

Impact Through Inclusion:

Department of Equity and Inclusive Communities

2024-2025 Annual Report



January 2026

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Land Acknowledgement

We acknowledge that the land on which Carleton University is located is the traditional and unceded territory of the Algonquin Anishinaabeg people.

As such, we have a responsibility to the Algonquin people to learn about Algonquin cultural protocols and to reflect on what it means to learn and work in an institution located on Indigenous land and how that shapes our engagement with our work and with each other.



About This Report

The data presented in this report reflects the May 1, 2024 to April 30, 2025 fiscal year and includes only statistics from the Department of Equity and Inclusive Communities (EIC).

The data in Appendix 1 are compiled from January 1, 2025 to April 30, 2025 and include information received from the three designated Intake Offices under the Human Rights Policy, as well as data received from Campus Safety Services and EIC. This information is reported in accordance with the Ministry's *Anti-Racism/Anti-Hate Directive for Publicly-Assisted Colleges and Universities* issued on September 9, 2024 pursuant to *Bill 166, Strengthening Accountability and Students Supports Act, 2024*.



Message from the Provost

At Carleton University, our commitment to equity, diversity and inclusion is not just a guiding principle, but is a shared responsibility that shapes the very fabric of our community. As we reflect on the past year through the Department of Equity and Inclusive Communities (EIC) Annual Report, I want to acknowledge the tireless efforts and dedication of the entire EIC team. Their leadership, advocacy and programming are instrumental in advancing the University's collective mission to foster a campus that is inclusive, respectful and safe for all.

The work of EDI is both vital and ongoing. It challenges us to confront systemic barriers, to listen and to act with integrity and compassion. Whether through educational initiatives, policy development or community engagement, the work empowers us to build a university where students, faculty and staff can thrive without fear of discrimination, harassment or sexual violence.

I also want to extend my thanks to the entire Carleton community. Your participation, your voices and your commitment to equity and inclusion are what make progress possible. Together, we are cultivating a culture of accountability and care that reflects the future we aspire to create.

As we look ahead, let us continue to support one another and reaffirm our shared commitment to a university environment where equity and inclusion are not just ideals, but lived experiences for all.

L. Pauline Rankin

Provost and Vice-President (Academic)

Message from the AVP, Equity and Inclusive Communities

I am pleased to present the Department of Equity and Inclusive Communities (EIC) inaugural annual report titled, Impact Through Inclusion.

As I have said before, an organization's success is founded on the people who lead, participate and support its work. The more diverse the perspectives that are brought together to inhabit these roles, the better positioned the organization is to respond to the needs of those it serves in an ever-changing environment.

At Carleton, we are fortunate to have leadership that is committed to social justice and equity. We have seen how this commitment has been embedded in the university's 'DNA' through the EDI Action Plan, the university's Strategic Integrated Plan, the Kinàmàgawin Report and the Coordinated Accessibility Strategy. Together these strategies and plans advance the university's EDI commitments and responsibilities supporting our overarching goals of inclusion and cultivating a strong sense of belonging for all community members. The university's capacity to achieve high academic quality outcomes and deliver high-quality services is strengthened by the diverse contributions of our community.

This report reflects our ongoing commitment to fostering a campus where every member of our community feels valued, respected, and safe. As we continue to see an increase in the need for guidance and support, we remain focussed on advancing key strategic initiatives, strengthening partnerships, and expanding our training offerings with the goal of advancing on our shared EDI aspirations. Our work has been and will continue to be guided by the principles of equity, inclusion and social justice which is in keeping with our obligations under the Ontario Human Rights Code.

Our progress is the result of sustained efforts towards building a more just and inclusive campus. While we recognize the meaningful strides made, we also acknowledge the tremendous work ahead and remain dedicated to addressing systemic barriers, and supporting those impacted by discrimination, harassment, and sexual violence.

I want to extend my most sincere appreciation and thanks to the entire EIC team for your determination and your commitment to creating and helping to maintain an inclusive and safer campus for all our community members, and most especially during these challenging times.

Noël A.J. Badiou

Associate Vice-President and University Advisor, Equity and Inclusive Communities

About the Department of Equity and Inclusive Communities (EIC)

Since its inception in the late 1990s, the Department of Equity and Inclusive Communities (formerly the Department of Equity Services) has provided essential services to students, staff and faculty, as well as leading strategic and transformational institutional initiatives.

To support the university's commitment to creating an environment free of discrimination, harassment and sexual violence, EIC provides impartial, neutral and confidential services to individuals who have experienced, or have questions about human rights violations or sexual violence.

The department also offers training and professional development to all Carleton community members and currently leads university-wide strategic initiatives such as the university's EDI Action Plan and the Honouring Each Other sexual violence prevention strategy.

Aspiration

EIC fosters the development of an inclusive and transformational university culture where individual distinctiveness and a sense of belonging for each Carleton community member drive excellence in research, teaching, learning and working at Carleton.

Such a culture facilitates cross-cultural and interdisciplinary collaboration, local and global engagement, as well as an environment of innovative intellectual inquiry in which every community member can attain their full potential. Our commitment strengthens connections and cohesion within and across university communities, and throughout the institution.

An inclusive and transformational culture requires an environment free from discrimination, harassment and sexual violence, where Indigenous ways of knowing and learning inform our systems and practices, and where equitable access to services and opportunities guides all university action.



Guiding Principles

Accessibility

Support the work and a commitment to ensure that all members of the community have access to services in accordance with the most appropriate accommodations.

Collaboration

Collaborate with partners across the university to promote structures, practices and cultures that recognize and elevate the abilities of all members to bring their whole selves to research, teaching, learning and service.

Confidentiality

Maintain confidentiality of all cases and consultation information shared with the EIC to protect community members' privacy except as required to be disclosed by university policies and procedures or as mandated by law.

Independence

Maintain a level of independence, neutrality and impartiality to ensure that the services provided by EIC are driven by fairness and integrity.

Intersectionality

Recognize that lived experience, particularly experiences of marginalization, informs and impacts the multiple ways in which a person identifies (or is identified) and how they navigate social institutions and structures.

Sustainability

Enhance the inclusivity of structures, practices and values across the university as a strategic institutional priority. As institutional capacity grows, an inclusive culture becomes self-sustaining and ultimately, transformational.



