresentation.

Provost's Portfolio

Department of Equity and Inclusive Communities

- The Department of Equity and Inclusive Communities hosted the 2024 Canadian Association for the Prevention of Discrimination and Harassment in Higher Education (CAPDHHE) National Conference. This three-day event served as a platform for equity practitioners to exchange best practices, explore innovative tools and build professional networks across Canada. The conference fostered dialogue on shared goals, challenges and strategies to advance equity, diversity, inclusion and accessibility (EDIA) in higher education. Delegates from diverse institutions and backgrounds participated in substantive discussions, contributing to the collective effort to create inclusive and equitable learning environments.

Faculty of Arts and Social Sciences

Community-engaged scholarship and external partnerships are essential to the EDI mission in FASS.

- The longstanding partnership with the First Nation of Na-Cho Nyäk Dun focuses on collaborative research, student engagement and digital language revitalization.

- FASS continues to collaborate with the Conseil de la Nation Atikamekw, resulting in the development of bilingual Atikamekw dictionaries that are currently being used in schools.

- The Carleton University Art Gallery hosted numerous Indigenous-led exhibitions and gatherings, including Medicine Currents and Drawing on Our History.

- FASS, in collaboration with disability justice advocates in Ottawa, hosted the *Healthy Cities 2024: Disability Justice in the City* event, which explored key themes of anti-racism, disability justice and urban equity.

- FASS faculty contributed to Black History Month, Holocaust education and international conferences on restorative justice and Indigenous knowledge systems.

MacOdrum Library

The Exhibits Committee curated several exhibits and events that explore issues related to EDI:

- *Bridging the Silos: Autistic Menopause:* This exhibit featured creative works produced by participants in the study including art and poetry on their experiences of menopause and autism.

- *Sky Woman's Story and Indigenous Beading* at MacOdrum Library: Dr. Kahente Horn-Miller, Associate Vice-President, Indigenous Teaching, Learning and Research retold the story of Sky Woman from a first-person perspective. Through this rematriated account of Sky Woman's fall to earth, Dr. Horn-Miller offered a fresh perspective of Sky Woman's origin while challenging other renditions of the story. The afternoon session included an immersive Indigenous beading experience in the Library's Book Arts Lab.

- Along with eight Ontario university libraries, Carleton co-hosted the Association of Research Libraries' Inclusion, Diversity, Equity, and Accessibility in Libraries & Archives (IDEAL) Conference in Toronto in July 2024.

Vice-President (Students and Enrolment) Portfolio

- The second phase of the David C. Onley Initiative concluded in October 2024. Throughout the three-year project, the Accessibility Institute collaborated with several Ontario post-secondary institutions to measure the impact of strategic and collaborative practices on employability and employment outcomes for students with disabilities. The project produced the #AbleTo Prepare Students for Work Field Guide, an online resource to help university and college service providers build capacity to support students with disabilities in their employment journey.

- Scheduling and Examination Services contributed to a more inclusive proctoring environment by replacing male/female washroom invigilator roles with gender-neutral alternatives, the use of preferred names in their database and on all communication materials and the option for proctors to submit pronouns with other personal information.

- The Undergraduate Recruitment Office finalized the Indigenous Recruitment Plan. This plan aligns with both the Kinàmàgawin Report and the EDI Action Plan and contains multiple action items to sustain and expand Indigenous student recruitment – both in targeted Indigenous student recruitment and mainstream recruitment initiatives. Many of the action items are already in progress with continued opportunities for ongoing growth.

- The Undergraduate Recruitment Office invited representatives from the Centre for Indigenous Support and Community Engagement, along with the EDI Student Engagement and Experience Coordinator from the Office of the Associate Vice-President (Student Affairs and Student Life), to participate in its annual recruitment training. Additionally, all high school presentations delivered during the undergraduate recruitment cycle begin with a land acknowledgement. Recruitment staff have received dedicated training to ensure these acknowledgements are delivered in a meaningful and respectful manner. All undergraduate recruitment teams participate in training with the Paul Menton Centre for Students with Disabilities prior to beginning the recruitment cycle. Recruiters learn detailed information about various disability supports and about the accommodation process.

