The Board of Governors acknowledges and respects the Algonquin First Nation, on whose traditional territory the Carleton University campus is located.

The 631st Meeting of the Board of Governors

Thursday, June 9th, 2022 at 3:00 p.m.
Via videoconference

AGENDA

OPEN SESSION

1. **CALL TO ORDER AND CHAIR'S REMARKS**

2. **DECLARATION OF CONFLICT OF INTEREST**

3. **APPROVAL OF OPEN AGENDA**

   - The agenda was circulated with the meeting material.

4. **OPEN CONSENT AGENDA**

   - Circulated with this agenda is a Consent Agenda which lists items presented to the Board for action or for information.

5. **OPEN – ITEM(S) FOR APPROVAL**

   5.1 Carleton University General Operating By-law 1.0 (G. Farrell)

   - A memo and Bylaws were circulated in advance.

   5.2 Sexual Violence Policy (S. Blanchard)

   - An executive summary, policy, feedback report and presentation were circulated in advance.

6. OPEN – ITEM(S) FOR INFORMATION

6.1 Sexual Violence Annual Report (S. Blanchard)

- Executive summary, presentation and report were circulated in advance.

6.2 Honouring Each Other Strategy Update (A. Elmi)

- Executive summary, presentation and report were circulated in advance.

6.3 Draft Digital Strategy (M. Dabros, D. Hornsby & N. Arnold)

- An executive summary, presentation and draft strategy were circulated in advance.

6.4 Strategic Integrated Plan Annual Update (B.A. Bacon)

- A presentation will be provided.

6.5 Report from the Chair (D. Fortin)

- The Annual Board Chair Report was circulated in advance.

6.6 Report from the President (B.A. Bacon)

- The Annual President Report as well as the Kinàmàgwin Progress Report and Student Mental Health Framework 2022-2026 were circulated in advance.

7. OPEN – OTHER BUSINESS

8. OPEN - QUESTION PERIOD

9. END OF OPEN SESSION AND BRIEF NETWORKING BREAK

AGENDA ITEM 5.1

BOARD OF GOVERNORS: REPORT

To:	Board of Governors	**Date of Report:** 27 May 2022
From:	University Secretary	**Date of Meeting:** 9 June 2022
Subject:	**Carleton University General Operating By-law No.1**	
Responsible Portfolio:	University Secretary	

1.0 PURPOSE

☒ For Approval ☐ For Information ☐ For Discussion

2.0 MOTION

On the recommendation of the Governance Committee, move to approve by special resolution the amendments to sections 1, 2, 3, 4, 6, 7, 8, 11 and appendix A, B of General Operating By-law No.1 effective immediately.

3.0 EXECUTIVE SUMMARY

The University is a non-share capital corporation created by *The Carleton University Act, 1952* ("CUA"). The new *Ontario Not-for-Profit Corporations Act* (ONCA) applies, unless otherwise expressly provided, to every body corporate without share capital incorporated by or under a general or special Act of the Legislature (s. 4(1)). This means that unless the CUA applies with respect to a particular matter, the ONCA provisions prevail. There is a 3-year period to transition to compliance with ONCA (by-law provisions that do not comply remain in force during the transition period).

A wholesale review and revision of Carleton's General Operating By-law No.1 was approved in March 2016. Since this time minor revisions were made in January 2018 and March 2019.

The Bylaws are now due for a full review as per the Governance Committee terms of reference – "*the committee should periodically review the bylaws and recommend any changes that might be appropriate."* This review allows the Board the further opportunity to promote and ensure good governance practices within the university by undertaking a full review of the bylaws and ensuring alignment with the now proclaimed *ONCA* which came into force on October 19, 2021.

The Secretariat initiated this review in Fall 2021 and all changes were reviewed by General Counsel as well as external counsel prior to presentation to the Governance Committee and the Board of Governors. The Governance Committee reviewed the proposed draft revisions at their February 2022 and May 2022 meetings.

The proposed changes retain the present allocation of powers and responsibilities as the current version of the bylaws. Summary of proposed changes is as follows:

- Minor and stylistic amends to harmonize inconsistences and to reflect the modern practices for use of technology were incorporated including reference to meetings being conducted via telephonic, electronic, video-conference or other communications facility.
- Section 4.02 was updated to refer to the Board Nominating Policy.
- Corrections and omission with respect to position titles.
- Update to defined terms section 1.01 to clarify that Instructors are included in academic staff.
- Update to qualification and eligibility criteria for student governors in section 4.03.
- Update to term of office of the Chair and Vice-Chair or the Board to allow greater flexibility in section 7.03.
- Update to reflect practice of scheduling of Board meetings in advance for the full board year in section 6.01.
- Removed reference to book of minutes to reflect current practice in section 6.01.
- Removed requirement to stream meetings to another location on campus as in practice we are now capable of using videoconferencing instead in section 6.06.

- Updated voting procedures (section 6.12 & appendix B) to reflect current practice.
- Updated the Executive committee membership to remove Chancellor in section 8.01.

Pursuant to the Bylaws, a special resolution of the Board is required to amend the Bylaws as noted (in particular sections s. 1, 2, 3, 4, 6, 7, 8, 11 and appendix A and B of the Bylaws). A special resolution has been prepared and is in the Board material.

4.0 INPUT FROM OTHER SOURCES

A legal review was completed to ensure compliance with the now proclaimed *Ontario Not-for-Profit Corporations Act*. The revisions have been reviewed by the Board of Governors Governance Committee. General Counsel and the University Secretary have reviewed the materials to ensure all governance documents are aligned.

5.0 ANALYSIS AND STRATEGIC ALIGNMENT

The recommended amendments support the objectives of the university and are in line with legislation, regulation and other Board and Senate governance documents. Periodic review and updating the Bylaws supports the Board's oversights responsibilities in how it self-governs and maintains university autonomy.

6.0 FINANCIAL IMPLICATIONS

There are no financial implications associated with the review of and revisions to the Bylaws.

7.0 RISK, LEGAL AND COMPLIANCE ASSESSMENT

The Bylaws outline the conduct of the affairs of Carleton University and are supported by the Carleton University Act. If the Bylaws amendment are not approved, the 2019 version will remain in force and effect until they are amended. Failing to amend the Bylaws would run a small risk of them being in conflict with the ONCA following the expiry of the three-year transition period should the bylaws not be amended. Periodic review and making appropriate amendments to the Bylaws where required are an important aspect of the Board's governance and fiduciary responsibilities.

8.0 REPUTATIONAL IMPLICATIONS AND COMMUNICATIONS STRATEGY

Reputational implications are limited. The University Secretariat Communications Officer will work with the Department of University Communications to communicate the update to the Bylaws through the regular board summary sent to the community following the board meeting.

9.0 OVERALL RISK MANAGEMENT ANALYSIS

	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
STRATEGIC	☒	☐	☐	☐	☐
LEGAL	☐	☒	☐	☐	☐
OPERATIONAL	☒	☐	☐	☐	☐
TECHNOLOGICAL	☒	☐	☐	☐	☐
FINANCIAL	☒	☐	☐	☐	☐
REPUTATIONAL	☒	☐	☐	☐	☐

SPECIAL RESOLUTION OF THE BOARD OF GOVERNORS

CARLETON UNIVERSITY
(the "Corporation")

WHEREAS it is considered in the best interest of the Corporation to amend sections 1, 2, 3, 4, 6, 7, 8, 11 and appendix A, B of the General Operating By-law No. 1 of the Corporation;

On motion duly made, seconded and carried it is **RESOLVED THAT**:

1. Effective immediately sections 1, 2, 3, 4, 6, 7, 8, 11 and appendices A and B of General Operating By-law No.1, which has been submitted to this meeting and is annexed to the minutes of this meeting as Schedule A, is hereby amended and adopted.

2. Any one of the officers and governors of the Corporation is authorized to take all such actions and execute and deliver all such documentation, which are necessary or desirable for the implementation of this resolution.

ENACTED this _____ day of _____, 2022.

WITNESS the seal of the Corporation.

_____ _____

Chair of the Board Secretary

CARLETON UNIVERSITY

GENERAL OPERATING BY-LAW NO. 1

GENERAL OPERATING BY-LAW NO. 1

A By-law relating generally to the conduct of the affairs of

CARLETON UNIVERSITY
(the "University")

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GENERAL OPERATING BY-LAW NO. 1

A By-law relating generally to the conduct of the affairs of

CARLETON UNIVERSITY
(the "University")

WHEREAS the University was initially constituted as The Ottawa Association for the Advancement of Learning by Letters Patent issued on June 19th, 1943;

AND WHEREAS the University was thereafter constituted by *The Carleton University Act*, *1952*, S.O. 1952, c.117 on the 19th day of April, 1952, which was subsequently amended by *The Carleton University Act*, *1957*, S.O. 1957, c.130 and *The Carleton University Act*, *1968*, S.O. 1968, c.48590;

AND WHEREAS sections 15 and 18 of *The Carleton University Act*, *1952* empower the Board to make by-laws in respect of the University;

NOW THEREFORE BE IT ENACTED as a General Operating By-law of the University as follows:

SECTION I
INTERPRETATION, APPLICATION AND DEFINITIONS

1.01 Defined Terms

In all By-laws and resolutions of the University, unless the context otherwise requires:

(a) "Academic Staff" means all Teaching Staff together with all full-time employees of the University including holding the position of Librarian or Instructor;

(b) "Act" means the *Carleton University Act*, *1952*, S.O. 1952, c. 117, as amended from time to time;

(c) "Administrative Staff" means all continuing and/or permanent employees of the University, other than Academic Staff;

(d) "Alumni" means all persons who have received degrees, diplomas or certificates from the University and who are no longer registered as students;

(e) "Alumni Association" means the Carleton University Alumni Association;

(f) "Board" means the Board of Governors of the University, established pursuant to the Act;

(g) "By-laws" means this by-law and all other by-laws of the University as amended from time to time and which are in force and effect;

(h) "Chancellor" means the Chancellor of the University, appointed by the Board pursuant to section 7.01 of this By-law;

(i) "*Code of Conduct*" means the duties and responsibilities of Governors as summarized in the document titled *"Board of Governors Code of Conduct,"* adopted by the Board and amended from time to time by Ordinary Resolution of the Board;

(j) "Executive Officer" means the persons appointed by the University as Executive Officers pursuant to section 7.01;

(k) "*ex officio*" means an individual who qualifies as a Governor because of the office they hold;

(l) "Faculty Boards" means the faculty boards referred to in section X of this By-law;

(m) "Governor" means a member of the Board, either serving *ex officio* or elected to serve as such pursuant to section IV of this By-law, who are directors for the purpose of corporate law;

(n) "Member" means a member of the University for the purpose of corporate law and "Members" or "Membership" means the collective membership of the University;

(o) "Officer" means an officer of the University, appointed or elected by the Board pursuant to section VII of this By-law;

(p) "Operating Policies and General Procedures" means the operating policies and general procedures approved by the Board in accordance with section 1.03 of this By-law;

(q) "Ordinary Resolution" means a motion or resolution passed by a majority of the votes cast by persons entitled to vote at the applicable meeting duly called for the purpose of considering the said motion or resolution, unless the Act or this By-law otherwise requires.

(r) "President" means the President and Vice-Chancellor of the University, appointed by the Board pursuant to section 7.01 of this By-law;

(s) "Senate" means the Senate of the University, established pursuant to the Act;

(t) "Senator" means a member of Senate, either serving *ex officio*, appointed or elected to serve as such pursuant to section IX of this By-law;

(u) "Special Resolution" means a motion or resolution passed by a majority of not less than two thirds (2/3) of the votes cast by persons entitled to vote at the applicable meeting duly called for the purpose of considering the said motion or resolution, unless the Act or this By-law otherwise requires;

(v) "Student" means a member of the Board elected to serve as such pursuant to sections 4.01(c) and 4.01(d);

(w) "Teaching Staff" means full-time employees of the University holding the academic rank of professor, associate professor, assistant professor, lecturer or instructor; and

(x) "~~University~~ Secretary" means the University Secretary appointed by the Board from time to time.

1.02 Interpretation

In the interpretation of this By-law, unless the context otherwise requires, the following rules shall apply:

(a) words importing the singular number only will include the plural and *vice versa* and words importing one gender shall be interpreted to include all genders;

(b) the word "person" will include an individual, sole proprietorship, partnership, unincorporated association, body corporate, and a natural person;

(c) the word "including" shall be interpreted to mean "including without limitation," and shall not be interpreted as limiting any words which precede it by reference to the specific words which follow it;

(d) if any of the provisions contained in the By-laws are inconsistent with those contained in the Act, the provisions contained in the Act, as the case may be, shall prevail; and

(e) the insertion of headings in this By-law and the division of this By-law into sections and subsections are for convenience of reference only and shall not affect the interpretation of this By-law.

1.03 Operating Polices and General Procedures

The Board may adopt, amend, or repeal by resolution any such Operating Policies and/or General Procedures that are not inconsistent with the Act or the By-laws of the University including but not limited to such matters as terms of reference of committees, duties of Officers, duties of Governors and conflict of interest, as well as procedural and other requirements relating to the By-laws as the Board may deem appropriate from time to time. Any Operating Policies and General Procedures adopted by the Board will continue to have force and effect until amended, repealed, or replaced by a subsequent Ordinary

Resolution of the Board, including any Operating Policies and General Procedures appended to these By-Laws.

SECTION II
MEMBERS

2.01 Classes and Conditions of Membership

There shall be one (1) class of Members in the University. Membership in the University shall be available only to Governors, who shall automatically become Members of the University upon election as Governors.

2.02 Rights of Members

A Member of the University shall have the right to receive notice of, attend, speak and participate at all meetings of Members and the right to one (1) vote at all meetings of Members. The role of Members includes receiving the approved financial statements; appointing the auditors; and electing the Governors. Membership in the University is not transferable.

2.03 Termination of Membership

Membership in the University is terminated when:

(a) the Member dies;

(b) the Member ceases to be a Governor, either because the term as a Governor expires or the term ends otherwise in accordance with section 4.06;

(c) the Member resigns by delivering a written resignation to the ~~University~~ Secretary in which case such resignation shall be effective at the time the resignation is received by the University or at the time specified in the resignation, whichever is later; or

(d) the University is liquidated or dissolved.

Subject to the Act, upon any termination of membership, the rights of the Member automatically cease to exist. Where a person is no longer a Member, then such person shall be deemed to have also automatically resigned as a Governor, an Officer and/or a committee member, as applicable, provided that the Board may, in its discretion, subsequently re-appoint such individual as an Officer or committee member if the Board deems it appropriate in the circumstances.

SECTION III
MEETINGS OF MEMBERS

3.01 Place of Meetings

Meetings of Members shall be held at the campus of the University, ~~or by e-mail, teleconference, electronic or other means that comply with sections 6.05 and 6.13,~~ but may be held at such other location within or outside ~~Canada~~ Ontario as may be ~~determined from time to time by the Board~~agreed to by all of the Members entitled to vote at the meeting.

Commented [KJC1]: There is no "place" of the meeting if it is held entirely by electronic means.

Commented [KJC2]: See section 53(2) of ONCA

3.02 Annual Meetings

The annual meeting for the purpose of consideration of the financial statements and the audit report thereon, election of Governors and appointment of the auditor shall be held on a day and at a place ~~within Ontario~~ fixed by the Board provided that the annual meeting must be held not later than fifteen (15) months after holding the preceding annual meeting.

3.03 Special Meetings

The Chair may at any time call a special meeting of the Members. The Board shall call a special meeting on written requisition of the Members of the University who hold at least ten percent (10%) of votes that may be cast at a meeting for any purpose connected with the affairs of the University, within twenty-one (21) days from the date of the deposit of the requisition.

3.04 Special Business

All business transacted at a special meeting of Members and all business transacted at an annual meeting of Members, except consideration of the financial statements and the audit report, election of Governors and re-appointment of the incumbent auditor, is special business.

3.05 Notice of Meetings

Notice of the time and place of a meeting of Members shall be given to each Member entitled to receive notice of the meeting, each Governor, and the auditor, not less than twenty-one (21) and not more than fifty (50) days before any annual or special Members' meeting. Notice shall be given in accordance with the manner provided in section 11.01 of this By-law. Notice of any meeting of Members at which special business is to be transacted shall state the nature of that business in sufficient detail to permit the Member to form a reasoned judgment on the business and state the text of any Special Resolution or By-law to be submitted to the meeting.

Commented [KJC3]: Note that the ONCA permits it to be as little as 10 days.

3.06 Waiving Notice

A Member and any other person entitled to attend a meeting of Members may in any manner and at any time waive notice of a meeting of Members, and attendance of any such person at a meeting of Members is a waiver of notice of the meeting, except where such person attends a meeting for the express purpose of objecting to the transaction of any business on the grounds that the meeting is not lawfully called.

3.07 Persons Entitled to be Present

The only persons entitled to attend a Members' meeting are the Members, the Governors, the Officers, the Executive Officers, the auditors of the University and others who are entitled or required under any provision of the Act or the By-laws to be present at the meeting. Any other person may be admitted only on invitation of the chair of the meeting or by Ordinary Resolution of the Members.

3.08 Participation by Telephone or Electronic Means

A Members meeting will usually be held in person and by teleconference but may be held by means of a telephonic, electronic~~, video conference~~ or other communications facility, including video-conference~~,~~ that permits all participants to communicate with each other during the meeting. A Member participating in the meeting by teleconference or other such means shall be deemed to have been present at that meeting.

Commented [KJC4]: This is straight from the ONCA – if you want to clarify that video-conference is included I would use this language instead.

3.09 Chair of the Meeting

The Chair of the Board shall be the chair of the Members' meeting. If the Chair of the Board is absent or unable to act, then the Vice-Chair of the Board shall chair the Members' meeting. If the Chair of the Board and the Vice-Chair of the Board are absent or unable to act then the Members present shall appoint by Ordinary Resolution another Governor as chair.

3.10 Quorum

A quorum for the transaction of business at a Members' meeting is an ordinary majority of Members entitled to vote.

3.11 Votes to Govern

All Members shall be entitled to one (1) vote on each question put to the Members at any meeting of Members. Unless otherwise required by the provisions of this By-law, all questions proposed for consideration at a meeting of Members shall be determined by Ordinary Resolution of the votes cast. In the case of an equality of votes, the chair of the Members' meeting, in addition to his original vote, shall not be entitled to a second or casting vote and the motion shall be defeated.

3.12 Voting Procedure

At all meetings of Members, every question shall be decided by a show of hands and by oral vote for Members participating by teleconference, unless a poll on the question is required by the chair of the meeting or requested by any Member. Whenever a vote has been taken upon a question, a declaration by the chair that a resolution has been carried or lost by a particular majority is determinative and an entry to that effect in the minutes of the University is conclusive evidence of the fact without proof of the number or proportion of votes recorded in favour of or against the motion, except in such cases where a ballot is conducted. Notwithstanding the foregoing, any vote may be held entirely by means of a telephonic, an electronic or other communication facility, if the University makes available such a communication facility.

Commented [KJC5]: I would leave the language as is – follows the statute. You can in your policy prefer one method over another, if you want to change the policy you won't have to amend the by-law.

Commented [SL6R5]: Agree

On any question proposed for consideration at a meeting of Members, the chair of the meeting may require a ballot or any Member entitled to vote on such question at the meeting may demand a ballot. A ballot so demanded shall be taken in such manner as the chair shall direct. A demand for a ballot may be withdrawn at any time prior to the taking of the ballot. The result of the ballot so taken shall be the decision of the Members on the question.

SECTION IV
GOVERNORS

4.01 Composition of Board

The Board shall consist of the following Governors, serving either *ex officio* or nominated by the constituencies set forth below:

(a) the Chancellor, *ex officio*;
(b) the President, *ex officio*;
(c) two (2) graduate students, nominated following an election conducted by the ~~University~~ Secretary, by the graduate students-at-large;
(d) two (2) undergraduate students, nominated following an election conducted by the ~~University~~ Secretary, by the undergraduate students-at-large;
(e) two (2) members of the Administrative Staff, nominated following an election conducted by the ~~University~~ Secretary, by the Administrative Staff;
(f) two (2) members of the Senate who are also members of the Teaching Staff, nominated by the Senate;
(g) two (2) members of the Academic Staff, nominated following an election conducted by the ~~University~~ Secretary, by the Academic staff;
(h) two (2) members of the Alumni, nominated by the Alumni Association;
(i) eighteen (18) members from the community-at-large, nominated by the Nominating Committee of the Board.

4.02 Election or Appointment of Governors

(a) The Board shall establish a ~~Nominating Committee~~ committee responsible for ~~executing~~ implementing the Board Nominating Policy, the details of which shall be set forth by resolution or in Operating Policy or General Procedure.

(b) ~~The~~ This ~~Nominating Committee~~ committee shall solicit names of potential Governors from other members of the Board, from the University community and from the community at large.

(c) The Governors, other than the President and the Chancellor, shall be elected by the Members by Ordinary Resolution at an annual meeting of Members at which an election of Governors is required.

(d) Every election of Governors shall be carried out with reference to the report of the ~~nominating~~ committee and shall be in conformity with the requirements as to Board composition set forth in section 4.01.

(e) The President and Chancellor shall automatically become Governors upon their appointment by the Board in accordance with section 7.01.

4.03 Qualifications/Eligibility Criteria of Governors

(a) Each Governor shall be an individual who is not less than eighteen (18) years of age. No person who has been found under the *Substitute Decisions Act, 1992* or under the *Mental Health Act* to be incapable of managing property, who has been found to be incapable by any court in Canada or elsewhere, or who ~~is~~ has the status of bankrupt shall be a Governor.

(b) Each Governor is required to abide by the *Code of Conduct*. Governors must sign the *Code of Conduct* on an annual basis to remain a Governor.

(c) Each of the undergraduate and graduate students to be elected pursuant to sections 4.01 (c) and (d) of this By-law shall be a person who, in each of the fall and winter academic terms immediately preceding their election, was registered at the University as a student in at least the equivalent of one full credit course and have completed at least 4.0 credits successfully prior to ~~service~~their term of office. Such Governors shall cease to hold office if they fail to be registered as a student at the University in at least the equivalent of one full credit course in each of the fall and winter terms of their ~~period~~ term of office. Students must be in good academic standing and non-academic conduct standing in accordance with section 11.07 to be eligible to be elected to and serve on the Board. The academic status of the student will be assessed at the start of each academic term during ~~service~~their term of office using the regulations for Academic Performance Evaluation for the student's program.

Commented [KJC7]: Defined in section 4.04 so a clearer expression

Commented [KJC8]: Is this defined somehow?

Commented [SL9R8]: Insert cross reference from 11.07

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4.04 Terms of Office

(a) Governors (other than *ex officio* Governors) shall be elected by the Members to serve the following terms:

(i) Student Governors nominated pursuant to sections 4.01(c) and (d) of this By-law shall serve one (1) year terms.

(ii) Academic Staff, Administrative Staff, Senate representatives who are members of the Teaching Staff, and community-at-large Governors nominated pursuant to sections 4.01(e), (f), (g), and (h) of this By-law shall serve three (3) year terms.

(iii) Alumni Governors nominated pursuant to section 4.01(i) of this By-law shall serve two (2) year terms.

(b) Notwithstanding the foregoing, the term of any person as a Governor may be extended for a maximum of one (1) year to coincide with the completion of such person's term of office as Chair or Vice-Chair.

(c) As much as possible, Governors shall be elected and shall retire in rotation.

(d) The term of office of Governors shall begin on the first day of the month immediately following the meeting at which the election is held pursuant to section 4.02(b) of this By-law, and shall end on the 30th day of June in the first, second, or third year of their term, as appropriate, based on the provisions of section 4.04(a) of this By-law.

(e) If Governors are not elected at a meeting of Members, the incumbent Governors shall continue in office until their successors are elected, provided that a Governor may not serve for a term longer than four (4) years.

4.05 Renewal Terms/Term Limits

(a) Subject only to sections 7.03(b) and 8.02 of this By-law, Governors elected pursuant to section 4.04(a) of this By-law shall be eligible for re-election for a maximum of one (1) additional term, provided that a Governor first elected to finish a term pursuant to section 4.08 of this By-law shall be eligible for re-election for two (2) additional terms.

(b) Notwithstanding section 4.05(a) of this By-law, any Governor who has not held the office of Governor at any time during the preceding twelve (12) months shall be eligible for re-election.

(c) A Governor previously removed as a Governor in accordance with section 4.07 shall be ineligible to be elected or re-elected as a Governor for the next three terms.

(d) Governors may serve on the Board for a maximum continuous period of nine (9) years, not including years served as Board Chair or Past Chair.

4.06 Resignation and Termination

The office of a Governor shall automatically be vacated immediately:

(a) if the Governor dies;
(b) if the Governor resigns office by written notice to the ~~University~~ Secretary, which resignation shall be effective at the time it is received by the ~~University~~ Secretary or at the time specified in the notice, whichever is later;
(c) if the Governor no longer fulfils all of the qualifications to be a Governor set out in section 4.03, as determined in the sole discretion of the Board; or
(d) if the Governor is removed in accordance with section 4.07.

Where a person is no longer a Governor, then such person shall be deemed to have also automatically resigned as a Member, an Officer and/or a committee member, as applicable, provided that the Board may in its discretion subsequently re-appoint such individual as an Officer or committee member if the Board deems it appropriate in the circumstances.

4.07 Removal of Governors

The Members of the University may remove any Governor of the University for any one or more of the following grounds:

(a) violating any provision of the Act, By-laws, Operating Policies or General Procedures of the University;

(b) failing to abide by the *Code of Conduct*; and/or

(c) for any other reason that the Members in their discretion consider to be reasonable, having regard to the purposes of the University.

In the event that the Board determines by Ordinary Resolution that a Governor should be removed, the process shall be done in good faith and in a fair and reasonable manner. The Board shall provide at least fifteen (15) days' notice of proposed removal to the Governor and shall provide reasons therefor. The Governor may speak to the proposed removal at the Board meeting in which the proposed removal is considered. Following the meeting proposing the removal of the Governor, the Governor may make further written submissions to the Board within ten (10) days of the Ordinary Resolution. In the event that no written submissions are received by the Board, the Governor shall be deemed to have resigned as a Governor and the office of that Governor shall automatically be deemed to be vacant as of the expiration of the twenty (20) day period. Where written submissions are received, the Chair shall call a special meeting of the Members notifying the Members of the proposal to remove the Governor, the reasons

therefore, and attaching the written submissions of the Governor being considered for removal.

4.08 Vacancy and Filling of Vacancies

A vacancy on the Board shall be filled as follows:

(a) a quorum of Governors may fill a vacancy among the Governors;
(b) if there is not a quorum of Governors or there has been a failure to elect the minimum number of Governors set out in the Act, the Governors then in office shall call a special meeting of the Members to fill the vacancy and, if they fail to call such a meeting or if there are no Governors then in office, the meeting may be called by any Member.

A Governor appointed or elected to fill a vacancy holds office for the unexpired term of their predecessor.

SECTION V
POWERS, RESPONSIBILITIES AND ROLES

5.01 Powers of Board

Subject to the Act, the Board shall manage or supervise the management of the activities and affairs of the University. Notwithstanding any vacancies on the Board, the Board may exercise its powers so long as there are at least twelve (12) Governors on the Board.

5.02 Conflict of Interest and Confidentiality

Governors shall respect and comply with their confidentiality and conflict of interest obligations in accordance with the *Code of Conduct*. Failure of a Governor to comply shall result in removal from the Board in accordance with section 4.07.

5.03 Remuneration of Governors

Governors shall serve without remuneration, and no Governor shall directly or indirectly receive any profit from his or her position as such, provided that a Governor may be reimbursed for reasonable approved expenses incurred in performing his or her duties.