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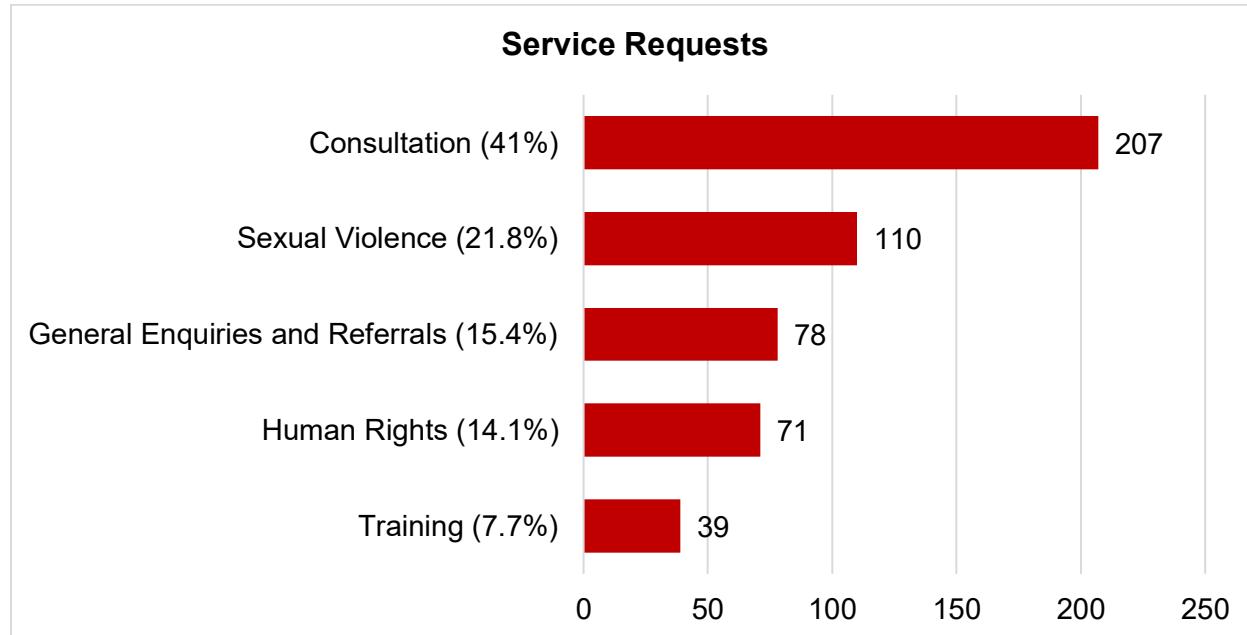
Service Requests

Responding to Our Community's Need

Service Requests

During the 2024-25 reporting period, EIC responded to a total of 505 service requests from faculty, students and staff through email, phone calls, referrals and walk-ins. These requests included advice and support related to human rights and sexual violence complaints, as well as consultations on EDI, human rights, sexual violence, and training requests and general inquiries.

The chart below shows the number of requests received from May 1, 2024 to April 30, 2025.



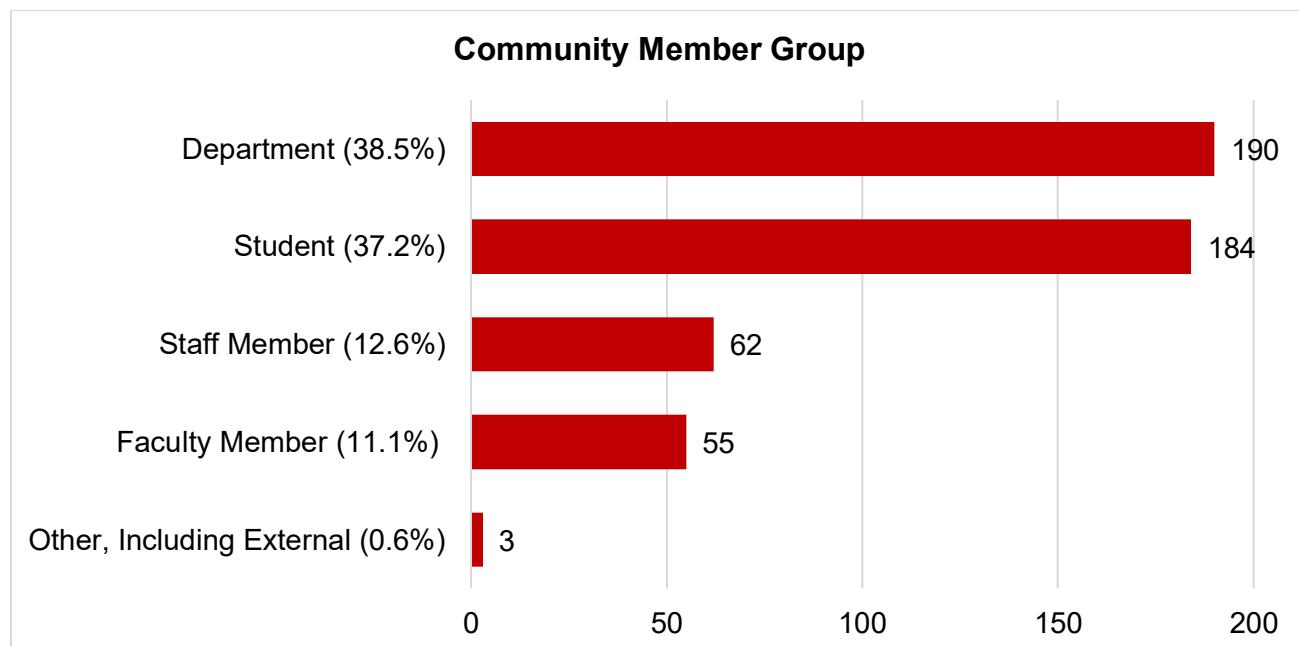
Of the requests received during this period, 41% were consultations related to human rights, sexual violence, EDI and related issues. Consultation requests have increased markedly over the past few years. This rise is largely due to both the EDI Action Plan, which has prompted more EDI initiatives on campus, and the impact of global events on campus community members. The increased number of consultations also illustrates the enhanced reputation of the department and the trust that has been built between EIC and the Carleton community.

Consultation requests may involve a potential individual complaint, guidance on a specific incident or EDI initiative, professional development or training needs, or questions related to human rights or sexual violence policies and procedures.

Consulting with an EIC Advisor provides Carleton community members with the opportunity to access confidential guidance, obtain information on available services and policy options, and/or resolve an issue informally where appropriate. This work is crucial in effectively addressing the issues that do arise in a confidential, collaborative and supportive space, thus fostering a more equitable and inclusive environment for Carleton community members. Such efforts are crucial to the retention and well-being of staff and students (Nguyen et al., 2025; Pham & Tsai, 2024).

Community Member Group

The chart below shows the type of community member group who requested support from EIC between May 1, 2024 and April 30, 2025.





