

EDI ACTION PLAN

PROGRESS REPORT — PHASE ONE



Summer 2023



Carleton
University

Department of Equity
and Inclusive Communities

CARLETON UNIVERSITY EQUITY, DIVERSITY AND INCLUSION ACTION PLAN



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FORWARD STATEMENT

Over the last few years, we have experienced the impact of several global events. The COVID-19 pandemic significantly affected the health and wellbeing of the community and amplified pre-existing socio-economic disparities. This brought to the forefront how crucial it is to ensure a supportive campus community. Additionally, we have all been impacted by a series of distressing international and domestic conflicts including the war and humanitarian crisis in Ukraine, persistent gun violence in the USA, and continued attacks on equity deserving groups; largely Black and 2SLGBTQI+ communities and religious minorities. The detection of several mass unmarked grave sites is further evidence of the enduring negative impacts on Indigenous communities. As an educational institution, we have a responsibility and a role in reconciliation with First Nations, Métis, and Inuit communities and thus it remains imperative that we continue to support the 41 calls to action outlined in the university's Kinàmàgawin report.

The impact of these triggering events has been apparent on our campus community, and as a result, we have been compelled to adapt to meet the needs of students and employees during this time. While challenging, we have proven our ability to adapt, and thereby strengthening our community. Global and domestic issues impact how we live, work, and connect as a community.

These events affect our decision-making, they challenge us to do more, and inspire us to strive to create a sense of belonging on campus. It is therefore essential to maintain focus on initiatives that advance equity, engage positively with diversity, and advance our inclusion goals.

We are pleased to report that Carleton University departments and Faculties have shown great commitment to implementing the EDI Action Plan. This progress will highlight increased commitment in the following areas: Incorporating EDI language, training, support, and programming into all facets of campus life. We are pleased to provide this report on the progress of Phase 1 of the EDI Action Plan.

Department of Equity and Inclusive Communities

MESSAGE FROM THE PROVOST AND VICE-PRESIDENT (ACADAMIC)

On behalf of the Carleton community, I am honoured to present this progress report on our Equity, Diversity and Inclusion (EDI) Action Plan.

This comprehensive strategy outlines an institution-wide approach for further integrating EDI across all aspects of our campus activities. The EDI Action Plan outlines ways to reimagine curricular and pedagogical practices and offers recommendations about how to enhance student supports, research infrastructure, leadership development for academic and non-academic staff, organizational culture and more.

Since its launch in 2021, our community has focused on implementing the EDI Action Plan's priorities and strategic actions. This progress report chronicles our accomplishments thus far, recognizing that EDI efforts and initiatives are best undertaken collectively. In particular, the report highlights our significant commitment to incorporating EDI language, training, support, and programming into all facets of campus life.

Continuing to move forward in the areas of anti-racism and equity matters is critical and I look forward to championing these efforts as Carleton's Provost and Vice-President (Academic). One highlight since taking on my new role was participating alongside many of you in this summer's Capital Pride Parade. Our presence and engagement in that event symbolized Carleton's commitment to supporting the full diversity of the 2SLGBTQ+ community and our broader goal of ensuring a sense of belonging for every member of our campus community.



As this progress report make clear, we can be pleased with the work we already have achieved collectively; nevertheless, much remains to be done. Thank you to everyone for your important contributions, and for your ongoing engagement as we continue to implement the EDI Action Plan.

Sincerely,

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

INTRODUCTION



In March 2021, Carleton officially adopted the campus-wide Equity, Diversity and Inclusion (EDI) Action Plan, thereby solidifying the university's commitment to creating an equitable and inclusive campus community. The 5-year plan sets out an operational framework to advance equity, diversity, and inclusion on campus. It outlines ways to reimagine curricular and pedagogical practices, and commits to further enhancing student supports, research infrastructure, leadership development for academic and non-academic staff, organizational culture, and more.

Carleton's approach in tackling EDI is to enhance our practices and ensure equity and inclusion, and a sense of belonging, for all community members, and more intentionally, to those who face systemic barriers and experience marginalization as a result. An important part of this work is to address and eliminate all forms of discrimination and harassment including racism antisemitism, sexism, ableism, homophobia, transphobia, and all protected grounds under the Ontario Human Rights Code.

The recommendations within Phase 1 are structured along 10 interconnected strategic actions, each addressing a core organizational facet. Strong and effective EDI planning recognizes that it is difficult to make meaningful advances against a single strategic action without engaging members of the community. The EDI Action Plan sits alongside, is complementary to, and supports the Kinàmàgawin report and Coordinated Accessibility Strategy.

Whilst the pandemic and other events may have impacted the start or progress of several EDI initiatives, the required need to pivot also enabled a significant amount of effort and collective work to be achieved during Phase 1. It is important to note that prior to the adoption of the EDI Action Plan, there were several EDI initiatives already underway. Detailed in the following report are highlights of the work that has been completed predominantly during Phase 1 of the action plan.

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. Integral to 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. We also acknowledge that opportunities for innovative learning are missed when perspectives that expand or disrupt conventional understandings are left out or marginalized. In this light, the section seeks to advance ways to be welcoming and inclusive through our curricular and pedagogical choices.

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- The Department of Equity and Inclusive Communities hired an **EDI Learning Specialist** who provides workshops, consultations, and support on equity-driven and inclusive pedagogy tailored to the needs of programs/departments. Several workshops, consultations, and support on EDI has been provided over the last two years. Drop-in office hours have also been offered for guidance and consultations.
 - A **Deans EDI Working Group** has been established and meets regularly to explore opportunities for EDI-centred curriculum and pedagogy.
 - Faculty of Engineering and Design (FED) and the Accessibility Institute are working on the creation of a **Masters level collaborative specialization in accessibility**. In addition, FED is developing online asynchronous modules to introduce accessibility and inclusive design in collaboration with the Accessibility Institute and Teaching and Learning Services.
 - FED is working on an initiative to develop a dedicated lecture for **Diversity in Engineering** (ECOR4995) as part of the mandatory fourth year professional practice course.
 - The MacOdrum Library curated **special collections to promote library resources with an EDI focus** including, Indigenous Peoples and Communities; Pride; Black History Month; Accessibility Week; Transgender Awareness Week; International Day of Persons with Disabilities; and International Holocaust Remembrance Day.
 - The guiding principles of the Library collection policy includes striving to provide **equitable access to the library resources** that the Carleton community requires for their teaching, learning, and research needs. They developed a statement on Problematic Language in Omni and are taking on approaches such as working with partners like the Ontario Council of University Libraries (OCUL) and the National Indigenous Knowledge and Language Alliance (NIKLA) to support and promote inclusive metadata descriptions.
 - Librarians and Subject Specialists are working on a **Critical Race Studies guide** that is scheduled to be completed Summer 2023. This guide will be informed by student work in CRST 3812A: Anti-Racism and Indigeneity to develop a guide for Critical Race Studies. This will also provide guidance to others in the library to improve Black, Indigenous and People of Colour (BIPOC) content in other already-existing guides.