- Through its partnership with the Ottawa Community Housing Foundation and the City of Ottawa via the Youth Futures Program, the Student Experience Office hosted an on-campus Post-Secondary Experience Day. The event welcomed 35 high school students from equity-deserving groups, offering them an opportunity to explore the possibility of pursuing post-secondary education. As part of the initiative, one high school student was hired for a summer placement, providing meaningful work experience and supporting their pathway to university.

Carleton University

Vice-President (Research and International) Portfolio

- Inclusive language has been incorporated on the Vice-President (Research and International) website, including the new *Safeguarding Your Research* webpage:

  Following the principles of the federal National Security Guidelines for Research Partnerships, Carleton's values and obligations under the Ontario Human Rights Code, risk mitigation measures must never lead to discrimination against or profiling of a member of the research community. Exclusion of any individual from participation in the proposed research project based on their citizenship, country of residence, or any other protected ground under the Ontario Human Rights Code is not an acceptable risk mitigation measure.

Vice-President (Finance and Administration) Portfolio

- The updated Healthy Workplace Strategy for 2025-2028 prioritizes the sharing of diverse stories and perspectives to empower faculty and staff as they pursue and contribute to a healthy workplace in a way that is relevant and meaningful for them.

- As part of the action planning and evaluation of the Healthy Workplace Strategy there is a desire to cross-reference the strategy's reach with disaggregated demographic data available through the Self-Identification Survey.

- In 2025, Campus Safety Services confirmed its new aspiration statement, inclusion statement and community Safety framework following a year-long consultation period with the Carleton community. The inclusion statement is: *"Campus Safety Services values equity, diversity and inclusion. We are committed to building greater trust and strengthening relationships to create a campus community in which everyone has a sense of physical and psychological safety, and a sense of belonging."*

Strategic Action 9: Culture

Strengthening our shared values and beliefs and learning to increasingly manifest these in our individual behaviours and institutional practices will grow the trust and sense of belonging so critical for success at the university. As we expand our ability to create environments free from discrimination and harassment, Carleton will build spaces of psychological safety, enabling all to fulfill their emotional, education and professional potential.

Provost's Portfolio

Department of Equity and Inclusive Communities

- At the beginning of the 2025 Winter Term, the Department of Equity and Inclusive Communities (EIC) officially launched an online asynchronous Human Rights Module that focuses on equity, inclusion and anti-oppression. The module is primarily designed for undergraduate students at Carleton and aims to serve as an entry point for learning about human rights and how they can be upheld at the university. The Human Rights Module demonstrates strong efficacy in enhancing students' understanding of six key concepts, including human rights, equity, inclusion, privilege, oppression and anti-oppression. Beyond knowledge acquisition, the module also enhances students' confidence and motivation to engage in human rights issues.

- In the fall of 2024 EIC carried out a series of consultations on the Human Rights Policy and developed a new Human Rights Policy and Procedures which was adopted January 2025. This new Human Rights Policy and Procedures articulates Carleton's commitment to discrimination and harassment prevention and response. It also serves to affirm the human rights and dignity of every Carleton community member. This new policy aligns with the newly issued Ministers directive on anti-racism and anti-hate for publicly assisted colleges and universities under Bill 166, Strengthening Accountability and Student Supports Act, 2024 – Legislative Assembly of Ontario. Beginning in January 2026, EIC will produce an Annual Human Rights Report that will be submitted to the Ministry of Colleges, Universities, Research Excellence and Security and made publicly available on the EIC website.

- Carleton has introduced an updated Chosen Name process, accessible to all staff, faculty and students through Carleton Central. This new approach improves how chosen first names are managed and displayed, providing a streamlined mechanism for individuals to specify their chosen first name for use across university systems and communications platforms. The updated process is a leading approach among Canadian post-secondary institutions.

Faculty of Arts and Social Sciences

Diversity within faculty and student populations has been a growing focus of FASS, as has fostering environments of belonging and support.

- Eight Indigenous faculty members were hired across six departments between 2020 and 2025, significantly strengthening Indigenous representation and mentorship.