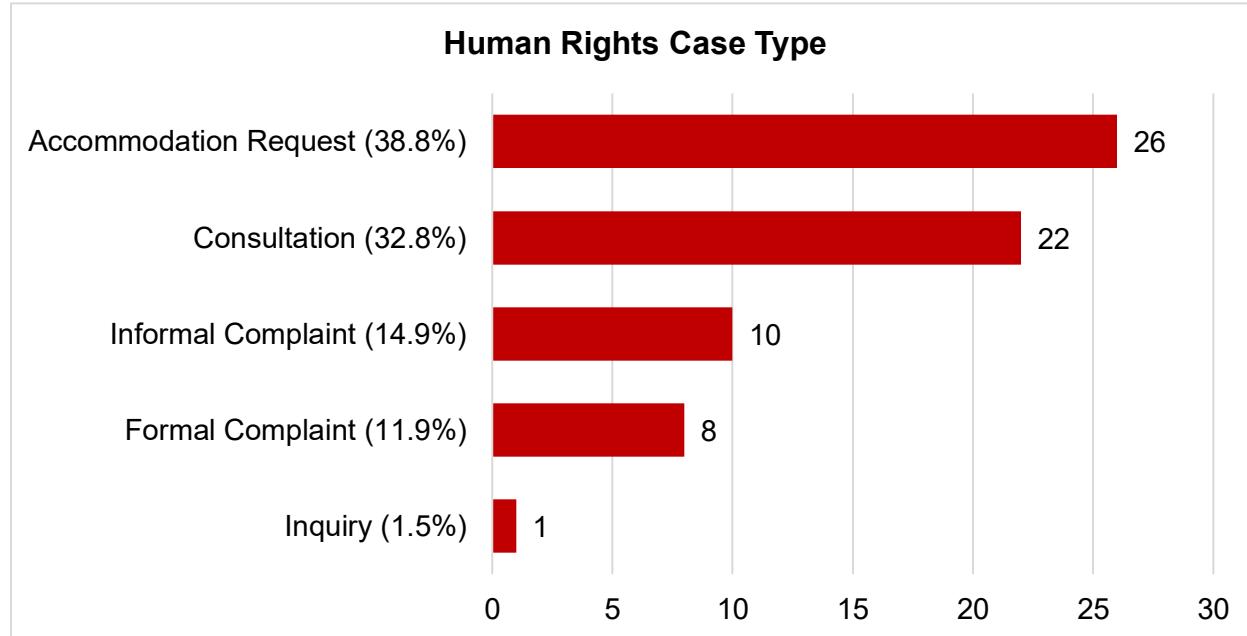
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Cases Supported

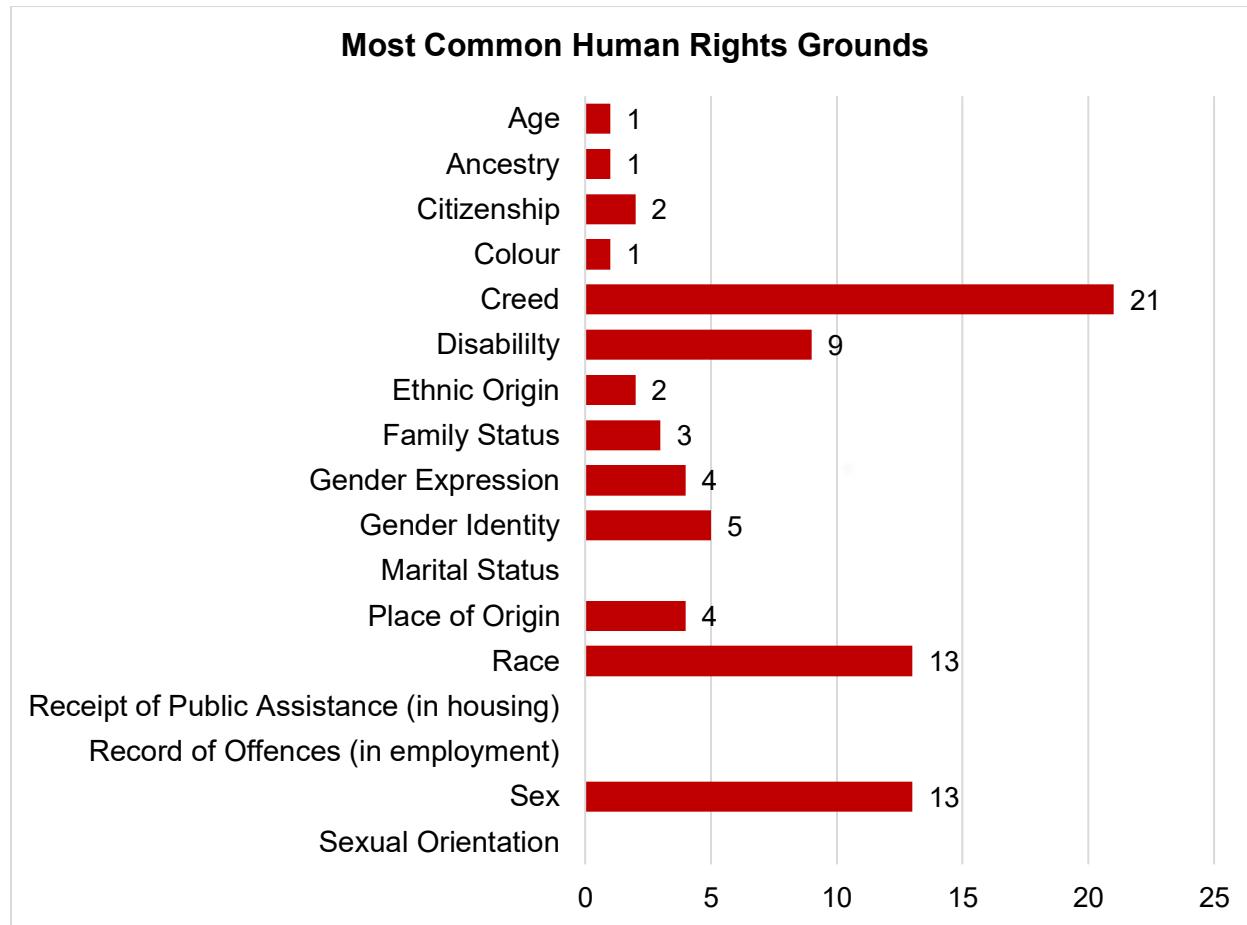
Human Rights Cases

Of the requests received by the EIC during the reporting period, 14% (n=71) were related to human rights. These included seeking advice on filing formal complaints, exploring informal resolutions, requesting accommodations, and obtaining guidance on incidents that might not lead to a complaint but still require action.

The chart below presents human rights cases categorized by the primary request at the time of initiating support from the EIC, covering the period from May 1, 2024 to April 30, 2025.