5.04 Protection and Indemnity to Governors, Officers and Others

(a) Indemnity to Governors, Officers and Others

Every Governor, Officer, Member, committee member, employee and volunteer of the University, and his/her/its heirs, executors and administrators, and estate and effects, respectively, who has undertaken or is about to undertake any liability on behalf of the University, shall from time to time and at all times, be

indemnified and saved harmless out of the funds of the University from and against the following:

(i) all costs, charges and expenses whatsoever that such Governor, Officer, Member, committee member, employee and volunteer sustains or incurs in or about any action, suit or proceeding that is brought, commenced or prosecuted against the Governor, Officer, Member, committee member, employee and volunteer for or in respect of any act, deed, matter or thing whatsoever, made, done or permitted by them, in or about the execution of the duties of their office or in respect of any such liability; and

(ii) all other costs, charges and expenses that the Governor, Officer, Member, committee member, employee and volunteer sustains or incurs in or about or in relation to the affairs thereof, except such costs, charges and expenses as are occasioned by their own wilful neglect or default.

(b) Indemnity to Others

The University may also indemnify such other persons in such other circumstances as the law permits or requires. Nothing in this By-law shall limit the right of any person entitled to indemnity to claim indemnity apart from the provision of this By-law to the extent permitted by the law.

(c) Limitation

The University shall not indemnify an individual under section 5.05(a) unless,

(i) the individual acted honestly and in good faith with a view to the best interests of the University; and

(ii) if the matter is a criminal or administrative proceeding that is enforced by a monetary penalty, the individual had reasonable grounds for believing that his or her conduct was lawful.

5.05 Insurance

The University shall purchase and maintain insurance for the benefit of any person entitled to be indemnified by the University pursuant to the immediately preceding section, provided that due consideration is first given to the requirements under the *Charities Accounting Act* (Ontario) and any other legal requirements for the purchase of directors and officers liability insurance.

SECTION VI
MEETINGS OF THE BOARD OF GOVERNORS

6.01 Calling of Meetings/Regular Meetings~~)~~

(a) Meetings of the Governors may, subject to section 6.02, be called by the Chair of the Board at any time.

(b) Any nine (9) Governors may request, in writing, a meeting of the Board. The Board shall hold such a meeting within fifteen (15) working days or as soon thereafter as practicable following receipt of the request, in writing, by the ~~Office of the University~~ Secretary.

(c) The Board shall normally meet five times in each year between the first day of July and the 30th day of June, as the Board shall arrange. The Board may fix the place and time of regular Board meetings and send ~~a copy~~notice of the ~~resolution fixing the place and time of such~~scheduled meetings to each Governor, and no other notice shall be required for any such meetings.

Commented [AG10]: In practice we do not do a resolution. We simply run the dates past the executive and the board and distribute the the schedule and meeting invites.

(d) A record of the proceedings of all meetings of the Board shall be kept by the ~~University~~ Secretary ~~in a book or books provided for that purpose~~ and the minutes of every such meeting shall be submitted at the next meeting of the Board. After adoption by the Board, the minutes shall be open to inspection by any Governor at any time during regular office hours ~~in the Office~~ of the ~~University~~ Secretary.

(e) Meetings of the Board shall be held at the campus of the University, or by e-mail, teleconference, electronic or other means that comply with sections 6.05 and 6.13, but may be held at such other location within or outside Canada as may be determined from time to time by Executive Committee of the Board.

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6.02 Notice of Meeting

Notice of the time and place for the holding of a meeting of the Board shall be given in the manner provided in section 11.01 of this By-law to every Governor of the University not less than five (5) business days before the time when the meeting is to be held. A Board of Governors meeting may be held without notice immediately before or following the annual meeting of Members. In computing the date when notice must be given pursuant to this section, the date of giving the notice shall be excluded and the date of the meeting of which notice is given shall be included.

6.03 Waiver of Notice

Notwithstanding the provisions of section 6.02 of this By-law, a meeting of the Board may take place without the requisite notice having been provided to Governors if:

(a) all Governors are present, and none objects to the holding of the meeting;

(b) either before or after the meeting, those absent from the meeting signify in writing or by electronic means their consent to the meeting being held in their absence; or

(c) an exceptional circumstance requires the immediate attention of the Board, the determination of which shall be a matter in the sole discretion of the Chair of the Board, or in the absence of the Chair of the Board, the Vice-Chair of the Board.

6.04 Persons Entitled to be Present

The only persons entitled to attend a meeting of the Board are the Governors, the Officers, the Executive Officers, the auditors of the University and others who are entitled or required under any provision of the Act or the By-laws to be present at the meeting. Any other person may be admitted subject to space constraints in the meeting room. Any person wishing to attend the open session of the Board meeting is required to contact the ~~University~~ Secretary prior to the meeting. All persons attending the meeting shall not interfere with the ability of the Board to conduct meetings without disruption or intimidation.

6.05 Participation at Meeting by ~~Telephone and~~ Electronic Means

A Board meeting will usually be held in person and may be conducted by means of a telephonic, electronic, ~~video-conference~~ or other communications facility, including video-conference provided that:

~~by teleconference. In addition, by Ordinary Resolution of the Board or by consents signed by a majority of the Governors, a meeting of the Board may be held by electronic means that permits each Governor to communicate adequately with each other, provided that:~~

(a) All of the Governors consent.

(b) Advance notice of the specific communications facility and the necessary technical procedures shall be provided to Governors~~:~~.

~~(a) the Board of Governors has passed a resolution addressing the mechanics of holding such Board meeting and dealing specifically with how security issues should be handled, the procedure for establishing quorum and recording votes; and~~

(c) ~~each~~ Each Governor has access to the specific means of communication to be used~~:~~.

(d) Participation in the meeting constitutes presence at the meeting for the purpose of determining quorum. Quorum shall be established at the beginning of the meeting.~~.~~

(e) Governors must be able to hear the comments of and speak to all those present at the meeting, and all those present at the meeting must be able to hear the comments of and speak to Governors contemporaneously.

A general vote may be called for by the Chair on motions. The Chair will ask Board members to vote on motions as follows: any opposed, any abstentions, and

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all those in favour. On any matter a Governor may ask for a vote by roll call or by secret ballot.

6.06 Open and Closed Session

Board of Governors meeting shall be divided into an open and closed session as required. ~~When possible the open session of the meeting will be streamed to a convenient location on campus to allow members of the public who cannot attend in person due to space restrictions to observe the open session of the meeting.~~ The Minutes and supporting material provided for the open session of meetings of the Board shall be posted on the Board's website. Closed sessions of the Board and Committee meetings are held *in camera* and the discussion and material shall be kept in confidence as required by section 6.07. General guidelines regarding the matters to be considered in closed sessions of the Board and Committees are at Appendix A.

6.07 Confidentiality of Materials and Discussion

Information and documents issued to the Board and its Committees, the discussion at Committee meetings, and anything tabled or discussed during the closed session of a Board meeting is confidential until it is either discussed at or distributed to the Board for the open session of a Board meeting, or is released by the University. Compliance with this practice is a condition of membership on the Board as required by the *Code of Conduct*.

6.08 Agenda and Consent Agenda

The agenda for the meeting shall be prepared by the ~~University~~ Secretary and approved by the Executive Committee as required. The business of a meeting shall be confined to the agenda as approved by the Board at the beginning of the open and closed sessions and no new matter shall be dealt with unless a majority of members present approve the introduction of such new matter.

6.09 Chair of Meetings

The chair of all Board meetings shall be the Chair of the Board. If the Chair of the Board is absent or unable to act, then the Vice-Chair of the Board shall be the chair. If the Chair of the Board and the Vice-Chair of the Board are absent or unable to act, then a Governor appointed by the Board by Ordinary Resolution shall be the chair.

6.10 Conduct of Meetings and Decorum

The Chair shall preserve order and decorum at all meetings of the Board. Any Governor or person admitted to a meeting of the Board who, in the opinion of the Chair, misconducts himself or herself must withdraw from the meeting at the order of the chair; provided that, for greater certainty, such order shall be considered to be a ruling by the chair on a point of order and may be challenged in the manner contemplated by

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the Rules of Procedure. In the event that such a person refuses to withdraw, the chair has the power to declare a short recess or to adjourn the meeting and may declare that the continuation of the recessed or adjourned meeting shall be *in camera*.

6.11 Quorum

Subject to the Act, nine (9) Governors constitutes a quorum at any meeting of the Board. For the purpose of determining quorum, a Governor may be present in person, telephonic, electronic, ~~video-conference~~ or other communications facility, including video-conference.

~~**by teleconference and/or by other electronic means.**~~

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6.12 Votes to Govern

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Each Governor may exercise one (1) vote. At all meetings of the Board, every question shall be decided by a majority of the votes cast on the question. In case of an equality of votes, the chair of the meeting in addition to his original vote shall not be entitled to a second or casting vote and the motion shall be defeated. Proxies are not permitted at any meeting of the Board or any of its Committees.

6.12 Voting Procedures

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At all meetings of the Board, a general vote may be called for by the Chair on motions. The Chair will ask Board members to vote on motions as follows: any opposed, any abstentions, and all those in favour. On any matter a Governor may ask for a vote by roll call or by secret ballot. ~~every question shall be decided by a show of hands and by oral vote for Governors participating by teleconference unless a secret ballot on the question is required by the chair or requested by a Governor.~~ A declaration by the chair that a resolution has been carried and an entry to that effect in the minutes of the Board is conclusive evidence of the fact without proof of the number of proportionate votes recorded in favour or against the resolution.

6.13 Rules of Order

Any questions of procedures at or for any meetings of the Governors, which have not been provided for in this By-law, the Rules of Procedure, or by the Act, shall be determined by the chair. The Rules of Procedure are found in~~at~~ Appendix B.

SECTION VII
OFFICERS

7.01 Appointment and Election

The Board may designate the offices of the University, appoint Officers, specify their duties and, subject to the Act, delegate to such Officers the power to manage the affairs of

the University. A Governor may be appointed or elected to any office of the University. An Officer may, but need not be, a Governor unless the Act or this By-law otherwise provides. Two or more offices may be held by the same person.

7.02 Description of Offices

Unless otherwise specified by the Board (which may, subject to the Act, modify, restrict or supplement such duties and powers), the offices of the University, if designated and if Officers are appointed or elected thereto, shall have the following duties and powers associated therewith, as well as such other duties and powers as the Board may specify from time to time.

(a) **Chancellor** - The Chancellor shall be a Governor *ex officio*. The Chancellor shall be the titular head of the University and shall confer all degrees. In the event of a vacancy in the Office of the Chancellor, or in the absence or incapacity of the Chancellor, and absent any action by the Board in respect thereof, the President and Vice-Chancellor shall be acting Chancellor.

(b) **President and Vice-Chancellor** – The President shall be a Governor *ex officio*. The President shall be the chief executive officer of the University and, subject to the direction of the Board, shall have supervision over and direction of the academic work and general administration of the University. The Board hereby delegates to the President the power to manage and direct the business and affairs of the University and to employ and to dismiss employees of the University, except the Chancellor. The President shall not be required to give the Board particulars of the exercise of such authority in respect of employment matters for approval or otherwise. The President may at any time and from time to time delegate in whole or in part the authority delegated to the President by the Board pursuant to this subsection.

Except as may otherwise be provided by By-law or law, the President has full authority to hear and determine all complaints, petitions or appeals relating to the terms and conditions of employment of those employees of the University whom the President has authority to employ and dismiss, and there shall be no appeal from the decisions of the President in these respects.

In the event of a vacancy in the Office of the President, or in the absence or incapacity of the President, and absent any action by the Board in respect thereof, the Provost and Vice-President (Academic) *ex officio* shall be acting President.

(c) **Chair of the Board** – The Chair of the Board shall be a Governor. The Chair of the Board shall, when present, preside at all meetings of the Board and of the Members. The Chair shall be the spokesperson for the Board and shall be the only individual entitled to speak on behalf of the Board unless otherwise determined by Ordinary Resolution of the Board.

(d) **Vice-Chair of the Board** – The Vice-Chair of the Board shall be a Governor. The Vice-Chair of the Board shall chair meetings of the Board in the absence of the Chair of the Board.

(e) **Past-Chair of the Board** – The Past-Chair of the Board shall be a Governor. The Past-Chair of the Board shall generally be the immediate past Chair of the Board of the University and may serve until the end of the Chair's term.

The duties of all other Officers of the University shall be such as the terms of their engagement call for or the Board or the Chair requires of them. The Board may from time to time and subject to the Act, vary, add to or limit the powers and duties of any Officer.

7.03 Term of Office

(a) Officers, except the Chancellor and the President, shall hold their position for a period of one (1) year, or, in those cases where an Officer is appointed by the Board to fill a vacancy during the year, until the next annual general meeting.

(b) The Chair and Vice-Chair of the Board may be elected to such positions for not more than ~~two~~ three (3~~2~~) consecutive one (1) year terms, and for that purpose, and so long as they remain in such positions, shall not be subject to the limitations imposed on the renewal terms of Governors pursuant to sections 4.05 (a), (b) and (c) of this By-law.

(c) The Chancellor shall be appointed by the Board for an initial term of three (3) years, and may be re-appointed by the Board for not more than two (2) additional three (3) year terms.

(d) In special circumstances as may be determined by the Board, the Board may extend the final term of the Chancellor or the Chair for a further period of not more than one (1) year.

(e) The President shall be appointed by the Board for such term and on such terms and conditions as the Board may determine.

7.04 Vacancy in Office

In the absence of a written agreement to the contrary, the Board may remove, whether for cause or without cause, any Officer of the University. Unless so removed, an Officer shall hold office until the earlier of:

(a) the Officer's successor being appointed;
(b) the Officer's resignation;
(c) such Officer ceasing to be a Director (if a necessary qualification of this appointment); or
(d) such Officer's death.

If the office of any Officer of the ~~Association~~ University shall be or become vacant, the Board may appoint a person to fill such vacancy.

7.05 Signing and Executive Officers

At its first meeting following the first day of June, the Board shall appoint the chair of the Finance Committee established pursuant to section 8.02 of this By-law, and nine (9) other persons as signing Officers.

SECTION VIII
EXECUTIVE AND OTHER COMMITTEES OF THE BOARD

8.01 Executive Committee and Powers

(a) The Executive Committee of the Board shall consist of ~~the Chancellor,~~ the President, the Chair of the Board, the Vice-Chair of the Board, the Past-Chair of the Board, either the chair and/or the vice-chair of each of the committees of the Board appointed pursuant to section 8.02(b) of this By-law, and such other persons as the Board may from time to time appoint.

(b) A quorum for meetings of the Executive Committee of the Board shall consist of one-half the number of members of the Executive Committee plus one, present in person, by means of a telephonic, electronic, ~~video conference~~ or other communications facility, including video conference~~teleconference or by videoconference~~, at least one of whom must be ~~the Chancellor,~~ the President, ~~or~~ the Chair of the Board or the Vice-Chair of the Board.

(c) Notwithstanding the provisions of section 8.01(b) of this By-law, the Executive Committee of the Board shall have power at any time between meetings of the Board to exercise any or all of the powers of the Board including but not limited to all powers provided to the Board pursuant to this By-law except the following:

(i) submit to the members any question or matter requiring the approval of the members;
(ii) fill a vacancy among the directors or in the position of auditor;
(iii) appoint additional directors;
(iv) issue debt obligations except as authorized by the Governors;
(v) approve any financial statements;
(vi) adopt, amend or repeal by-laws;
(vii) establish contributions to be made, or dues to be paid, by members.

(d) The Executive Committee has the authority to approve mandates and settlements in respect of labour negotiations, recommendations related to compensation and terms and conditions of work of non-unionized employees, compensation arrangements of senior executives, and to appoint Board members to committees.

8.02 Standing and Establishing of Other Committees of the Board

(a) There shall be Standing Committees of the Board and such other ad hoc committees of the Board as the Board shall from time to time appoint, both in keeping with the overall fiduciary responsibility of the Board and so as to better accomplish the objectives and functions of the Board, including without limitation the oversight of the audit and finance functions of the Board.

(b) At the first meeting following the first day of June, the ~~Board~~ Executive Committee shall appoint the members of each of the committees referred to in section 8.02(a) of this By-law. Members of the committees so appointed shall assume their responsibilities as such effective the first day of July next following the meeting at which their appointment is made, and shall continue for a period of one year.

(c) The committees of the Board established pursuant to section 8.02(a) of this By-law shall have power to deal with such matters as may be referred to them by the Board from time to time, so long as such is consistent with the provisions of the Act and this By-law.

(d) The committees of the Board established pursuant to section 8.02(a) of this By-law shall report on committee activities at each meeting of the Board, and shall table for Board information minutes of committee deliberations following the approval of those minutes by the relevant committee.

(e) A quorum for committee meetings of the Board shall consist of one-half the number of members of the committee plus one, present in person, by means of a telephonic, electronic, ~~video-conference~~ or other communications facility~~teleconference~~, including video-~~conference~~ conference~~or by videoconference~~, at last one of whom must be the chair or vice-chair of the committee.

(f) The chair and vice-chair of any of the standing committees of the Board established pursuant to this subsection this By-law, may be elected to such positions for not more than two (2) consecutive one (1) year terms, and for that purpose, and so long as they remain in such positions, shall not be subject to the limitations imposed on the renewal terms of Governors pursuant to section 4.05(a) of this By-law.

(g) In special circumstances as may be determined by the Board, the Board may extend the final term of the chair and vice-chair of any of the standing committees of the Board for a further period of not more than one (1) year.

(h) Meetings of committees shall be closed and follow the Rules of Procedure.

SECTION IX
SENATE

9.01 Senate Membership

The Senate shall consist of the following individuals as Senators, serving either *ex officio* or nominated or elected by the constituencies set forth below:

(a) the Chancellor, *ex officio*;
(b) the President and Vice-Chancellor, *ex officio*;
(c) the Provost and Vice-President (Academic), *ex officio*;
(d) the Vice-President (Finance and Administration), *ex officio*;
(e) the Vice-President (Research and International), *ex officio*;
(f) the Vice-President (Students and Enrolment) and University Registrar, *ex officio*;
(g) the Vice-Provost and Associate Vice-President (Academic), *ex officio*;
(h) the Dean of Graduate and Postdoctoral Affairs, *ex officio*;
(i) the Dean of Arts and Social Sciences, *ex officio*;
(j) the Dean of Public Affairs, *ex officio*;
(k) the Dean of the Sprott School of Business, *ex officio*;
(l) the Dean of Science, *ex officio*;
(m) the Dean of Engineering and Design, *ex officio*;
(n) the Director of the Azrieli School of Architecture and Urbanism, *ex officio*;
(o) the Director of the School of Computer Science, *ex officio*;
(p) the Director of the School of Industrial Design, *ex officio*;
(q) the Director of the School of Information Technology, *ex officio*;
(r) the University Librarian, *ex officio*;
(s) the President of the Carleton University Students' Association, *ex officio*;
(t) the President of the Graduate Students' Association, *ex officio*;
(u) the President of the Carleton Academic Student Government, *ex officio*;
(v) the Vice-President (Academic) of the Graduate Students' Association, *ex officio*;
(w) the Clerk of Senate, *ex officio*;
(x) four (4) members of the Board, appointed by the Board, provided that only two (2) of such appointees shall vote at any Senate meeting;
(y) ten (10) students who are registered in an undergraduate program and three (3) students who are registered in a graduate program;
(z) forty (40) members of the Teaching Staff, elected in accordance with subsection 10.03 of this By-law by their respective undergraduate Faculty Boards identified in subsections 10.01 and 10.02 of this By-law; and
(aa) two (2) members of the Teaching Staff, elected by members of CUPE 4600 Unit 2 (Contract Instructors).

9.02 Senate Terms of Office

(a) Senators (other than *ex officio* Senators) shall be appointed or elected to Senate to serve the following terms:

(i) Senators appointed or elected pursuant to sections 9.01(x) through 9.01(y) (both inclusive) of this By-law shall serve one (1) year terms.

(ii) Senators appointed or elected pursuant to subsections 9.01(z) through 9.01 (aa) of this By-law shall serve three (3) year terms.

(b) Senate has the power to fill any vacancy on Senate for the unexpired term of the Senator to be replaced, and appointments made or elections held for this purpose shall be held by Senate at such time or times as it may decide.

(c) The term of office of Senators shall begin on the first day of the month immediately following their election, and shall end on the 30th day of June in the first or third year of their term, as appropriate, based on the provisions of section 9.02(a) of this By-law.

9.03 Senate Renewal Terms

So long as Senators continue to meet the eligibility requirements to serve as Senators, they shall be entitled to offer to serve an unlimited number of renewal terms, and may do so upon being appointed or elected by the appropriate constituency.

9.04 Senate Deemed Retirement

Senators referred to in sections 9.01(y) and 9.01(aa) of this By-law who, without prior notification to the Clerk of Senate and not being prevented by circumstances beyond his or her control in each instance, fail to attend at least one-third (1/3) of the meetings of Senate in any year from the first day of July to the 30th day of June next following shall be deemed to have retired from the Senate at the end of that year, and an entry of such retirement in the minutes of the proceedings of Senate shall be sufficient evidence thereof.

9.05 Senators Elected by Faculty Boards

(a) Senators elected pursuant to section 9.01(z) of this By-law shall be elected by their respective Faculty Boards in such proportions as may from time to time be determined by Senate.

(b) In making the determination required by section 9.05(a) of this By-law, Senate shall follow the principle that the proportionate numbers of Senators to be elected from each Faculty Board shall reflect as nearly as possible the relative size of the constituency in each Faculty Board, so long as each of the Faculty Boards shall be entitled to elect at least one Senator pursuant to section 9.01(z).

(c) In determining the relative size of the constituency in each Faculty Board for the purpose of section 9.05(b) of this By-law, the Senate shall not count the members of the Faculty Board referred to in sections 10.01(c), (d), and (e) and 10.02(c), (d), and (e) of this By-law.

9.06 Senate Elections – General

Senate may pass such electoral regulations from time to time as it may consider appropriate, prescribing procedures respecting nominating candidates for Senate, the qualifications of voters and candidates, the conduct of elections, the determination of any dispute or questions of qualification, eligibility and constituency of voters and candidates and the validity of ballots or votes.

SECTION X
FACULTY BOARDS

10.01 Composition of Faculty Boards

Each of the Faculty Boards of the Faculty of Arts and Social Sciences, the Faculty of Public Affairs, the Sprott School of Business, the Faculty of Science and the Faculty of Engineering and Design shall consist of the following:

(a) the Dean of the Faculty, *ex officio*;
(b) all members of the Teaching Staff, *ex officio*, holding an appointment in a department or school within the Faculty;
(c) all students, *ex officio*, holding elected or appointed memberships of departmental boards or school councils within the Faculty;
(d) such other members of the Teaching Staff holding appointments outside the Faculty, as may be appointed to and by the Faculty Board from time to time; and
(e) such other students, being members of another Faculty Board, as may be appointed to and by the Faculty Board from time to time.

10.02 Composition of Faculty Boards for Schools

Each of the Faculty Boards of the Azrieli School of Architecture and Urbanism, the School of Computer Science, the School of Industrial Design and the School of Information Technology shall consist of the following:

(a) the Director of the School, *ex officio*;
(b) all members of the Teaching Staff, *ex officio*, holding an appointment within the School;
(c) those students elected to the Faculty Board in accordance with such regulations as may be passed by the Faculty Board from time to time and approved by Senate;
(d) such other members of the Teaching Staff holding appointments outside the School, as may be appointed to and by the Faculty Board from time to time; and
(e) such other students, being members of another Faculty Board, as may be appointed to and by the Faculty Board from time to time.

10.03 Composition of Graduate Faculty Boards

(a) The Faculty Board of the Faculty of Graduate and Postdoctoral Affairs shall consist of the following:

(i) the President, the Provost and Vice-President (Academic) and the Vice-President (Research and International), all *ex officio*;
(ii) the Deans of the Faculties referred to in section 10.01(a) of this By-law, all *ex officio*;
(iii) the Dean of the Faculty of Graduate and Postdoctoral Affairs, *ex officio*;
(iv) the University Librarian, *ex officio*;
(v) the Chief Information Officer, *ex officio*;
(vi) the President of the Graduate Students' Association and the Vice-President, Academic of the Graduate Students' Association, both *ex officio*;
(vii) such other individuals as may be appointed by each of those departments, schools and institutes of the University which give instruction to graduate students, selected from among the chair of such department, school or institute, the supervisor of graduate studies in such department, school or institute, and members of the Teaching Staff in such department, school or institute having an especial interest in research; and
(viii) those graduate students elected to the Faculty Board in accordance with such regulations as may be passed by the Faculty Board from time to time and approve by Senate.

(b) The Dean of the Faculty of Graduate and Postdoctoral Affairs shall be the chair of the Faculty Board of the Faculty of Graduate and Postdoctoral Affairs.

SECTION XI
NOTICES

11.01 Method of Giving Notices

Any notice required to be sent to any Member or Governor or to the auditor shall be provided by telephone, delivered personally, or sent by prepaid mail, facsimile, email or other electronic means to any such Member or Governor at their latest address as shown in the records of the University and to the auditor at its business address, or if no address be given then to the last address of such Member or Governor known to the ~~University~~ Secretary; provided always that notice may be waived or the time for the notice may be waived or abridged at any time with the consent in writing of the person entitled thereto.

11.02 Computation of Time

Where a given number of days' notice or notice extending over any period is required to be given, the day of service or posting of the notice shall not, unless it is otherwise

provided, be counted in such number of days or other period. Days that fall on the weekend and holidays shall be counted unless the period provided is two (2) days or less.

11.03 Omissions and Errors

No error or accidental omission in giving notice of any Board meeting or any Members' meeting shall invalidate the meeting or make void any proceedings taken at the meeting or other corporate matters.

11.04 Borrowing

Subject to the limitations set out in the Act and this By-law, the Board may:

(a) borrow money on the credit of the University;

(b) issue, sell or pledge securities of the University; or

(c) charge, mortgage, hypothecate or pledge all or any of the real or personal property of the University including book debts, rights, powers, franchises and undertakings, to secure any securities or any money borrowed or other debt or any other obligation or liability of the University.

11.05 Execution of Documents and Signing Officers

Deeds, transfers, assignments, contracts, obligations and other instruments in writing requiring execution by the University may be signed by any two of its Officers, Executive Officers, or Governors. The authority of the persons appointed as signing Officers shall commence following the meeting at which their appointment is made, and shall continue for a period of two (2) years, or until their term of Governor is completed, whichever comes first. In addition, the Board may from time to time direct the manner in which and the person by whom a particular document or type of document shall be executed. Any person authorized to sign any document may affix the corporate seal, if any, to the document. Any Governor, Officer, or Executive Officer may certify a copy of any instrument, resolution, by-law or other document of the University to be a true copy thereof.

11.06 Appointment Powers

In addition to the powers of appointment referred to in section 7.01 of this By-law, the Board shall have the power to appoint and dismiss each of the Vice-Presidents on such terms and conditions as the Board may from time to time determine.

11.07 Student Non-Academic Misconduct

Pursuant to section 22(g) of the Act, the Board shall retains the ~~the exclusive~~ authority to establish policy concerning student non-academic misconduct.

11.08 Academic Governance, Policy and Procedures

(a) Subject to the provisions of section 22 of the Act, details on the academic governance of the University shall be as agreed from time to time between the Board and the Senate.

(b) Subject to the provisions of section 22 of the Act, the Senate is authorized to establish academic policy and procedures and to determine the final outcome in all cases of:

(i) academic appeals and petitions from students on academic matter; and.

(ii) breaches of codes related to academic integrity and misconduct, as such may be developed and adopted by Senate from time to time.

11.09 Head Office

The head office of the University shall be situated in the City of Ottawa, in the Province of Ontario.

11.10 Fiscal Year

Unless otherwise changed by resolution of the Board, the financial year end of the University shall be the 30th day of April in each year.

11.11 Corporate Seal

The University may have a corporate seal in the form approved from time to time by the Board. If a corporate seal is approved by the Board, the ~~University~~ Secretary shall be the custodian of the corporate seal.