- New awards have been established to support racialized and Indigenous students, including the Minôjitonigewin Scholarship and the Rawlson King & Linda Grussani Scholarship.

Faculty of Public and Global Affairs

FPGA acknowledges its responsibility to provide appropriate accommodations, striving to ensure that every student, regardless of their background, can thrive, reach their full potential and contribute to a more just and knowledgeable society.

- The BPAPM Student Society has incorporated an EDI check into its constitution. As part of this commitment, all student-organized events are now required to complete an EDI Considerations Document to guide planning and decision-making processes.

- FPGA supported the PAPM Students' Society, the Black Students in Public Affairs, and the Black Students' Association, who hosted a Black History Month event, "Voices of Impact: Black Leaders in Public Affairs," featuring two Black women leaders in journalism and community services.

- Hosted by Prof. Vivian Hoffmann, a series of videos and podcasts were created for a diverse group of undergraduate students highlighting various pathways into studying Economics.

- The School of Social Work collected and analyzed data on Bachelor of Social Work recruitment, admissions, offers, conversions and retention to identify areas for strategic focus and improvement.

- The Peer Mental Health Program was facilitated by trained Bachelor of Social Work students who offered six group sessions in Winter 2025. An evaluation process was undertaken at the conclusion of the program and anecdotal feedback has been positive.

- FPGA faculty, staff and students are encouraged to engage in unconscious and implicit bias awareness training, not as a one-time exercise, but as an ongoing journey toward meaningful change. This means creating an environment that transforms anti-bias training into continuous learning to foster critical self-reflection, bias management and behavior-changing skills for more inclusive spaces.

- The Dean's Office hosted a symposium titled EDID on University Campuses: Under Attack or Empowered? The panel discussion, *Navigating Campus EDID in the Era of Societal Changes* examined current challenges facing equity, diversity, inclusion and decolonization (EDID) initiatives in postsecondary institutions and encouraged students to serve as catalysts for positive societal change.

- The Department of Law and Legal Studies hosted a Fall Coffee and Clothes Swap providing an opportunity to foster collegiality and EDI initiatives on campus. Attendees exchanged clothing and books, with the option to donate items. Contributions were also made to St. Vincent de Paul.

- The department continues to work with staff to implement an EDI-focused website that highlights events and research.

Carleton University

- The Institute of Political Economy (PECO) hosted a seminar, Colonialism and Capitalism: Canada's Origins 1500–1890, which offered a critical examination of colonial practices that led to the displacement of Indigenous peoples and the emergence of capitalism in Canada.

- The Norman Paterson School of International Affairs (NPSIA) Students' Association hosted "Beyond the Rhetoric: Reimagining Global Partnerships Through Equity-based Care," as part of Black History Month celebrations.

- The Master of Migration and Diaspora Program (MDP) Admissions Committee reviewed EDI considerations within the admissions process. The Committee focused on ensuring fair evaluation practices for applicants from newcomer and underrepresented communities, particularly those whose undergraduate education was completed outside of Canada. A training session on unconscious bias was delivered to the hiring committee and other relevant committees, with a specific focus on evaluating reference letters and CVs through an EDI lens.

- The Department of Political Science's EDI Committee engaged a graduate student to assist with research and content development for the department's website. This initiative aimed to showcase current EDI-related efforts and foster greater visibility of ongoing discussions and activities within the department.

- The School of Journalism held a Trans and Non-Binary Inclusion Workshop for faculty and staff to learn about challenges experienced by the community, and a workshop on Neurodivergent Needs that provided faculty and staff with strategies to support their peers.

- The School of Social Work Indigenous Resurgence Committee hosted two Feasts in Fall and Winter, drawing more than 120 participants including students, faculty and staff. The Fall Feast featured Elder Barbara Dumont Hill from Kitigan Zibi, while the Winter Feast welcomed Dr. Pat McGuire. Both events provided valuable opportunities for learning and community engagement.

- The School of Social Work Black History Committee welcomed high school students to Carleton. The initiative aimed to familiarize students with the university environment through campus tours, conversations with current students and presentations by Black academics and administrators.