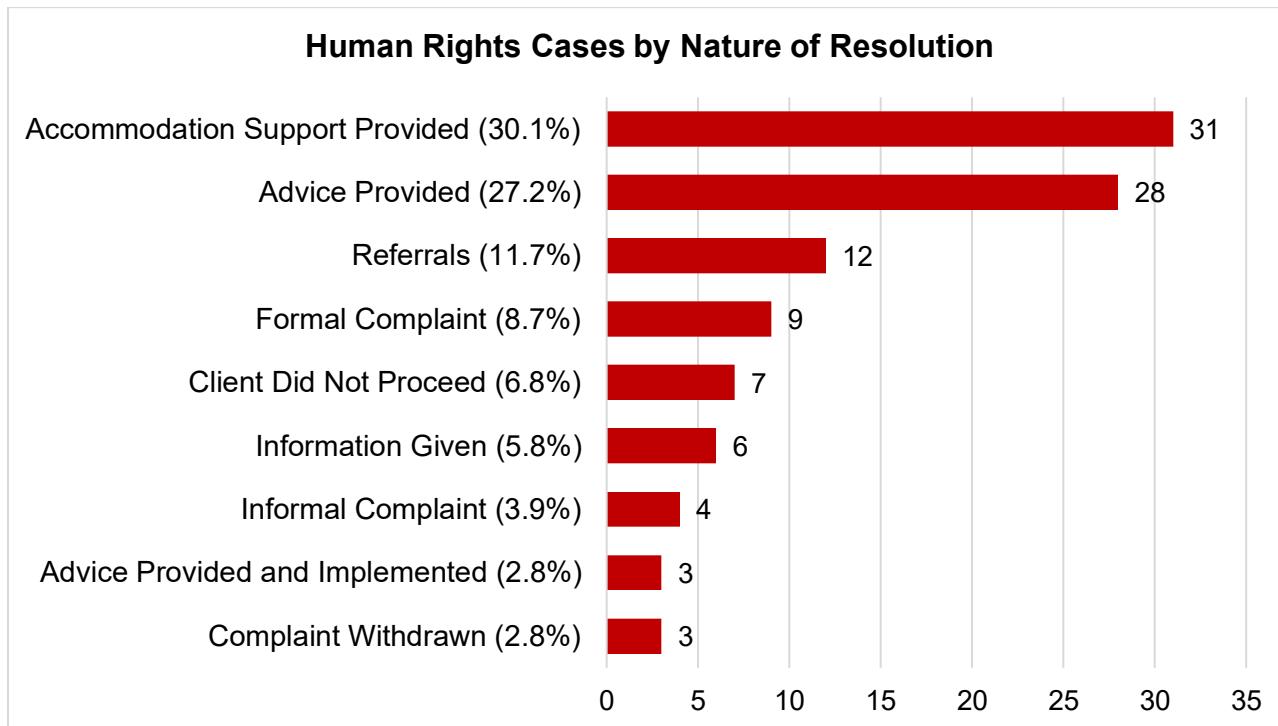
The chart below presents the most common grounds for human rights cases supported by EIC between May 1, 2024 and April 30, 2025.



The most common human rights ground supported by case advisors was *creed*, largely due to the high number of religious accommodation requests. This trend has shown a steady increase in recent years.

EIC is often the first point of contact at the university for individuals with complaints or concerns of a human rights nature. When an individual connects with an EIC advisor, they receive guidance on the Human Rights Policy and Procedures, as well as information about the options available to help resolve their concern. Depending on the nature of the issue, these options may include resolving the matter informally with EIC assistance or exploring the formal complaint process, in which case the individual will be referred to one of the three complaint intake offices. Many of the concerns brought to EIC are resolved informally through the guidance EIC provides. EIC closely collaborates with other offices and departments in supporting the early and informal resolution of human rights cases and concerns.

The chart below presents the resolutions issued by EIC in response to human rights-related cases. Note that the data included are in relation to EIC services and do not necessarily indicate the final outcomes of cases.



Sexual Violence Cases

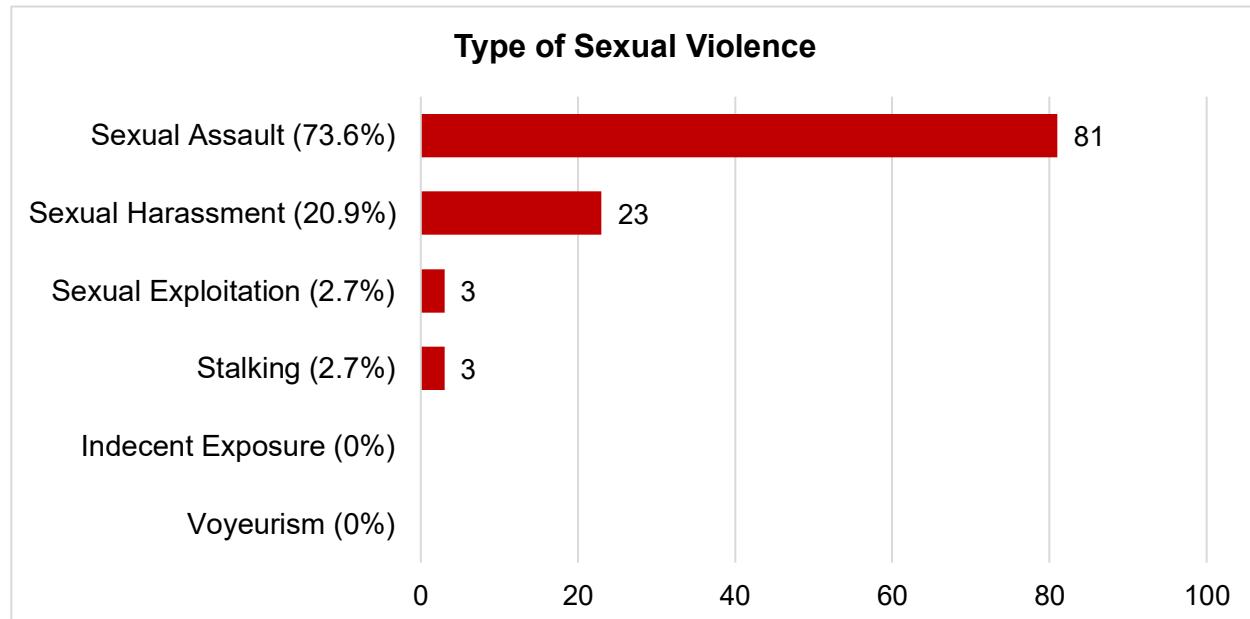
During the reporting period, 21.8% ($n=110$) of the requests for support the EIC received were related to sexual violence. These included requests for support in filing complaints, exploring alternative resolutions, accommodations, and guidance on sexual violence prevention events and initiatives.

As mandated by the provincial government in 2015, Carleton University created a standalone Sexual Violence Policy in 2016. Required to be reviewed and updated every three years, the Policy was most recently updated in 2025. As required by the province, Carleton University collects and reports on statistics related to sexual violence in six categories. These categories include:

- sexual assault;
- sexual harassment;
- stalking;
- indecent exposure;
- voyeurism; and
- sexual exploitation.