- In addition to continual improvements by instructors to the diversity of topics, readings, and pedagogical approaches within their courses, units in the Faculty of Public Affairs (FPA) have added **six new courses (four undergraduate and two graduate) with an explicit focus on EDI issues** such as race/ racism, Indigeneity, and colonialism. To support these and future curricular and programmatic changes, FPA has **hired 11 tenured or tenure-track faculty positions** with a focus on diversity, racism, inequality, community engagement, and/or social justice, representing 44% of all tenure/tenure-track hires in the faculty in 2021 and 2022.
- Eight FPA units contribute courses to the **Critical Race Studies** program.
- Within FPA, units that are undergoing cyclical program reviews are now asked to **address decolonization, equity, diversity, and inclusivity in their self-studies**.
- Faculty of Science has developed the “**Science is for everyone: Integrating EDI in Teaching, a Toolkit for Instructors**” which was co-created by student and faculty members in Science and has been received positively by instructors supporting the inclusion of EDI in the classroom.
- With support from Teaching Mentors, the Faculty of Science is engaged in the development of **Collaborative Indigenous Learning Bundles (decolonization) and the adoption of EDI-informed teaching approaches**.
- The Faculty of Science launched a new event series that aims to increase Awareness, Collaboration and Engagement (ACE), and advance internal EDI efforts. Multiple **ACE EDI** events that support curriculum, pedagogy, and EDI and decolonization-focused research have been hosted.
- The Faculty of Science is focused on the ongoing hiring of faculty who are engaged in Indigenous science and health research.
- The Sprott School of Business and the Innovation Hub have developed several EDI-related initiatives. The **Future EDge Talent Eco-system** is an innovative professional development and executive education program that has developed a certificate program titled **Digital and Social Media Strategy for Social Good** - Inuit Tapiriit Kanatami (ITK) and the **Indigenous Entrepreneurship Program** in partnership with Future EDge and Innovation Hub funded by EcoTrust.
- Sprott offers an online EDI course in the MBA program.
- The **T.E. Wealth Indigenous Scholarship in Finance** is awarded annually to one or two students on the recommendation of the Dean of the Sprott School of Business to an outstanding undergraduate Indigenous student proceeding from one year to another in any program within the Sprott School of Business.
- **Awareness and sensitivity training** is offered related but not limited to a focus on trans/bi/ homophobia, sexism, racism, ableism, and ageism.
- **HoloPresence technology** has been acquired for advancement in pedagogical practices and the ability to expand the opportunity for teaching and learning to populations with previously limited access.
- Sprott and the Sprott Business Students Society co-hosted an **Equity and Inclusive Community Speaker Series**.
- In 2021, the Faculty of Arts and Social Sciences (FASS) launched an interdisciplinary Minor in **Critical Race Studies**.
- The Institute of African Studies actively incorporates EDI as evidenced in the ‘Brown Bag Seminar Series’ with topics such as “**Women as Intellectuals: Nation-building, Knowledge-making, and the Writing of History**” and the ‘Knowing Africa Series’ a “**A Man among other Men: The crisis of Black Masculinity in racial capitalism**”.

- The Department of Geography and Environmental Studies instructors amended course content to include more “**decolonized, EDI-centred knowledge production**”. For example, GEOG 1023 (Introduction to Cities & Urbanization) Course incorporates decolonizing, EDI-centred knowledge production, particularly in lectures about land regulation and processes of suburbanization in twentieth-century North America. And GEOG 2023 (Cities, Inequality and Urban Change) Learning materials focus on EDI-centred knowledge production, including direct engagement with issues such as ableism, racism, gender inequality, classism, etc.
- Within the Department of History a **Decolonization committee** has been established that reports on its concerns or proposes new initiatives to alter curriculum to reflect a policy of decolonization.
- Following a review of the Canadian Studies BA level curriculum the School of Indigenous and Canadian Studies updated or added courses that are representative of the extent to which decolonization, anti-racism, diversity and inclusivity are expanding across all courses. For example: CDNS1101 Power, Places and Stories in/of Odawang/Ottawa, CDNS3400 Feminist and Queer Canadas, CDNS3570 Racialization and Resistance, CDNS4012 Settler Colonialism on Turtle Island, INDG2016 Indigenous Resistance in Canada, INDG2020 Indigenous Feminisms: Perspectives on Gender, Sex, and Sexualities, and more.
- The School for Studies in Art and Culture has a **new course in development on Race and Representation** which will take a cross-disciplinary as well as intersectional approach to the topic of race and representation. Spanning a variety of artistic mediums including music, film, visual art and architecture, this course will explore the politics, struggles and pleasures of representation exemplified across works made by Black, Indigenous and racialized artists, makers and collectives.
- The Film Studies Faculty has met collectively to discuss and review core courses in Film Studies through an EDI lens. An example results of this review process is FILM1101: Introduction to Film Studies. This course will incorporate more emphasis on central elements of politics around race, gender, and sexuality, and how this impacts representation, as well as technology in film and media production. The films screened in class include work by Black, Indigenous, and queer filmmakers, as well as a focus on World Cinema. There are also discussions on how to decolonize and revise courses to make them less focussed on Anglo-American film theory.
- The Department of Music undertook program reviews with an EDI lense which resulted in: adaptations to the Music theory curriculum which has been redesigned to reflect a wider range of musical styles and practices; the History-Musicology courses which have been streamlined to avoid privileging Western Music over other historical periods, cultures, or regions; among other positive changes.
- The Innovation Hub hosted a **Black History Month panel** in partnership with RISE (student support centre) and the Black Entrepreneurship Knowledge Hub (BEKH) which was attended by more than 60 participants.
- The Innovation Hub hosted an **International Women History Month** event in partnership with the Womxn Service Centre which was attended by more than 400 participants.

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.

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- The Faculty of Arts and Social Sciences (FASS) proudly opened the **Pius Adesanmi African Studies Resource Centre** and **African Studies Student Lounge**. The resource centre is aimed at making the Institute of African Studies a hub for students, visiting researchers and community members for research and networking.
 - Carleton recently celebrated the renaming of its Pauline Jewett Institute of Women's and Gender Studies to the **Feminist Institute of Social Transformation (FIST)**. The institute is the home of women's and gender studies, sexuality studies and disability studies, and critical race studies.
 - The Centre for Initiatives in Education (CIE) continues to provide university access and support for under-served groups and people to give them an opportunity to engage with the university.
 - The CIE Enriched Support Program continues to provide access and learning support to many people from non-traditional educational backgrounds who experience barriers to entering university for low GPA, learning needs, and disadvantaged educational experiences.
 - The Department of Geography and Environmental Studies has had several faculty members prioritize the needs of students from groups who are traditionally underrepresented and actively support and pre-emptively include accommodations to support different learning styles. For example, pre-planning for students with blind-low vision and taking into consideration the needs of students living with anxiety when planning assignments.
 - The Faculty of Engineering and Design (FED) has partnered with the University of Alberta on the **ELITE Program for Black Youth**. The program creates opportunities for Black Youth to access experiential learning and work integrated training in science, technology, engineering, and mathematics (STEM) fields and entrepreneurship.
 - FED has created one of the first programs of its kind in Canada called the **Women in Engineering and Information Technology (WIE&IT) Program**. The WIE&IT Program is designed for women in STEM to access networking, mentorship, and soft-skill development opportunities to help retain them in the profession and help ease their transition into the workforce. The program is backed by 16 industry and government partners.
 - Information and Technology Services, in partnership with the Paul Menton Centre and Scheduling and Examination Services, recently launched the **Ventus portal for Student Academic Accommodations**. This application is a vital student support that promotes accessibility by allowing students with disabilities to submit medical documentation, confirm exam participation, and select exam accommodations. This ensures that students with disabilities have equal access to educational opportunities and can succeed academically.
 - Wellness Services offers graduate-specific resources through a **Graduate Student**