11.12 Auditors

The Members shall, by Ordinary Resolution at each annual meeting, appoint an auditor to hold office until the next following annual meeting and conduct an audit in accordance with the Act. The Governors may fill any casual vacancy in the office of the auditor to hold office until the next following annual meeting. The remuneration of the auditor shall be ~~fixed~~ approved by the Board.

11.13 Presentation of Annual Financial Statements to Members

The University shall send copies of the financial statements to all Members who have informed the University that they wish to receive a copy of those documents not less than twenty-one (21) days before each annual meeting of the Members.

SECTION XII
ENACTMENT, AMENDMENT OR REPEAL OF BY-LAWS

12.01 Amendment of By-laws

The By-laws of the University may be repealed or amended by By-law and enacted by a Special Resolution of the Board at a meeting called for that purpose. Except as otherwise provided, a By-law or an amendment to a By-law passed by the Board has full force and effect from the time the motion is passed or from such future time as may be specified in the motion.

12.02 By-laws Unenforceable/Severable

If any part of this By-law shall be held to be invalid or unenforceable, the remainder of this Bylaw shall be interpreted as if such part had not been included.

12.03 Repealed By-Laws and Coming into Force

All By-laws of the University, other than borrowing by-laws, are hereby repealed and the foregoing substituted therefore. This By-law is effective upon the approval of the By-law by Special Resolution of the Board.

Approvals and Revisions for General Operating By-law No. 1:

- *Document created February 2016*
- *Approved by Special Resolution of the Board at the 595th Meeting, March 21st, 2016*
- *Revision to s.4.03(b) by Special Resolution of the Board at the 606th Meeting, January 9th, 2018*
- *Revision to s.9.01 – 9.06 & s.10.01 – 10.03 by Special Resolution of the Board at the 614th Meeting, March 28, 2019*

APPENDIX A

BOARD AND COMMITTEE MEETINGS – OPEN AND CLOSED SESSIONS

General Guidelines adopted by the Board in support of General Operating Bylaw No. 1, s. 6.06

As provided in section 6.06 of the Bylaws, each Board meeting may be divided into an open session and a closed session. Generally, all items except those dealing with the matters referred to below shall be considered in the open session. All Committee meetings are held in camera.

The University is required to abide by the provisions of the *Freedom of Information and Protection of Privacy Act*, R.S.O. 1990, c. F.31 as amended, the *Personal Health Information Protection Act, 2004*, S.O. 2004, c. 3 as amended, and the *Personal Information Protection and Electronic Documents Act, Canada*, S.C. 2000, c. 5 as amended, to the extent that those statutes have application to the activities of the University, together with general legal rules respecting the protection of privacy.

The ordinary requirement emerging from the various statutes and legal rules is that all records created by the University are available to the public pursuant to the right to information established by those statutes and rules, except to the extent that a particular record is exempt from disclosure pursuant to those statutes or rules. There is no ordinary right in the University to prevent public disclosure of University records simply by considering the matter and creating the record pursuant to a session of a meeting that the University has held in camera, whether at the Board or Committee level. The University may allow that a matter be considered in a closed session of a meeting for the sake of frank and open discussion, but any record generated as a result of that discussion is available to the public unless the record is otherwise exempt from disclosure.

Therefore, the general guideline is that the matters to be considered in closed sessions of meetings of the Board and at Committee meetings are those that result in the creation of records exempt from disclosure, including in particular the matters identified in these Procedures below.

Any matter not identified below may nevertheless be discussed in the closed session of a Board meeting or during a Committee meeting held in camera, it being understood that any record generated pursuant to such discussion will not be protected from public disclosure unless the appropriate statute or legal rule provides for an exemption.

The General Counsel is also the privacy officer for the University, such that questions of interpretation and application of these and other rules related to the University's responsibilities for freedom of information and privacy protection ought to be referred to the ~~University Secretariat.~~Office of the General Counsel.

Consideration of the following matters results in the creation of records exempt from disclosure under the statutes and rules of the Board of Governors. Such matters shall ordinarily be discussed in closed sessions of meetings of the Board.

1. Matters involving the personal information of individuals, including personnel matters.

2. Matters relating to:

    (i) Proceedings or anticipated proceedings before a court, tribunal or other entity relating to labour relations or to the employment of a person by the University;
    (ii) Negotiations or anticipated negotiations between the University and a person, bargaining agent or party to a proceeding or an anticipated proceeding, relating to labour relations or to the employment of a person by the University, including without limitation collective bargaining, grievances and arbitrations; and
    (iii) Any meetings, consultations, discussions or communications about labour relations or employment-related matters in which the University has an interest.

3. Matters relating to negotiations and positions to be taken in negotiations with a government, and generally university-government relations when the release of such information would prejudice the conduct of relations with any level of government by the University.

4. Matters relating to or involving the creation of records that reveal or could reasonably be expected to reveal trade secrets or scientific, technical, commercial, financial or labour relations information, supplied in confidence to the University implicitly or explicitly, where the disclosure of such matters or records could reasonably be expected to:

    (i) Prejudice significantly the competitive position or interfere significantly with the contractual or other negotiations of a person, group of persons, or organization;
    (ii) Result in similar information no longer being supplied to the University where it is in the public interest that similar information continue to be so supplied;
    (iii) Result in undue loss or gain to any person, group, committee or financial institution or agency; or
    (iv) Reveal information supplied to or the report of a conciliation officer, mediator, labour relations officer or other person appointed to resolve a labour relations dispute.

5. Matters relating to or involving the creation of records that reveal or could reasonably be expected to reveal:

   (i) Information obtained through actual or proposed research by an employee of the University where that information is not available to the public;
   (ii) Information the disclosure of which could reasonably be expected to prejudice the economic interests of the University or the competitive position of the University, including without limitation information related to financial campaigns and related strategies;
   (iii) Information the disclosure of which could reasonably be expected to reveal positions, plans, procedures, criteria or instructions to be applied to any negotiations carried on or to be carried on by or on behalf of the University;
   (iv) Information relating to plans concerning the management of personnel or the administration of the University that have not yet been put into operation or made public; and
   (v) Information including the proposed plans, policies or projects of the University where the disclosure of that information could reasonably be expected to result in premature disclosure of a pending policy decision or undue financial benefit or loss to a person.

6. Matters relating to any question on which the principles of solicitor/client privilege are engaged.

7. Matters where disclosure of records related to those matters could reasonably be expected to interfere with a law enforcement matter or an ongoing investigation into an alleged wrong-doing (all whether within or outside the University), or a disciplinary proceeding or conflict resolution process of any kind within the University.

8. Matters relating to or involving the creation of records that disclose or could reasonably be expected to disclose information that could be expected to threaten seriously the safety or health of an individual.

Approvals and Revisions for Appendix A:

- *Document created February 2016*
- *Approved by Special Resolution of the Board at the 596th Meeting, April 26th, 2016*

APPENDIX B

RULES OF PROCEDURE AT MEETINGS

Rules of Procedure adopted by the Board in support of General Operating Bylaw No. 1, s. 6.14

Recognition of Speakers

1. After the Chair has called the meeting to order, only one member should speak at a time, and only after being recognized by the Chair.

Agenda and General Discussion

2. The Chair should follow the agenda, which should provide an opportunity to correct the Minutes of the previous meeting and approve them, and which shall become the order of business unless a motion to amend the agenda is made and adopted.

   Discussion may be had on any aspect of each subject as a whole until a specific motion is introduced. The Chair in his/her discretion may impose time limits on the discussion of subjects in order to ensure the Board has sufficient time to complete the agenda.

Motions- General Procedure

3. A member who wishes a definite decision may secure recognition from the Chair and make a motion specifying the proposal. The Chair may request motions as required to aid the discussion.

4. A motion must be seconded before the subject matter of the motion is open for debate, and all discussion must apply to it until disposed of, except as provided below. When every member who wishes to speak has done so, the Chair shall call for a vote.

5. A motion may be withdrawn on consent of the mover and seconder, but if either objects, the motion must be put to a vote. This applies to substantive motions and amendments.

6. Motions dealing with procedure shall have priority over other motions. Motions to adjourn if the time for the next meeting has been set, to postpone a decision of a subject to a definite time, or to open or close nominations must be voted upon without debate or amendment.

~~7.~~ The Chair may summarize discussions and present alternatives for consideration when

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no motion is pending.

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Amendments to Motion

8.9. An amendment to a motion must fall within one of the following categories:

a. The deletion of certain words
b. The addition of certain words
c. The deletion of certain words and the substitution of others in their place.

9.10. An amending motion which would nullify the main motion is not an amendment and cannot be introduced.

10.11. There cannot be more than two amendments on a motion before the meeting at one time, but when one of these has been accepted or rejected, another amendment may be introduced but only if it is different in purpose from one previously defeated.

11.12. Voting is in the following order:

a. On the amendment to the amendment, or the second amendment
b. On the amendment
c. On the motion if amendments have been defeated or on the motion as amended ~~if an~~if an amendment has carried.

Point of Order

12.13. Only on a point of order or privilege can a member interrupt another member who is speaking, except that with the consent of the speaker questions may be asked. If a member feels that improper language has been used, irrelevant argument introduced, or a rule of procedure broken, the member is entitled to "rise to a point of order", interrupting the speaker.

13.14. The point of order can only be raised at the meeting and must be stated definitely and concisely. The Chair shall then decide the point of order without debate, although the Chair may ask opinions.

14.15. The Chair's ruling may be appealed by the member who has risen to a point of order and, if so, the Chair states the decision and the point of appeal. The Chair then puts the question which is not debatable: "Shall the decision of the Chair stand as the judgment of this meeting?". A simple majority decides the issue. This merely settles a point of procedure and is not a vote of confidence in the Chair.

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Question of Privilege

~~15.~~16. If a member feels that a statement reflects on his/her reputation or that of the Board, the Committee, or the University, the member is entitled to raise a "question of privilege". The procedure is the same as for a point of order.

Procedure on Special Motions

~~16.~~17. On special motions, the following procedure shall prevail:

a. To adjourn (debatable as to time only; majority vote required for adoption)
b. To take a recess (not debatable; majority vote required for adoption)
c. To raise a question of privilege (not debatable; admissibility ruled on by Chair)
d. To lay on the table (not debatable; majority vote required for adoption)
e. To limit or extend the limits of debate (not debatable)
f. To postpone to a definite time (debatable as to time only; majority vote required for adoption)
g. To amend (debatable; majority vote required for adoption).

Voting

~~17.~~ Unless otherwise prescribed by the by-laws or the Act, ~~A~~approval by a majority of those members voting or by consent without objection shall be the necessary to carry a motion.

18.

19. A general vote may be called for by the Chair on motions. The Chair will ask Board members to vote on motions as follows: any opposed, any abstentions, and all those in favour. On any matter a Governor may ask for a vote by roll call or by secret ballot. A declaration by the chair that a resolution has been carried and an entry to that effect in the minutes of the Board is conclusive evidence of the fact without proof of the number of proportionate votes recorded in favour or against the resolution.

~~18. Voting shall be decided by a show of hands and by oral vote for any Governors participating by teleconference unless a secret ballot on the question is required by the chair or is requested by a Governor. A declaration by the chair that a resolution has been carried and an entry to that effect in the minutes of the Board is conclusive evidence of the fact without proof of the number of proportionate votes recorded in favour or against the resolution.~~

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~~19.~~20. A tie vote shall defeat the motion.

Approvals and Revisions for Appendix B:

- *Document created February 2016*
- *Approved by Special Resolution of the Board at the 596th Meeting, April 26th, 2016*

ENACTED by the Governors of the University this 28th day of March 2019 under the seal of the University

_____
President

_____
University Secretary

CARLETON UNIVERSITY

GENERAL OPERATING BY-LAW NO. 1

GENERAL OPERATING BY-LAW NO. 1

A By-law relating generally to the conduct of the affairs of

CARLETON UNIVERSITY
(the "University")

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GENERAL OPERATING BY-LAW NO. 1

A By-law relating generally to the conduct of the affairs of

CARLETON UNIVERSITY
(the "University")

WHEREAS the University was initially constituted as The Ottawa Association for the Advancement of Learning by Letters Patent issued on June 19th, 1943;

AND WHEREAS the University was thereafter constituted by *The Carleton University Act, 1952*, S.O. 1952, c.117 on the 19th day of April, 1952, which was subsequently amended by *The Carleton University Act, 1957*, S.O. 1957, c.130 and *The Carleton University Act, 1968*, S.O. 1968, c.48590;

AND WHEREAS sections 15 and 18 of *The Carleton University Act, 1952* empower the Board to make by-laws in respect of the University;

NOW THEREFORE BE IT ENACTED as a General Operating By-law of the University as follows:

SECTION I
INTERPRETATION, APPLICATION AND DEFINITIONS

1.01 Defined Terms

In all By-laws and resolutions of the University, unless the context otherwise requires:

(a) "Academic Staff" means all Teaching Staff together with all full-time employees of the University including holding the position of Librarian or Instructor;

(b) "Act" means the *Carleton University Act, 1952*, S.O. 1952, c. 117, as amended from time to time;

(c) "Administrative Staff" means all continuing and/or permanent employees of the University, other than Academic Staff;

(d) "Alumni" means all persons who have received degrees, diplomas or certificates from the University and who are no longer registered as students;

(e) "Alumni Association" means the Carleton University Alumni Association;

(f) "Board" means the Board of Governors of the University, established pursuant to the Act;

(g) "By-laws" means this by-law and all other by-laws of the University as amended from time to time and which are in force and effect;

(h) "Chancellor" means the Chancellor of the University, appointed by the Board pursuant to section 7.01 of this By-law;

(i) "*Code of Conduct*" means the duties and responsibilities of Governors as summarized in the document titled *"Board of Governors Code of Conduct,"* adopted by the Board and amended from time to time by Ordinary Resolution of the Board;

(j) "Executive Officer" means the persons appointed by the University as Executive Officers pursuant to section 7.01;

(k) "*ex officio*" means an individual who qualifies as a Governor because of the office they hold;

(l) "Faculty Boards" means the faculty boards referred to in section X of this By-law;

(m) "Governor" means a member of the Board, either serving *ex officio* or elected to serve as such pursuant to section IV of this By-law, who are directors for the purpose of corporate law;

(n) "Member" means a member of the University for the purpose of corporate law and "Members" or "Membership" means the collective membership of the University;

(o) "Officer" means an officer of the University, appointed or elected by the Board pursuant to section VII of this By-law;

(p) "Operating Policies and General Procedures" means the operating policies and general procedures approved by the Board in accordance with section 1.03 of this By-law;

(q) "Ordinary Resolution" means a motion or resolution passed by a majority of the votes cast by persons entitled to vote at the applicable meeting duly called for the purpose of considering the said motion or resolution, unless the Act or this By-law otherwise requires.

(r) "President" means the President and Vice-Chancellor of the University, appointed by the Board pursuant to section 7.01 of this By-law;

(s) "Senate" means the Senate of the University, established pursuant to the Act;

(t) "Senator" means a member of Senate, either serving *ex officio,* appointed or elected to serve as such pursuant to section IX of this By-law;

(u) "Special Resolution" means a motion or resolution passed by a majority of not less than two thirds (2/3) of the votes cast by persons entitled to vote at the applicable meeting duly called for the purpose of considering the said motion or resolution, unless the Act or this By-law otherwise requires;

(v) "Student" means a member of the Board elected to serve as such pursuant to sections 4.01(c) and 4.01(d);

(w) "Teaching Staff" means full-time employees of the University holding the academic rank of professor, associate professor, assistant professor, lecturer or instructor; and

(x) "Secretary" means the University Secretary appointed by the Board from time to time.

1.02 Interpretation

In the interpretation of this By-law, unless the context otherwise requires, the following rules shall apply:

(a) words importing the singular number only will include the plural and *vice versa* and words importing one gender shall be interpreted to include all genders;

(b) the word "person" will include an individual, sole proprietorship, partnership, unincorporated association, body corporate, and a natural person;

(c) the word "including" shall be interpreted to mean "including without limitation," and shall not be interpreted as limiting any words which precede it by reference to the specific words which follow it;

(d) if any of the provisions contained in the By-laws are inconsistent with those contained in the Act, the provisions contained in the Act, as the case may be, shall prevail; and

(e) the insertion of headings in this By-law and the division of this By-law into sections and subsections are for convenience of reference only and shall not affect the interpretation of this By-law.

1.03 Operating Polices and General Procedures

The Board may adopt, amend, or repeal by resolution any such Operating Policies and/or General Procedures that are not inconsistent with the Act or the By-laws of the University including but not limited to such matters as terms of reference of committees, duties of Officers, duties of Governors and conflict of interest, as well as procedural and other requirements relating to the By-laws as the Board may deem appropriate from time to time. Any Operating Policies and General Procedures adopted by the Board will continue to have force and effect until amended, repealed, or replaced by a subsequent Ordinary

Resolution of the Board, including any Operating Policies and General Procedures appended to these By-Laws.

SECTION II
MEMBERS

2.01 Classes and Conditions of Membership

There shall be one (1) class of Members in the University. Membership in the University shall be available only to Governors, who shall automatically become Members of the University upon election as Governors.

2.02 Rights of Members

A Member of the University shall have the right to receive notice of, attend, speak and participate at all meetings of Members and the right to one (1) vote at all meetings of Members. The role of Members includes receiving the approved financial statements; appointing the auditors; and electing the Governors. Membership in the University is not transferable.

2.03 Termination of Membership

Membership in the University is terminated when:

(a) the Member dies;

(b) the Member ceases to be a Governor, either because the term as a Governor expires or the term ends otherwise in accordance with section 4.06;

(c) the Member resigns by delivering a written resignation to the Secretary in which case such resignation shall be effective at the time the resignation is received by the University or at the time specified in the resignation, whichever is later; or

(d) the University is liquidated or dissolved.

Subject to the Act, upon any termination of membership, the rights of the Member automatically cease to exist. Where a person is no longer a Member, then such person shall be deemed to have also automatically resigned as a Governor, an Officer and/or a committee member, as applicable, provided that the Board may, in its discretion, subsequently re-appoint such individual as an Officer or committee member if the Board deems it appropriate in the circumstances.

SECTION III
MEETINGS OF MEMBERS

3.01 Place of Meetings

Meetings of Members shall be held at the campus of the University, but may be held at such other location within or outside Ontario as may be agreed to by all of the Members entitled to vote at the meeting.

3.02 Annual Meetings

The annual meeting for the purpose of consideration of the financial statements and the audit report thereon, election of Governors and appointment of the auditor shall be held on a day and at a place fixed by the Board provided that the annual meeting must be held not later than fifteen (15) months after holding the preceding annual meeting.

3.03 Special Meetings

The Chair may at any time call a special meeting of the Members. The Board shall call a special meeting on written requisition of the Members of the University who hold at least ten percent (10%) of votes that may be cast at a meeting for any purpose connected with the affairs of the University, within twenty-one (21) days from the date of the deposit of the requisition.

3.04 Special Business

All business transacted at a special meeting of Members and all business transacted at an annual meeting of Members, except consideration of the financial statements and the audit report, election of Governors and re-appointment of the incumbent auditor, is special business.

3.05 Notice of Meetings

Notice of the time and place of a meeting of Members shall be given to each Member entitled to receive notice of the meeting, each Governor, and the auditor, not less than twenty-one (21) and not more than fifty (50) days before any annual or special Members' meeting. Notice shall be given in accordance with the manner provided in section 11.01 of this By-law. Notice of any meeting of Members at which special business is to be transacted shall state the nature of that business in sufficient detail to permit the Member to form a reasoned judgment on the business and state the text of any Special Resolution or By-law to be submitted to the meeting.

3.06 Waiving Notice

A Member and any other person entitled to attend a meeting of Members may in any manner and at any time waive notice of a meeting of Members, and attendance of any such person at a meeting of Members is a waiver of notice of the meeting, except where

such person attends a meeting for the express purpose of objecting to the transaction of any business on the grounds that the meeting is not lawfully called.

3.07 Persons Entitled to be Present

The only persons entitled to attend a Members' meeting are the Members, the Governors, the Officers, the Executive Officers, the auditors of the University and others who are entitled or required under any provision of the Act or the By-laws to be present at the meeting. Any other person may be admitted only on invitation of the chair of the meeting or by Ordinary Resolution of the Members.

3.08 Participation by Telephone or Electronic Means

A Members meeting will usually be held in person and by teleconference but may be held by means of a telephonic, electronic or other communications facility, including video-conference that permits all participants to communicate with each other during the meeting. A Member participating in the meeting by teleconference or other such means shall be deemed to have been present at that meeting.

3.09 Chair of the Meeting

The Chair of the Board shall be the chair of the Members' meeting. If the Chair of the Board is absent or unable to act, then the Vice-Chair of the Board shall chair the Members' meeting. If the Chair of the Board and the Vice-Chair of the Board are absent or unable to act then the Members present shall appoint by Ordinary Resolution another Governor as chair.

3.10 Quorum

A quorum for the transaction of business at a Members' meeting is an ordinary majority of Members entitled to vote.

3.11 Votes to Govern

All Members shall be entitled to one (1) vote on each question put to the Members at any meeting of Members. Unless otherwise required by the provisions of this By-law, all questions proposed for consideration at a meeting of Members shall be determined by Ordinary Resolution of the votes cast. In the case of an equality of votes, the chair of the Members' meeting, in addition to his original vote, shall not be entitled to a second or casting vote and the motion shall be defeated.

3.12 Voting Procedure

At all meetings of Members, every question shall be decided by a show of hands and by oral vote for Members participating by teleconference, unless a poll on the question is required by the chair of the meeting or requested by any Member. Whenever a vote has been taken upon a question, a declaration by the chair that a resolution has been carried or

lost by a particular majority is determinative and an entry to that effect in the minutes of the University is conclusive evidence of the fact without proof of the number or proportion of votes recorded in favour of or against the motion, except in such cases where a ballot is conducted. Notwithstanding the foregoing, any vote may be held entirely by means of a telephonic, an electronic or other communication facility, if the University makes available such a communication facility.

On any question proposed for consideration at a meeting of Members, the chair of the meeting may require a ballot or any Member entitled to vote on such question at the meeting may demand a ballot. A ballot so demanded shall be taken in such manner as the chair shall direct. A demand for a ballot may be withdrawn at any time prior to the taking of the ballot. The result of the ballot so taken shall be the decision of the Members on the question.

SECTION IV
GOVERNORS

4.01 Composition of Board

The Board shall consist of the following Governors, serving either *ex officio* or nominated by the constituencies set forth below:

(a) the Chancellor, *ex officio*;
(b) the President, *ex officio*;
(c) two (2) graduate students, nominated following an election conducted by the Secretary, by the graduate students-at-large;
(d) two (2) undergraduate students, nominated following an election conducted by the Secretary, by the undergraduate students-at-large;
(e) two (2) members of the Administrative Staff, nominated following an election conducted by the Secretary, by the Administrative Staff;
(f) two (2) members of the Senate who are also members of the Teaching Staff, nominated by the Senate;
(g) two (2) members of the Academic Staff, nominated following an election conducted by the Secretary, by the Academic staff;
(h) two (2) members of the Alumni, nominated by the Alumni Association;
(i) eighteen (18) members from the community-at-large, nominated by the Nominating Committee of the Board.

4.02 Election or Appointment of Governors

(a) The Board shall establish a committee responsible for implementing the Board Nominating Policy, the details of which shall be set forth by resolution or in Operating Policy or General Procedure.

(b) This committee shall solicit names of potential Governors from other members of the Board, from the University community and from the community at large.

(c) The Governors, other than the President and the Chancellor, shall be elected by the Members by Ordinary Resolution at an annual meeting of Members at which an election of Governors is required.

(d) Every election of Governors shall be carried out with reference to the report of the committee and shall be in conformity with the requirements as to Board composition set forth in section 4.01.

(e) The President and Chancellor shall automatically become Governors upon their appointment by the Board in accordance with section 7.01.

4.03 Qualifications/Eligibility Criteria of Governors

(a) Each Governor shall be an individual who is not less than eighteen (18) years of age. No person who has been found under the *Substitute Decisions Act, 1992* or under the *Mental Health Act* to be incapable of managing property, who has been found to be incapable by any court in Canada or elsewhere, or who has the status of bankrupt shall be a Governor.

(b) Each Governor is required to abide by the *Code of Conduct*. Governors must sign the *Code of Conduct* on an annual basis to remain a Governor.

(c) Each of the undergraduate and graduate students to be elected pursuant to sections 4.01 (c) and (d) of this By-law shall be a person who, in each of the fall and winter academic terms immediately preceding their election, was registered at the University as a student in at least the equivalent of one full credit course and have completed at least 4.0 credits successfully prior to their term of office. Such Governors shall cease to hold office if they fail to be registered as a student at the University in at least the equivalent of one full credit course in each of the fall and winter terms of their term of office. Students must be in good academic standing and non-academic conduct standing in accordance with section 11.07 to be eligible to be elected to and serve on the Board. The academic status of the student will be assessed at the start of each academic term during their term of office using the regulations for Academic Performance Evaluation for the student's program.

4.04 Terms of Office

(a) Governors (other than *ex officio* Governors) shall be elected by the Members to serve the following terms:

(i) Student Governors nominated pursuant to sections 4.01(c) and (d) of this By-law shall serve one (1) year terms.

(ii) Academic Staff, Administrative Staff, Senate representatives who are members of the Teaching Staff, and community-at-large Governors

nominated pursuant to sections 4.01(e), (f), (g), and (h) of this By-law shall serve three (3) year terms.

(iii) Alumni Governors nominated pursuant to section 4.01(i) of this By-law shall serve two (2) year terms.

(b) Notwithstanding the foregoing, the term of any person as a Governor may be extended for a maximum of one (1) year to coincide with the completion of such person's term of office as Chair or Vice-Chair.

(c) As much as possible, Governors shall be elected and shall retire in rotation.

(d) The term of office of Governors shall begin on the first day of the month immediately following the meeting at which the election is held pursuant to section 4.02(c) of this By-law, and shall end on the 30th day of June in the first, second, or third year of their term, as appropriate, based on the provisions of section 4.04(a) of this By-law.

(e) If Governors are not elected at a meeting of Members, the incumbent Governors shall continue in office until their successors are elected, provided that a Governor may not serve for a term longer than four (4) years.

4.05 Renewal Terms/Term Limits

(a) Subject only to sections 7.03(b) and 8.02 of this By-law, Governors elected pursuant to section 4.04(a) of this By-law shall be eligible for re-election for a maximum of one (1) additional term, provided that a Governor first elected to finish a term pursuant to section 4.08 of this By-law shall be eligible for re-election for two (2) additional terms.

(b) Notwithstanding section 4.05(a) of this By-law, any Governor who has not held the office of Governor at any time during the preceding twelve (12) months shall be eligible for re-election.

(c) A Governor previously removed as a Governor in accordance with section 4.07 shall be ineligible to be elected or re-elected as a Governor for the next three terms.

(d) Governors may serve on the Board for a maximum continuous period of nine (9) years, not including years served as Board Chair or Past Chair.

4.06 Resignation and Termination

The office of a Governor shall automatically be vacated immediately:

(a) if the Governor dies;

(b) if the Governor resigns office by written notice to the Secretary, which resignation shall be effective at the time it is received by the Secretary or at the time specified in the notice, whichever is later;
(c) if the Governor no longer fulfils all of the qualifications to be a Governor set out in section 4.03, as determined in the sole discretion of the Board; or
(d) if the Governor is removed in accordance with section 4.07.

Where a person is no longer a Governor, then such person shall be deemed to have also automatically resigned as a Member, an Officer and/or a committee member, as applicable, provided that the Board may in its discretion subsequently re-appoint such individual as an Officer or committee member if the Board deems it appropriate in the circumstances.

4.07 Removal of Governors

The Members of the University may remove any Governor of the University for any one or more of the following grounds:

(a) violating any provision of the Act, By-laws, Operating Policies or General Procedures of the University;

(b) failing to abide by the *Code of Conduct*; and/or

(c) for any other reason that the Members in their discretion consider to be reasonable, having regard to the purposes of the University.