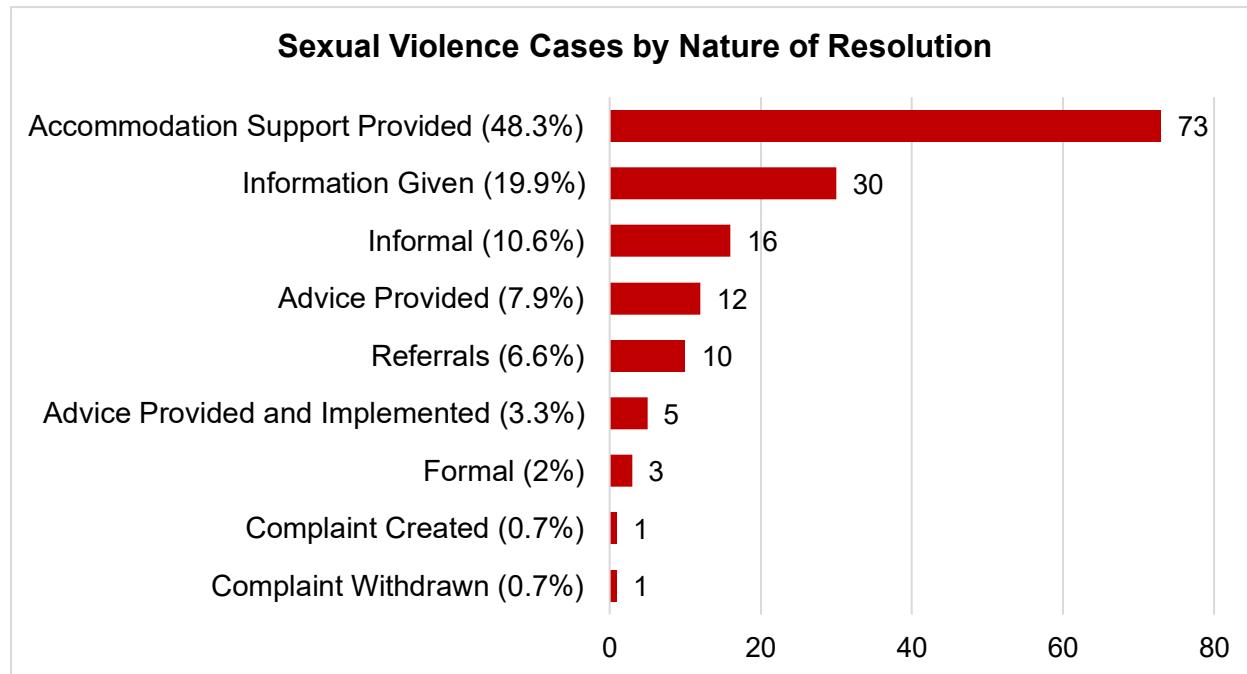
EIC coordinates the collection of these university-wide statistics, which are published in Carleton's [Annual Report on Sexual Violence](#). For the annual report, the EIC compiles the sexual violence disclosures to Housing and Residence Life, Campus Safety Services, Student Affairs, and to the EIC. In this document, we are presenting the number of cases received by the EIC only.

The Equity and Inclusive Communities Sexual Assault Support Centre (CUSASC) received 110 disclosures seeking support services from May 1, 2024 to April 30, 2025. The chart below shows the types of sexual violence disclosures received by EIC.



Survivors of sexual violence can receive support at the EIC through academic or workplace accommodations, confidential guidance and advice, referrals to internal and external services and support in how to file a formal complaint under the Sexual Violence Policy. As with the Human Rights Policy, the EIC does not investigate or adjudicate formal sexual violence complaints but can provide system navigation support for those looking to file complaints. Of the 110 disclosures we received this year, CUSASC supported seven survivors with formal complaints. EIC also provides alternative resolutions, which may include restorative or transformative approaches, as well as educational approaches like Consent Education sessions. This year, we offered six consent education sessions to respondents.

The chart below details the resulting resolutions provided by EIC in sexual violence cases. Note that the data included are in relation to EIC services and do not necessarily indicate the final outcomes of cases.



Consultations and General Inquiries

Every year, EIC provides information and guidance to hundreds of Carleton community members on the Human Rights Policy, the Sexual Violence Policy and equity and inclusion-related questions and concerns.

This policy guidance includes informal disclosures of human rights and sexual violence concerns, which may entail accommodation support, system navigation, referrals to internal and external support and training. The EIC also provides guidance on formal sexual violence and human rights complaints for staff, faculty and students. This involves guidance on the options available, as well as the procedures of formal complaints, identifying relevant intake offices, and answering any questions the community member may have on the process. The majority of cases are resolved informally through the EIC interventions and support, including accommodations, alternative resolutions and skill development for community members.

During the 2024-25 reporting period, EIC provided 207 consultations. Questions and concerns related to discrimination and harassment accounted for 110 consultations (53% of all consultations), sexual violence accounted for 27 consultations (13%) and EDI-related consultations totaled 50 (24%). The remaining consultations covered questions regarding accommodations and bias, among other topics.

Requests for guidance were most commonly made by academic or administrative groups and units, accounting for 105 consultations (51%). Individual staff also reached out to the EIC for guidance and support, with faculty members accounting for 46 consultation requests (22%) and staff members accounting for 39 consultation requests (19%). Students made 14 consultation requests (7%).

The remaining 15% ($n=78$) of the requests were for general enquiries and referrals. These include one-time contacts seeking information about the EIC services or assistance locating the appropriate department. Referrals are provided to community members who require services that the EIC does not offer, or who may need additional support after receiving services at the EIC. These referrals may involve directing individuals to other Carleton services or to external community agencies.



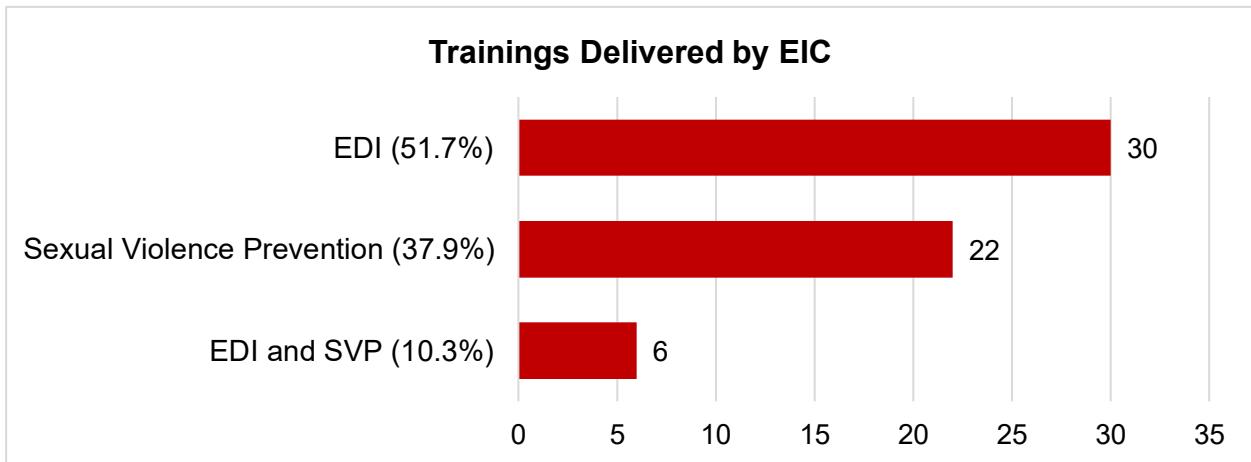
2,708 People Trained

Building an Equitable Culture: Challenging Mindsets and Creating Community Connections

During the reporting period, EIC delivered 58 training sessions. Of these, 52% of focused on EDI, 38% focused on sexual violence prevention (SVP) and the remaining sessions addressed both EDI and SVP together. Sessions ranged from foundational in-person workshops on EDI and SVP to more specialized sessions on consent culture, equity-driven and inclusive pedagogy and tailored offerings developed for academic and administrative units.