- The School of Social Work Social Justice Committee examined issues of diversity and representation in the authorship of assigned readings within SSW courses. It also considered the potential impact of attendance policies on students with disabilities, with a view to promoting inclusive academic practices.

- The School of Social Work Hargeisa Committee in collaboration with Carleton and Ottawa social work communities in Hargeisa, facilitated the development of Bachelor of Social Work (BSW) and Master of Social Work (MSW) programs. The BSW program launched in 2023, followed by the opening of the MSW program this year.

- Significant upgrades were made to the physical infrastructure on the fourth floor of Richcraft Hall, supported by funding from the FPGA Dean's Office. Enhancements included accessibility features such as automated door openers and proximity readers. Renovations were completed in three key spaces: one room now serves as a classroom

and venue for events and program meetings; a second room provides office space for MA students; and a third has been designated as a gender-inclusive washroom, the only such facility in Richcraft Hall.

MacOdrum Library

- The Library received funding from the Dedicated Accessibility Fund to develop new accessible group study rooms, enhancing the existing facilities within the New Sun Joy MacLaren Adaptive Technology Centre.

- Library Accessibility Services was integrated into the Paul Menton Centre's Accommodations Management System, Ventus, increasing service visibility and streamlining referrals for students requiring library support.

- Standardized workflows were established and along with building specialized expertise to deliver remediated alternate formats for visually impaired students, ensuring timely and consistent service delivery.

Vice-President (Students and Enrolment) Portfolio

- The Umoja Black Community Engagement Program, dedicated to the academic, professional and personal empowerment of the Ottawa region's African, Caribbean and Black communities partnered with Residence Life to host a vibrant Open Mic Night and collaborated with the International Student Services Office and Career Services to host an Academic and Career Pathway Event, offering valuable insights for students' future success.

- The Teraanga Award for Black Students, a Housing and Residence Life initiative, , was endowed in July 2024 and Jimmy Baptiste was commissioned to complete a mural for the Black Student Hub. A variety of events were also held to celebrate Black History Month 2025, including a panel discussion and an art contest for Black students in residence, with the winning submission displayed as the backdrop behind the Residence Desk.

- Initiatives across the university are supporting trans*, non-binary and gender non-conforming students. For example, Housing and Residence Life completed gender inclusive washroom renovations in Teraanga Commons.

- The Department of Recreation and Athletics installed its inclusion statement in three key locations: Alumni Hall, the Varsity Hallway and the Icehouse. These high-traffic areas ensure the statement is visible to students, faculty, staff and external visitors who use the facilities and serves as a clear and public affirmation of our commitment to fostering an inclusive and welcoming environment.

- The Accessibility Institute is continuing its collaboration with Facilities Management and Planning to retrofit door opener buttons across campus with wireless door opener technology as part of the Key2Access Project. As of April 2025, 90 door openers have been installed across campus with the innovative OpenUp system. The Dedicated Access Fund, a student-driven fund that is matched by university contributions, also funded a project to install 25 new door automators on campus.

- The Department of Recreation and Athletics offers free and accessible opportunities for students to engage in sports and physical activities. Notable initiatives include the Adaptive Boccia and Para Swim programs, developed in collaboration with Swim Ontario. The department also launched the Adaptive Strength and Flexibility program and constructed a custom steel removal ramp to enhance accessibility in an activity room dedicated to adaptive programming.

- The Awards and Financial Aid Office tested all existing pdf-based scholarship and bursary applications to identify and correct accessibility barriers, both technical and informational. This was done in collaboration with the Paul Menton Centre for Students with Disabilities to ensure that forms follow a logical reading order and are written in plain language for readability.

- In April 2025, a new professional development workshop for faculty and staff was offered as part of the refreshed Student Support Certificate. The *Inequities on Campus: Understanding Identity, Bias and Oppression* workshop is an interactive session that examines the complex intersections of identity, bias and oppression on campus, equipping participants with the tools and language to navigate these critical issues. This workshop will be regularly offered as part of the Student Support Certificate.