In the event that the Board determines by Ordinary Resolution that a Governor should be removed, the process shall be done in good faith and in a fair and reasonable manner. The Board shall provide at least fifteen (15) days' notice of proposed removal to the Governor and shall provide reasons therefor. The Governor may speak to the proposed removal at the Board meeting in which the proposed removal is considered. Following the meeting proposing the removal of the Governor, the Governor may make further written submissions to the Board within ten (10) days of the Ordinary Resolution. In the event that no written submissions are received by the Board, the Governor shall be deemed to have resigned as a Governor and the office of that Governor shall automatically be deemed to be vacant as of the expiration of the twenty (20) day period. Where written submissions are received, the Chair shall call a special meeting of the Members notifying the Members of the proposal to remove the Governor, the reasons therefore, and attaching the written submissions of the Governor being considered for removal.

4.08 Vacancy and Filling of Vacancies

A vacancy on the Board shall be filled as follows:

(a) a quorum of Governors may fill a vacancy among the Governors;

(b) if there is not a quorum of Governors or there has been a failure to elect the minimum number of Governors set out in the Act, the Governors then in office shall call a special meeting of the Members to fill the vacancy and, if they fail to call such a meeting or if there are no Governors then in office, the meeting may be called by any Member.

A Governor appointed or elected to fill a vacancy holds office for the unexpired term of their predecessor.

SECTION V
POWERS, RESPONSIBILITIES AND ROLES

5.01 Powers of Board

Subject to the Act, the Board shall manage or supervise the management of the activities and affairs of the University. Notwithstanding any vacancies on the Board, the Board may exercise its powers so long as there are at least twelve (12) Governors on the Board.

5.02 Conflict of Interest and Confidentiality

Governors shall respect and comply with their confidentiality and conflict of interest obligations in accordance with the *Code of Conduct*. Failure of a Governor to comply shall result in removal from the Board in accordance with section 4.07.

5.03 Remuneration of Governors

Governors shall serve without remuneration, and no Governor shall directly or indirectly receive any profit from his or her position as such, provided that a Governor may be reimbursed for reasonable approved expenses incurred in performing his or her duties.

5.04 Protection and Indemnity to Governors, Officers and Others

(a) Indemnity to Governors, Officers and Others

Every Governor, Officer, Member, committee member, employee and volunteer of the University, and his/her/its heirs, executors and administrators, and estate and effects, respectively, who has undertaken or is about to undertake any liability on behalf of the University, shall from time to time and at all times, be indemnified and saved harmless out of the funds of the University from and against the following:

(i) all costs, charges and expenses whatsoever that such Governor, Officer, Member, committee member, employee and volunteer sustains or incurs in or about any action, suit or proceeding that is brought, commenced or prosecuted against the Governor, Officer, Member, committee member, employee and volunteer for or in respect of any act, deed, matter or thing

whatsoever, made, done or permitted by them, in or about the execution of the duties of their office or in respect of any such liability; and

(ii) all other costs, charges and expenses that the Governor, Officer, Member, committee member, employee and volunteer sustains or incurs in or about or in relation to the affairs thereof, except such costs, charges and expenses as are occasioned by their own wilful neglect or default.

(b) Indemnity to Others

The University may also indemnify such other persons in such other circumstances as the law permits or requires. Nothing in this By-law shall limit the right of any person entitled to indemnity to claim indemnity apart from the provision of this By-law to the extent permitted by the law.

(c) Limitation

The University shall not indemnify an individual under section 5.04(a) unless,

(i) the individual acted honestly and in good faith with a view to the best interests of the University; and

(ii) if the matter is a criminal or administrative proceeding that is enforced by a monetary penalty, the individual had reasonable grounds for believing that his or her conduct was lawful.

5.05 Insurance

The University shall purchase and maintain insurance for the benefit of any person entitled to be indemnified by the University pursuant to the immediately preceding section, provided that due consideration is first given to the requirements under the *Charities Accounting Act* (Ontario) and any other legal requirements for the purchase of directors and officers liability insurance.

SECTION VI
MEETINGS OF THE BOARD OF GOVERNORS

6.01 Calling of Meetings/Regular Meetings

(a) Meetings of the Governors may, subject to section 6.02, be called by the Chair of the Board at any time.

(b) Any nine (9) Governors may request, in writing, a meeting of the Board. The Board shall hold such a meeting within fifteen (15) working days or as soon thereafter as practicable following receipt of the request, in writing, by the Secretary.

(c) The Board shall normally meet five times in each year between the first day of July and the 30th day of June, as the Board shall arrange. The Board may fix the place and time of regular Board meetings and send notice of the scheduled meetings to each Governor, and no other notice shall be required for any such meetings.

(d) A record of the proceedings of all meetings of the Board shall be kept by the Secretary and the minutes of every such meeting shall be submitted at the next meeting of the Board. After adoption by the Board, the minutes shall be open to inspection by any Governor at any time during regular office hours of the Secretary.

(e) Meetings of the Board shall be held at the campus of the University, or by e-mail, teleconference, electronic or other means that comply with sections 6.05 and 6.13, but may be held at such other location within or outside Canada as may be determined from time to time by Executive Committee of the Board.

6.02 Notice of Meeting

Notice of the time and place for the holding of a meeting of the Board shall be given in the manner provided in section 11.01 of this By-law to every Governor of the University not less than five (5) business days before the time when the meeting is to be held. A Board of Governors meeting may be held without notice immediately before or following the annual meeting of Members. In computing the date when notice must be given pursuant to this section, the date of giving the notice shall be excluded and the date of the meeting of which notice is given shall be included.

6.03 Waiver of Notice

Notwithstanding the provisions of section 6.02 of this By-law, a meeting of the Board may take place without the requisite notice having been provided to Governors if:

(a) all Governors are present, and none objects to the holding of the meeting;
(b) either before or after the meeting, those absent from the meeting signify in writing or by electronic means their consent to the meeting being held in their absence; or
(c) an exceptional circumstance requires the immediate attention of the Board, the determination of which shall be a matter in the sole discretion of the Chair of the Board, or in the absence of the Chair of the Board, the Vice-Chair of the Board.

6.04 Persons Entitled to be Present

The only persons entitled to attend a meeting of the Board are the Governors, the Officers, the Executive Officers, the auditors of the University and others who are entitled or required under any provision of the Act or the By-laws to be present at the meeting. Any other person may be admitted subject to space constraints in the meeting room. Any person wishing to attend the open session of the Board meeting is required to contact the

Secretary prior to the meeting. All persons attending the meeting shall not interfere with the ability of the Board to conduct meetings without disruption or intimidation.

6.05 Participation at Meeting by Electronic Means

A Board meeting will usually be held in person and may be conducted by means of a telephonic, electronic, or other communications facility, including video-conference provided that:

(a) All of the Governors consent.
(b) Advance notice of the specific communications facility and the necessary technical procedures shall be provided to Governors.
(c) Each Governor has access to the specific means of communication to be used.
(d) Participation in the meeting constitutes presence at the meeting for the purpose of determining quorum. Quorum shall be established at the beginning of the meeting.
(e) Governors must be able to hear the comments of and speak to all those present at the meeting, and all those present at the meeting must be able to hear the comments of and speak to Governors contemporaneously.

6.06 A general vote may be called for by the Chair on motions. The Chair will ask Board members to vote on motions as follows: any opposed, any abstentions, and all those in favour. On any matter a Governor may ask for a vote by roll call or by secret ballot.Open and Closed Session

Board of Governors meeting shall be divided into an open and closed session as required. The Minutes and supporting material provided for the open session of meetings of the Board shall be posted on the Board's website. Closed sessions of the Board and Committee meetings are held *in camera* and the discussion and material shall be kept in confidence as required by section 6.07. General guidelines regarding the matters to be considered in closed sessions of the Board and Committees are at Appendix A.

6.07 Confidentiality of Materials and Discussion

Information and documents issued to the Board and its Committees, the discussion at Committee meetings, and anything tabled or discussed during the closed session of a Board meeting is confidential until it is either discussed at or distributed to the Board for the open session of a Board meeting, or is released by the University. Compliance with this practice is a condition of membership on the Board as required by the *Code of Conduct*.

6.08 Agenda and Consent Agenda

The agenda for the meeting shall be prepared by the Secretary and approved by the Executive Committee as required. The business of a meeting shall be confined to the agenda as approved by the Board at the beginning of the open and closed sessions and no

new matter shall be dealt with unless a majority of members present approve the introduction of such new matter.

6.09 Chair of Meetings

The chair of all Board meetings shall be the Chair of the Board. If the Chair of the Board is absent or unable to act, then the Vice-Chair of the Board shall be the chair. If the Chair of the Board and the Vice-Chair of the Board are absent or unable to act, then a Governor appointed by the Board by Ordinary Resolution shall be the chair.

6.10 Conduct of Meetings and Decorum

The Chair shall preserve order and decorum at all meetings of the Board. Any Governor or person admitted to a meeting of the Board who, in the opinion of the Chair, misconducts himself or herself must withdraw from the meeting at the order of the chair; provided that, for greater certainty, such order shall be considered to be a ruling by the chair on a point of order and may be challenged in the manner contemplated by the Rules of Procedure. In the event that such a person refuses to withdraw, the chair has the power to declare a short recess or to adjourn the meeting and may declare that the continuation of the recessed or adjourned meeting shall be *in camera*.

6.11 Quorum

Subject to the Act, nine (9) Governors constitutes a quorum at any meeting of the Board. For the purpose of determining quorum, a Governor may be present in person, telephonic, electronic, or other communications facility, including video-conference.

6.12 Votes to Govern

Each Governor may exercise one (1) vote. At all meetings of the Board, every question shall be decided by a majority of the votes cast on the question. In case of an equality of votes, the chair of the meeting in addition to his original vote shall not be entitled to a second or casting vote and the motion shall be defeated. Proxies are not permitted at any meeting of the Board or any of its Committees.

6.13 Voting Procedures

At all meetings of the Board, a general vote may be called for by the Chair on motions. The Chair will ask Board members to vote on motions as follows: any opposed, any abstentions, and all those in favour. On any matter a Governor may ask for a vote by roll call or by secret ballot. A declaration by the chair that a resolution has been carried and an entry to that effect in the minutes of the Board is conclusive evidence of the fact without proof of the number of proportionate votes recorded in favour or against the resolution.

6.14 Rules of Order

Any questions of procedures at or for any meetings of the Governors, which have not been provided for in this By-law, the Rules of Procedure, or by the Act, shall be determined by the chair. The Rules of Procedure are found in Appendix B.

SECTION VII
OFFICERS

7.01 Appointment and Election

The Board may designate the offices of the University, appoint Officers, specify their duties and, subject to the Act, delegate to such Officers the power to manage the affairs of the University. A Governor may be appointed or elected to any office of the University. An Officer may, but need not be, a Governor unless the Act or this By-law otherwise provides. Two or more offices may be held by the same person.

7.02 Description of Offices

Unless otherwise specified by the Board (which may, subject to the Act, modify, restrict or supplement such duties and powers), the offices of the University, if designated and if Officers are appointed or elected thereto, shall have the following duties and powers associated therewith, as well as such other duties and powers as the Board may specify from time to time.

(a) **Chancellor** - The Chancellor shall be a Governor *ex officio*. The Chancellor shall be the titular head of the University and shall confer all degrees. In the event of a vacancy in the Office of the Chancellor, or in the absence or incapacity of the Chancellor, and absent any action by the Board in respect thereof, the President and Vice-Chancellor shall be acting Chancellor.

(b) **President and Vice-Chancellor** – The President shall be a Governor *ex officio*. The President shall be the chief executive officer of the University and, subject to the direction of the Board, shall have supervision over and direction of the academic work and general administration of the University. The Board hereby delegates to the President the power to manage and direct the business and affairs of the University and to employ and to dismiss employees of the University, except the Chancellor. The President shall not be required to give the Board particulars of the exercise of such authority in respect of employment matters for approval or otherwise. The President may at any time and from time to time delegate in whole or in part the authority delegated to the President by the Board pursuant to this subsection.

Except as may otherwise be provided by By-law or law, the President has full authority to hear and determine all complaints, petitions or appeals relating to the terms and conditions of employment of those employees of the University whom

the President has authority to employ and dismiss, and there shall be no appeal from the decisions of the President in these respects.

In the event of a vacancy in the Office of the President, or in the absence or incapacity of the President, and absent any action by the Board in respect thereof, the Provost and Vice-President (Academic) *ex officio* shall be acting President.

(c) **Chair of the Board** – The Chair of the Board shall be a Governor. The Chair of the Board shall, when present, preside at all meetings of the Board and of the Members. The Chair shall be the spokesperson for the Board and shall be the only individual entitled to speak on behalf of the Board unless otherwise determined by Ordinary Resolution of the Board.

(d) **Vice-Chair of the Board** – The Vice-Chair of the Board shall be a Governor. The Vice-Chair of the Board shall chair meetings of the Board in the absence of the Chair of the Board.

(e) **Past-Chair of the Board** – The Past-Chair of the Board shall be a Governor. The Past-Chair of the Board shall generally be the immediate past Chair of the Board of the University and may serve until the end of the Chair's term.

The duties of all other Officers of the University shall be such as the terms of their engagement call for or the Board or the Chair requires of them. The Board may from time to time and subject to the Act, vary, add to or limit the powers and duties of any Officer.

7.03 <u>Term of Office</u>

(a) Officers, except the Chancellor and the President, shall hold their position for a period of one (1) year, or, in those cases where an Officer is appointed by the Board to fill a vacancy during the year, until the next annual general meeting.

(b) The Chair and Vice-Chair of the Board may be elected to such positions for not more than three (3) consecutive one (1) year terms, and for that purpose, and so long as they remain in such positions, shall not be subject to the limitations imposed on the renewal terms of Governors pursuant to sections 4.05 (a), (b) and (c) of this By-law.

(c) The Chancellor shall be appointed by the Board for an initial term of three (3) years, and may be re-appointed by the Board for not more than two (2) additional three (3) year terms.

(d) In special circumstances as may be determined by the Board, the Board may extend the final term of the Chancellor or the Chair for a further period of not more than one (1) year.

(e) The President shall be appointed by the Board for such term and on such terms and conditions as the Board may determine.

7.04 Vacancy in Office

In the absence of a written agreement to the contrary, the Board may remove, whether for cause or without cause, any Officer of the University. Unless so removed, an Officer shall hold office until the earlier of:

(a) the Officer's successor being appointed;
(b) the Officer's resignation;
(c) such Officer ceasing to be a Director (if a necessary qualification of this appointment); or
(d) such Officer's death.

If the office of any Officer of the University shall be or become vacant, the Board may appoint a person to fill such vacancy.

7.05 Signing and Executive Officers

At its first meeting following the first day of June, the Board shall appoint the chair of the Finance Committee established pursuant to section 8.02 of this By-law, and nine (9) other persons as signing Officers.

SECTION VIII
EXECUTIVE AND OTHER COMMITTEES OF THE BOARD

8.01 Executive Committee and Powers

(a) The Executive Committee of the Board shall consist of the President, the Chair of the Board, the Vice-Chair of the Board, the Past-Chair of the Board, either the chair and/or the vice-chair of each of the committees of the Board appointed pursuant to section 8.02(b) of this By-law, and such other persons as the Board may from time to time appoint.

(b) A quorum for meetings of the Executive Committee of the Board shall consist of one-half the number of members of the Executive Committee plus one, present in person, by means of a telephonic, electronic, or other communications facility, including video conference, at least one of whom must be the President, the Chair of the Board or the Vice-Chair of the Board.

(c) Notwithstanding the provisions of section 8.01(b) of this By-law, the Executive Committee of the Board shall have power at any time between meetings of the Board to exercise any or all of the powers of the Board including but not limited to all powers provided to the Board pursuant to this By-law except the following:

(i) submit to the members any question or matter requiring the approval of the members;
(ii) fill a vacancy among the directors or in the position of auditor;
(iii) appoint additional directors;
(iv) issue debt obligations except as authorized by the Governors;
(v) approve any financial statements;
(vi) adopt, amend or repeal by-laws;
(vii) establish contributions to be made, or dues to be paid, by members.

(d) The Executive Committee has the authority to approve mandates and settlements in respect of labour negotiations, recommendations related to compensation and terms and conditions of work of non-unionized employees, compensation arrangements of senior executives, and to appoint Board members to committees.

8.02 <u>Standing and Establishing of Other Committees of the Board</u>

(a) There shall be Standing Committees of the Board and such other ad hoc committees of the Board as the Board shall from time to time appoint, both in keeping with the overall fiduciary responsibility of the Board and so as to better accomplish the objectives and functions of the Board, including without limitation the oversight of the audit and finance functions of the Board.

(b) At the first meeting following the first day of June, the Executive Committee shall appoint the members of each of the committees referred to in section 8.02(a) of this By-law. Members of the committees so appointed shall assume their responsibilities as such effective the first day of July next following the meeting at which their appointment is made, and shall continue for a period of one year.

(c) The committees of the Board established pursuant to section 8.02(a) of this By-law shall have power to deal with such matters as may be referred to them by the Board from time to time, so long as such is consistent with the provisions of the Act and this By-law.

(d) The committees of the Board established pursuant to section 8.02(a) of this By-law shall report on committee activities at each meeting of the Board, and shall table for Board information minutes of committee deliberations following the approval of those minutes by the relevant committee.

(e) A quorum for committee meetings of the Board shall consist of one-half the number of members of the committee plus one, present in person, by means of a telephonic, electronic, or other communications facility, including video-conference, at last one of whom must be the chair or vice-chair of the committee.

(f) The chair and vice-chair of any of the standing committees of the Board established pursuant to this subsection this By-law, may be elected to such

positions for not more than two (2) consecutive one (1) year terms, and for that purpose, and so long as they remain in such positions, shall not be subject to the limitations imposed on the renewal terms of Governors pursuant to section 4.05(a) of this By-law.

(g) In special circumstances as may be determined by the Board, the Board may extend the final term of the chair and vice-chair of any of the standing committees of the Board for a further period of not more than one (1) year.

(h) Meetings of committees shall be closed and follow the Rules of Procedure.

SECTION IX
SENATE

9.01 Senate Membership

The Senate shall consist of the following individuals as Senators, serving either *ex officio* or nominated or elected by the constituencies set forth below:

(a) the Chancellor, *ex officio*;
(b) the President and Vice-Chancellor, *ex officio*;
(c) the Provost and Vice-President (Academic), *ex officio*;
(d) the Vice-President (Finance and Administration), *ex officio*;
(e) the Vice-President (Research and International), *ex officio*;
(f) the Vice-President (Students and Enrolment) and University Registrar, *ex officio*;
(g) the Vice-Provost and Associate Vice-President (Academic), *ex officio*;
(h) the Dean of Graduate and Postdoctoral Affairs, *ex officio*;
(i) the Dean of Arts and Social Sciences, *ex officio*;
(j) the Dean of Public Affairs, *ex officio*;
(k) the Dean of the Sprott School of Business, *ex officio*;
(l) the Dean of Science, *ex officio*;
(m) the Dean of Engineering and Design, *ex officio*;
(n) the Director of the Azrieli School of Architecture and Urbanism, *ex officio*;
(o) the Director of the School of Computer Science, *ex officio*;
(p) the Director of the School of Industrial Design, *ex officio*;
(q) the Director of the School of Information Technology, *ex officio*;
(r) the University Librarian, *ex officio*;
(s) the President of the Carleton University Students' Association, *ex officio*;
(t) the President of the Graduate Students' Association, *ex officio*;
(u) the President of the Carleton Academic Student Government, *ex officio*;
(v) the Vice-President (Academic) of the Graduate Students' Association, *ex officio*;
(w) the Clerk of Senate, *ex officio*;
(x) four (4) members of the Board, appointed by the Board, provided that only two (2) of such appointees shall vote at any Senate meeting;

(y) ten (10) students who are registered in an undergraduate program and three (3) students who are registered in a graduate program;

(z) forty (40) members of the Teaching Staff, elected in accordance with subsection 10.03 of this By-law by their respective undergraduate Faculty Boards identified in subsections 10.01 and 10.02 of this By-law; and

(aa) two (2) members of the Teaching Staff, elected by members of CUPE 4600 Unit 2 (Contract Instructors).

9.02 Senate Terms of Office

(a) Senators (other than *ex officio* Senators) shall be appointed or elected to Senate to serve the following terms:

(i) Senators appointed or elected pursuant to sections 9.01(x) through 9.01(y) (both inclusive) of this By-law shall serve one (1) year terms.

(ii) Senators appointed or elected pursuant to subsections 9.01(z) through 9.01 (aa) of this By-law shall serve three (3) year terms.

(b) Senate has the power to fill any vacancy on Senate for the unexpired term of the Senator to be replaced, and appointments made or elections held for this purpose shall be held by Senate at such time or times as it may decide.

(c) The term of office of Senators shall begin on the first day of the month immediately following their election, and shall end on the 30th day of June in the first or third year of their term, as appropriate, based on the provisions of section 9.02(a) of this By-law.

9.03 Senate Renewal Terms

So long as Senators continue to meet the eligibility requirements to serve as Senators, they shall be entitled to offer to serve an unlimited number of renewal terms, and may do so upon being appointed or elected by the appropriate constituency.

9.04 Senate Deemed Retirement

Senators referred to in sections 9.01(y) and 9.01(aa) of this By-law who, without prior notification to the Clerk of Senate and not being prevented by circumstances beyond his or her control in each instance, fail to attend at least one-third (1/3) of the meetings of Senate in any year from the first day of July to the 30th day of June next following shall be deemed to have retired from the Senate at the end of that year, and an entry of such retirement in the minutes of the proceedings of Senate shall be sufficient evidence thereof.

9.05 Senators Elected by Faculty Boards

(a) Senators elected pursuant to section 9.01(z) of this By-law shall be elected by their respective Faculty Boards in such proportions as may from time to time be determined by Senate.

(b) In making the determination required by section 9.05(a) of this By-law, Senate shall follow the principle that the proportionate numbers of Senators to be elected from each Faculty Board shall reflect as nearly as possible the relative size of the constituency in each Faculty Board, so long as each of the Faculty Boards shall be entitled to elect at least one Senator pursuant to section 9.01(z).

(c) In determining the relative size of the constituency in each Faculty Board for the purpose of section 9.05(b) of this By-law, the Senate shall not count the members of the Faculty Board referred to in sections 10.01(c), (d), and (e) and 10.02(c), (d), and (e) of this By-law.

9.06 Senate Elections – General

Senate may pass such electoral regulations from time to time as it may consider appropriate, prescribing procedures respecting nominating candidates for Senate, the qualifications of voters and candidates, the conduct of elections, the determination of any dispute or questions of qualification, eligibility and constituency of voters and candidates and the validity of ballots or votes.

SECTION X
FACULTY BOARDS

10.01 Composition of Faculty Boards

Each of the Faculty Boards of the Faculty of Arts and Social Sciences, the Faculty of Public Affairs, the Sprott School of Business, the Faculty of Science and the Faculty of Engineering and Design shall consist of the following:

(a) the Dean of the Faculty, *ex officio*;
(b) all members of the Teaching Staff, *ex officio*, holding an appointment in a department or school within the Faculty;
(c) all students, *ex officio*, holding elected or appointed memberships of departmental boards or school councils within the Faculty;
(d) such other members of the Teaching Staff holding appointments outside the Faculty, as may be appointed to and by the Faculty Board from time to time; and
(e) such other students, being members of another Faculty Board, as may be appointed to and by the Faculty Board from time to time.

10.02 Composition of Faculty Boards for Schools

Each of the Faculty Boards of the Azrieli School of Architecture and Urbanism, the School of Computer Science, the School of Industrial Design and the School of Information Technology shall consist of the following:

(a) the Director of the School, *ex officio*;
(b) all members of the Teaching Staff, *ex officio*, holding an appointment within the School;
(c) those students elected to the Faculty Board in accordance with such regulations as may be passed by the Faculty Board from time to time and approved by Senate;
(d) such other members of the Teaching Staff holding appointments outside the School, as may be appointed to and by the Faculty Board from time to time; and
(e) such other students, being members of another Faculty Board, as may be appointed to and by the Faculty Board from time to time.

10.03 Composition of Graduate Faculty Boards

(a) The Faculty Board of the Faculty of Graduate and Postdoctoral Affairs shall consist of the following:

(i) the President, the Provost and Vice-President (Academic) and the Vice-President (Research and International), all *ex officio*;
(ii) the Deans of the Faculties referred to in section 10.01(a) of this By-law, all *ex officio*;
(iii) the Dean of the Faculty of Graduate and Postdoctoral Affairs, *ex officio*;
(iv) the University Librarian, *ex officio*;
(v) the Chief Information Officer, *ex officio*;
(vi) the President of the Graduate Students' Association and the Vice-President, Academic of the Graduate Students' Association, both *ex officio*;
(vii) such other individuals as may be appointed by each of those departments, schools and institutes of the University which give instruction to graduate students, selected from among the chair of such department, school or institute, the supervisor of graduate studies in such department, school or institute, and members of the Teaching Staff in such department, school or institute having an especial interest in research; and
(viii) those graduate students elected to the Faculty Board in accordance with such regulations as may be passed by the Faculty Board from time to time and approve by Senate.

(b) The Dean of the Faculty of Graduate and Postdoctoral Affairs shall be the chair of the Faculty Board of the Faculty of Graduate and Postdoctoral Affairs.

SECTION XI
NOTICES

11.01 Method of Giving Notices

Any notice required to be sent to any Member or Governor or to the auditor shall be provided by telephone, delivered personally, or sent by prepaid mail, facsimile, email or other electronic means to any such Member or Governor at their latest address as shown in the records of the University and to the auditor at its business address, or if no address be given then to the last address of such Member or Governor known to the Secretary; provided always that notice may be waived or the time for the notice may be waived or abridged at any time with the consent in writing of the person entitled thereto.

11.02 Computation of Time

Where a given number of days' notice or notice extending over any period is required to be given, the day of service or posting of the notice shall not, unless it is otherwise provided, be counted in such number of days or other period. Days that fall on the weekend and holidays shall be counted unless the period provided is two (2) days or less.

11.03 Omissions and Errors

No error or accidental omission in giving notice of any Board meeting or any Members' meeting shall invalidate the meeting or make void any proceedings taken at the meeting or other corporate matters.

11.04 Borrowing

Subject to the limitations set out in the Act and this By-law, the Board may:

(a) borrow money on the credit of the University;

(b) issue, sell or pledge securities of the University; or

(c) charge, mortgage, hypothecate or pledge all or any of the real or personal property of the University including book debts, rights, powers, franchises and undertakings, to secure any securities or any money borrowed or other debt or any other obligation or liability of the University.

11.05 Execution of Documents and Signing Officers

Deeds, transfers, assignments, contracts, obligations and other instruments in writing requiring execution by the University may be signed by any two of its Officers, Executive Officers, or Governors. The authority of the persons appointed as signing Officers shall commence following the meeting at which their appointment is made, and shall continue for a period of two (2) years, or until their term of Governor is completed, whichever comes first. In addition, the Board may from time to time direct the manner in which and

the person by whom a particular document or type of document shall be executed. Any person authorized to sign any document may affix the corporate seal, if any, to the document. Any Governor, Officer, or Executive Officer may certify a copy of any instrument, resolution, by-law or other document of the University to be a true copy thereof.

11.06 Appointment Powers

In addition to the powers of appointment referred to in section 7.01 of this By-law, the Board shall have the power to appoint and dismiss each of the Vice-Presidents on such terms and conditions as the Board may from time to time determine.

11.07 Student Non-Academic Misconduct

Pursuant to section 22(g) of the Act, the Board shall retains the authority to establish policy concerning student non-academic misconduct.

11.08 Academic Governance, Policy and Procedures

(a) Subject to the provisions of section 22 of the Act, details on the academic governance of the University shall be as agreed from time to time between the Board and the Senate.

(b) Subject to the provisions of section 22 of the Act, the Senate is authorized to establish academic policy and procedures and to determine the final outcome in all cases of:

(i) academic appeals and petitions from students on academic matter; and.