- Counsellor** Graduate students also have access to any **specialized counselling services for equity-deserving groups**.
- The Accessibility Institute offers professional development opportunities to graduate students regarding accessibility. There are currently two **Student Accessibility Champions** participating in an accessibility leadership development opportunity with the Institute. In addition, the Accessibility Institute continues to hire graduate student staff and invest in developing future accessibility professionals through programs such as co-op, ACT to Employ, practicums, and placements. These activities are also extended to undergraduate students.
 - The Accessibility Institute has supported and helped lead the **READi (Research, Education, Accessibility and Design Innovation)** training program for the past five years.
 - The Accessibility Institute is supporting the leadership of PMC and the Faculty of Graduate and Postdoctoral Affairs (FGPA) to help develop **guidelines for faculty research labs/groups and students with disabilities**.
 - The Student Experience Office partnered with 2SLGBTQI+ students, staff, and faculty to host **Carleton's first institutionally funded Pride Festival in 2021**. In 2022, the festival included highlights such as a virtual Q&A with disability and 2SLGBTQI+ advocate Spencer West, a speaker series on 2SLGBTQIA+ identities in Indigenous, racialized, and disabled communities and a drag show.
 - The **Umoja Black Community Engagement Program**, which is a pan-Africanist organization dedicated to addressing anti-Black racism in education, was launched in 2022. The Umoja Program is managed by the Student Experience Office and led by African, Caribbean, and Black (ACB) students. The program is dedicated to the academic, professional, and personal empowerment of the Ottawa region's ACB Communities.
 - The **Community Connections** mentorship program supports students with finding a sense of belonging and promoting positive well-being. Community Connections offers specialized streams for customized peer support: African, Caribbean, and Black stream, Muslim stream, 2SLGBTQI+ stream and Indigenous stream.
 - An **Equity, Diversity, and Community Programs Coordinator** has been hired within the Student Experience Office who will be responsible for the integration, implementation, and evaluation of diversity, equity, and inclusion strategies.
 - The Office of the Vice-President (Students and Enrolment) completed the restructuring of the Student Affairs and Wellness portfolios in July 2022. Two new Associate-Vice Presidents (AVP) were hired: an **AVP Student Health and Wellness** and an **AVP Student Affairs and Student Life**. These two positions create a holistic and collaborative approach to supporting students with increasingly complex needs. Health and Counselling Services no longer exists in this structure, replaced by the newly established **Health Services** and **Wellness Services**, both of which are overseen by a Director.
 - A permanent **Racialized Student Counsellor** has been established, reporting to the Director, Wellness Services. In addition, a new term position for a **Racialized Student Counsellor in Residence** has also been added.
 - Wellness Services created **2SLGBTQI+ group therapy sessions, racialized group therapy sessions** and **Anti-Asian racism and student mental health workshops** in 2021.
 - The counselling, nursing and administrative staff in Health Services and Wellness Services have had the opportunity to participate in a number of **EDI professional development opportunities**, for example: Anti-Black Racism Training, Pronoun Education, Care of Transgender and Non-Binary Students Workshop, Indigenous Cultural Awareness Workshop (with a particular emphasis on health care).
 - With the support of Advancement, **37 EDI Awards** have been created to support students. A full list will be available online but some examples are: full tuition for the first year for an Indigenous student entering any undergraduate program of study within the Sprott School of Business; a fund to help cover the costs of participating in approved journalism internships focused on audio production for students who are Indigenous, Black or members of another racialized group; EDI Fund for student achievement and research that reflect the value of EDI as a scholarly focus, scholarship awarded to undergraduate students who are or have been a Convention Refugee.

STRATEGIC ACTION 3: RESEARCH

Carleton University 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.

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- The Office of the Provost and Vice-President (Academic) established the **Student EDI Research Award** in April 2021 to support students conducting faculty-supervised EDI-driven research. Equity and Inclusive Communities provides additional support through check-in meetings and award recipients present research findings during the annual **Inclusion Week**.
 - The **Canada Research Chairs (CRC) Program** began offering a new equity, diversity, and inclusion (EDI) stipend of up to \$50,000 for a one-year period to institutions participating in the Program. The grants, for which institution must formally apply, are intended to help them address systemic barriers, such as unconscious bias and discrimination, that were identified in their CRC EDI Action Plans and have led to the underrepresentation of women and gender minorities, persons with disabilities, Indigenous Peoples, and racialized persons in among CRC chairholders. The Office of the Vice-President (Research and International) works closely with EIC to identify a project that would not only address systemic barriers identified within Carleton's CRC program, but serve the university as a whole. One of the projects funded by CRC is EIC's **EDI Speaker Series**, which focuses on topics such as inclusive approaches to hiring, equity-driven retention and support practices, and fostering a sense of belonging in higher education.
 - The Faculty of Graduate and Postdoctoral Affairs has been working with the Office of the Vice-President (Research and International) on a **Responsible Conduct in Research** module that will, among other things, help faculty strengthen their work as research supervisors in ways that align with EDI priorities. They are also working on a potential training module focused on ensuring respectful conduct during thesis defences, particularly as it relates to EDI.
 - The Faculty of Graduate and Postdoctoral Affairs is working on a **Graduate Indigenous Entrance Scholarship** to help defray costs to starting graduate school.
 - The Faculty of Graduate and Postdoctoral Affairs is recommending that all **reviewers of scholarships participate in EDI training** on unconscious bias, hiring, and cross-cultural competency.
 - The Office of the Vice-President (Research and International) aims to incorporate EDI-related interdisciplinary research with the **Researcher Profile Initiative**. This project is intended to build a searchable, public database of Carleton researchers and research interests/expertise. Faculty members will be able to select from over a thousand research classification tags and we will create and include tags for EDI-related topics to enable creation of an EDI Scholar's Index. An individual's Researcher Profile will be updatable at any time, and they will have the ability to opt-in or out of being contacted by potential collaborators and partners.

- In 2020, The Office of the Vice-President (Research and International) provided seed funding for a cross-Faculty interdisciplinary research called **Carleton University's Racialized and Indigenous Faculty Alliance (RIFA)**. With the assistance of the Carleton Office for Research Initiatives and Services, RIFA created the **RIFA Research Award** grant application process, which took place over two competition cycles. The Alliance disbursed six awards, with each awardee receiving \$4000 to assist in the preparation of external research grants, new publications, and other modes of knowledge mobilization.
- A team of students, staff, and faculty within the Faculty of Science are co-creating "**Striving for inclusive excellence in science research: a pocket guide**".
- The Faculty of Science has held multiple **ACE EDI** events that support curriculum, pedagogy, and EDI and decolonization-focused research.
- The Faculty of Science and the Ānako Indigenous Research Institute co-hosted events for faculty members to learn about Indigenous sciences and knowledges.
- The Faculty of Science is focused on the ongoing hiring of faculty who are engaged in Indigenous science and health research.
- Every March in honour of **International Women's Day**, the Faculty of Engineering and Design (FED) holds an event to highlight the work of graduate-level women researchers. The event is an opportunity for FED to highlight women researchers and connect them with industry and government professionals.
- FED runs a research-based speaker series **Ingenious Talks**, an opportunity to highlight a researcher and their work. The team aims to highlight researchers who are underrepresented in STEM and/or are new in their roles. The event helps get them exposure to the broader engineering community.
- An initiative by a FED member is in progress to synthesize information available on incorporating **EDI guidelines in research funding proposals and planning**.
- FED organizes an annual workshop to **support researchers in composing EDI statements and practices into Natural Sciences and Engineering Research Council of Canada (NSERC) Discovery Grant proposals**. This will be expanded to include more general workshops focused on EDI in training and research practices.
- FED is currently advertising to hire a **Canada Research Chair in Accessibility**
- Sprott School of Business reports that the highest percentage of published articles are **EDI-related research**. A full list of publications will be available online. Examples include: **Sexual misconduct reporting: The silencing effects of hegemonic masculinity**; **Weathering the storm alone or together: Examining the impact of COVID-19 on sole and partnered working mothers**; and **A Systematic Literature Review of Indigenous Peoples and Accounting Research: Critical Indigenous Theory as a Step toward Relationship and Reconciliation**.
- Sprott has created **partnerships that support equity deserving groups**. A full list will be available online. Examples include: a partnership with the Centre for Research on Inclusion at Work to co-host panels and workshops focused on work engagement and career progression of marginalized and underrepresented groups, as well as on issues related to intersectionality; and MOUs with Canada's LGBT+ Chamber of Commerce (CGLCC), Black Women Entrepreneurship Hub, Massey University - Te Au Rangahau Māori Business and Leadership Centre;- and an international Indigenous research partnership.
- Within the Faculty of Arts and Social Sciences, the Institute of African Studies' Shireen Hassim, Canada 150 Research Chair in Gender and African Politics, facilitated several seminars and talks involving a number of carefully selected speakers and topics **addressing critical issues toward the decoloniality and knowledge production**. The Knaoing Africa Series covers a wide range of issues from African theorists, decolonial epistemologies, feminist politics in Africa and more. This year's series included topics such as "Land dispossession in the post-apartheid city", "Elite Capture: How the Powerful took over identity politics (and everything else)".