Participation patterns indicate widespread engagement across the university. In total, 2,708 participants were trained. This included 1,932 students, 661 staff and 115 faculty members. The breadth, volume and impact of department's training initiatives reflect a sustained commitment to fostering an equitable and inclusive campus environment. These efforts directly advance Strategic Action Area 9 of Carleton's EDI Action Plan by enhancing professional development opportunities and strengthening institutional capacity to uphold equity and human rights across the university.

The chart below details the category and number of trainings delivered by EIC from May 1, 2024 to April 30, 2025.



EDI and Human Rights Training Initiatives

During the reporting period, the EIC expanded its reach by launching an online asynchronous human rights module for students in January 2025. The module provides students with a structured introduction to human rights, equity, inclusion and anti-oppression. The module was completed by 667 students during the 2025 winter term. Evaluation results show clear and statistically significant improvements ($p < .001$) in students' self-reported knowledge across all concepts addressed in the module. Students also reported increased readiness and motivation to engage with human rights issues, with 84% feeling better prepared to identify and respond to human rights concerns and 64% expressing interest in further learning about human rights.

In addition to the online human rights module, EIC offers a range of workshops related to EDI and Human Rights including:

- Introduction to EIC Services
- Human Rights Policy and Procedures
- Carleton University Safer Space Program (CUSSP)
- Anti-Black Racism Workshop
- Equity-Driven and Inclusive Pedagogy
- Navigating Challenging Classroom Dialogue
- Inclusive and Equity-Driven Peer Mentoring
- Equity-Driven and Inclusive Workplaces

Sexual Violence Training Initiatives

During the reporting period, EIC provided sexual violence prevention and response training to 1,475 members of the campus community. These training sessions include:

- Responding to Disclosures of Sexual Violence
- Creating Consent Cultures on Campus
- Alcohol and Sexual Violence Prevention
- Sexual Violence Prevention Training
- Bystander Intervention Training

Strategic Initiatives: Enhancing EDI Across Campus

Equity, Diversity and Inclusion

Self-Identification Survey

In partnership with the Office of Institutional Research and Planning (OIRP), EIC launched the Carleton University Self-Identification Survey. Data from the enhanced Self-ID Survey informed the preparation of Carleton's 2025 subsequent compliance assessment for the Federal Contractors Program. EIC and OIRP plan to make high-level disaggregated data available via an online dashboard.

Chosen Name

An EIC-guided initiative led to the creation of 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 at Carleton, 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 education institutions.

Equitable and Inclusive Academic Hiring Practices Training Module

In partnership with Carleton Office for Research Initiatives and Services (CORIS) and Faculty Affairs, EIC developed an online training module for faculty hiring committees. The two-hour module is intended to strengthen equitable and inclusive practices during faculty decision-making processes by providing skills that will enable committee members to appropriately identify, interrupt and address potential biases, stereotypes and micro-aggressions revealed during decision-making discussions and deliberations. The module is managed by Faculty Affairs and is available on [Brightspace](#).

2024 Canadian Association for the Prevention of Discrimination and Harassment in Higher Education (CAPDHHE) National Conference

EIC hosted more than 100 human rights and EDI leaders and practitioners from post-secondary institutions across Canada at Carleton for 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 leaders and 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.

Human Rights

New Human Rights Policy and Procedures

EIC revised Carleton's [Human Rights Policy and Procedures](#) conveying Carleton's commitment to discrimination and harassment prevention and response in addition to affirming the human rights and dignity of every Carleton community member. The updated procedures establish a process for complaints of harassment and/or discrimination and provide a fair and impartial mechanism in accordance with the principles of natural justice and procedural fairness.

In addition, the revised policy and procedures address the Ministry of Colleges, Universities, Research Excellence and Security (MCURES) directive on anti-racism and anti-hate for publicly assisted colleges and universities under [Bill 166, Strengthening Accountability and Student Supports Act, 2024](#). Carleton's first Annual Human Rights Report to MCURES is included in [Appendix 1](#) of this report and will be publicly available on the EIC website in January 2026.

Human Rights Module

In January 2025, EIC officially launched the online Human Rights Module which serves as an entry point for students to learn about how human rights can be upheld at Carleton (see Strategic Action 9.2 of the [EDI Action Plan](#)). In the Spring 2025 term, 667 students completed the module. During the Fall 2025 term, the module was uploaded to 38 courses across a range of academic departments in each faculty, resulting in more than 5,500 students having access to the module.

Sexual Violence Prevention

The university response to campus sexual violence is a critical issue for student retention and support. Research has demonstrated that survivors who do not receive support are much more likely to drop out of university or have significant delays in graduating (Molstad, et al., 2023). Staff and faculty, many of whom play an integral role in the functioning of our university, also seek advice and support from EIC. The work of EIC mitigates organizational costs associated with productivity, turnover and leave coverage. According to a national inquiry undertaken by the Australian Human Rights Commission (2020), sexual harassment incidents can have financial and reputational effects on the workplace, including "reduced productivity of workers, absenteeism, staff turnover and impacts on workplace culture" (Australian Human Rights Commission, 2020, p. 281).

Following the review of the University's *Sexual Violence Policy* in 2019, we created [Honouring Each Other: Building Consent Cultures on Campus](#) as a living document to provide responsive, adaptable and innovative strategies to prevent campus sexual violence. The document provides a three-year overview of actions, campaigns and programming that have been co-created with the campus community.

This report covers the second year of implementation of the 2023-2026 *Honouring Each Other* strategy. During the 2024-25 reporting period, EIC focused on momentum and capacity-building

through expanded prevention programming, strengthened community partnerships and increased support for survivors.

Key initiatives included launching the inaugural Consent Awareness Week, organizing Sexual Assault Awareness Week in partnership with campus and community stakeholders and expanding support programs such as survivor support groups and a collaborative healing workshop series. During the 2024-25 academic year, the Sexual Violence Prevention and Education Committee (SVPEC) provided recommendations during the Sexual Violence Policy renewal process, as well as supporting the strategic goals of the prevention strategy.