(ii) breaches of codes related to academic integrity and misconduct, as such may be developed and adopted by Senate from time to time.

11.09 Head Office

The head office of the University shall be situated in the City of Ottawa, in the Province of Ontario.

11.10 Fiscal Year

Unless otherwise changed by resolution of the Board, the financial year end of the University shall be the 30th day of April in each year.

11.11 Corporate Seal

The University may have a corporate seal in the form approved from time to time by the Board. If a corporate seal is approved by the Board, the Secretary shall be the custodian of the corporate seal.

11.12 Auditors

The Members shall, by Ordinary Resolution at each annual meeting, appoint an auditor to hold office until the next following annual meeting and conduct an audit in accordance with the Act. The Governors may fill any casual vacancy in the office of the auditor to hold office until the next following annual meeting. The remuneration of the auditor shall be approved by the Board.

11.13 Presentation of Annual Financial Statements to Members

The University shall send copies of the financial statements to all Members who have informed the University that they wish to receive a copy of those documents not less than twenty-one (21) days before each annual meeting of the Members.

SECTION XII
ENACTMENT, AMENDMENT OR REPEAL OF BY-LAWS

12.01 Amendment of By-laws

The By-laws of the University may be repealed or amended by By-law and enacted by a Special Resolution of the Board at a meeting called for that purpose. Except as otherwise provided, a By-law or an amendment to a By-law passed by the Board has full force and effect from the time the motion is passed or from such future time as may be specified in the motion.

12.02 By-laws Unenforceable/Severable

If any part of this By-law shall be held to be invalid or unenforceable, the remainder of this Bylaw shall be interpreted as if such part had not been included.

12.03 Repealed By-Laws and Coming into Force

All By-laws of the University, other than borrowing by-laws, are hereby repealed and the foregoing substituted therefore. This By-law is effective upon the approval of the By-law by Special Resolution of the Board.

Approvals and Revisions for General Operating By-law No. 1:

- *Document created February 2016*
- *Approved by Special Resolution of the Board at the 595th Meeting, March 21st, 2016*
- *Revision to s.4.03(b) by Special Resolution of the Board at the 606th Meeting, January 9th, 2018*
- *Revision to s.9.01 – 9.06 & s.10.01 – 10.03 by Special Resolution of the Board at the 614th Meeting, March 28, 2019*

APPENDIX A

BOARD AND COMMITTEE MEETINGS – OPEN AND CLOSED SESSIONS

General Guidelines adopted by the Board in support of General Operating Bylaw No. 1, s. 6.06

As provided in section 6.06 of the Bylaws, each Board meeting may be divided into an open session and a closed session. Generally, all items except those dealing with the matters referred to below shall be considered in the open session. All Committee meetings are held in camera.

The University is required to abide by the provisions of the *Freedom of Information and Protection of Privacy Act*, R.S.O. 1990, c. F.31 as amended, the *Personal Health Information Protection Act, 2004*, S.O. 2004, c. 3 as amended, and the *Personal Information Protection and Electronic Documents Act, Canada*, S.C. 2000, c. 5 as amended, to the extent that those statutes have application to the activities of the University, together with general legal rules respecting the protection of privacy.

The ordinary requirement emerging from the various statutes and legal rules is that all records created by the University are available to the public pursuant to the right to information established by those statutes and rules, except to the extent that a particular record is exempt from disclosure pursuant to those statutes or rules. There is no ordinary right in the University to prevent public disclosure of University records simply by considering the matter and creating the record pursuant to a session of a meeting that the University has held in camera, whether at the Board or Committee level. The University may allow that a matter be considered in a closed session of a meeting for the sake of frank and open discussion, but any record generated as a result of that discussion is available to the public unless the record is otherwise exempt from disclosure.

Therefore, the general guideline is that the matters to be considered in closed sessions of meetings of the Board and at Committee meetings are those that result in the creation of records exempt from disclosure, including in particular the matters identified in these Procedures below.

Any matter not identified below may nevertheless be discussed in the closed session of a Board meeting or during a Committee meeting held in camera, it being understood that any record generated pursuant to such discussion will not be protected from public disclosure unless the appropriate statute or legal rule provides for an exemption.

The General Counsel is also the privacy officer for the University, such that questions of interpretation and application of these and other rules related to the University's responsibilities for freedom of information and privacy protection ought to be referred to the Office of the General Counsel.

Consideration of the following matters results in the creation of records exempt from disclosure under the statutes and rules of the Board of Governors. Such matters shall ordinarily be discussed in closed sessions of meetings of the Board.

1. Matters involving the personal information of individuals, including personnel matters.

2. Matters relating to:

    (i) Proceedings or anticipated proceedings before a court, tribunal or other entity relating to labour relations or to the employment of a person by the University;
    (ii) Negotiations or anticipated negotiations between the University and a person, bargaining agent or party to a proceeding or an anticipated proceeding, relating to labour relations or to the employment of a person by the University, including without limitation collective bargaining, grievances and arbitrations; and
    (iii) Any meetings, consultations, discussions or communications about labour relations or employment-related matters in which the University has an interest.

3. Matters relating to negotiations and positions to be taken in negotiations with a government, and generally university-government relations when the release of such information would prejudice the conduct of relations with any level of government by the University.

4. Matters relating to or involving the creation of records that reveal or could reasonably be expected to reveal trade secrets or scientific, technical, commercial, financial or labour relations information, supplied in confidence to the University implicitly or explicitly, where the disclosure of such matters or records could reasonably be expected to:

    (i) Prejudice significantly the competitive position or interfere significantly with the contractual or other negotiations of a person, group of persons, or organization;
    (ii) Result in similar information no longer being supplied to the University where it is in the public interest that similar information continue to be so supplied;
    (iii) Result in undue loss or gain to any person, group, committee or financial institution or agency; or
    (iv) Reveal information supplied to or the report of a conciliation officer, mediator, labour relations officer or other person appointed to resolve a labour relations dispute.

5. Matters relating to or involving the creation of records that reveal or could reasonably be expected to reveal:

    (i) Information obtained through actual or proposed research by an employee of the University where that information is not available to the public;
    (ii) Information the disclosure of which could reasonably be expected to prejudice the economic interests of the University or the competitive position of the University, including without limitation information related to financial campaigns and related strategies;
    (iii) Information the disclosure of which could reasonably be expected to reveal positions, plans, procedures, criteria or instructions to be applied to any negotiations carried on or to be carried on by or on behalf of the University;
    (iv) Information relating to plans concerning the management of personnel or the administration of the University that have not yet been put into operation or made public; and
    (v) Information including the proposed plans, policies or projects of the University where the disclosure of that information could reasonably be expected to result in premature disclosure of a pending policy decision or undue financial benefit or loss to a person.

6. Matters relating to any question on which the principles of solicitor/client privilege are engaged.

7. Matters where disclosure of records related to those matters could reasonably be expected to interfere with a law enforcement matter or an ongoing investigation into an alleged wrong-doing (all whether within or outside the University), or a disciplinary proceeding or conflict resolution process of any kind within the University.

8. Matters relating to or involving the creation of records that disclose or could reasonably be expected to disclose information that could be expected to threaten seriously the safety or health of an individual.

Approvals and Revisions for Appendix A:

- *Document created February 2016*
- *Approved by Special Resolution of the Board at the 596th Meeting, April 26th, 2016*

APPENDIX B

RULES OF PROCEDURE AT MEETINGS

Rules of Procedure adopted by the Board in support of General Operating Bylaw No. 1, s. 6.14

Recognition of Speakers

1. After the Chair has called the meeting to order, only one member should speak at a time, and only after being recognized by the Chair.

Agenda and General Discussion

2. The Chair should follow the agenda, which should provide an opportunity to correct the Minutes of the previous meeting and approve them, and which shall become the order of business unless a motion to amend the agenda is made and adopted.

   Discussion may be had on any aspect of each subject as a whole until a specific motion is introduced. The Chair in his/her discretion may impose time limits on the discussion of subjects in order to ensure the Board has sufficient time to complete the agenda.

Motions- General Procedure

3. A member who wishes a definite decision may secure recognition from the Chair and make a motion specifying the proposal. The Chair may request motions as required to aid the discussion.

4. A motion must be seconded before the subject matter of the motion is open for debate, and all discussion must apply to it until disposed of, except as provided below. When every member who wishes to speak has done so, the Chair shall call for a vote.

5. A motion may be withdrawn on consent of the mover and seconder, but if either objects, the motion must be put to a vote. This applies to substantive motions and amendments.

6. Motions dealing with procedure shall have priority over other motions. Motions to adjourn if the time for the next meeting has been set, to postpone a decision of a subject to a definite time, or to open or close nominations must be voted upon without debate or amendment.

7. The Chair may summarize discussions and present alternatives for consideration when

no motion is pending.

8.

Amendments to Motion

9. An amendment to a motion must fall within one of the following categories:

   a. The deletion of certain words
   b. The addition of certain words
   c. The deletion of certain words and the substitution of others in their place.

10. An amending motion which would nullify the main motion is not an amendment and cannot be introduced.

11. There cannot be more than two amendments on a motion before the meeting at one time, but when one of these has been accepted or rejected, another amendment may be introduced but only if it is different in purpose from one previously defeated.

12. Voting is in the following order:

   a. On the amendment to the amendment, or the second amendment
   b. On the amendment
   c. On the motion if amendments have been defeated or on the motion as amended if an amendment has carried.

Point of Order

13. Only on a point of order or privilege can a member interrupt another member who is speaking, except that with the consent of the speaker questions may be asked. If a member feels that improper language has been used, irrelevant argument introduced, or a rule of procedure broken, the member is entitled to "rise to a point of order", interrupting the speaker.

14. The point of order can only be raised at the meeting and must be stated definitely and concisely. The Chair shall then decide the point of order without debate, although the Chair may ask opinions.

15. The Chair's ruling may be appealed by the member who has risen to a point of order and, if so, the Chair states the decision and the point of appeal. The Chair then puts the question which is not debatable: "Shall the decision of the Chair stand as the judgment of this meeting?". A simple majority decides the issue. This merely settles a point of procedure and is not a vote of confidence in the Chair.

Question of Privilege

16. If a member feels that a statement reflects on his/her reputation or that of the Board, the Committee, or the University, the member is entitled to raise a "question of privilege". The procedure is the same as for a point of order.

Procedure on Special Motions

17. On special motions, the following procedure shall prevail:

    a. To adjourn (debatable as to time only; majority vote required for adoption)
    b. To take a recess (not debatable; majority vote required for adoption)
    c. To raise a question of privilege (not debatable; admissibility ruled on by Chair)
    d. To lay on the table (not debatable; majority vote required for adoption)
    e. To limit or extend the limits of debate (not debatable)
    f. To postpone to a definite time (debatable as to time only; majority vote required for adoption)
    g. To amend (debatable; majority vote required for adoption).

Voting

18. Unless otherwise prescribed by the by-laws or the Act, approval by a majority of those members voting or by consent without objection shall be the necessary to carry a motion.

19. A general vote may be called for by the Chair on motions. The Chair will ask Board members to vote on motions as follows: any opposed, any abstentions, and all those in favour. On any matter a Governor may ask for a vote by roll call or by secret ballot. A declaration by the chair that a resolution has been carried and an entry to that effect in the minutes of the Board is conclusive evidence of the fact without proof of the number of proportionate votes recorded in favour or against the resolution.

20. A tie vote shall defeat the motion.

Approvals and Revisions for Appendix B:

- *Document created February 2016*
- *Approved by Special Resolution of the Board at the 596th Meeting, April 26th, 2016*

ENACTED by the Governors of the University this 28th day of March 2019 under the seal of the University

_____
President

_____
University Secretary

AGENDA ITEM 5.2

BOARD OF GOVERNORS: REPORT

To:	Board of Governors	**Date of Report:** 27 May 2022
From:	Chair, Governance Committee	**Date of Meeting:** 9 June 2022
Subject:	**Sexual Violence Policy**	
Responsible Portfolio:	Vice-President (Students and Enrolment)	

1.0 PURPOSE

☒ For Approval ☐ For Information ☐ For Discussion

2.0 MOTION

On the recommendation of the Governance Committee, move to approve the revised Sexual Violence Policy, as presented.

3.0 EXECUTIVE SUMMARY

In the Fall 2021 and Winter 2022, Carleton University undertook an extensive consultation and review of the Sexual Violence Policy. Carleton is legally required to review the Policy in order to comply with Bill 132 and the mandatory revision date as noted in the Policy. Further, reviewing this Policy every three years helps us to ensure our Policy is as responsive and supportive to the community as possible.

Feedback on the Policy was provided by members of the community through consultation meetings, information and feedback sessions and online submissions. As noted in the previous presentation to the Governance Committee on February 14, 2022, throughout the listening phase of the consultation process, several main themes emerged:

- Policy Administration
  - Accessibility of the Policy
  - Accommodations and Support
  - Inclusivity of the Policy
  - The Sexual Violence Review Committee
- Response
  - Formal Process
  - Interim Measures
- Prevention and Education
  - Commitment to Education
  - Sexual Violence Prevention and Education Committee

Throughout the drafting phase of the consultation process, additional themes emerged through feedback from the Carleton community:

- Policy Administration:
  - Accommodations and Support
  - Inclusivity of the Policy
- Response
  - Formal Process
- Prevention and Education

Two reports have been organized by these themes and have the aggregated feedback received during the consultation process. This feedback has been examined and assessed in the review of the Sexual Violence

Policy and updates to the Policy have been made based on this feedback where appropriate. The attached Policy includes the tracked changes that demonstrate the revisions and additions made. The changes from the listening phase include:

- Clarification that survivors will be provided with an option to be contacted by an EIC Advisor (section 6.5 (a))
- Addition of the Director, Labour Relations (Academic), Office of the Deputy Provost on the Sexual Violence Review Committee when the Complainant or Respondent is an academic employee (section 6.5 (c))
- Addition of the Director, Labour Relations (Academic), Office of the Deputy Provost to receive a formal complaint related to academic employees (section 9.1 (a))
- Clarification that both the Complainant and Respondent will be provided with a copy of the investigation report and will be invited to provide comments (section 9.5)
- Addition of section 8.13 on irrelevant questions as required by the regulations
- Grammatical updates
- General updates to titles, department names, etc.

The changes from the drafting phase include:

- Addition of recognizing systemic forms of oppression (section 2.1 (g))
- Inclusion of a web link for additional supports (section 6.2 (b))
- Language adjustments (sections 6.2 (b) and 6.4)
- Clarification of the conflict of interest process (section 8.8)

A lot of feedback was received relating to prevention and education initiatives which is out of scope for the policy but has been shared with the Sexual Violence Prevention and Education Committee to assess as part of their regular review of the Sexual Violence Prevention and Education Strategy, Honouring Each Other.

The Governance Committee approved the policy and recommends that the revised policy be approved by the Board of Governors. The policy was also reviewed and approved by the Senior Management Committee at its May 25, 2022 meeting.

4.0 INPUT FROM OTHER SOURCES

The Policy has gone through a robust multi-phase transparent consultation process. Feedback and input on the Policy were received and provided through an online website feedback form, a total of 24 information and feedback sessions and in-person consultation meetings, including with key stakeholder groups. Consultation meetings occurred with:

- Carleton Academic Student Government (CASG) Council, Carleton Trans Advocacy Group (CTAG), Carleton University Students' Association (CUSA), CUASA, CUPE 4600, CUPE 2424, Graduate Students' Association (GSA), PSAC 77000, Rideau River Residence Association (RRRA), Sexual Violence Prevention and Education Committee
- Other individuals as requested

Members of the Carleton community were encouraged to review the revised draft of the policy and provide additional feedback and comments using an anonymous form or by contacting svpolicy@carleton.ca.

Additionally, and as part of the commitment to providing a transparent process, reports outlining the feedback received throughout all phases of the consultation and review process have been made available on the consultation website. An ongoing record of all community outreach activities about the Policy review process is also kept on this website.

5.0 ANALYSIS AND STRATEGIC ALIGNMENT

Pursuant to Bill 132, the University is required to have a stand-alone sexual violence policy which is reviewed and approved every three years by the Board. The purpose of the Policy is to articulate Carleton University's commitment to a safe, supportive and healthy campus and to confirm its commitment to provide support to those members directly affected by sexual violence. As such, the Policy sets out the University's statement of values and commitments to address sexual violence; provides information about supports and services available at Carleton University and in the community; ensures follow-up once a report is made to the University and provides information about the University's process for responding to and addressing incidents and complaints of sexual violence.

While the Sexual Violence Policy has provided enough flexibility to support survivors while balancing the requirement for procedural fairness, opportunities to further clarify and improve policy language have been noted. Following the completion of the listening phase, the Office of the Vice-President (Students and Enrolment), Equity and Inclusive Communities, Student Affairs and General Counsel met to review all the feedback received and discussed appropriate revisions and improvements. Updates to the Sexual Violence Policy were made by General Counsel based on feedback from members of the Carleton community while balancing legal requirements.

Subsequently, a draft of the Policy was released to the Carleton community for feedback. After reviewing additional feedback received, further updates to the Sexual Violence Policy were made by General Counsel based on feedback from members of the Carleton community while balancing legal requirements. The draft was reviewed by the Governance Committee and additional feedback was incorporated while ensuring legal requirements were met. The revised Sexual Violence Policy will be presented to the Board of Governors for approval on June 9, 2022, should the Governance Committee approve the revisions.

6.0 FINANCIAL IMPLICATIONS

There are no financial implications associated with the review of and revisions to the Policy.

7.0 RISK, LEGAL AND COMPLIANCE ASSESSMENT

The Policy is required to meet the University's obligations under Bill 132 including, in particular, the Ministry of Training, Colleges and Universities Act and the Occupational Health and Safety Act with respect to sexual violence, sexual harassment, and workplace sexual harassment. In addition, the Policy reinforces and enhances the Carleton University Statement on Conduct and Human Rights and related policies and procedures addressing sexual violence, sexual harassment and workplace sexual harassment. The revisions to the Policy were made to strengthen the processes therein, improve procedural fairness and address the feedback received from the community while ensuring the standards required by Bill 132 and the law were maintained. Failure to have a properly revised policy could expose the University to significant reputational and legal risk.

8.0 REPUTATIONAL IMPLICATIONS AND COMMUNICATIONS STRATEGY

The Sexual Violence Policy consultation process has been communicated thoroughly though standard Carleton communication channels including websites, email, the Carleton Mobile app, social media, various electronic newsletters, and the Carleton Top 5. A record of all communications relating to the consultation process is maintained on the Sexual Violence Policy website. If approved, the revised Sexual Violence Policy will be communicated to the Carleton community through these standard communication channels. Promotion of the revised Policy will also include the Campus Sexual Violence Prevention Strategy. Ongoing communications regarding the education and prevention of sexual violence at Carleton University will continue each year. A copy of the approved policy will be shared with the Ministry of Colleges and Universities. Failure to have a properly revised policy could expose the University to significant reputational risk.

9.0 OVERALL RISK MANAGEMENT ANALYSIS

	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
STRATEGIC	☐	☐	☒	☐	☐
LEGAL	☐	☐	☐	☒	☐
OPERATIONAL	☐	☒	☐	☐	☐
TECHNOLOGICAL	☒	☐	☐	☐	☐
FINANCIAL	☐	☒	☐	☐	☐
REPUTATIONAL	☐	☐	☐	☒	☐

Revised Draft Sexual Violence Policy

Board of Governors

June 9, 2022

Carleton University

Consultation Process

Six Phases of Consultation

- Process Consultation Phase: October 2021 (Complete)
- Listening Phase: November 2021 – January 2022 (Complete)
- Tactical Phase: January 2022 (Complete)
- Drafting Phase: February – March 2022 (Complete)
- Fine-Tuning Phase: April 2022 (Complete)
- Finalization Phase: June 2022 (Ongoing)

Consultation Process

Listening Phase

- Over 20 consultation sessions scheduled
- 6 consultation meetings with key stakeholder groups
- 12 anonymous form submissions

Drafting Phase

- 3 consultation sessions scheduled
- 9 consultation meetings with key stakeholder groups
- 12 anonymous form submissions; 1 email

Communications

- Commitment to communicate to all members of the Carleton community throughout the consultation process:
  - Email to the Carleton community (faculty, staff, students)
  - Undergraduate and graduate student websites
  - Carleton Mobile app
  - Facebook, Twitter, Instagram Stories
  - Undergraduate and graduate student newsletters
  - Faculty and staff newsletters
  - Carleton Top 5
- A list of all communications sent throughout the consultation process, with dates, is available on the website: carleton.ca/sexual-violence-policy/consultation-2021-22

What We Heard – Listening Phase Main Themes

Policy Administration

- Accessibility of the Policy
- Accommodations and Support
- Inclusivity of the Policy
- The Sexual Violence Review Committee

Response

- Formal Process
- Interim measures

Prevention and Education

- Commitment to education
- Sexual Violence Prevention and Education Committee

Overview of Changes from the Listening Phase

- Clarification that survivors will be provided an option to be contacted by an EIC Advisor (section 6.5 (a))
- Addition of the Director, Labour Relations (Academic), Office of the Deputy Provost on the Sexual Violence Review Committee when the Complainant or Respondent is an academic employee (section 6.5 (c))
- Addition of the Director, Labour Relations (Academic), Office of the Deputy Provost to receive a formal complaint related to academic employees (section 9.1 (a))
- Clarification that both the Complainant and Respondent will be provided with a copy of the investigation report and will be invited to provide comments (section 9.5)
- Addition of section 8.13 on irrelevant questions as required by the regulations
- Grammatical updates
- General updates to titles, department names, etc.

What We Heard – Drafting Phase Main Themes

Policy Administration

- Accommodations and Support
- Inclusivity of the Policy

Response

- Formal Process

Prevention and Education

Overview of Adjustments on the Draft

- Addition of recognizing systemic forms of oppression (section 2.1 (g))
- Inclusion of a web link for additional supports (section 6.2 (b))
- Language adjustments (sections 6.2 (b) and 6.4)
- Clarification of the conflict of interest process (section 8.8)

Recommendation

Motion: On the recommendation of the Governance Committee, move to approve the revised Sexual Violence Policy, as presented.

Thank you!

Questions?

Carleton University

Report on Sexual Violence Policy Review Feedback

Drafting Phase

Equity and Inclusive Communities and Office of the Vice-President (Students and Enrolment)

April 29, 2022

Carleton University

Content Warning

As a content warning, please note that this report includes a summary of the feedback received throughout the consultation process as well as verbatim feedback from the online submission forms. We understand that reviewing the report can trigger strong reactions and we encourage the community to connect with Carleton University's Sexual Assault Support Centre and/or Health and Counselling Services for support. Additional community supports are also available.

Overview

The following report is a summary of the feedback received on Carleton's Sexual Violence Policy throughout the drafting phase of the consultation work plan.

Consultation Meetings

Throughout the drafting phase of the consultation process, the Office of Student Affairs, Health and Counselling Services, and the Office of Quality Initiatives met with key stakeholder groups on-campus. Consultation meetings occurred with:

- Carleton Academic Student Government (CASG) Council
- Carleton Trans Advocacy Group (CTAG)
- CUASA
- CUPE 4600
- CUPE 2424
- Graduate Students' Association (GSA)
- PSAC 77000
- Rideau River Residence Association (RRRA)
- Sexual Violence Prevention and Education Committee
- Other individuals as requested

Other unions and groups either did not respond or declined to meet. A total of 23 people were consulted as part of these meetings.

Information and Feedback Sessions

A total of 3 information and feedback sessions were scheduled for members of the Carleton community; one for students, one for faculty, and one for staff. No one signed up or participated in these sessions. Individuals were invited to request a specific session or one-on-one meeting by emailing svpolicy@carleton.ca.

The objective of these sessions was to host a supportive, creative space wherein members of the community can provide their feedback on the revised draft of the Sexual Violence Policy.

Online Feedback

During the drafting phase, there were 12 anonymous form submissions and 1 emailed response. This online feedback is presented as submitted.

Main Themes

Throughout the drafting phase of the consultation process, several main themes emerged from the feedback provided:

- **Policy Administration:**
  - Accommodations and Support
  - Inclusivity of the Policy
  - Faculty-Student Relationships
  - Sexual Violence Review Committee
- **Response**
  - Formal Process
- **Prevention and Education**

This report has been organized by these themes and has the aggregated feedback received during the drafting phase of the consultation process. This feedback has been examined and assessed in the review of the Sexual Violence Policy. Responses to the feedback received have also been included. Overall the limited amount of feedback received and participation in consultation sessions reflects the maturity of the Policy and the overall satisfaction of the community with the Policy.

Policy Administration

Accommodations and Supports

The following feedback was received regarding survivor-centric support options and accommodations offered through the Sexual Violence Policy:

- Ensure that survivors are referred to Health and Counselling Services and that there are more resources for sexual assault counsellors
- Expand the list of resources listed in the policy
- Questions on why 'for their needs' removed in section 6.2 support and services about receiving appropriate accommodation and why "handling" was removed in section 6.4
- Include trigger warnings on communications related to the policy review

University Response

Updates have been made to section 6.5(a) of the revised draft of the Policy to clarify that when a person reports sexual violence to Campus Safety Services and/or EIC, they will be provided with the option to be contacted by an EIC Advisor who will offer support and present the options available to them in a timely and supportive way. Supports from EIC are based on the person's needs and on the specific circumstances which can include a referral to Health and Counselling Services, referrals to community-based organizations, academic accommodations, employment accommodations, etc.

Under section 6.2 Supports and Services, a web link to additional campus and community-based resources has been added. A weblink will allow resources to be updated in between policy review periods.

In sections 6.2 and 6.4 of the draft Policy, grammatical suggestions were made in a prior draft. The text "for their needs" and "handling" have been returned to their original state.

A content warning has been included in this feedback report and will be included in the body of future email communications related to the consultation process for 2021-22.

Inclusivity of the Policy

Feedback was received regarding the inclusivity of diverse lived experiences of sexual violence under the policy and the intersectional impacts. The following concerns were highlighted:

- Include a definition of gendered violence
- There is no mention of transphobia, race, or disability in the policy
- Include more concrete examples under the 'Workplace sexual harassment' definition
- Include a commitment to also ending gendered violence and that transphobia will not be tolerated at Carleton

University Response

The Policy addresses intersectionality to ensure that lived experiences and intersectional impacts are considered. Section 1.1 of the Sexual Violence Policy includes the following statement: "Carleton acknowledges that individuals who are members of equity-seeking groups who experience intersecting forms of disadvantage based on the protected grounds in the Ontario Human Rights Code may be disproportionately affected by sexual violence and its consequences." Reference to protected grounds under the Human Rights Code ensures that all possible and legally recognized grounds and groups are covered by the Sexual Violence Policy.

Section 2.1(g) has been updated to recognize systemic forms of oppression including but not limited to racism, ableism, sexism, transphobia, and homophobia. The Sexual Violence Policy references related policies under section 12 and are to be read in conjunction with those policies such as Carleton's Human Rights Policies and Procedures and Workplace Harassment Prevention Policy.

The definition of workplace sexual harassment is appropriate and specific questions regarding whether conduct or examples meet the definition are best addressed contextually.

Faculty-Student Relationships

There were concerns raised about faculty-student relationships and that this should be addressed in the policy.

- Concern that section 2.2 of the policy is unclear. The definition of consent says that consent is not possible if a person has abused a position of power, but faculty-student relationships are allowed. Concern that this is a contradiction.
- It was suggested to use stronger language to discourage these relationships
- Concern there is no way to neutralize this power imbalance and that there is no consent if someone is in a position of power such as a professor in a relationship with an undergraduate or graduate student
- There should be zero tolerance for faculty-student relationships
- Concern that the tone of section 2.2 comes off as shaming and that these relationships can be consensual
- Questions were raised on why there was an emphasis on past relationships and more clarity is needed
- Clarity on what circumstances would require disclosure of past relationships and who receives that information

University Response

Carleton's existing policies strongly discourage faculty-student relationships and relationships between supervisors and employees. Although such relationships are not banned, the relationships are strongly discouraged in the existing sexual harassment provisions of Carleton's Human Rights Policies and Procedure and through the existing definition of consent in the Sexual Violence Policy.