- Also during this academic year, research efforts with the Institute of African Studies culminated in a workshop jointly hosted with Johns Hopkins University titled “Rethinking Print Culture, Media, Digital and Oral History as Archive, Evidence, and Method: From Africa to the World.” This workshop is a foundational work of decolonization.
- Faculty within the Department of Geography and Environmental Studies engaged in research that either **addresses gaps relating to issues of racialization and racial inequality or serves to advance equity, diversity and inclusion**. For example, examining the equity and inclusion issues that have emerged in the management of the Covid-19 pandemic, including racialization and racial inequality.
- Institute for Comparatives Studies in Literature, Art and Culture (ICSLAC) Launched a **research networking platform** allowing the ICSLAC community to **better connect with expertise relevant to diversity and inclusion** (e.g. Queer and feminist theory).
- The ICSLAC Cultural Mediations program developed internal guidelines for the integration of research-creation within the doctoral dissertation requirement. This process had been two years in the making and connects closely with matters of inclusion of diversity. The need for an integrative approach to research-creation was indeed brought to our attention in large part through doctoral projects focused on issues of marginalization and self-representation (Queer and Trans studies, diasporic studies, Black studies, etc.).
- The School of Indigenous and Canadian Studies “**Research talk**” series topics explored **decolonization, equity, anti-racism**.
- The School of Linguistics and Language Studies recent efforts to include neurodivergent students in research as well as providing opportunities for them to participate in independent studies and honours theses (for undergrads).
- The School for Studies in Arts and Culture (SSAC) Film Studies Transgender Media Lab employs trans undergraduate and graduate students to collaboratively create an IMDb-like online database to **enable discovery of trans filmmakers and their works**.
- In addition, SSAC’s engaged recently in research on Wapikoni Mobile, **a unique transportable production initiative aimed at emerging Indigenous filmmakers**.
- The Research Centre for Music, Sound, and Society in Canada (MSSC) was established in fall, 2022. This centre, which includes external research fellows from across the country, supports Carleton’s community-engagement and social justice aims. MSSC members have expertise in the intersections of music and sound studies with archives, accessibility, arts equity, community-engagement, creative technologies, critical disability studies, critical improvisation studies, critical race studies, ecology, education, entrepreneurship and leadership, engineering and design, ethnography, film, gender and sexuality, Indigenous studies, law, material culture, performance, settler colonialism, and sociology.

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.

- Carleton's Board of Governors adopted an **Equity, Diversity and Inclusion Statement** ahead of the finalized EDI Action Plan.
- The Board of Governors adopted the **ISED 50-30: Innovation, Science & Economic Development Canada** framework to accelerate diversity actions already taking place in many Canadian organizations and to encourage others in adopting practices that improve equity. The goal of the program is to challenge Canadian organizations to increase the representation and inclusion of diverse groups within their workplace.
- As part of this initiative, the Board of Governors is participating in a **voluntary Self-Identification initiative**.
- The Board of Governors has put in place a **strong nomination process** to assist in its diversification.
- **EDI educational modules** have been developed specifically for Board of Governors members. Topics include human rights, sexual violence prevention and Indigenous learning.
- Carleton has reaffirmed its leadership intent in the areas of EDI by endorsing the **NSERC Dimensions Program Charter**. The university adopts its principles designed to achieve greater research excellence, innovation and creativity in higher education through **EDI: Dimensions: Equity, Diversity and Inclusion Canada**.



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.

- A collaborative process led by Human Resources will be struck to develop and socialize a set of **institutional policies and plans for EDI best practices and criteria in recruitment, retention and promotion**. These will align and incorporate the EDI education and professional development set out in the EDI Action Plan and will seek to apply the learnings from the Campus Safety Services EDI Employment systems review.
- Human Resources has brought together a working group of leaders to **explore best practices for EDI, Indigeneity and Accessibility to develop a roadmap to implement policies, practices and plans to embed in the work we do**. This will be done with support from EDI communities, accessibility communities, and Indigenous communities, external expertise and staff and faculty with lived experiences.
- HR developed a **non-academic hiring policy** that was reviewed in a collaborative manner and reviewed by EIC to ensure that it includes a strong commitment to EDI informed recruitment practices and processes. An accompanying workshop to train managers on the hiring policy and process has been developed and is being delivered to all non-academic hiring managers. This workshop includes information to managers around **unconscious bias and the importance of a recruitment process that includes EDI informed best practices**.
- The following are some practices that are being promoted and encouraged to hiring managers to **support more inclusive hiring**:
 1. Posting strategies that increase the likelihood of diverse candidates and populations seeing the job.
 2. Reviewing postings for inclusive and ungendered language as well as Including specific language in all postings that speaks to equivalencies.
 3. Requiring vice-presidential approval for any appointed positions to increase the opportunity and transparency of job postings to increase self-identification of possible candidates.



4. Coaching managers on building their interview panel by being deliberate in including diverse members of the community.
 5. Applying the same assessment process to all candidates and making all parts of the process accessible.
 6. When an accommodation is requested by candidates, HR considers the most effective ways to reduce the possibility of unconscious bias by the hiring committee.
 7. Communicate fully in writing in advance with information about the interview process, such as how long the interview will be, who the panel members will be and the type of interview they can expect.
 8. HR provides a recommended timeline to hiring managers around when they should respond to candidates; HR follows up with all candidates who have been spoken to update them on the status of the interview process.
- HR has been involved in an 18-month project to develop a **standardized evaluation framework**. The intention is to develop a process that clearly links the job descriptions to the postings to the criteria used to evaluate candidates and building internal competence within the Staff and Labour Relations team. This focused effort to increase competency within this team is to ensure work around items 1, 2 and 3 are carried out with a **foundational level of competence in EDI, Indigeneity and Accessibility**. The entire team has been asked to participate in the EDI courses (e.g., cultural competency) with the objective of the full team having completed the certificates/course within a two-year period.
 - Staff and Labour Relations has been involved with three **community tables designed to increase awareness and promote strong employment practices in the areas of EDI**: Employment Accessibility Resource Network (EARN) Steering Committee, Indigenous Employment Advisory Leadership Table, and the Hire Immigrants Ottawa Working Group. Participation in these three community tables increases Carleton's presence in the community in the space of EDI, Indigeneity and Accessibility and ensures a strong network for exchange of best practices and benchmarking outside the university community.
 - A **Recruiting and Deselecting Campus Safety Services Staff Lean review** is being conducted with the goal of increasing the quality and diversity of candidate pools. Human Resources processes for identifying and fostering talent will recognize and integrate EDI education and professional development. The university will acquire/design and make available education and professional development to all academic and on-academic employees in the areas of Unconscious Bias, Inclusive Leadership/Management Development, Recruiting for Difference and human rights and equity. This will also be reflecting in a review of the content and activities throughout the **Carleton Leader Initiative**.
 - The Office of Quality Initiatives (OQI) works collaboratively with the team in EIC to promote awareness and participation in learning and professional development opportunities related to EDI. These collaborative efforts are also reflected in the design of the **Management Development Curriculum**, which integrates EDI-specific content, both currently on offer (e.g., Safer Spaces) and in development (e.g., EDI at Work and Beyond). Carleton Leader content and resources are undergoing review to enhance participant development and awareness surrounding EDI. Members of EIC have been invited to participate in these offerings and to provide guidance to OQI on incorporating leading practices across the Learning and Professional Development, Carleton Leader and Healthy Workplace portfolios.

- **Service Excellence Standards** are being expanded to include EDI elements to be developed and published for eligibility for the Service Excellence Award.
- Facilities Management and Planning (FMP) has engaged in training with EIC for staff on **values and expectations in equity and diversity**. FMP is also investigating opportunities to hire a consultant to further develop a training program for staff which would be directly related to staff development and hiring practices. FMP management is recommending all staff complete the Kinàmàgawin Indigenous Learning Certificate.
- FMP will create and implement a system that will encourage feedback and suggestions related to EDI and access support from EIC to better understand the needs of diverse communities on campus.
- FMP will work with HR and EIC to develop a framework for recruitment and retention strategy to align with university practices. An example of this would be the establishment of FMP's **apprenticeship program for to support women in trades**. FMP will also develop a plan to increase the representation of Indigenous, Racialized, Gender, Differently Abled, and 2SLGBTQI+ persons in FMP.
- Carleton has continued to support the ongoing implementation of the Campus Safety Services (CSS) Action Plan: **Service Excellence and Engagement with Carleton's Diverse Communities as well as the Engagement and Inclusion Officer (EIO) Program**. This has resulted in several diverse community-based initiatives, such as the second annual Orange Ribbon Campaign, Sexual Assault Awareness Week "Walk a click in their kicks", EIO Engagement Space and Office Hours, and a collaboration with the Muslim Students' Association that resulted in the creation of two additional prayer spaces.
- CSS updated the **Cease and Desist Notice Guidelines** to make it more survivor-centered and inclusive. In addition, an employment systems recruitment and retention assessment was undertaken with the objective of developing a plan to increase the representation of Indigenous, Racialized, Gender, Differently Abled and 2SLGBTQI+ persons in the CSS workforce as well as completion of the development of a CSS recruitment website, in collaboration with HR.
- CSS hired A2Z Consulting Inc. to develop and deliver training to all CSS staff in **de-escalation and anti-bias** as it relates to CSS direct service delivery to the campus community, and CSS staff completed in a workshop about **self-identification** to develop departmental standards for consistency as well as completed the Kinàmàgawin Indigenous Learning Certificate.