Sexual Violence Public Education

Consent Awareness Week 2024

CUSASC organized the inaugural Consent Awareness Week (Sept. 16-20, 2024). This initiative replaces the previous *#CUriousAboutConsent* campaign. By shifting to Consent Awareness Week, we are strategically aligning with provincial and national post-secondary partners. Consent Awareness Week is a national campaign held annually across Canada during the third week of September, during the “Red Zone”—a time period where post-secondary students are at higher risk of sexual violence. EIC organized a range of workshops, discussions and events to raise awareness about consent as a daily practice and commitment, sexual violence prevention, and bystander intervention. Events included a discussion on tech-facilitated sexual violence and the impacts of AI, *We Believe You Day* and *Take Back the Night*.

Sexual Assault Awareness Week 2025

EIC, in collaboration with campus and community partners, hosted Sexual Assault Awareness Week from January 27 to 31, 2025. The campaign aimed to spread awareness among the Carleton community about the impacts of sexual violence on campus while fostering a culture of care for survivors and promoting a campus-wide culture of consent. Events included a self-care day with the Carleton University Students’ Association Gender and Sexuality Resource Centre, a trauma-informed accessible self-defence workshop and a traditional teaching and grounding event for Indigenous students.

Beyond Hashtags and Rainbow Washing: Allyship in Practice

CUSASC co-hosted a Pride Month keynote address with Pakistani Canadian photographer, writer and activist Samra Habib, in partnership with Wilfrid Laurier University and McMaster University. The keynote event explored authentic allyship for 2SLGBTQ+ communities. Habib discussed moving beyond performative gestures to enact meaningful change, drawing from their intersectional and lived experiences as a Queer Muslim immigrant.

Department of Equity and Inclusive Communities Team

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Pham, T., & Tsai, Y. (2024). The roles of faculty hiring and retention in shaping diversity and representation in US higher education institutions: A retrospective and prospective analysis from 2001 to 2035. *Research in Higher Education*, 65(7), 1420-1460.
<https://doi.org/10.1007/s11162-024-09810-w>

Appendix 1: First Annual Human Rights Report to the Ministry of Colleges, Universities, Research Excellence and Security

From January 1, 2025 to April 30, 2025, a total of 27 complaints under Carleton's Human Rights Policy and Procedures were received across the three intake offices: the Office of the Deputy Provost (Academic Operations and Planning); the Department of Human Resources; and Student Life and Student Affairs. Complaints received through Campus Safety Services and the Department of Equity and Inclusive Communities were also included. The information received from these departments has been included in this report.

Details regarding these 27 complaints are as follows:

- Three of the complaints were received through the Anonymous Reporting Form
- All complaints received were reviewed and triaged
- None ($n=0$) of the complaints were deemed to be incidents of hate
- Two incidents were reported to Ottawa Police Services or required the involvement of law enforcement
- As of August 2025, apart from three complaints that had ongoing investigations, all complaints were resolved within one month
- As of August 2025, no disciplinary measures were taken

Figure 1. Human Rights Grounds

The chart below shows the applicable Human Rights Grounds of the complaints received related to this Annual Report pursuant to the MCURES directive.

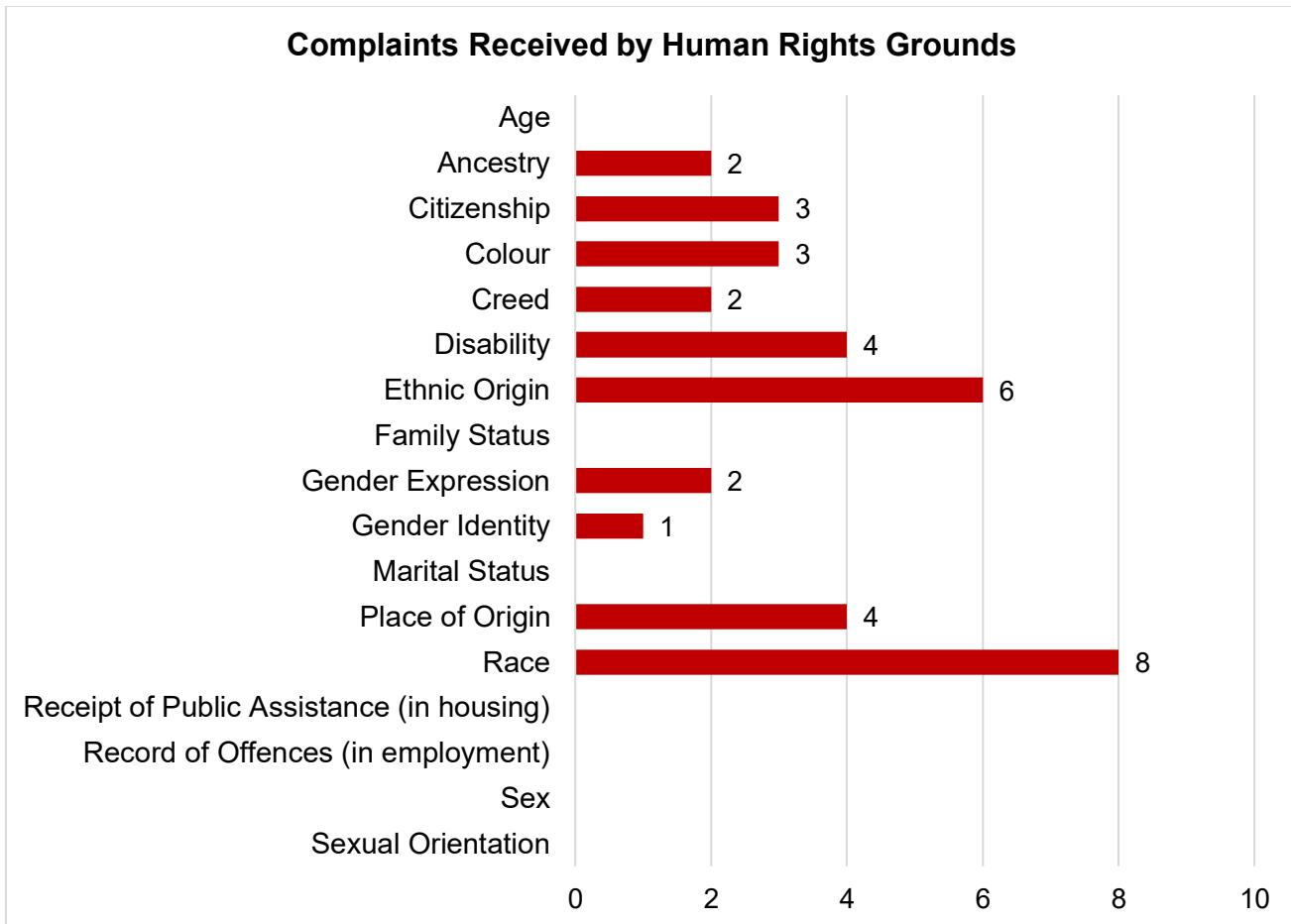


Figure 2. Sub-Category of Complaints Received

Complaints fall under one of the following sub-categories: anti-Black Racism, anti-Indigenous Racism, antisemitism, Islamophobia or transphobia. For 'Other', the complaint did not fall under the MCURES designated sub-categories.