Section 2.2 of the Policy addresses consensual romantic or sexual relationships between individuals in positions of authority and students or employees. This section is based on existing policies in Carleton's Human Rights Policies and Procedure and reinforces and reminds the university community of the existing disclosure requirements. As is stated in section 2.2 of the revised draft of the policy, and as required by the existing policy, any existing or past relationships with a power imbalance must be disclosed in a timely manner and appropriate steps taken.

Sexual Violence Review Committee

We heard the following concerns about the composition of the SVRC and its role:

- Concerns with having students or members of student government on the SVRC due to potential risks to privacy
- Members of the SVRC should receive appropriate training
- Concern that there are no external community members of the SVRC and that the current composition is of only administrative staff
- Request to clarify the process in section 8.8 for the complainant to identify a conflict of interest with a member of the SVRC.

University Response

Carleton University believes that the best practice for reviewing formal cases of sexual violence is to have a committee review each case following an investigation by a trained expert investigator. Based on feedback received during the previous consultation process in 2018-2019, a conflict of interest provision was added as section 8.8. Section 8.8 has been updated to clarify that a party may raise concerns regarding conflict of interest to the General Counsel for review. Further, the Policy states that members of the SVRC may have a designate as per section 6.5(c).

All members of the SVRC receive sexual violence and procedural fairness training as stated in section 6.5(c) of the policy. Procedural fairness training is provided by the Ottawa Rape Crisis Centre and is trauma-informed. This half-day training is provided annually to all members of the SVRC. As part of the formal process, Carleton also relies on legally trained investigators who have a background in sexual violence investigations. Sexual violence training is also provided by Equity and Inclusive Communities. The University is legally responsible for reviewing and making decisions related to sexual violence complaints and senior management individuals have the training, experience, fiduciary responsibility as well as obligations to ensure confidentiality and privacy. It would be inappropriate to have students and non-management staff on the SVRC committee reviewing and making decisions related to sexual violence. Students and non-management staff can and do serve on the Sexual Violence Prevention and Education Committee.

Response

Formal Process

Feedback was received on the formal complaint process and the investigation.

- Clarity on who will be involved in the formal process if the employees are non-academic staff. It was suggested to look at having a differentiation and clarity on academic vs non-academic staff submitting a formal complaint
- Clarity on the investigation process after the SVRC receives a formal complaint such as whether the investigator is internal to Carleton
- It was suggested to provide more clear timelines for the formal investigation and next steps after a formal complaint is received
- Questions were raised for section 7.4 on what is the university's legal option to act on a report
- Clarity on the jurisdiction of the Ottawa Police Services
- Concerns that section 8.13 on irrelevant questions needs examples
- Question on conflicts of interest and what would be a reasonable apprehension of bias and who the appropriate replacement would be?
- Concerns were raised regarding the confidentiality and investigative report such as why the respondent is allowed to view and comment on the report
- Questions were raised on confidentiality and how this is thought of for survivors who need support during a formal complaint process from peers
- Question on if the respondent and complainant make oral arguments together in the same room?
- Survivors should have a support person present during a formal complaint process

University Response

Section 9.1 of the Policy describes the process for filing a formal complaint, which states that the Director, Labour Relations, Human Resources (or designate) is responsible for receiving formal complaints of sexual violence related to professional services employees.

The Sexual Violence Policy requires that formal investigations be conducted by trained investigators with expertise in investigations of allegations of sexual violence. The investigators ensure that all investigations are conducted in an appropriate and sensitive manner

Section 8.6 of the policy covers timelines and timely progress updates. The university will make every step to complete the complaint process in a timely fashion without compromising procedural fairness. Each party will receive regular updates on the progress of their case, estimated timeframes and any delays related to the matter.

Decisions required under section 7.4 are contingent on the University's legal obligation to take action and provide a learning, living and work environment that is safe and free from sexual violence for all members of the University community.

As noted in section 9.1(c) a formal complaint process may be suspended due to jurisdictional or other legal considerations such as an active police investigation or criminal prosecution. Regardless of the status of any process, support and accommodations to complainants will continue to be provided as is detailed in the Sexual Violence Policy.

Section 8.13 has been added as required and defined by provincial regulation. Indviduals will not be asked irrelevant questions, including irrelevant questions relating to the person's sexual expression or past sexual history. It is not appropriate to include examples as relevancy is inherently contextual.

Section 8.8 has been updated to clarify that a party may raise concern regarding conflict of interest or reasonable apprehension of bias to the General Counsel for review.

The University is committed to a fair, impartial and confidential process for all involved in a formal investigation. This includes allowing both the Complainant and Respondent to have access to all information provided during an investigation, including written statements, which is a procedural fairness requirement.

While we recognize that some survivors may wish to speak out about their experience as part of a therapeutic process, an important aspect of procedural fairness and an impartial formal investigation is confidentiality during the process. However, this does not prevent a survivor from seeking support through counselling, peer support, crisis line support, or by meeting with an EIC advisor at any time.

Section 9.6 states that the Complainant or Respondent may request accommodation regarding their participation at a meeting.

A survivor may be accompanied by a support person of their choice at any time during the formal complaint process, as stated in section 8.4 of the policy. A friend, family member, advisor, or employee union representative may serve as a support person.

Prevention and Education

To ensure the prevention of sexual violence, an ongoing commitment to education and training has been emphasized as essential. Suggestions include:

- Ensure that sexual violence prevention training is available to Residence
- It was suggested to include Teaching Assistants and Contract Instructors in the Sexual Violence Prevention and Education Committee

University Response

As stated in section 5.2 of the Policy, the Sexual Violence Prevention and Education Committee (SVPEC) has representation from students, staff, faculty and senior administrators. Individuals are invited to self-nominate/apply for the SVPEC. The University will ensure that a wide range of faculty members, including teaching assistants and contract instructors will be provided with the opportunity to self-nominate to the SVPEC.

Equity and Inclusive Communities continues to provide ongoing training to the community, including Housing and Residence Life, on topics of Bystander Intervention, Creating Consent Culture, Responding to Disclosures of Sexual Violence, and customized training is available upon request.

Sexual Violence Prevention and Education Committee

The feedback that pertains to the role and composition of the Sexual Violence Prevention and Education Committee included:

- Increasing the number of student representatives on the committee
- Clarity on how members are selected to sit on the committee
- Creating a Sexual Violence Prevention Policy
- Having a representative from CUSA and RRRA

University Response

As stated in section 5.2 of the Policy, the Sexual Violence Prevention and Education Committee (SVPEC) has representation from students, staff, faculty and senior administrators. Individuals are invited to self-nominate/apply for the SVPEC. The University will ensure that student governments are provided with the opportunity to self-nominate to the SVPEC.

Through the SVPEC, Carleton University has developed Campus Sexual Violence Prevention Strategy, *Honouring Each Other: Building Consent Cultures on campus, together*. The objectives and strategies laid out in the strategy are based on a timeline of approximately three years but are subject to continuous review and updating in order to meet with the best practices and current culture surrounding the prevention and education of sexual violence, as well as supporting survivors of sexual violence. Feedback from this consultation process will be assessed and included in the updated strategy.

Online Feedback

The following feedback was received through email and the anonymous feedback online form. Responses to address this feedback are included in this aggregate report. Carleton University is committed to having a survivor-centric policy while ensuring procedural fairness. The University thanks the Carleton community for their feedback throughout the extensive consultation and review process of the Sexual Violence Policy.

Date	Format	Content
1-Mar-22	Form	Great work by the team. I support this policy and am very pleased with how far it's come. What happens if there is a conflict for one of the folks on the committee? I.e. someone reports to/through to one of them. Will their name be redacted in reports? I would be afraid to bring things forward.
1-Mar-22	Form	what is the school doing to prevent sexual assault on campus? What is the school doing to prevent the offender or abuser to assault a second time? I have heard that survivors are offered security to walk with them to have safety but why aren't we having security walk with the abuser ? Why are we making survivors uncomfortable? What information is provide to the survivor about their abuser remaining on campus? what is being done for the survivor to feel safe or that the school is being pro active?
1-Mar-22	Form	What measures are the school taking when they are brought aware of sexual assault on campus? How are they preventing a repeated offence? What does the school plan to do about the offender being on campus at the same time as the survivor? Does the school plan on monitoring the offender? How is the school making survivors feel safe on campus without making them uncomfortable?
1-Mar-22	Form	This whole effort stinks of puritanicalism. Instead of encouraging victimhood, why not encourage students (and staff) to stop pretending like sex is some sort of big deal? It's supposed to be a growth/experience phase of life but this coddles students into fiercely protecting their safe spaces. Just grow up and put out - and voila, problem solved without this never-ending make-work farce. And the experience may not be so bad, after all.
1-Mar-22	Form	As a part-time mature student, I appreciate the transparency of this process. To me, it means that don't have to be "in the know" in order to participate. It is important for all of us to see how change happens.
1-Mar-22	Form	Section 8.12 lists examples of Interim Measures to be considered. Will there be measures put in place for when such interim measures cause an individual to fail to meet some of their commitments? For example, w.r.t. 8.1.1.2 Restrictions to access campus or part of campus, what measures would be taken if an individual has commitments (professional or personal) in the area of campus to be restricted?
1-Mar-22	Email	I carefully read through the revised sexual violence policy . Your team did a great job. However I notice one gap.

		s. 8.8 provides 8.8 Conflict of Interest If a University official has a real or apparent conflict of interest in a particular matter or there is a reasonable apprehension of bias, then that individual will not continue their involvement in the matter and the University will appoint an appropriate individual to act in that role for the purposes of that matter. Obviously this is the correct approach. But the policy is silent on the process. If complainant feels that the person dealing with her/his complaint (in whatever capacity) has a conflict of interest , what is the complainant to do. Who does she/he complain too, in what form, how is the complaint handled, who in the end decides if the complaint is justified and whether the person should be recused. I think the policy should spell this out to give more reassurance to potential complainants.
2-Mar-22	Email	Huge tip if you're trying to help sexual assault survivors.. TW: TRIGGER WARNINGS I was mentioning the trigger warning in the Subject line of the email. The current subject line is Sexual Violence Policy Review and I know some people who would be triggered by that coming up so abruptly on their phone or email. I hope that makes sense. I feel as if trigger warnings should be added to the subject line and the feedback report. Thank you for understanding.
17-Mar-22	Form	how to deal with allegations if you belive you are innocent, at the end of the day the victim left feeling uncomfortable so what is a good way of hearing this and responding if they belive they didnt do anything wrong
21-Mar-22	Form	Should TAs be listed in the passage about power dynamics and need for disclosure about a sexual or romantic relationship? I feel as though this is much more common than student relationships with professors.
21-Mar-22	Form	Does Carleton have any specific protections or policies in place to address sexual blackmail? Examples include threatening to release sexual photos or threatening to out someone as queer/trans/a sex worker.
30-Mar-22	Form	Faculty members must go through mandatory sexual violence prevention training. Many faculty members have no idea how to respond to disclosures and where to direct students if they need assistance. Optional training is not enough. We need real change.
4-Apr-22	Form	As a student who has been impacted by this at Carleton, I brought it up then and will say it again now, complainant and respondent are terrible terms for those involved. Referring to someone who has experienced something terrible as a complaint conjured up images for me of me being a burden. Complainant has a negative connotation while respondent has a neutral connotation. I just find it disturbing that this is the case. Also, an Ottawa Police Services detective got upset with me for sharing information regarding an active investigation with Campus Security Services, and I don't see this policy addressing this issue. How are students made aware of jurisdiction in these instances? I had issues with the SVRC not being especially helpful in my situation. They placed a no-contact order, when I already had one in place with CSS. Therefore, they established nothing. The person did live in my building and I would have appreciated them being immediately moved, but the SVRC did not take that action. I wish they had contacted me to ask what they could do to help, it would have avoided the redundancy and made me feel significantly safer in my residence. I understand I could have responded to the interim measures, but I was already struggling to function in light of what happened. I had a prior negative experience with a member of the SVRC, would there have been a way for me to express my concerns with them presiding over my case. If the respondent leaves the university, what steps are put in place to ensure the safety of students at any future institutions they attend? If the investigation with the police concludes, when does the university recommence their investigation? Other than some tweaking of language, this policy review fails to address concerns that I have previously verbalized to EIC. If Carleton would like to help students in these situations, a larger policy update will be needed, this really misses the mark. The whole system and policy needs to shift perspective, not just a couple words every clause with the addition of a subsection. The current system from my experience is quite broken and this maintains the status quo that left me lost, unsupported, and let down.

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Sexual Violence Policy

Policy Name:	Sexual Violence Policy
Originating/Responsible Department:	Office of the Vice-President (Students and Enrolment)
Approval Authority:	Board of Governors
Date of Original Policy:	December 1, 2016
Last Updated:	~~April 25, 2019~~
Mandatory Revision Date:	~~April 25, 2022~~
Contact:	Vice-President (Students and Enrolment)

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PART A: POLICY AND SUPPORT SERVICES

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1. Purpose of the Policy

1.1 As a community, Carleton University supports and is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated and is treated with the seriousness it deserves. Carleton acknowledges that individuals who are members of equity-seeking groups who experience intersecting forms of disadvantage based on the protected grounds in the Ontario Human Rights Code may be disproportionately affected by sexual violence and its consequences. The purpose of this Policy is to articulate Carleton University's commitment to a safe, supportive and healthy campus and to confirm its commitment to provide support to those members directly affected by sexual violence.

1.2 This Policy is also intended to:

a) Set out the University's statement of values and commitments to address sexual violence;

b) Provide information about supports and services available at Carleton University and in the community;

c) Ensure follow-up once a report is made to the University;

d) Provide information about the University's process for responding to and addressing incidents and complaints of sexual violence;

e) Meet the University's obligations under the Ministry of Training, Colleges and Universities Act and the Occupational Health and Safety Act with respect to sexual violence, sexual harassment, and workplace sexual harassment; and,

f) Reinforce and enhance the Carleton University Statement on Conduct and Human Rights and related policies and procedures addressing sexual violence, sexual harassment and workplace sexual harassment.

2. Carleton's Commitment and Values

2.1 Carleton is committed to:

a) Continually fostering an environment where members of the University community can live, study and work free of sexual violence;

b) Recognizing that anyone can be harmed by sexual violence and that it is a fundamental affront to an individual's rights, dignity and integrity;

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c) Seeking first to prevent and then to redress sexual violence, by safely intervening and speaking out when the University sees it occurring;

d) Adopting a survivor-centered approach to providing services to those who have experienced sexual violence;

e) Ensuring that members of the University community who experience sexual violence are supported, treated with compassion and appropriately accommodated;

f) Addressing acts of sexual violence in the University community;

g) Combating broader societal attitudes regarding gender, sex and sexuality that normalize sexual violence and undermine equality in addition to recognizing systemic forms of oppression including but not limited to racism, ableism, sexism, transphobia, and homophobia;

h) Providing or making available to members of the University community education and awareness training on this Policy and on the prevention of sexual violence, with content tailored to the audience and relevant to their role and responsibility in responding to and addressing sexual violence; and,

i) Maintaining and reporting annual statistics, without identifying information, on disclosed and reported incidents of sexual violence on campus, and in accordance with legislative requirements.

2.2 Consensual Romantic or Sexual Relationship Guidelines

a) As stated in the University's Human Rights Policies and Procedures, the University recognizes that, within its community, power differences exist between and among faculty, staff, students and associated professionals. The University strongly discourages consensual sexual or romantic relationships between individuals in positions of authority (such as faculty, instructional staff, managers or supervisors, and athletic staff), and the students or employees whose performance they are responsible for grading, supervising or evaluating. These relationships may lead to significant problems including allegations or charges of sexual harassment, conflict of interest, or questions regarding the validity of consent. Pedagogical relationships and the workplace must be protected from influences or activities that can interfere with learning, personal development and the working environment. For these reasons, the University strongly discourages faculty and staff from commencing or continuing any consensual or sexual relationship with a student or employee they are in a position of authority over and emphasizes that such relationships are to be avoided.

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b) If notwithstanding the forgoing, a consensual romantic or sexual relationship is not avoided, any existing or past relationship must be disclosed pursuant to these guidelines and the University's Human Rights Policies and Procedure.

c) Accordingly, the University requires timely disclosure of such relationships by the individual in the position of authority to the relevant appropriate authority as follows: the relevant Dean, University Librarian, Vice-President, or the President as appropriate.

d) Any and all appropriate actions required to manage the conflict of interest will be taken including but not limited to those outlined in the Human Rights Policies and Procedures. At a minimum the individual in the position of authority involved in a relationship, must remove themselves from the grading or supervising role and appropriate alternative arrangements will be put in place.

e) Actions in violation of these guidelines and/or the Human Rights Policies and Procedures are considered to be unprofessional conduct and may be subject to discipline under the collective agreement or employment agreement the employee is subject.

3. Scope of the Policy

3.1 This Policy applies to all members of the University community (as defined below), whether they are in the University's learning, living or work environment, on or off campus, or interacting through social or other electronic media. This Policy does not replace or supersede existing collective agreement provisions.

4. Definitions

4.1 For purposes of this policy and its interpretation, the following terms are defined:

"**Appropriate Manager/Supervisor**" means the person in a position of authority over the Respondent as identified in any applicable collective agreement.

"**Complainant**" refers to ~~the~~ a person who is making a complaint under this Policy.

"**Consent**" means an active, direct, voluntary, unimpaired, and conscious choice and agreement to engage in sexual activity. Consent cannot be given by a person whose judgement is impaired by drugs and/or alcohol or by other forms of impairment. It is not acceptable for a person who is said to have engaged in sexual violence to use their own consumption of alcohol and/or drugs as an excuse for their mistaken belief that there was consent. For further

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clarity, consent:

- Can be revoked at any time during sexual activity;
- Cannot be assumed nor implied;
- Cannot be given by silence or the absence of “no”;
- Cannot be given by an individual whose judgment is impaired by alcohol and/or drugs, is unconscious or asleep;
- Cannot be obtained through coercion or threats;
- Cannot be given if the person who has engaged in sexual violence has abused a position of trust, power or authority; and,
- Might not be given properly if an individual has a condition that limits their verbal or physical means of interaction – in such instances, it is extremely important to determine how consent will be established.

“**Disclose**” means sharing information pertaining to an incident of sexual violence for the sole purpose of learning about and/or receiving support and services.

“**Rape culture**” means a culture in which dominant ideas, social practices, media images and societal institutions implicitly or explicitly condone sexual assault by normalizing or trivializing sexual violence and by blaming survivors for their own abuse.

“**Report**” means to inform about an incident of sexual violence, to learn about the University’s formal compliant procedures, and/or to file a formal complaint under this Policy.

“**Respondent**” refers to the person against whom a complaint has been filed under this Policy.

“**Sexual assault”** means any kind of sexual contact without a person’s consent. It can include unwanted kissing, fondling, oral or anal sex, intercourse, other forms of penetration, or any other unwanted contact of a sexual nature.

“Sexual harassment” means engaging in a course of vexatious comment or conduct (based on sex, sexual orientation, gender identity or gender expression) that is known or ought reasonably to be known to be unwelcome. The following is a list of examples that is not meant to be exhaustive:

- Sexual solicitation or unwanted sexual attention from a person who knows or ought reasonably to know that such attention is unwanted;
- A single comment or conduct may constitute sexual harassment if it is of a serious nature or egregious;
- An implied or expressed promise of reward for complying with a sexually oriented request;

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- An implied or expressed threat of reprisal or actual reprisal for refusing to comply with a sexually oriented request;
- A sexual relationship that constitutes an abuse of power in a relationship of authority; or,
- A sexually oriented comment or behaviour that may reasonably be perceived to create a negative psychological and emotional environment for living, work or study.

"**Sexual violence**" means any sexual act or act targeting a person's sexuality, gender identity or gender expression, whether the act is physical or psychological in nature, that is committed, threatened or attempted against a person without the person's consent. It includes sexual assault, sexual harassment, stalking, indecent exposure, voyeurism and sexual exploitation. For further clarity, sexual assault includes rape.

"**Survivor**" means a person who has experienced sexual violence.

"**University community**" means all individuals who have a relationship with or to the University (or had at the time of the incident), including but not limited to:

- Students, meaning individuals registered as students at the University, whether full-time or part-time (including special students), at the non-credit, undergraduate or graduate level;
- All employees and faculty, including all unionized and non-unionized academic and support staff as well as those whose salary is paid through sources other than the University's operating funds, such as grants, research grants and external contracts;
- Persons with an academic appointment including but not limited to adjunct, visiting and emeritus professors, post-doctoral or clinical fellows and research trainees;
- Contractors, consultants, suppliers or other entities engaged by the University to provide services or goods when on University property or while acting in a capacity defined by their relationship to the University;
- Members of the Board of Governors, of the Senate and any of their respective committees, as well as members of any advisory committee formed to help the University achieve its goals; and,
- Employees of both unionized and non-unionized employee and student groups when on University property or while acting in a capacity defined by their relationship to the University.

"**Workplace sexual harassment**" means engaging in a course of vexatious comment or conduct against a worker in a workplace because of sex, sexual orientation, gender identity or gender expression, where the course of comment or conduct is known or ought reasonably to be known to be unwelcome, or making a sexual solicitation or advance where the person making the solicitation or advance is in a position to confer, grant or deny a benefit or

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advancement to the worker and the person knows or ought reasonably to know that the solicitation or advance is unwelcome.

5. Education, Prevention and Awareness

5.1 The University will build the capacity of the Carleton community to address sexual violence and play a role in ending sexual violence in our community. As such, the University and our campus partners, will:

a) Engage in public education and prevention activities;

b) Provide the University community with ongoing education and training about sexual violence including information on how to respond to the disclosure of sexual violence;

c) Contribute to a campus atmosphere in which sexual violence is not tolerated while recognizing academic freedom (as outlined in the applicable collective agreement and in the Carleton University Statement of Conduct and Human Rights) for students, faculty and staff to explore controversial topics related to this issue; and,

d) Monitor and update University policies to ensure that they remain effective and in line with other existing policies and best practices.

5.2 The University has a Sexual Violence Prevention and Education Committee (SVPEC) with representation from students, staff, faculty and senior administrators. This committee will be chaired by the Assistant Vice-President and University Advisor, Equity and Inclusive Communities or their delegate ~~Director of Equity Services~~ and report to the President. Individuals will be invited to self-nominate/apply for the SVPEC. The Department of Equity and Inclusive Communities (EIC) ~~Equity Services~~ and the Office of the Vice-President (Students and Enrolment) will collaborate to choose an appropriate number of members from across the university to serve on the committee. Generally speaking the purposes of the SVPEC will be to:

a) Encourage the University community to work together to promote a safe learning, living and work environment for the members of the University community;

b) Contribute to a campus atmosphere in which sexual violence is not tolerated;

c) Make recommendations to the Office of the President on this Policy for consideration during a review process and with regard to sexual violence

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prevention and awareness;

d) Make recommendations to the Office of the President on resources required or other measures related to addressing sexual violence and support services; and,

e) Consider and recommend proposals for new training programs brought forward by ~~Equity Services~~EIC and monitor the coordination, implementation and success of training programs related to sexual violence.

5.3 The Board of Governors shall receive and consider annual reports from the Office of the Vice-President (Students and Enrolment) in respect of sexual violence, including the following:

a) The number of times supports, services and accommodation relating to sexual violence are requested and obtained and information about the supports, services and accommodation;

b) Initiatives and programs established to promote awareness of the supports and services available;

c) The number of incidents and complaints of sexual violence, and information about the incidents and complaints; and

d) The implementation and effectiveness of this Policy.

6 Support Services and Disclosure

6.1 General provisions about reporting and disclosure

a) At any time, a person who has experienced sexual violence may consult with or seek advice and support from the relevant student association, union or other employee group.

b) If an incident of sexual violence is disclosed to a member of the University community, the person to whom it is reported has a duty to refer the person to this Policy and inform the person that the Sexual Assault Support Centre within the Department of Equity and Inclusive Communities (EIC) ~~Equity Services~~ (hereafter "~~Equity Services~~EIC") is the office to contact in order to get information about the availability of supports and services.

6.2 Support and Services

a) Individuals who disclose that they have experienced sexual violence will be provided support services and will be treated with dignity and respect at all

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times by the University and its representatives. A person affected by sexual violence is **not** required to report an incident of or make a complaint about sexual violence under the formal complaint process of this Policy ~~in order~~ to obtain support and services, or ~~in order~~ to receive appropriate accommodation for their needs ~~for their needs~~.

b) The supports and services available at the University to obtain information about sexual violence and/or support are as follows:

Support and services available from the University:

Sexual Assault Support Centre
613-520-5622
www.carleton.ca/equity

Health and Counselling Services
613-520-6674
www.carleton.ca/health

Campus Safety Services
General inquiries: 613-520-3612
Emergencies: 613-520-4444
www.carleton.ca/safety

Support and services available from off-campus providers:

Ottawa Police Service
General Inquiries: 613-236-1222
www.ottawapolice.ca

Ottawa Rape Crisis Centre
24 hour crisis line: 613-562-2333
General inquiries: 613-562-2334
www.orcc.net

Sexual Assault Support Centre of Ottawa
24 hour support line: 613-234-2266
General Inquiries: 613-725-~~9259~~2160

Sexual Assault and Partner Abuse Care Program at the Civic Campus of the Ottawa Hospital
613-798-5555 x 13770

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Additional community supports and services can be found online at: http://carleton.ca/equity/resources/sexual-and-gender-based-violence-prevention-and-support-services

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6.3 Disclosure in an emergency – Campus Safety Services (CSS)

a) In an emergency on campus (i.e., imminent threat of sexual violence and of harm to a person or sexual violence actually occurring) a report can be made 24 hours per day, 7 days a week, 365 days per year in the following ways:

- Call 911 (and notify ~~Campus Safety Services~~CSS)
- ~~Campus Safety Services~~CSS emergency number 613-520-4444
- Red telephones and yellow call boxes (located in building lobbies, corridors, computer labs and parking garages) connect directly with ~~Campus Safety Services~~CSS.
- Blue Light Assistance Phones located outside on campus grounds, in parking garages and in the tunnel system provide a direct link with ~~Campus Safety Services~~CSS.
- Public telephones on campus – free to dial 613-520-4444 or 911
- In person: ~~University Safety Office~~CSS – 203 Robertson Hall

b) When a person discloses an incident of sexual violence to ~~Campus Safety Services~~CSS, they will be provided with the option to be contacted by an EIC Advisor~~Campus Safety Services must inform Equity Services for follow-up~~. See paragraph 6.45 of this Policy.

6.4 Disclosure in a non-emergency – ~~Equity Services~~Equity and Inclusive Communities (EIC)

~~Equity Services~~EIC is responsible for handling ~~handling responding to~~ all disclosures of sexual violence involving a member of the University community in a non-emergency situation, whether the sexual violence has occurred on or off campus. An ~~Equity Services~~EIC staff member will provide information about available support and services, including information about interim measures that may be available to address the immediate needs (see examples in paragraph 6.5 (a) of this Policy). ~~Equity Services~~EIC is the point of contact for a person affected by sexual violence to request academic, employment or other accommodations.