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.

- EDI-informed recruitment practices are explored within discussions of the **Joint Committee on Employment Equity Diversity and Inclusion (JCEEDI)** with members from university administration and the Carleton University Academic Staff Association (CUASA).
- EIC collaborates with OQI on **Selection Panel Training** to increase EDI competencies, including addressing concerns of unconscious bias.
- FPA has **hired 11 tenured or tenure-track faculty positions** with a focus on diversity, racism, inequality, community engagement, and/or social justice, representing 44% of all tenure/tenure-track hires in the faculty in 2021 and 2022.
- **EDI faculty recruitments** have occurred in FED as well as the creation of two new EDI-designated faculty positions in FASS, one addressing disability issues and the other Anti-Black racism.
- Three faculty members who specialize in EDI have been appointed to **Associate Dean, Equity and Inclusive Communities** roles in the Faculty of Public Affairs, Sprott School of Business and Faculty of Science.
- Two **Faculty Advisors on Anti-Black Racism and Black Inclusion** have been appointed and meet regularly with EIC and the Provost to discuss and plan Anti-Black Racism and Black Inclusion Initiatives that align with the EDI Action Plan and the Scarborough Charter.
- A number of **EDI committees** within Faculties and departments have been formed to review internal processes ensuring they align with EDI.



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.

- EIC has led the **Carleton University Disaggregated Demographic Data Survey (CUDDDS)** initiative and significant progress has been made with the completion of a draft self-identification survey, and consultation and communication plan.
- **Campus-wide consultations** on the draft Self-Identification Survey were completed over March and April 2023. A number of invitations were sent to student groups and opportunities for consultation were promoted internally, resulting in eight staff and faculty consultations, six student group consultations in addition to the significant online feedback. This valuable feedback will help inform necessary changes to the draft survey, which will be finalized after being reviewed by the CUDDDS Committee.
- ITS has completed an initial draft of the online application for the survey and once the survey questions are finalized, the survey will be piloted over the summer with the goal of **launching in Fall 2023**.
- The **Carleton University Data Access Working Group (DAWG)** has reconvened to support the implementation of the Self-Identification Survey.

STRATEGIC ACTION 8: REPRESENTATION AND OUTREACH

Attention to EDI in the form of equitable and inclusive representation throughout Carleton University, 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 our campus and requires the university to actively reach out to the broader communities to support change, to learn and to dismantle structural underrepresentation.

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- Several **EDI committees within Faculties and departments** have been formed to review internal processes ensuring they align with EDI.
 - Within FED, connections have been established with **Black Engineers Canada (BEC)**. BEC connected with several Carleton engineering students and faculty allowing for collaborating on future outreach projects.
 - The Institute of African Studies continues to work on the Queen Elizabeth Advanced Scholars' West Africa program sponsored by the Rideau Foundation, IDRC, and Universities Canada with contribution from Carleton University. The unique program with IAS Director as the Principal Investigator, is designed to provide rare opportunity for early career, postdoctoral and late doctoral women scholars from West Africa to gain scholarly and professional experience through travel to Carleton University and/or across West Africa to one of the research placement partners. Besides the value of the program for the promotion of gender equity, the Institute has partnered with the Department of Equity and Inclusive Communities to organize specialized orientation and trainings for these newly arriving International scholars.
 - The Accessibility Institute is committed to diversity in its recruitment, hiring and outreach. For example, the team ensures that **lived/living experience is at the core of its research**, and this is **reflected in the recruitment and hiring of research personnel**. All Accessibility Institute employees, whether core or part of a project, are offered accommodations and other accessibility options as part of the onboarding process. This is also planned for in every budget submission external to the university.
 - The Accessibility Institute is co-leading the development of the **Accessible Events Guide** which will help ensure access to better practices regarding accessible outreach.
 - The Undergraduate Recruitment Office strives to hire a diverse team to represent Carleton across Canada. The Casual Recruitment Assistant job description includes the following statement: **"We encourage applications from student candidates who identify as 2SLGBTQI+, Racialized, Indigenous and students with disabilities."**
 - An **EDI Hiring Framework** for student staff within the Students and Enrolment Division has been developed and is currently being piloted within the Office of the Associate Vice-President (Student Affairs and Student Life).
 - Residence collaborates with EIC to ensure Residence Fellow hiring practices are equitable.

- **ACT to Employ** works with employers on projects such as better conveying their accessibility and inclusivity in job postings for students and enhancing accessibility in recruitment and hiring.
- The Accessibility Institute launched **#AbleTo Tap into Talent**, an online self-guided learning series on disability inclusion at work; a direct output of the Skills Catalyst Project which wrapped up in summer 2021. The purpose of this tool is to create accessibility videos and training materials for employers and employees to support the employability of persons with disabilities in the workplace.
- The Centre for Student Academic Support and the Student Experience Office integrate **EDI-focused interview questions in all professional staff hiring competitions** to evaluate candidate's commitment to EDI.
- International Admissions and Recruitment actively recruits from approximately 40 countries, and in 2023, had applications from 132 countries, with our **total student population coming from over 150 countries**.
- A **Recruitment Coordinator, Indigenous Initiatives** was hired permanently and works collaboratively with the Undergraduate Recruitment Office (UGR) and the Centre for Indigenous Support and Community Engagement to develop an Indigenous recruitment strategy. The Recruitment Coordinator, Indigenous Initiatives actively participates at UGR events, as well as specific events for Indigenous students.
- The Recruitment Coordinator, Indigenous Initiatives participated in five weeks of the **Aboriginal Postsecondary Information Program (APSIP)** tour in 2022/2023 and connected with over 2,000 students who participated in these events. They also participated in smaller community centre visits in Ottawa, including visiting indigenous youth at Mary's Home; working with Wabano, Innuugatiguit, Tewgan house and other community partners to start visits; and building on the relationship with the Urban Aboriginal Alternative High School and other local school boards. APSIP visits and community centre visits are continuing across Ontario, including Northern Ontario, in winter 2023. In summer 2022, the Recruitment Coordinator, Indigenous Initiatives also attended the Spirit of the Drum Pow-Wow to talk about what Carleton does for indigenous students and was involved in the Inuit Student gathering and the Inspire Youth gathering.
- The Undergraduate Recruitment Office collaborated with the Centre for Indigenous Support and Community Engagement on new **Indigenous publications for prospective students**, including a new Indigenous Student Viewbook, which outlines elements of the Carleton campus and student experience unique to Indigenous students, and a comprehensive **Indigenous Enriched Support Program** brochure.
- The Undergraduate Recruitment Office runs an email campaign for applicants who self-identify as being part of the First Nation, Inuit, or Métis communities. The email **highlights the Indigenous services at Carleton** and connects them to the Recruitment Coordinator, Indigenous Initiatives to answer any additional questions about their application and studying at Carleton.
- A new **"building a better world, together"** spread was added to the 2023 general recruitment Viewbook and highlights Carleton's commitment to equity, diversity and inclusion and supporting Indigenous students.
- Reflecting the diversity of the Carleton campus in print and online publications has always been a priority for the Undergraduate Recruitment Office (UGR). As publications and event collateral have been reprinted, **UGR has worked hard to include diversity not only with the students featured, but also by showing areas of campus such as the rainbow crosswalk.**
- The Fall 2022 recruitment presentation that was delivered during all high school visits included stories about faculty research and student engagement. The stories featured by Undergraduate Recruitment over the past two years represent **Carleton's commitment to EDI and supporting Indigenous students and reflect the diversity of our campus.**