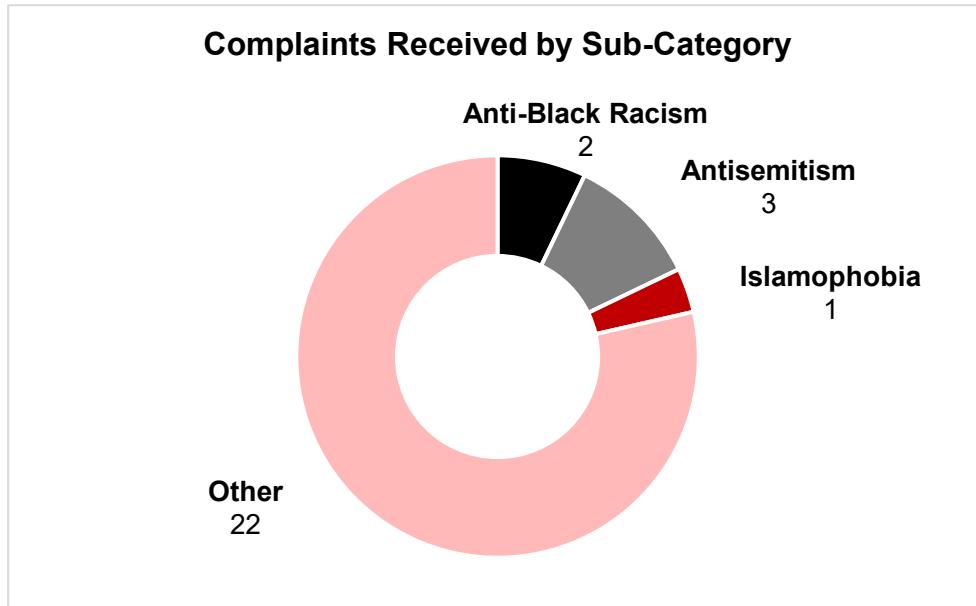


Figure 3. Nature of Complaint

Complaints could fall under one of the following categories: physical, verbal or property. For 'Other', the complaint did not fall under the MCURES designated categories.

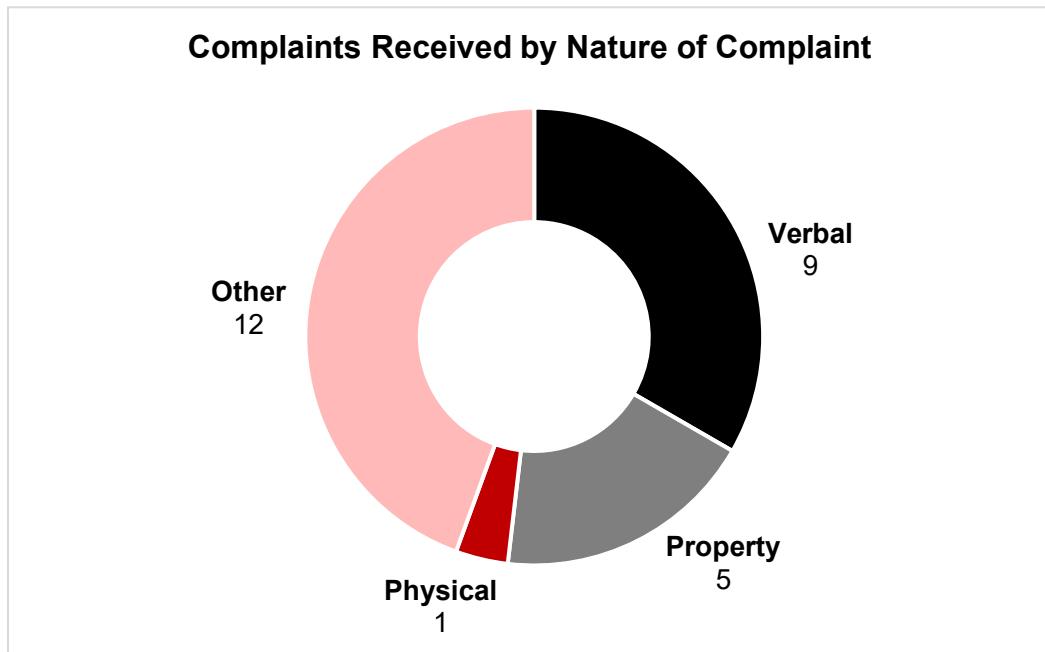


Figure 4. Complainant Type

Complainant types are categorized by: Department/Faculty Unit, Faculty Member (individual), Staff Member (individual), Student, Third-Party Contractor, Volunteer or Visitor.

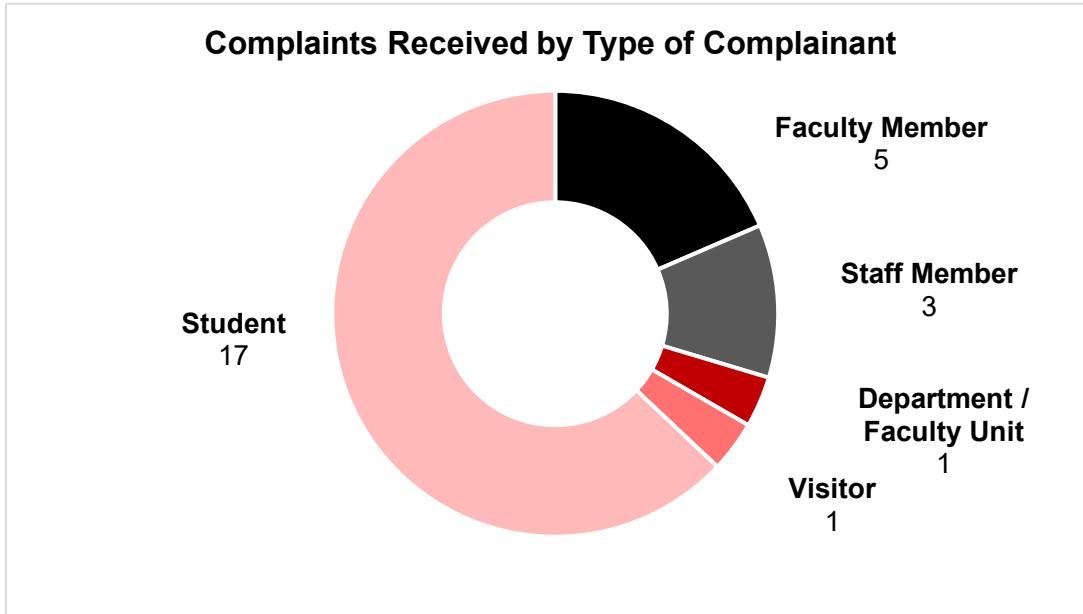


Figure 5. Location of Incident

Incident location can be categorized as On Campus, Off Campus, or Virtual Environment. For 'Other', the complaint did not fall under the MCURES designated category.