6.5 Follow-up on disclosure and Accommodations

a) When a person reports sexual violence to ~~Campus Safety Services~~CSS and/or ~~Equity Services~~EIC, they will be provided with the option to be contacted by an

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EIC Advisor to offer support and present options available to them.~~an Equity Services Advisor will contact the person to learn more about the circumstances, the person's needs and expectations, and the outcome sought.~~ The EIC Advisor ~~quity Services staff member~~ will make every effort to assist the person and will discuss options to address or resolve the matter in a timely and supportive way. The appropriateness of these options will depend on the person's needs and on the circumstances. The following list of examples (which is not exhaustive) includes:

- Providing referrals to contacts for suitable supports, services or resources available at the University and in the city, ~~including the Sexual Assault Services Coordinator~~including services available at the Sexaul Assault Support Centre at EIC;
- Sharing information on what options are available and how EIC or other University departments ~~what the person can do or what the Equity Services Officer or other person~~ may do to intervene in the situation;
- Discussing the availability of interim academic or employment accommodation or other measures to stabilize a situation, to protect the person from retaliation or the threat of retaliation, to address safety or other concerns, and/or to otherwise support the person. Examples of measures for students include exam or assignment deferral, class and/or schedule changes, housing changes, and no-contact orders. Examples for employees include making changes that are not disciplinary but precautionary to avoid contact between parties or placing the Respondent on a temporary non-disciplinary leave with pay;
- Providing information on methods available to facilitate a resolution;
- Describing the process ~~of~~ for filing a formal complaint under Section 9 of this Policy; and,
- Information about any other available options to address or resolve the matter.

b) Where appropriate the ~~Director of Equity Services~~AVP and University Advisor, EIC will engage the Sexual Violence Review Committee to ensure the safety, follow-up and support for those involved in a report of sexual violence.

c) The Sexual Violence Review Committee (SVRC) is composed of:

- Vice-President (Students and Enrolment) or designate (Chair)
- Associate Vice-President, Student Affairs (when the Complainant or Respondent is a student) or designate
- Director, Labour Relations, Human Resources (when the Complainant or Respondent is a professional services employee) or designate
- Director, Labour Relations (Academic), Office of the Deputy Provost (when the Complainant or Respondent is an academic employee) or designate
- Director of Health and Counselling Services or designate

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- ~~Director of Campus Safety Services or designate~~
- ~~Director of Student Affairs (when the Complainant or Respondent is a student) or designate~~
- ~~Manager, Labour Relations (when the Complainant or Respondent is an Employee) or designate~~

All members of the SVRC will receive sexual violence and procedural fairness training.

d) ~~Equity Services~~The Department of Equity and Inclusive Communities must ensure that the following steps occur:

- The person who has experienced sexual violence is given information regarding internal and external personal support and advocacy services, and internal (non-criminal) and external (criminal and other legal proceedings) complaint processes;
- Appropriate academic, employment or other accommodation and interim measures are made available and implemented to stabilize the situation and/or separate the parties and to address any safety or security concerns; and,
- A threat assessment is conducted as required.

e) The Sexual Violence Review Committee can, on a confidential basis, consult or seek the assistance of other internal authorities (such as Health and Counselling Services, Human Resources, or ~~Equity Services~~Equity and Inclusive Communities ~~or the Sexual Assault Services Coordinator~~) or resources. They can also consult or seek the assistance of external parties relevant to the particular incident, such as rape crisis centers and counselling services.

7 Confidentiality

7.1 All reports and disclosures of sexual violence to the University will be treated in a confidential manner and in accordance with the Freedom of Information and Protection of Privacy Act (FIPPA) and with the provisions of applicable collective agreements.

7.2 All members of the University community who receive a report or disclosure of sexual violence or who are involved in addressing or investigating it must keep the matter confidential. This is in order to protect the rights of those involved in the allegations; to prevent an unjustified invasion of their personal privacy; to preserve the integrity of the investigation, and to safeguard individuals against unsubstantiated allegations. See paragraph 8.5 of this Policy for more details on confidentiality related to the formal complaint process.

7.3 The University will make every reasonable effort to maintain confidentiality when it becomes aware of an incident of sexual violence and will limit disclosure of

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information about individuals to those within the University who need to know for the purposes of, or those consistent with, addressing the situation, investigating or taking corrective action. Under the following circumstances, however, the University might face additional legal obligations and may not be able to guarantee complete confidentiality if:

a) An individual is at risk of self-harm;

b) An individual is at risk of harming others;

c) Members of the University community or the broader community may be at risk of harm; and/or

d) Investigation or reporting to authorities where required by law (the following list of examples is not meant to be exhaustive: an incident involving a minor, obligations related to occupational health and safety, human rights legislation and/or community safety).

7.4 If a person requests that the University not act on a report of sexual violence, the University must weigh that person's request against the University's legal obligation to take action and provide a learning, living and work environment that is safe and free from sexual violence for all members of the University community. Decisions required under section 7 will be made by the Vice-President, Students and Enrolment following consultation with the General Counsel and Privacy officer as appropriate.

PART B: COMPLAINT PROCESS AND PROCEDURE

8 General Provisions Regarding the Formal Report and Complaint Process

8.1 External reporting and recourse

This Policy and the formal complaint process do not prevent and are not intended to discourage an individual from also reporting sexual violence to the police and pursuing a complaint of sexual violence through the criminal justice system and/or from pursuing a complaint of sexual harassment with the Ontario Human Rights Tribunal pursuant to the Ontario Human Rights Code. The policy also does not prevent a unionized employee from pursuing a grievance under their collective agreement.

8.2 Choice not to file a formal complaint or not to investigate

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a) A person may choose not to file a formal complaint under Section 9 of this Policy. If a person decides not to file a formal complaint or requests that the University not investigate, the full range of supports and services outlined in this Policy remain available to that person. To the greatest extent possible, the University will respect the person's choice not to proceed with a formal complaint or request that the University not investigate.

b) A Complainant who has filed a formal complaint may withdraw the complaint in writing at any time. However, the Sexual Violence Review Committee (SVRC) may still initiate an investigation if it has reason to believe that a member of the University community or broader community may be at risk of harm, or if the ~~Sexual Violence Review Committee~~SVRC determines that the University has a legal obligation to investigate. In such cases, subject to legal requirements, the person has the right not to participate in such an investigation. The SVRC will appoint an Investigator who will investigate the matter and provide the SVRC with a written confidential report containing the facts and information gathered during the investigation. The ~~Sexual Violence Review Committee~~SVRC will consult with internal authorities on the investigation report and on the appropriate means for further addressing the matter.

8.3 Harassment and/or discrimination

Complaints of harassment and/or discrimination that do not involve sexual violence will be addressed under the Carleton University Human Rights Policies and Procedures or other workplace harassment/violence prevention policies as appropriate.

8.4 Support person

The Complainant or the Respondent can be accompanied by a support person of their choice at any time during the formal complaint process outlined in this Policy. The support person may be a friend, family member, advisor ~~and~~ or employee union representative. The support person ~~may~~ cannot be a person who is a witness in the complaint process. The support person may provide encouragement or other emotional or moral support and may accompany the Complainant or Respondent to meetings. The support person's role is not to act or speak on behalf of the Complainant or Respondent. Representations (both oral and written) must come directly from the Complainant and Respondent. The support person must also agree in writing to maintain confidentiality in accordance with this Policy. Parties will also be offered access to a support person as follows:

a) The Complainant may wish to access an EIC Advisor ~~the Sexual Assault Services Coordinator~~ to assist with navigating the provisions of this

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Policy.

b) Where the Respondent is a student, they may wish to contact Ombuds Services or the Manager of Student Conduct and Harm Reduction ~~Care to assist wit~~for assistance~~h~~ navigating the provisions of this Policy.

8.5 Confidentiality

In addition to the provisions on confidentiality contained in paragraph 7 of this Policy, when a formal complaint is filed under this Policy, the following applies:

a) Confidentiality of information disclosed at any time pursuant to this Policy is to be maintained to the extent possible, consistent with the University's need to respond appropriately to the situation and to ~~the~~ uphold safety of members of the University community. This means that information about the situation may be disclosed as provided for in this Policy only to those who need to know in order to investigate and/or address the formal complaint.

b) To ensure procedural fairness while a formal complaint process is underway, the Complainant, the Respondent and others who may have knowledge of the matter, including a support person, must maintain confidentiality in accordance with this Policy and not make public statements (for example: media, public and/or social media statements) that may jeopardize the proper handling of the matter. The confidentiality obligations during the complaint process do not prevent a person from seeking counselling, treatment, support services or from speaking to friends and family for support. Any questions regarding confidentiality obligations under this Policy can be clarified by contacting the individual who receives the formal complaint.

c) Information disclosed by a person during an alternative resolution under this Policy as described in Article 8.10 below is without prejudice to that person and cannot be used during subsequent steps in handling the matter or in the formal complaint process under this Policy. Any person conducting an alternative resolution of a complaint cannot be called to testify in a subsequent proceeding in relation to information disclosed during alternative resolution, unless ordered or compelled by a court, tribunal or arbitrator.

d) Documents and information related to a formal complaint, including the written formal complaint, written responses, witness statements,

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investigation notes and reports, and documents related to the formal complaint and its investigation will be securely maintained by Student Affairs or Human Resources as appropriate (see section 9.1 below).

8.6 Timelines and Timely Progress Updates Provided to Parties

The intention of this Policy is for the complaint process and each of its steps to be completed as expeditiously as practicable without compromising appropriate procedural fairness for all parties. The timelines mentioned in this Policy are meant to ensure that the matters are dealt with in a timely fashion. There may be, in compelling circumstances, reasons to extend a timeline. In such cases, where the request is in good faith and the extension does not prejudice or harm those involved in the complaint, extensions may be granted. It can be difficult to determine appropriate timelines for the resolution, investigation or a final disposition with respect to a formal complaint. Therefore, where no timelines are mentioned in this Policy, the intention is always to use a reasonable time period and to act as expeditiously as possible in light of the nature and complexity of the circumstances of the complaint and in light of other circumstances that may arise during the process that are beyond a party's reasonable control.

The Parties will receive regular updates on the progress of their case, estimated timeframes and any delays related to the matter. The types and frequency of these updates will be determined through discussion with each party.

8.7 Applicable collective agreements

The formal complaint process provided in this Policy, as it affects any unionized employees shall be construed and applied consistently with any relevant collective agreement. This policy does not abrogate any collective agreement protections to employees.

8.8 Conflict of Interest

If a University official has a real or apparent conflict of interest in a particular matter or there is a reasonable apprehension of bias, then that individual will not continue their involvement in the matter and the University will appoint an appropriate individual to act in that role for the purposes of that matter. A party may raise concerns regarding conflict of interest or reasonable apprehension of bias. Concerns will be referred in writing to the General Counsel or a delegate appointed by the Chair of the Sexual Violence Review Committee for review and whose decision will be final.

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8.9 No Prosecution of Minor Drug and Alcohol Offences

The University recognizes that some individuals may be hesitant to disclose or report sexual violence in cases where there they have been drinking under age or were using drugs at the time the sexual violence took place. A Complainant acting in good faith who discloses or reports sexual violence will not be subject to actions for violations of university policies related to drug and alcohol use at the time the sexual violence took place.

8.10 Alternative Resolution

In appropriate circumstances, a Complainant may be willing to resolve the matter before an investigation is commenced or completed, or before a decision is made by the SVRC. A Respondent could also initiate an alternative resolution process by notifying the Department of Equity ~~Equity Services~~and Inclusive Communities (EIC). ~~Equity Services~~EIC will follow-up with the Complainant and Respondent to determine their willingness to participate in an alternative resolution process. For it to be a meaningful process, participants must engage voluntarily and remain free from reprisal. At any stage during the process, either the Complainant or the Respondent may indicate they would like the complaint to move to or resume the investigation and decision-making process. Examples of alternative resolution include mediation/facilitation, restorative justice, education or similar methods.

If the Complainant and Respondent are able to reach a resolution, a written record of the resolution will be prepared by ~~Equity Services~~EIC to be signed by both parties. The signed resolution will be kept in ~~Equity Services~~EIC. A copy of the signed agreement will be provided to the Complainant and Respondent, and may be provided to relevant university administrators if it is required to implement the terms of resolution. If there is a failure to comply with the terms of a resolution, the complaint may be moved to an investigation and decision-making process.

8.11 Procedural Fairness

The University has a duty of procedural fairness to the parties with respect to the process by which investigations and decisions are made that may result in findings of sexual violence and may potentially impose serious consequences against a member of the University community who has engaged in such conduct. The basic requirements of procedural fairness is that a person against whom allegations are made, must know the allegations and evidence against

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them, and must be given the opportunity to answer prior to a decision being made. Further to the right to know, Complainants and Respondents will also have notice of the investigation and decision-making process, and will have the matter decided by impartial decision makers. If credibility of any fact or issue is in question, Complainants and Respondents may appear in person and make oral representations to a decision maker, and comment and ask questions with respect to the evidence in accordance with this policy. As such, the University reserves the right to adjust the process to ensure procedural fairness in accordance with the facts of the individual case with notice to the Complainant and the Respondent.

8.12 Interim measures

In some circumstances, it may be necessary to implement interim measures, which are temporary measures put in place to protect the parties and the community during the process. Interim measures may be implemented as part of accommodations, prior to and during the formal complaint process and pending a final decision. Where Interim measures are necessary, the University will seek to implement the least disruptive measures that still promote safety and security. Such measures are without prejudice to the ultimate outcome of the complaint process and are not intended to be disciplinary in nature. The Sexual Violence Review Committee can review the implementation of interim measures to ensure the measures are appropriate in the circumstances. A party may request modifications to Interim Measures and make a written submission in support of their request to the SVRC for its consideration. All requests for modification will be considered in relation to the circumstances of the individual case and in relation to the University community including its safety. A non-exhaustive list of examples of such interim measures is outlined in paragraph 6.5 (a) of this Policy. Additional examples of Interim Measures that might be considered include:

- 8.1.1.1 Changes within university housing if the parties are residents
- 8.1.1.2 Restrictions to access campus or part of campus
- 8.1.1.3 No contact/communication orders
- 8.1.1.4 Employment/workplace restrictions
- 8.1.1.5 Changes to class and/or section enrollments

Non-compliance with the interim measures may result in additional measures and/or discipline being imposed. The Complainant will be advised of interim measures imposed where permitted by FIPPA for health and safety reasons.

8.13 Irrelevant Questions

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A person who discloses their experience of sexual violence through reporting an incident of, making a complaint about, or accessing supports and services for sexual violence, will not be asked irrelevant questions during the investigation process by the investigators or any officials involved in the process, including irrelevant questions relating to the person's sexual expression or past sexual history.

9 Formal Complaints Process

9.1 Filing and initiating a formal complaint

a) The ~~Director~~ Associate Vice-President~~of,~~ Student Affairs (or designate) is responsible for receiving (in writing) formal complaints of sexual violence related to students. The Director, Labour Relations (Academic), Office of the Deputy Provost (or designate) is responsible for receiving formal complaints of sexual violence related to academic employees. The ~~Manager~~Director, Labour Relations, Human Resources (or designate) is responsible for receiving formal complaints related to ~~all other groups~~professional services employees. In the case where the Respondent is both a student and an employee, the complaint may be submitted to either of these ~~two~~ parties but will be jointly received. Only a person who reports experiencing sexual violence (the "Complainant") can choose to file a formal complaint under this Policy.

b) A formal complaint can be filed if the Respondent is a member of the University community and was a member of the University community at the time of the incidents alleged in the formal complaint.

c) Jurisdictional or other legal considerations may arise (such as an active police investigation) where the formal complaint process in this Policy may be suspended. In addition, the University does not have jurisdiction to address allegations made against a person who is not a member of the University Community. However, in the event of such allegations, the University will provide support to Complainants and may be able to take measures such as restricting access to campus by the person against whom the allegations are made.

d) A formal complaint must set out in writing the name of the Respondent, the nature and the details of the circumstances, including detailed facts, specific dates and names of potential witnesses. The person receiving the formal complaint will acknowledge receipt, review it and if necessary, seek clarification from the Complainant on the information it contains.

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9.2 Sexual Violence Review Committee (SVRC) Initial assessment

a) The complaint will be provided to the ~~Sexual Violence Review Committee~~SVRC. The SVRC will assess the formal complaint and determine whether the conduct forming the basis of the complaint appears to fall within the definition of sexual violence as set out in this Policy.

b) If the SVRC considers that the conduct in question appears to fall within the definition of sexual violence as set out in Section 4 of this Policy, they will appoint an Investigator pursuant to paragraph 9.4(a) of this Policy and inform the Complainant and Respondent in writing.

c) If the SVRC considers that the conduct does not fall within the definition of sexual violence as set out in this Policy, they will convey this assessment in writing to the Complainant and inform the Complainant of their right to request a review under 9.3 of this Policy, and will provide the applicable timelines and procedures for requesting this review. In these cases, the SVRC may also refer the Complainant to another University policy or office as may be applicable or legally required.

9.3 Review of the initial assessment

A request to review the ~~Sexual Violence Review Committee's~~SVRC's initial assessment of the complaint can be made only if it ~~has~~ is determined that the complaint falls outside the definition of sexual violence as set out in this Policy. If the Complainant disagrees with the determination that the complaint is outside the definition of sexual violence as set out in this Policy, then the Complainant may ask the University Secretary to review the assessment, if the Complainant submits the request in writing within 10 business days after the date of determination. Upon review, the University Secretary's decision is final and will be communicated to the Complainant in writing.

9.4 Investigation

a) Where the complaint is within the definition of sexual violence as set out in this Policy, the ~~Sexual Violence Review Committee~~SVRC will appoint an Investigator who has competence in conducting investigations related to allegations of sexual violence, to investigate the complaint.

b) Where the Respondent is a unionized employee, the employee shall have all applicable rights to union representation during any investigatory

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meetings with the Employer. As per the relevant collective agreement, the ~~Manager~~ Director of Labour Relations (Human Resources) or the Director, Labour Relations (Academic) will also inform the Manager/Supervisor of the Respondent of the investigation.

c) The ~~Manager~~ Director of Labour Relations (Human Resources) or the Director, Labour Relations (Academic) or the ~~Director~~ Associate Vice-President,~~of~~ Student Affairs will send a written notice to the Respondent and the Complainant informing both of the formal complaint and enclosing a copy of the complaint. The Respondent and Complainant will be informed of the name of the Investigator as soon as possible. The notice will indicate that the Respondent will have an opportunity to provide the Investigator with a written response to the complaint. Both the Complainant and the Respondent will be provided with a copy of the formal complaint process under this Policy.

d) The investigation will be done in a timely fashion. The Investigator will ask the Respondent to respond in writing to the formal complaint. If the Respondent does not provide a written response within the time requested, the investigation will proceed in the absence of a response.

e) The Investigator will then send the Respondent's response to the Complainant, who can submit a written reply within the time requested by the Investigator. If no written reply is provided within the time requested, the Investigator will proceed in the absence of such reply. The Respondent will receive a copy of the reply, if any.

f) The Investigator will examine all of the information submitted by the parties as well as any other information gathered during the investigation and conduct all interviews in a fair, impartial and professional manner. The Investigator will remind the individuals of the requirement to protect and keep confidential the personal information of the persons involved in the investigation.

g) The Investigator will keep the ~~Sexual Violence Review Committee~~SVRC informed on the status of the investigation at regular intervals or at the request of the ~~Review Committee~~SVRC. The ~~officers~~ administrators charged with receiving the complaint will keep the Complainant and the Respondent informed on the status of the complaint and of the investigation.

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9.5 Investigation report

The Complainant and Respondent will be provided with a copy of the report and will be invited to provide comments. Upon completion of the investigation, the Investigator will send a written confidential report containing the facts and information gathered during the investigation to the ~~Sexual Violence Review Committee~~SVRC including any responses ~~of~~ provided by the Respondent and Complainant. The investigation report will be provided to the Complainant and to the Respondent with a reminder of the need to protect and keep confidential the personal information of those involved in the investigation and to avoid acts of reprisal. The university considers reprisal at any stage to be a serious offence. A breach of confidentiality by any person with respect to a complaint may also constitute reprisal.

9.6 Review of report and committee meeting

a) After the report and responses are provided to the ~~Sexual Violence Review Committee (SVRC)~~SVRC, the Chair will convene meetings as appropriate. The notice will indicate the time, place and purpose of the meeting(s) as well as include a statement that if the Complainant or the Respondent does not attend or participate, the SVRC may proceed in their absence. The Complainant or the Respondent may request accommodation from the SVRC regarding their participation at a meeting.

b) The ~~Sexual Violence Review Committee~~SVRC meeting(s) will be conducted in person and in camera. However, the support person(s) referred to in paragraph 8.4 of this Policy can attend as an observer(s) only and may not speak on behalf of or represent the Complainant or the Respondent.

c) The Complainant and the Respondent will be afforded the opportunity to make written and oral representations to the SVRC, including representations on the investigation report and on any potential consequences or measures. The Complainant and the Respondent are expected to speak for themselves. Members of the SVRC may ask questions of the Complainant and the Respondent and may invite witnesses as they deem necessary.

d) The SVRC will ensure that the Complainant and the Respondent are given an opportunity to know and respond to information that it intends to rely upon in making the decisions and recommendations.

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9.7 Decision of the Sexual Violence Review Committee (SVRC)

a) Upon reviewing and considering the final investigation report and any representations made by the Complainant and the Respondent or other person at its meeting with them, the Sexual Violence Review Committee will:

- Decide whether the investigation was fair and conducted properly;
- Decide whether the complaint is founded and the role of the Respondent;
- Recommend consequences or measures it considers appropriate to remedy or mitigate any academic or employment harm or disadvantage arising from the complaint, to prevent its reoccurrence and to ensure the safety of all individuals.

b) The decisions of the ~~Sexual Violence Review Committee~~SVRC and the reasons in support of it must be provided in writing ~~and be delivered~~ to the Complainant and Respondent. The Freedom of Information and Protection of Privacy Act (FIPPA), prohibits the disclosure of the details of any disciplinary actions or consequences taken against the Respondent. The Complainant has a right to know the outcome of the investigation but not the details of the discipline unless sharing that information is permitted by FIPPA for health and safety reasons. In the case of a unionized employee, the decision of the SVRC will also be communicated to the appropriate Manager/Supervisor who will make a recommendation on any consequences, measures, and/or disciplinary action to the appropriate Vice-President. If the Committee decides that the complaint is founded and the Respondent involved was a unionized employee, the SVRC will also provide the appropriate Manager/Supervisor with a copy of the investigation report.

c) Consequences or measures in response to sexual violence will depend on the circumstances, on the severity of the conduct, on any mitigating factors and on applicable collective agreements or other University policies. If a complaint of sexual violence is substantiated, consideration will be given to preventing its reoccurrence in the future, to correcting the negative impact of the incident on the Complainant and to ensuring or enhancing the safety of all individuals. The following list provides examples of consequences and measures and is not meant to be exhaustive nor necessarily represent a progression of consequences or measures:

- A letter of apology;

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- Attendance at educational sessions on the impact of sexual violence;
- Attendance at coaching sessions to improve communication or conflict resolution skills;
- Restricted or prohibited access to the University campus and/or services;
- For employees discipline up to and including termination;
- For students discipline up to and including suspension or ~~ban~~ trespass from ~~the~~ University property, and
- In circumstances where the Respondent is a unionized employee, the appropriate Manager/Supervisor under the applicable collective agreement will decide on consequences or measures and on the imposition of any disciplinary measures. Disciplinary processes and measures shall be in accordance with the collective agreement applicable to the Respondent employee.

10. Appeal Process

10.1 Appeal

An appeal is not an opportunity for the Complainant or the Respondent to repeat the information provided to the ~~Sexual Violence Review Committee~~SVRC. The right to an appeal is not automatic and an appeal will only be considered if it meets the following requirements:

a) The appeal is of a final decision of the ~~Sexual Violence Review Committee~~SVRC;

b) The appeal is submitted by either the Complainant or the Respondent;

c) The appeal must be made within 15 days after the date of the final decision that is the subject of the appeal;

d) The appeal includes the reasons for the appeal, the reasons why the appeal should be granted, the arguments in support of the appeal and the outcome sought;

e) The appeal must demonstrate that:
- There has been a fundamental procedural error in the making of the final decision and that such error has caused or will cause actual prejudice to the person seeking the appeal, or
- There are new facts relevant to the final decision that were not available and could not have been provided to the ~~Sexual Violence Review~~

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~~Committee~~SVRC.

The following is a non-exhaustive list of some examples of situations where an appeal would not meet the requirements of this paragraph:

- The appeal asks for review of a consequence or measure that has not yet been finally decided or approved;
- The appeal repeats arguments made at the meeting of the review committee or in written submissions and does not provide any new information relevant to the final decision;
- The appeal is based only on a disagreement with a finding of fact, including findings made about the credibility of witnesses;
- The appeal raises new arguments that were not made, but could have been made at the ~~Sexual Violence Review Committee~~SVRC meeting or in written submissions or to the appropriate Manager/Supervisor or University governing body, and
- The appeal amounts to a mere speculation or a bald statement of a procedural error causing prejudice and does not provide detailed and convincing information to establish the error and to establish a link between the error and actual prejudice or a reasonable expectation of prejudice to the person seeking the appeal.

10.2
The appeal must be made to the University Secretary. Following receipt of the appeal, the University Secretary will convene the Appeal Board. The Appeal Board consists of the Assistant Vice President of Human Resources and the Provost and Vice President Academic or their delegates, who will receive sexual violence and procedural fairness training. The Appeal Board will be chaired by a person external to the University Community who has the appropriate legal training.

10.3
The appeal process is conducted in writing. The Complainant or Respondent, as the case may be, will be advised of the appeal and do not need to respond to the appeal unless the Appeal Board sends a letter requesting them to do so.

10.4
The Appeal Board reviews the appeal, determines whether the appeal meets the requirements of paragraph 10.1 of this Policy. Following review of the written submissions, the Appeal Board may in its sole discretion convene a hearing to determine the matter. All decisions of the Appeal Board are final.

11. Review of Policy

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11.1 Review

a) OVPSE is responsible for the review and implementation of this Policy. This Policy will be reviewed every three years.

b) Revisions to the Policy will be sent for comment to the student associations, unions and employee groups, to the committee on the prevention of sexual violence referred to in Section 8 of this Policy and any other stakeholder, as determined by OVPSE, to ensure the provision and consideration of input from a diverse selection of students, faculty and employees who are reflective of the university community.

11.2 Amendments

a) Amendments made to this Policy require the approval of the Board of Governors.

b) Updates to the following information contained in this Policy do not require additional approval.

- The supports and services referred to paragraph 6.2 of this Policy;
- The identity of officials, offices, and departments at the University that provide information about supports, services and accommodation or that receive reports or formal complaints.

c) A copy of this Policy as approved and amended is posted on the University's website.

12. Related Policies and Procedures

12.1 Related policies include:

a) Carleton Human Rights Policies and Procedures
b) Carleton Student Rights and Responsibilities Policy
c) Workplace Harassment Prevention Policy
d) Carleton Workplace Violence Prevention Policy
e) Residence Contract

In the case of a conflict between any of the above policies and the Sexual Violence Policy, the latter takes precedence to the extent of the conflict.

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Sexual Violence Policy

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Policy Name:	Sexual Violence Policy
Originating/Responsible Department:	Office of the Vice-President (Students and Enrolment)
Approval Authority:	Board of Governors
Date of Original Policy:	December 1, 2016
Last Updated:	June X 2022
Mandatory Revision Date:	June X 2025
Contact:	Vice-President (Students and Enrolment)

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PART A: POLICY AND SUPPORT SERVICES

1. Purpose of the Policy

1.1 As a community, Carleton University supports and is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated and is treated with the seriousness it deserves. Carleton

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acknowledges that individuals who are members of equity-seeking groups who experience intersecting forms of disadvantage based on the protected grounds in the Ontario Human Rights Code may be disproportionately affected by sexual violence and its consequences. The purpose of this Policy is to articulate Carleton University's commitment to a safe, supportive and healthy campus and to confirm its commitment to provide support to those members directly affected by sexual violence.

1.2 This Policy is also intended to:

a) Set out the University's statement of values and commitments to address sexual violence;

b) Provide information about supports and services available at Carleton University and in the community;

c) Ensure follow-up once a report is made to the University;

d) Provide information about the University's process for responding to and addressing incidents and complaints of sexual violence;

e) Meet the University's obligations under the Ministry of Training, Colleges and Universities Act and the Occupational Health and Safety Act with respect to sexual violence, sexual harassment, and workplace sexual harassment; and,

f) Reinforce and enhance the Carleton University Statement on Conduct and Human Rights and related policies and procedures addressing sexual violence, sexual harassment and workplace sexual harassment.