- The Undergraduate Recruitment Office staff participate in an annual training program ahead of each recruitment cycle. **EDI and Indigenous training sessions** are included every year.
- Admissions Services has revised notices of acceptance to **ensure that all Indigenous applicants are aware of the Indigenous Enriched Support Program** as an alternative pathway program if entrance to an undergraduate degree program is unsuccessful.
- A working group, which includes both the Registrar's Office and Admissions Services, has continued to work toward **ensuring that a student's chosen name appears in all places** relevant to students, as well as in the Banner forms used to serve students.
- Since the launch of the EDI Action Plan in 2021, **several new awards** for Indigenous students, Black students, students with disabilities, racialized students and students from equity-deserving groups have been added, including the Joyce Family Foundation Bursaries for Indigenous Students; Rawlson King and Linda Grussani Scholarship for Indigenous, Black and Racialized Students and the KPMG Black Student Award.
- The **Umoja Black Community Engagement Program**, which is a pan-Africanist organization dedicated to addressing anti-Black racism in education, was launched in 2022. The Umoja Program is managed by the Student Experience Office and led by African, Caribbean, and Black (ACB) students. The program seeks to address recruitment and retention through the academic, professional, and personal empowerment of ACB students. Umoja offers programming for both current and prospect students to support recruitment and retention.
- A **Cultural competency training plan** has been developed within Advancement in collaboration with EIC. This includes the creation of a committee within the department that will work with members of EIC on an ongoing basis to create a culture of EDI.
- Human Resources has developed a **list of recommended training** for employees specifically on topics of cross-cultural competency, indigenous learning, and employment accessibility including accommodations.
- The Centre for Initiatives in Education (CIE) Discovery University partnership with the Ottawa Mission provides free university courses for marginalized communities.
- The School for Studies in Arts and Culture actively supports the Asinabka Film Festival by placing Carleton practicum students at the Indigenous-run film festival.
- The Black-owned and operated production company, NYCE Image Productions, recently became one of The School for Studies in Arts and Cultures' practicum partners.

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, educational, and professional potential.

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- EIC has partnered with Teaching and Learning Services (TLS) in the development of an **online human rights module that will focus on equity and anti-oppression**. The Learning Specialist with EIC is leading this project and the goal is to launch a pilot version this fall.
 - EIC worked with Information Technology Services (ITS) on the **Pronoun Enhancement Project**, to add the capability in Carleton Central to accommodate best practices in pronoun identification. The option is now available for a few core applications and the next Phase will see further applications modified to include the Chosen Pronoun option.
 - Work on Carleton's **Human Rights Policy** which includes 13 separate policies and a procedure will be reviewed in the next year with a plan to update the policies in sequence over the next few years with an emphasis on updating procedures to reflect best practices.
 - **Equity and Human Rights in your workspace** training has been developed for supervisors (which include managers, chairs, supervisors, Deans) on Equity, and the Human Rights Policy and Procedures.
 - EIC hosted its **fourth annual Inclusion Week** in October 2022 with seven events focused on the theme of **Disrupting Cultures of Inequity: Engaging in Brave Actions and Making Meaningful Change**.
 - Access Services Students and Senior Staff Council have completed **EDI training**, the goal is that every department will have this training. EIC staff have attended the Library Forum to lead an EDI at Carleton discussion. Librarians who are on hiring committees have all completed EDI training the past two years and continue to receive training and support from EIC.
 - **Library renovations were completed to make core services more accessible**, such as, the building and furnishing of accessible group study rooms, and new accessible service desks.
 - Library Services established an **Accessibility Committee** responsible for coordinating activities relating to accessibility across the library including communicating and raising awareness of accessibility concerns, priorities, and initiatives; and expanded accessibility services (e.g. transcription) to include faculty.
 - Library Services have developed a **coaching program** with the support of external consultants in the library providing training on working with employees who are neurodiverse.
 - The Sprott School of Business developed a variety of **awareness and sensitivity training** sessions for Innovation Hub, Future Edge, student consulting group and staff etc. related but not limited to a focus on trans/bi/homophobia, sexism, racism, ableism, and ageism.
 - The Faculty of Science is **actively integrating EDI in hiring processes**, in the applicant's statement, an EDI question bank for panel interview, and rubric use on hiring committees, building momentum and visibility towards **changing culture with ACE EDI events** (plus ongoing learning and unlearning). The Science EDI committee unifies activities across the faculty developing ideas to integrate EDI in tenure and promotion.

- The **Chosen Name** application in Carleton Central was reviewed and a new project was undertaken in partnership between ITS and EIC. This is another key project which enhances the university's EDI-driven student/faculty/staff supports. The application promotes diversity by respecting and celebrating individual differences, as students/faculty/staff are able to use the name that best reflects their gender identity. Additionally, it fosters equity by reducing barriers to academic success that transgender and gender non-conforming students may face due to discrimination and harassment. Furthermore, the Chosen Name application can address bias by providing a standardized process for requesting the use of a chosen name, which helps to ensure that all students/faculty/staff are treated fairly and without discrimination based on their gender identity. Overall, the Chosen Name application is a valuable tool for promoting inclusivity, diversity, equity, and addressing bias.
- Facilities Management and Planning (FMP) will update its mission to include and reflect Strategic Integrated Plan and EDI standards to ensure that all activities and operations reflect those values and principles.
- FMP also plans to create a **Standard of Behaviour for Contractors Guide on inclusion, code of conduct and equity**. This guide would apply to all vendors, suppliers, and contractors that enter into an agreement to provide goods or services with Carleton University. It will include- **Responsible Treatment of Individuals, Respect and Diversity**: Contractors must maintain workplaces characterized by respect for the dignity of every individual. Contractors must respect the diversity of their employees and others with whom they interact, contractors must not tolerate any harassment, violence, intimidation, retaliation, discrimination based on protected characteristics, or other disrespectful or inappropriate behaviour, as well as **Employment Practices**: Contractors must abide by applicable employment standards, labour, non-discrimination, and human rights legislation. Where laws do not prohibit discrimination, we still expect Contractors to be committed to non-discrimination principles.
- FMP is working with EIC to promote an **environment free from discrimination and harassment** and will also continue to support the university community to ensure that the campus is free of any offensive material such as graffiti or posters.
- FMP will liaise with facilities departments in peer institutions to benchmark activities and gain further insights into **alternative methods to further support EDI initiatives** as they relate to Facilities Management.
- Carleton University **Racialized and Indigenous Faculty Alliance** (RIFA) members are virtually connected through a **RIFA Carleton distribution list** that allows all members to discover other Black, Indigenous, and racialized members across the university. The distribution is now 70 members strong. RIFA also hosts in-person socials, a website, a twitter account, and an Instagram account to forge a virtual community square – a place where RIFA research awardees have been celebrated, and news circulated among members. These spaces have been critical to the morale of new colleagues who had been hired during the university's pandemic closures and who therefore had yet to begin building a sense of community with colleagues on campus.
- October 2021, RIFA partnered with EIC to offer a roundtable titled **"The Survey Course as Contested Space"** on deconstructing the canonicity of survey courses during Carleton University's Inclusion Week. In October 2022, RIFA partnered with EIC once again to offer a workshop session titled **"Alternative Grading as an Anticolonial and Anti-Racist Praxis"**.
- Every March in honour of **International Women's Day**, the Faculty of Engineering and Design (FED) holds an event to highlight the work of graduate-level women researchers, an opportunity for FED to highlight women researchers and connect them with industry and government professionals.
- The Institute for Comparatives Studies in Literature, Art and Culture (ICSLAC) contributed to CUAG's Disruption series of events - Disruptions: Dialogues on Disability Art which generates dialogue about contemporary art as a force for challenging ableism. And the Institute's flagship lecture focused on Indigenous arts in Canada and institutional academic knowledge practices.

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. In the final years, Carleton will assess our institutional successes and opportunities through an Employment Systems and Culture Review.