Strategic Action 10: EDI Planning, Infrastructure and Reporting

To fulfill promises made to our community and ensure our ambitious and critical plans are implemented, Carleton recognizes the need for human and financial resources, the assignment of accountabilities and regular reporting from all Faculties and VP portfolios to measure progress. Each Faculty and VP portfolio will be invited to design and implement individual EDI Area Action Plans that reflect area circumstances. Carleton will assess our institutional successes and opportunities through an Employment Systems and Culture Review.

Provost's Portfolio

Faculty of Arts and Social Sciences

- At the Faculty level, FASS contributes annually to Carleton's institutional EDI progress reporting, including the integration of Kinàmàgawin updates. EDI is central in structural renewal considerations and processes, as well as in hiring and curriculum review practices, ensuring it remains a visible, measurable, and accountable part of planning and operations.

- In addition, many of the 20 departments have developed their own EDI-focused action plans, tailored to their specific disciplinary and community contexts. These departmental efforts, together with faculty-level reporting, create a layered approach to accountability and implementation.

Faculty of Engineering and Design

- The Faculty of Engineering and Design (FED) continues to meet strategic actions, identified in the FED EDI Action Plan (2023-2026): https://carleton.ca/engineering-design/about/edi. In 2024, FED's Associate Dean of EDI and the Chair of the FED EDI Council created communities of practice to deliver on the categories of action.

Faculty of Public and Global Affairs

The Dean of the Faculty of Public and Global Affairs is dedicated to embedding EDI and reconciliation into the Faculty's core services and functions. The 2024-25 academic year marks the first year of implementing the Faculty's Strategic Plan, which sets the direction of embedding EDI into daily functions. Under the Dean's leadership and with the commitment of FPGA's units and disciplines, significant progress has already been made, not only in high-level EDI planning but also in building the necessary infrastructure.

- In 2024-25, the Dean's Office designated a special EDI Fund to support the Faculty's and the units' EDID activities, including organizing workshops, seminars, symposiums and student support.

- FPGA held a Spring EDI Retreat with academic unit heads and its Justice, Equity, Diversity and Inclusion Working Group. The retreat discussed how to incorporate EDI and reconciliation into the curriculum and teaching and how to support faculty, staff and students from under-represented communities.

- FPGA unveiled its five-year EDI and Reconciliation (EDIR) Strategy. The strategy is designed to embed EDIR into institutional structures through transparent, inclusive and impactful processes, enabling each FPGA academic unit to build resilience and demonstrate that advancing EDIR is integral to their mission of academic excellence and social impact. The Strategy is laid out under five themes: program structure and curriculum; teaching pedagogy; supporting students, faculty and staff; enhancing cultural awareness; and strengthening governance structure.

- Each unit within FPGA has either established a dedicated committee focused on equity, diversity, inclusion (EDI), anti-racism or social justice, or assigned these responsibilities to an existing committee. For example, the Communication and Media Studies Program has designated its Program Culture Committee to lead this work. These committees are responsible for developing plans to integrate and promote EDID principles across the unit's curriculum, programming and overall culture.

Faculty of Science

- The Faculty of Science Strategic Integrated Plan (FoS-SIP) provides vital avenues for integrating EDI across broad areas of focus including Life Sciences, Next Generation Technologies, Sustainability and Data Sciences. The Faculty has made progress across the FoS-SIP through numerous actions. These include:

  o Hiring an Indigenous Faculty Scholar;

  o Hiring a CIHR-based CRC with expertise and lived experience in Indigenous, racialized and/or vulnerable populations; and

  o Incorporating EDI into faculty awards as well as in promotion, tenure and confirmation guidelines.

- Developed an Indigenous Initiatives Plan in response to the calls to action outlined in Kinàmàgawin. Progress toward implementation includes:

  o Supporting the integration of Collaborative Indigenous Learning Bundles into courses to enhance Indigenous perspectives and knowledge within the curriculum.

  o Hosting visits from high school students in Indigenous communities to foster connections and pathways for future Indigenous scientists and scholars.

  o Advancing research partnerships with Indigenous communities.

  o Identifying, testing and promoting smudge-friendly spaces within Faculty buildings.

The Faculty remains committed to this work and to cultivating an academic environment where Indigenous ways of knowing and learning are recognized, respected and celebrated.