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- EIC has hired an **EDI Learning Specialist** delivering EDI programming for faculty and instructors supporting decolonized, anti-racist and inclusive pedagogical practices and curricular development as well as providing support and advice in the creation, enhancement and evaluation of EDI professional development and leadership programs for non-academic employees and students.
 - EIC has hired a **Manager of Strategic Initiatives** (full-time term position) to support the implementation and measurement of these Strategic Actions, conduct internal and external environmental scans, literature reviews, co-lead consultations, and undertake applied research.
 - EIC expanded the **Trans and Non-Binary Inclusion Coordinator** role to a full-time term position.
 - EIC is currently in the process of hiring an **Anti-Black Racism Training Coordinator** (graduate student part-time position).
 - Faculty of Engineering and Design established an **EDI Council** in 2022. The Council has drafted a **FED EDI Action Plan** that will help guide EDI progress.
 - The Faculty of Public Affairs (FPA) created two new positions to promote EDI in the Faculty: the **Associate Dean, Equity & Inclusion, and the Manager, Administration & Operations**. They are jointly responsible for reporting, and a budget line has been established for EDI initiatives (\$50,000 in 2022/23 and \$30,000 per year for the remainder of the current planning cycle).
 - EDI was already a theme of FPA's most recent strategic planning document, **Raising Our Sights (2020)**. As an outcome of that planning process, FPA has required all faculty hiring committees to have a **designated EDI Champion** since June 2020. They anticipate that EDI will again surface as a major theme in their recently launched strategic planning process, **FPA: A Path Forward**.
 - FPA's Associate Dean, Equity and Inclusive Communities has convened a **Justice, Equity, Diversity, and Inclusion Working Group** comprising representatives from individual FPA units and their EDI / anti-racism / social justice committees. The working group serves as a forum where individual and collective issues can be raised for discussion and resources and best practices can be shared. In 2022/23, participating units were each provided with \$3,000 in funding from the Office of the Dean, Faculty of Public Affairs (ODFPA) EDI budget to support their work.

- EDI planning is well embedded in the Faculty of Science response to the university's SIP (rather than as a separate undertaking). They are working on a **Science Indigenous Initiatives Plan**, which supports the calls to action outlined in Kinàmàgawin and the Truth and Reconciliation report.
- The **Sprott School of Business EDI Action Group** was launched which is composed of faculty, staff and students working towards an overall EDI engagement strategy, '**Equity and Inclusive Communities Strategy**'. In 2022, the Assistant Dean role was updated to Associate Dean, EIC and all faculty/staff onboarding incorporates EDI perspectives, training and development.
- The Department of History holds many of its 4th year seminars and graduate classes in rooms in the History department on the fourth floor. History advocated for no touch access to the elevators so that students with mobility issues do not need to depend on another person to push buttons to call the elevator and choose a floor.
- The Director of Communications, DUC will lead the creation of an **EDI Communications Plan** that will fulfill the responsibilities outlined in SA 10-4 in consultation with EIC. EIC will support the creation of the plan, making any necessary recommendations to ensure that the responsibilities outlined in SA 10-4 are aligned. The DUC and EIC also agree that it would be beneficial to **embed EDI considerations as a function of all DUC Communications Specialists roles**, rather than a primary function of one individual, to support the growth of an EDI mindset within the department.
- Information Technology Services (ITS) is prioritizing **web accessibility** which encompasses the design and development of websites, applications, and other digital resources ITS promotes inclusivity by ensuring that all students, regardless of their abilities, can access digital resources and participate in online learning. Prioritization of web accessibility fosters equity by reducing barriers to academic success that students with disabilities may face. By providing accessible digital resources, we can ensure that all students have equal opportunities to succeed.
- ITS also supports the **Coordinated Accessibility Strategy (CAS)** and the **Accessible Procurement Advisory Group (APAG)**. The Coordinated Accessibility Strategy's Information and Communication subcommittee identified augmentation of the existing security and privacy assessments for new software acquisitions with an "accessibility" component. Supporting this, the Accessible Procurement Advisory Committee has been **developing accessibility and EDI criteria for Carleton RFPs**.
- Strategic Actions from the university EDI Action Plan are embedded in the **Helping Ravens Soar: Students and Enrolment Strategic Plan 2021-2026**. Implementation is accomplished primarily through each unit's Annual Operating Plan. Through these unit-level plans, the broad strategic directions of the university, are cascaded into concrete, actionable and measurable tasks.
- The Student Experience Office (SEO) successfully led the Orange T-shirt campaign in 2021. In 2022, Carleton Athletics supported the sales of a limited edition Every Child Matters (Orange Shirt Day) collection with all proceeds going directly towards the **Indigenous Student Emergency Fund**, which provides financial support to Indigenous students at Carleton who require immediate funding for essential expenses. Available exclusively through Diamond Phoenix Creations in Kitigan Zibi Anishinabeg First Nation, the limited-edition Orange Shirt Day logo was created by Patrick Tenascon of Kitigan Zibi and represents the amazing qualities of the residential school survivors – bravery, truth and strength.
- In 2022, Carleton Athletics supported the sales of a limited-edition Ravens Pride shirt designed by Carleton student Angel Xing. The design represented different forms of love; chosen family, romantic and self-love. All proceeds of the Pride shirt supported the **2SLGBTQI+ Community Access and Inclusion Fund**.
- The Housing and Residence Life Team fulfilled Kinàmàgawin Call to Action #13 by **reserving 10 rooms for first-year Indigenous students who are coming from remote locations**. This is in addition to guaranteed housing for students who are entering their first year of studies at Carleton directly from high school.

- Recreation and Athletics launched a **comprehensive adaptive sport program**, as well as introduced **Women's Only and Trans and Allies fitness hours**. In summer 2022, they also launched a new **Adaptive Multi-Sport Camp** for children with disabilities. A \$10,000 grant from JumpStart helped fund the camp, which included sports like wheelchair basketball, pickle ball, boccia ball, wheelchair tennis, wheelchair badminton and T-ball.
- After a comprehensive consultation process, Carleton released the new **Student Mental Health Framework 2022-2026**. This Framework helps us to strive for wellness by proactively promoting a more holistic and intersectional approach to student mental health and wellness, and by strategically coordinating our programs, services and initiatives to build skills and strengthen resilience.
- Career Services and the International Student Services Office were awarded a **Global Skills Opportunities grant**, which will provide \$500,000 in funding over four years. The funds will be utilized in flagship international experience programs, providing greater access to students who may face more barriers to participating in outbound mobility, such as Indigenous students, students with disabilities and low-income students.
- In 2021/2022, Career Services exceeded targets for **ACT to Employ placements with a record 228 placements**, while also maintaining a 100% participant satisfaction rating.
- The **150+ volunteers** in Fall Orientation 2021 received training from EIC and reviewed and abided by the Volunteer Charter, committing to creating a welcoming, inclusive, and safe environment on campus for community members. **The Ravens Pledge** was shared with participants during Opening Ceremonies and before each Fall Orientation event to encourage participants to create a welcoming and safe environment for all attendees.
- Recreation and Athletics launched their first annual "**Women in Sports Leadership**" virtual **symposium** in April 2022.
- The **Student Support Certificate** completed its fourth successful year in 2022 with a program record of 1,148 total participations in workshops, a **45% increase from the program's first year**. Participation in the SSC concentrations also continues to grow, with an almost **200% increase in Equity, Diversity and Inclusion concentration completions and an 84% increase in Student Mental Health and Well-Being concentration completions**.
- In 2022/2023 the Student Support Certificate launched a new workshop focused on **Trans and Gender Diverse Inclusion**, which has been added to the selection of courses in the Equity, Diversity, and Inclusion concentration.
- Scheduling and Examination Services partnered with the Paul Menton Centre for Students with Disabilities to **enhance the accommodations process**, with the goal of ensuring that students with disabilities have equal opportunities to access and participate in their courses. The new Ventus portal is a one-stop solution linking students with disabilities, their course instructors and the McIntyre Exam Centre under a **single academic accommodation management system**.
- The **SOAR 2023 Student Leadership Conference** welcomed Anishinaabe activist, broadcaster and filmmaker Sarain Fox on January 28, 2023. Sarain provided a powerful keynote presentation on career development and finding purpose. This year, the conference returned to in-person programming, welcoming 275 registrants and featuring 21 education sessions hosted by Carleton alumni, students, staff and faculty. Five expert speakers from the Carleton community were invited to present at the conference, including Rebecca Wilson, Debbie Owusu-Akeeyah, Alana Dunbar and Nathaniel Behar.
- To encourage inclusivity and belonging, we **recognize a rich and diverse range of holidays and dates of importance on social media through the @MyCarletonU and @CarletonRes** accounts. We also ensure mental health resources are shared in conjunction with sensitive dates of importance (such as Orange Shirt Day) to support the community.

- Across the Students and Enrolment Division, photo and video choices on web and social reflect our diverse student body. Additionally, in line with our commitment to accessibility, we **utilize alt text** on website/newsletter images and social media graphics.
- The Student Experience Office partnered with the **Afro-Caribbean Mentorship Program** to host a **Black History Month** event in 2022 featuring keynotes from HON. Gline Clarke, High Commissioner of Barbados; HON. Greg Fergus, Liberal MP; Michelle Jean-Paul and Sarah Onyango. The 2022 event set out to support African, Caribbean, and Black (ACB) businesses that have been disproportionately impacted by the COVID-19 pandemic. The event **highlighted the role of ACB businesses** as community hubs and celebrated business owners who made immense contributions to supporting the ACB community throughout the pandemic.



- The Student Experience Office offered training modules that included **Exploring EDI** and **Intro to Anti-Black Racism for the Mentorship Network**, and **Intro to Intersectionality for Fall Orientation**.
- The Umoja Black Community Engagement Program celebrated Black History Month in February 2023 with two events focused on creating **culturally-safe spaces for Black women and Black gender-diverse folks to talk freely about hair health, mental health, sexual health, body care and HIV, and how all can be seen as forms of self-care**.
- The Black History Month Shirt Campaign launched in February 2023. The Black History Month shirt was designed by Carleton student Teju Oladipo and 100% of the profits go toward a fund to **support African, Caribbean, and Black (ACB) students** experiencing financial challenges at Carleton.
- A new **Smudging Space** was created in **Residence**. The space is available to all Indigenous students and is intended to be a cultural space for dialogue and learning. Residence also opened a **Multi-Faith Prayer & Meditation Space in Leeds House**.
- The **Residence Life Curriculum** includes two **EDI-related learning goals: strengthening equity, diversity and inclusion and strengthening indigenous awareness**. The Residence team created programming and events around these goals, as well as professional development opportunities for student staff. EDI related programming included affinity groups for 2SLGBTQI+ students, international students, BIPOC students and students with visible and invisible disabilities. The **Residence EDI Coordinator** facilitates EDI student staff committee meetings as an opportunity to hear feedback directly from Residence Fellows to enhance the student experience.
- Students and Enrolment collaborated with the Centre for Indigenous Support and Community Engagement to **enhance the Indigenous cultural protocols in place at Convocation**.

- The Student Experience Office **introduced focused streams** into the First Year Connections program and Community Connections program, including an Afro-Caribbean and Black stream, Muslim stream, and 2SLGBTQI+ stream.
 - For all renovations and new construction projects Facilities Management and Planning (FMP) will include all accessibility and code requirements such as **barrier-free considerations, universal design practices, and inclusive spaces**. This will include but is not limited to following the Rick Hansen accessibility standards, inclusive washrooms, and multi-faith prayer spaces.
 - FMP will also ensure that *furniture considers accessible and inclusive requirements* such as height adjustable desking, ergonomic and bariatric options.
 - As outlined within the Sustainability Plan are the three pillars of **economy, ecology, and equity**. These three pillars tie into the 2015 United Nations document, ‘Transforming our world: 2030 Agenda for Sustainable Development’, which outlines an action plan for people, planet, and prosperity. Outlined are 17 Sustainable Development Goals that balance the economic, social, and environmental dimensions of sustainable development. Of relevance is **Goal 4: Quality Education**, FMP subscribes to the sustainable development goals and is therefore committed to supporting inclusive and equitable quality education and promote lifelong learning opportunities for all.
- Carleton took important steps towards further strengthening our commitment to Indigenous reconciliation and against anti-Black racism. Three of our main campus buildings have been renamed to reflect our diversity and commitment to inclusion.
 1. **Nideyinàn** (formerly the University Centre). Carleton is situated on the traditional, unceded and unsundered territory of the Algonquin Nation. In an effort to embody a significant territory acknowledgement in a meaningful way, Carleton engaged in a thorough consultation with the Algonquin Advisory Council and Algonquin communities in the region—notably Kitigan Zibi and Pikwakanagan—to name this central and high-profile facility which is the crossroads of all campus activity. The new name is Nideyinàn (pronounced nih-DAY-in-nahn) and translates to “our heart.”
 2. **Pigiarvik (ᐱᐅᐅᐅᐅ)** (formerly Robertson Hall). With the gracious support of the Robertson family, Carleton is naming its main administrative building to acknowledge and honour Inuit and to further commit to the recommendations of the Kinàmàgawin Report. Following a thorough engagement process with the Inuit Advisory Council and Inuit in the region and in the North, Carleton is naming this building Pigiarvik (pronounced pee-ghee-awe-vik), which translates to “a place to begin” or “the starting place.”
 3. **Teraanga Commons** (formerly Residence Commons). Carleton engaged African, Caribbean and Black communities in a process to name this building, which is a central hub of student life. The new name, Teraanga Commons (pronounced tare-ang-gah), is a Senegalese name from the Wolof language that emphasizes generosity of spirit and sharing of material possessions in all encounters, even with strangers. This builds a culture in which there is no “other,” and that by being so giving to all, regardless of nationality, religion or class, a feeling grows that everyone is safe and welcome.

ALIGNING WITH THE SCARBOROUGH CHARTER

Carleton University is proud to count itself among the more than 50 universities across Canada to sign and endorse the **Scarborough Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education**. The Scarborough Charter reflects a collective recognition of the realities of anti-Black racism, shared aspirations to address it, and a concrete framework for delivering on it.

EIC has reviewed the university EDI Action Plan alongside the Scarborough Charter on Anti-Black Racism and Black Inclusion and found several points of alignment, the achievements of which are listed within the 10 Strategic Actions. However, there are several areas we can work on to increase alignment between the two strategic documents which will help guide Carleton in fulfilling its commitments addressing anti-Black racism and foster Black inclusion across campus:

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- Complete an audit of Black-focused courses at Carleton.
 - Expand on the current professional development offerings to include an expanded anti-Black racism training. Move towards ongoing offerings for all employees and students.
 - The Centre for Community Engagement could, in collaboration with Black faculty and communities, develop guidelines or protocols for engaging in community research.
 - Provide ongoing anti-Black racism education to all members of senior leadership team and Board of Governors.
 - The senior leadership team and the Board of Governors can become more accountable by requesting progress and annual reports on Black inclusion efforts across the university.
 - The collection of disaggregated demographic data would enable the university to understand Black representation, experiences and perspectives and design plans and programs to support Black inclusion.
 - Commit to hiring five to 10 Black faculty members over a period of five years.
 - Recognizing the barriers within our institution, intentional focus on inclusion and support for these faculty should be part of the planning.
 - A Centre for Black Student Excellence could be where “wrap-around” support is provided including outreach and mentorship.
 - Current development of the human rights module for students will address anti-Black racism.
 - As part of the EDI Action Plan, we will be updating the Human Rights Policy and Procedures through a consultation process, which would include an assessment of how anti-Black racism is addressed within the policy.

NEXT STEPS

With the continued support and guidance by the Department of Equity and Inclusive Communities, Carleton University will follow through with further enhancements and implementation of the EDI Action Plan. EIC will continue to support all departments and faculties to fulfil the strategic actions that are ongoing, as well as moving forward into Phase 2 (years 3 to 5) of the EDI Action Plan. EIC plans to request annual EDI Action Plan progress updates from all departments and Faculties to ensure the goals of the strategic actions are being met with continued commitment. Finally, with the launch of the Self-Identification Survey (CUDDDS), it is our hope that the data gathered, especially data on the intersectionality of our community, will assist with informing the implementation of equity-driven initiatives during Phase 2 of the EDI Action Plan.





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