Sprott School of Business

- The Sprott EDI Action Group comprised of faculty, students and staff identified opportunities to advance EDI within the Sprott School operations and community. The

group continues to focus on the development of an updated action plan to leverage these opportunities.

- Faculty sitting on hiring committees must complete EDI training ensuring vacant faculty position postings engage inclusive information as well as triage processes for hiring practices.

- The development of EDI-specific questions around culture and the importance of inclusion as part of professional administrative onboarding practices.

- Incorporation of EDI training and development for faculty and staff.

- Incorporation of land acknowledgement to kick-off events (in-person or virtual).

- Updated new artwork contract in Nicol will continue to be a focus throughout the strategic planning process and integrated into the updated strategic plan launching in Fall 2025.

Office of Graduate Studies

- The updated Competitive Graduate Scholarship process consolidates open scholarships into broader categories, simplifying the application process to make it more accessible and encourage greater student participation.

- Graduate Studies policies have been updated to incorporate an equity perspective. Revisions include gender-neutral language and acknowledgement of alternative ways of knowing.

- Graduate Studies is enhancing its outreach through a custom viewbook and updated website to improve accessibility, representation and engagement with diverse student populations.

- Graduate Studies updated offer letters to be more clear, positive and celebratory. The goal of this revision was to ensure that incoming students feel genuinely valued and welcomed into the Carleton community. The updated language is intentionally inclusive and accessible, helping to create a more personal, affirming and student-centered admissions experience—moving away from a transactional tone toward one that reflects care and belonging.

- Faculty and staff have participated in training activities centered on inclusion and equity (e.g., Inclusive Mentoring Workshops) gaining knowledge and principles that can be applied to future grad-related activities, resources and procedures.

Vice-President (Students and Enrolment) Portfolio

- Carleton renewed its Coordinated Accessibility Strategy, which guides the implementation of accessibility initiatives at Carleton and acts as a catalyst to drive our culture of accessibility. It was developed after several months of comprehensive consultation and represents the diverse voices of our community, including those with lived experiences of disability.

Carleton University

Vice-President (Finance and Administration) Portfolio

- The updated Healthy Workplace Strategy for 2025-2028 integrates EDI elements within its pursuits and priorities sections of the strategy.

- During all renovations and new construction Facilities Management and Planning considers and includes all accessibility and code requirements, such as barrier-free considerations, universal design practices and inclusive spaces. This includes following the Rick Hansen accessibility standards, inclusive washrooms and multi-faith prayer spaces.

Department of University Communications

- The Department of University Communications collaborated with the Department of Equity and Inclusive Communities to develop a communications plan that highlights significant dates and aligns with university initiatives celebrating those events. The plan incorporates key tactics including:

  - Storytelling: Sharing impactful stories from students, faculty and staff to highlight diverse voices and experiences.

  - Social Media Campaigns: Promoting key dates, events and initiatives through engaging content.

  - Email and Newsletters: Featuring EDI focused content to provide consistent updates.

  - Event Promotion: Showcasing cultural and awareness events to boost campus engagement.

- DUC is actively working to embed EDI considerations as a core responsibility across all communications roles. This effort includes dedicated training and learning from lived experiences, ensuring that EDI becomes an integrated part of the department's overall mindset rather than the responsibility of a single individual.

Next Steps

Carleton University reaffirms its strong commitment to advancing equity, diversity, and inclusion (EDI). Building on the foundation of our current EDI Action Plan, we are moving forward with renewed focus—enhancing existing initiatives while developing a bold new strategic framework to guide our future efforts.

The Department of Equity and Inclusive Communities (EIC) will continue to work in close partnership with all Faculties and departments, offering guidance, resources, and tools to support the implementation and sustainability of meaningful change.

As part of this ongoing commitment, EIC will begin a comprehensive reflection on Carleton's first EDI Action Plan. This process will include a review of progress to date, an assessment of lessons learned, and an exploration of opportunities to expand and deepen our efforts. These insights will directly inform the development of the next iteration of Carleton's EDI Action Plan.

Together, we will shape the next phase of Carleton's EDI journey—one grounded in transparency, shared responsibility and transformative action.