2. Carleton's Commitment and Values

2.1 Carleton is committed to:

a) Continually fostering an environment where members of the University community can live, study and work free of sexual violence;

b) Recognizing that anyone can be harmed by sexual violence and that it is a fundamental affront to an individual's rights, dignity and integrity;

c) Seeking first to prevent and then to redress sexual violence, by safely intervening and speaking out when the University sees it occurring;

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d) Adopting a survivor-centered approach to providing services to those who have experienced sexual violence;

e) Ensuring that members of the University community who experience sexual violence are supported, treated with compassion and appropriately accommodated;

f) Addressing acts of sexual violence in the University community;

g) Combating broader societal attitudes regarding gender, sex and sexuality that normalize sexual violence and undermine equality in addition to recognizing systemic forms of oppression including but not limited to racism, ableism, sexism, transphobia, and homophobia;

h) Providing or making available to members of the University community education and awareness training on this Policy and on the prevention of sexual violence, with content tailored to the audience and relevant to their role and responsibility in responding to and addressing sexual violence; and,

i) Maintaining and reporting annual statistics, without identifying information, on disclosed and reported incidents of sexual violence on campus, and in accordance with legislative requirements.

2.2 Consensual Romantic or Sexual Relationship Guidelines

a) As stated in the University's Human Rights Policies and Procedures, the University recognizes that, within its community, power differences exist between and among faculty, staff, students and associated professionals. The University strongly discourages consensual sexual or romantic relationships between individuals in positions of authority (such as faculty, instructional staff, managers or supervisors, and athletic staff), and the students or employees whose performance they are responsible for grading, supervising or evaluating. These relationships may lead to significant problems including allegations or charges of sexual harassment, conflict of interest, or questions regarding the validity of consent. Pedagogical relationships and the workplace must be protected from influences or activities that can interfere with learning, personal development and the working environment. For these reasons, the University strongly discourages faculty and staff from commencing or continuing any consensual or sexual relationship with a student or employee they are in a position of authority over and emphasizes that such relationships are to be avoided.

b) If notwithstanding the forgoing, a consensual romantic or sexual relationship is not avoided, any existing or past relationship must be disclosed pursuant to these guidelines and the University's Human Rights Policies and Procedure.

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c) Accordingly, the University requires timely disclosure of such relationships by the individual in the position of authority to the relevant appropriate authority as follows: the relevant Dean, University Librarian, Vice-President, or the President as appropriate.

d) Any and all appropriate actions required to manage the conflict of interest will be taken including but not limited to those outlined in the Human Rights Policies and Procedures. At a minimum the individual in the position of authority involved in a relationship, must remove themselves from the grading or supervising role and appropriate alternative arrangements will be put in place.

e) Actions in violation of these guidelines and/or the Human Rights Policies and Procedures are considered to be unprofessional conduct and may be subject to discipline under the collective agreement or employment agreement the employee is subject.

3. Scope of the Policy

3.1 This Policy applies to all members of the University community (as defined below), whether they are in the University's learning, living or work environment, on or off campus, or interacting through social or other electronic media. This Policy does not replace or supersede existing collective agreement provisions.

4. Definitions

4.1 For purposes of this policy and its interpretation, the following terms are defined:

"**Appropriate Manager/Supervisor**" means the person in a position of authority over the Respondent as identified in any applicable collective agreement.

"**Complainant**" refers to a person who is making a complaint under this Policy.

"**Consent**" means an active, direct, voluntary, unimpaired, and conscious choice and agreement to engage in sexual activity. Consent cannot be given by a person whose judgement is impaired by drugs and/or alcohol or by other forms of impairment. It is not acceptable for a person who is said to have engaged in sexual violence to use their own consumption of alcohol and/or drugs as an excuse for their mistaken belief that there was consent. For further clarity, consent:

- Can be revoked at any time during sexual activity;
- Cannot be assumed nor implied;
- Cannot be given by silence or the absence of "no";

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- Cannot be given by an individual whose judgment is impaired by alcohol and/or drugs, is unconscious or asleep;
- Cannot be obtained through coercion or threats;
- Cannot be given if the person who has engaged in sexual violence has abused a position of trust, power or authority; and,
- Might not be given properly if an individual has a condition that limits their verbal or physical means of interaction – in such instances, it is extremely important to determine how consent will be established.

"**Disclose**" means sharing information pertaining to an incident of sexual violence for the sole purpose of learning about and/or receiving support and services.

"**Rape culture**" means a culture in which dominant ideas, social practices, media images and societal institutions implicitly or explicitly condone sexual assault by normalizing or trivializing sexual violence and by blaming survivors for their own abuse.

"**Report**" means to inform about an incident of sexual violence, to learn about the University's formal compliant procedures, and/or to file a formal complaint under this Policy.

"**Respondent**" refers to the person against whom a complaint has been filed under this Policy.

"**Sexual assault"** means any kind of sexual contact without a person's consent. It can include unwanted kissing, fondling, oral or anal sex, intercourse, other forms of penetration, or any other unwanted contact of a sexual nature.

"Sexual harassment" means engaging in a course of vexatious comment or conduct (based on sex, sexual orientation, gender identity or gender expression) that is known or ought reasonably to be known to be unwelcome. The following is a list of examples that is not meant to be exhaustive:

- Sexual solicitation or unwanted sexual attention from a person who knows or ought reasonably to know that such attention is unwanted;
- A single comment or conduct may constitute sexual harassment if it is of a serious nature or egregious;
- An implied or expressed promise of reward for complying with a sexually oriented request;
- An implied or expressed threat of reprisal or actual reprisal for refusing to comply with a sexually oriented request;
- A sexual relationship that constitutes an abuse of power in a relationship of authority; or,

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- A sexually oriented comment or behaviour that may reasonably be perceived to create a negative psychological and emotional environment for living, work or study.

"**Sexual violence**" means any sexual act or act targeting a person's sexuality, gender identity or gender expression, whether the act is physical or psychological in nature, that is committed, threatened or attempted against a person without the person's consent. It includes sexual assault, sexual harassment, stalking, indecent exposure, voyeurism and sexual exploitation. For further clarity, sexual assault includes rape.

"**Survivor**" means a person who has experienced sexual violence.

"**University community**" means all individuals who have a relationship with or to the University (or had at the time of the incident), including but not limited to:

- Students, meaning individuals registered as students at the University, whether full-time or part-time (including special students), at the non-credit, undergraduate or graduate level;
- All employees and faculty, including all unionized and non-unionized academic and support staff as well as those whose salary is paid through sources other than the University's operating funds, such as grants, research grants and external contracts;
- Persons with an academic appointment including but not limited to adjunct, visiting and emeritus professors, post-doctoral or clinical fellows and research trainees;
- Contractors, consultants, suppliers or other entities engaged by the University to provide services or goods when on University property or while acting in a capacity defined by their relationship to the University;
- Members of the Board of Governors, of the Senate and any of their respective committees, as well as members of any advisory committee formed to help the University achieve its goals; and,
- Employees of both unionized and non-unionized employee and student groups when on University property or while acting in a capacity defined by their relationship to the University.

"**Workplace sexual harassment**" means engaging in a course of vexatious comment or conduct against a worker in a workplace because of sex, sexual orientation, gender identity or gender expression, where the course of comment or conduct is known or ought reasonably to be known to be unwelcome, or making a sexual solicitation or advance where the person making the solicitation or advance is in a position to confer, grant or deny a benefit or advancement to the worker and the person knows or ought reasonably to know that the solicitation or advance is unwelcome.

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5. Education, Prevention and Awareness

5.1 The University will build the capacity of the Carleton community to address sexual violence and play a role in ending sexual violence in our community. As such, the University and our campus partners, will:

a) Engage in public education and prevention activities;

b) Provide the University community with ongoing education and training about sexual violence including information on how to respond to the disclosure of sexual violence;

c) Contribute to a campus atmosphere in which sexual violence is not tolerated while recognizing academic freedom (as outlined in the applicable collective agreement and in the Carleton University Statement of Conduct and Human Rights) for students, faculty and staff to explore controversial topics related to this issue; and,

d) Monitor and update University policies to ensure that they remain effective and in line with other existing policies and best practices.

5.2 The University has a Sexual Violence Prevention and Education Committee (SVPEC) with representation from students, staff, faculty and senior administrators. This committee will be chaired by the Assistant Vice-President and University Advisor, Equity and Inclusive Communities or their delegate and report to the President. Individuals will be invited to self-nominate/apply for the SVPEC. The Department of Equity and Inclusive Communities (EIC) and the Office of the Vice-President (Students and Enrolment) will collaborate to choose an appropriate number of members from across the university to serve on the committee. Generally speaking the purposes of the SVPEC will be to:

a) Encourage the University community to work together to promote a safe learning, living and work environment for the members of the University community;

b) Contribute to a campus atmosphere in which sexual violence is not tolerated;

c) Make recommendations to the Office of the President on this Policy for consideration during a review process and with regard to sexual violence prevention and awareness;

d) Make recommendations to the Office of the President on resources required or other measures related to addressing sexual violence and support services; and,

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e) Consider and recommend proposals for new training programs brought forward by EIC and monitor the coordination, implementation and success of training programs related to sexual violence.

5.3 The Board of Governors shall receive and consider annual reports from the Office of the Vice-President (Students and Enrolment) in respect of sexual violence, including the following:

a) The number of times supports, services and accommodation relating to sexual violence are requested and obtained and information about the supports, services and accommodation;

b) Initiatives and programs established to promote awareness of the supports and services available;

c) The number of incidents and complaints of sexual violence, and information about the incidents and complaints; and

d) The implementation and effectiveness of this Policy.

6 Support Services and Disclosure

6.1 General provisions about reporting and disclosure

a) At any time, a person who has experienced sexual violence may consult with or seek advice and support from the relevant student association, union or other employee group.

b) If an incident of sexual violence is disclosed to a member of the University community, the person to whom it is reported has a duty to refer the person to this Policy and inform the person that the Sexual Assault Support Centre within the Department of Equity and Inclusive Communities (EIC) (hereafter "EIC") is the office to contact in order to get information about the availability of supports and services.

6.2 Support and Services

a) Individuals who disclose that they have experienced sexual violence will be provided support services and will be treated with dignity and respect at all times by the University and its representatives. A person affected by sexual violence is **not** required to report an incident of or make a complaint about sexual violence under the formal complaint process of this Policy to obtain support and services, or to receive appropriate accommodation for their needs.

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b) The supports and services available at the University to obtain information about sexual violence and/or support are as follows:

Support and services available from the University:

Sexual Assault Support Centre
613-520-5622
www.carleton.ca/equity

Health and Counselling Services
613-520-6674
www.carleton.ca/health

Campus Safety Services
General inquiries: 613-520-3612
Emergencies: 613-520-4444
www.carleton.ca/safety

Support and services available from off-campus providers:

Ottawa Police Service
General Inquiries: 613-236-1222
www.ottawapolice.ca

Ottawa Rape Crisis Centre
24 hour crisis line: 613-562-2333
General inquiries: 613-562-2334
www.orcc.net

Sexual Assault Support Centre of Ottawa
24 hour support line: 613-234-2266
General Inquiries: 613-725-2160

Sexual Assault and Partner Abuse Care Program at the Civic Campus of the Ottawa Hospital
613-798-5555 x 13770

Additional community supports and services can be found online at: http://carleton.ca/equity/resources/sexual-and-gender-based-violence-prevention-and-support-services

6.3 Disclosure in an emergency – Campus Safety Services (CSS)

a) In an emergency on campus (i.e., imminent threat of sexual violence and of harm to a person or sexual violence actually occurring) a report can be made 24 hours per day, 7 days a week, 365 days per year in the following ways:

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- Call 911 (and notify CSS)
- CSS emergency number 613-520-4444
- Red telephones and yellow call boxes (located in building lobbies, corridors, computer labs and parking garages) connect directly with CSS.
- Blue Light Assistance Phones located outside on campus grounds, in parking garages and in the tunnel system provide a direct link with CSS.
- Public telephones on campus – free to dial 613-520-4444 or 911
- In person: CSS – 203 Robertson Hall

b) When a person discloses an incident of sexual violence to CSS, they will be provided with the option to be contacted by an EIC Advisor. See paragraph 6.5 of this Policy.

6.4 Disclosure in a non-emergency – Equity and Inclusive Communities (EIC)

EIC is responsible for handling all disclosures of sexual violence involving a member of the University community in a non-emergency situation, whether the sexual violence has occurred on or off campus. An EIC staff member will provide information about available support and services, including information about interim measures that may be available to address the immediate needs (see examples in paragraph 6.5 (a) of this Policy). EIC is the point of contact for a person affected by sexual violence to request academic, employment or other accommodations.

6.5 Follow-up on disclosure and Accommodations

a) When a person reports sexual violence to CSS and/or EIC, they will be provided with the option to be contacted by an EIC Advisor to offer support and present options available to them. The EIC Advisor will make every effort to assist the person and will discuss options to address or resolve the matter in a timely and supportive way. The appropriateness of these options will depend on the person's needs and on the circumstances. The following list of examples (which is not exhaustive) includes:

- Providing referrals to contacts for suitable supports, services or resources available at the University and in the city, including services available at the Sexaul Assault Support Centre at EIC;
- Sharing information on what options are available and how EIC or other University departments may do to intervene in the situation;
- Discussing the availability of interim academic or employment accommodation or other measures to stabilize a situation, to protect the person from retaliation or the threat of retaliation, to address safety or other concerns, and/or to otherwise support the person. Examples of measures for students include exam or assignment deferral, class and/or schedule changes, housing changes, and no-contact orders.

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Examples for employees include making changes that are not disciplinary but precautionary to avoid contact between parties or placing the Respondent on a temporary non-disciplinary leave with pay;
- Providing information on methods available to facilitate a resolution;
- Describing the process for filing a formal complaint under Section 9 of this Policy; and,
- Information about any other available options to address or resolve the matter.

b) Where appropriate the AVP and University Advisor, EIC will engage the Sexual Violence Review Committee to ensure the safety, follow-up and support for those involved in a report of sexual violence.

c) The Sexual Violence Review Committee (SVRC) is composed of:

- Vice-President (Students and Enrolment) or designate (Chair)
- Associate Vice-President, Student Affairs (when the Complainant or Respondent is a student) or designate
- Director, Labour Relations, Human Resources (when the Complainant or Respondent is a professional services employee) or designate
- Director, Labour Relations (Academic), Office of the Deputy Provost (when the Complainant or Respondent is an academic employee) or designate
- Director of Health and Counselling Services or designate
- Director of Campus Safety Services or designate

All members of the SVRC will receive sexual violence and procedural fairness training.

d) The Department of Equity and Inclusive Communities must ensure that the following steps occur:

- The person who has experienced sexual violence is given information regarding internal and external personal support and advocacy services, and internal (non-criminal) and external (criminal and other legal proceedings) complaint processes;
- Appropriate academic, employment or other accommodation and interim measures are made available and implemented to stabilize the situation and/or separate the parties and to address any safety or security concerns; and,
- A threat assessment is conducted as required.

e) The Sexual Violence Review Committee can, on a confidential basis, consult or seek the assistance of other internal authorities (such as Health and Counselling Services, Human Resources, or Equity and Inclusive Communities) or resources. They can also consult or seek the assistance of external parties

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relevant to the particular incident, such as rape crisis centers and counselling services.

7 Confidentiality

7.1 All reports and disclosures of sexual violence to the University will be treated in a confidential manner and in accordance with the Freedom of Information and Protection of Privacy Act (FIPPA) and with the provisions of applicable collective agreements.

7.2 All members of the University community who receive a report or disclosure of sexual violence or who are involved in addressing or investigating it must keep the matter confidential. This is in order to protect the rights of those involved in the allegations; to prevent an unjustified invasion of their personal privacy; to preserve the integrity of the investigation, and to safeguard individuals against unsubstantiated allegations. See paragraph 8.5 of this Policy for more details on confidentiality related to the formal complaint process.

7.3 The University will make every reasonable effort to maintain confidentiality when it becomes aware of an incident of sexual violence and will limit disclosure of information about individuals to those within the University who need to know for the purposes of, or those consistent with, addressing the situation, investigating or taking corrective action. Under the following circumstances, however, the University might face additional legal obligations and may not be able to guarantee complete confidentiality if:

a) An individual is at risk of self-harm;

b) An individual is at risk of harming others;

c) Members of the University community or the broader community may be at risk of harm; and/or

d) Investigation or reporting to authorities where required by law (the following list of examples is not meant to be exhaustive: an incident involving a minor, obligations related to occupational health and safety, human rights legislation and/or community safety).

7.4 If a person requests that the University not act on a report of sexual violence, the University must weigh that person's request against the University's legal obligation to take action and provide a learning, living and work environment that is safe and free from sexual violence for all members of the University community. Decisions required under section 7 will be made by the Vice-President, Students and Enrolment following consultation with the General Counsel and Privacy officer as appropriate.

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PART B: COMPLAINT PROCESS AND PROCEDURE

8 General Provisions Regarding the Formal Report and Complaint Process

8.1 External reporting and recourse

This Policy and the formal complaint process do not prevent and are not intended to discourage an individual from also reporting sexual violence to the police and pursuing a complaint of sexual violence through the criminal justice system and/or from pursuing a complaint of sexual harassment with the Ontario Human Rights Tribunal pursuant to the Ontario Human Rights Code. The policy also does not prevent a unionized employee from pursuing a grievance under their collective agreement.

8.2 Choice not to file a formal complaint or not to investigate

a) A person may choose not to file a formal complaint under Section 9 of this Policy. If a person decides not to file a formal complaint or requests that the University not investigate, the full range of supports and services outlined in this Policy remain available to that person. To the greatest extent possible, the University will respect the person's choice not to proceed with a formal complaint or request that the University not investigate.

b) A Complainant who has filed a formal complaint may withdraw the complaint in writing at any time. However, the Sexual Violence Review Committee (SVRC) may still initiate an investigation if it has reason to believe that a member of the University community or broader community may be at risk of harm, or if the SVRC determines that the University has a legal obligation to investigate. In such cases, subject to legal requirements, the person has the right not to participate in such an investigation. The SVRC will appoint an Investigator who will investigate the matter and provide the SVRC with a written confidential report containing the facts and information gathered during the investigation. The SVRC will consult with internal authorities on the investigation report and on the appropriate means for further addressing the matter.

8.3 Harassment and/or discrimination

Complaints of harassment and/or discrimination that do not involve sexual violence will be addressed under the Carleton University Human Rights Policies and Procedures or other workplace harassment/violence prevention policies as appropriate.

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8.4 Support person

The Complainant or the Respondent can be accompanied by a support person of their choice at any time during the formal complaint process outlined in this Policy. The support person may be a friend, family member, advisor or employee union representative. The support person cannot be a person who is a witness in the complaint process. The support person may provide encouragement or other emotional or moral support and may accompany the Complainant or Respondent to meetings. The support person's role is not to act or speak on behalf of the Complainant or Respondent. Representations (both oral and written) must come directly from the Complainant and Respondent. The support person must also agree in writing to maintain confidentiality in accordance with this Policy. Parties will also be offered access to a support person as follows:

a) The Complainant may wish to access an EIC Advisor to assist with navigating the provisions of this Policy.

b) Where the Respondent is a student, they may wish to contact Ombuds Services or the Manager of Student Conduct and Harm Reduction for assistance navigating the provisions of this Policy.

8.5 Confidentiality

In addition to the provisions on confidentiality contained in paragraph 7 of this Policy, when a formal complaint is filed under this Policy, the following applies:

a) Confidentiality of information disclosed at any time pursuant to this Policy is to be maintained to the extent possible, consistent with the University's need to respond appropriately to the situation and to uphold safety of members of the University community. This means that information about the situation may be disclosed as provided for in this Policy only to those who need to know in order to investigate and/or address the formal complaint.

b) To ensure procedural fairness while a formal complaint process is underway, the Complainant, the Respondent and others who may have knowledge of the matter, including a support person, must maintain confidentiality in accordance with this Policy and not make public statements (for example: media, public and/or social media statements) that may jeopardize the proper handling of the matter. The confidentiality obligations during the complaint process do not prevent a person from seeking counselling, treatment, support services or from speaking to friends and family for support. Any questions regarding confidentiality obligations under this Policy can be clarified by contacting the individual

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who receives the formal complaint.

c) Information disclosed by a person during an alternative resolution under this Policy as described in Article 8.10 below is without prejudice to that person and cannot be used during subsequent steps in handling the matter or in the formal complaint process under this Policy. Any person conducting an alternative resolution of a complaint cannot be called to testify in a subsequent proceeding in relation to information disclosed during alternative resolution, unless ordered or compelled by a court, tribunal or arbitrator.

d) Documents and information related to a formal complaint, including the written formal complaint, written responses, witness statements, investigation notes and reports, and documents related to the formal complaint and its investigation will be securely maintained by Student Affairs or Human Resources as appropriate (see section 9.1 below).

8.6 Timelines and Timely Progress Updates Provided to Parties

The intention of this Policy is for the complaint process and each of its steps to be completed as expeditiously as practicable without compromising appropriate procedural fairness for all parties. The timelines mentioned in this Policy are meant to ensure that the matters are dealt with in a timely fashion. There may be, in compelling circumstances, reasons to extend a timeline. In such cases, where the request is in good faith and the extension does not prejudice or harm those involved in the complaint, extensions may be granted. It can be difficult to determine appropriate timelines for the resolution, investigation or a final disposition with respect to a formal complaint. Therefore, where no timelines are mentioned in this Policy, the intention is always to use a reasonable time period and to act as expeditiously as possible in light of the nature and complexity of the circumstances of the complaint and in light of other circumstances that may arise during the process that are beyond a party's reasonable control.

The Parties will receive regular updates on the progress of their case, estimated timeframes and any delays related to the matter. The types and frequency of these updates will be determined through discussion with each party.

8.7 Applicable collective agreements

The formal complaint process provided in this Policy, as it affects any unionized employees shall be construed and applied consistently with any relevant collective agreement. This policy does not abrogate any collective agreement protections to employees.

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8.8 Conflict of Interest

If a University official has a real or apparent conflict of interest in a particular matter or there is a reasonable apprehension of bias, then that individual will not continue their involvement in the matter and the University will appoint an appropriate individual to act in that role for the purposes of that matter. A party may raise concerns regarding conflict of interest or reasonable apprehension of bias. Concerns will be referred in writing to the General Counsel or a delegate appointed by the Chair of the Sexual Violence Review Committee for review and whose decision will be final.

8.9 No Prosecution of Minor Drug and Alcohol Offences

The University recognizes that some individuals may be hesitant to disclose or report sexual violence in cases where there they have been drinking under age or were using drugs at the time the sexual violence took place. A Complainant acting in good faith who discloses or reports sexual violence will not be subject to actions for violations of university policies related to drug and alcohol use at the time the sexual violence took place.

8.10 Alternative Resolution

In appropriate circumstances, a Complainant may be willing to resolve the matter before an investigation is commenced or completed, or before a decision is made by the SVRC. A Respondent could also initiate an alternative resolution process by notifying the Department of Equity and Inclusive Communities (EIC). EIC will follow-up with the Complainant and Respondent to determine their willingness to participate in an alternative resolution process. For it to be a meaningful process, participants must engage voluntarily and remain free from reprisal. At any stage during the process, either the Complainant or the Respondent may indicate they would like the complaint to move to or resume the investigation and decision-making process. Examples of alternative resolution include mediation/facilitation, restorative justice, education or similar methods.

If the Complainant and Respondent are able to reach a resolution, a written record of the resolution will be prepared by EIC to be signed by both parties. The signed resolution will be kept in EIC. A copy of the signed agreement will be provided to the Complainant and Respondent, and may be provided to relevant university administrators if it is required to implement the terms of resolution. If there is a failure to comply with the terms of a resolution, the complaint may be moved to an investigation and decision-making process.

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8.11 Procedural Fairness

The University has a duty of procedural fairness to the parties with respect to the process by which investigations and decisions are made that may result in findings of sexual violence and may potentially impose serious consequences against a member of the University community who has engaged in such conduct. The basic requirements of procedural fairness is that a person against whom allegations are made, must know the allegations and evidence against them, and must be given the opportunity to answer prior to a decision being made. Further to the right to know, Complainants and Respondents will also have notice of the investigation and decision-making process, and will have the matter decided by impartial decision makers. If credibility of any fact or issue is in question, Complainants and Respondents may appear in person and make oral representations to a decision maker, and comment and ask questions with respect to the evidence in accordance with this policy. As such, the University reserves the right to adjust the process to ensure procedural fairness in accordance with the facts of the individual case with notice to the Complainant and the Respondent.

8.12 Interim measures

In some circumstances, it may be necessary to implement interim measures, which are temporary measures put in place to protect the parties and the community during the process. Interim measures may be implemented as part of accommodations, prior to and during the formal complaint process and pending a final decision. Where Interim measures are necessary, the University will seek to implement the least disruptive measures that still promote safety and security. Such measures are without prejudice to the ultimate outcome of the complaint process and are not intended to be disciplinary in nature. The Sexual Violence Review Committee can review the implementation of interim measures to ensure the measures are appropriate in the circumstances. A party may request modifications to Interim Measures and make a written submission in support of their request to the SVRC for its consideration. All requests for modification will be considered in relation to the circumstances of the individual case and in relation to the University community including its safety. A non-exhaustive list of examples of such interim measures is outlined in paragraph 6.5 (a) of this Policy. Additional examples of Interim Measures that might be considered include:

- 8.1.1.1 Changes within university housing if the parties are residents
- 8.1.1.2 Restrictions to access campus or part of campus
- 8.1.1.3 No contact/communication orders
- 8.1.1.4 Employment/workplace restrictions
- 8.1.1.5 Changes to class and/or section enrollments

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Non-compliance with the interim measures may result in additional measures and/or discipline being imposed. The Complainant will be advised of interim measures imposed where permitted by FIPPA for health and safety reasons.

8.13 Irrelevant Questions

A person who discloses their experience of sexual violence through reporting an incident of, making a complaint about, or accessing supports and services for sexual violence, will not be asked irrelevant questions during the investigation process by the investigators or any officials involved in the process, including irrelevant questions relating to the person's sexual expression or past sexual history.

9 Formal Complaints Process

9.1 Filing and initiating a formal complaint

a) The Associate Vice-President, Student Affairs (or designate) is responsible for receiving (in writing) formal complaints of sexual violence related to students. The Director, Labour Relations (Academic), Office of the Deputy Provost (or designate) is responsible for receiving formal complaints of sexual violence related to academic employees. The Director, Labour Relations, Human Resources (or designate) is responsible for receiving formal complaints related to professional services employees. In the case where the Respondent is both a student and an employee, the complaint may be submitted to either of these parties but will be jointly received. Only a person who reports experiencing sexual violence (the "Complainant") can choose to file a formal complaint under this Policy.

b) A formal complaint can be filed if the Respondent is a member of the University community and was a member of the University community at the time of the incidents alleged in the formal complaint.

c) Jurisdictional or other legal considerations may arise (such as an active police investigation) where the formal complaint process in this Policy may be suspended. In addition, the University does not have jurisdiction to address allegations made against a person who is not a member of the University Community. However, in the event of such allegations, the University will provide support to Complainants and may be able to take measures such as restricting access to campus by the person against whom the allegations are made.

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d) A formal complaint must set out in writing the name of the Respondent, the nature and the details of the circumstances, including detailed facts, specific dates and names of potential witnesses. The person receiving the formal complaint will acknowledge receipt, review it and if necessary, seek clarification from the Complainant on the information it contains.

9.2 Sexual Violence Review Committee (SVRC) Initial assessment

a) The complaint will be provided to the SVRC. The SVRC will assess the formal complaint and determine whether the conduct forming the basis of the complaint appears to fall within the definition of sexual violence as set out in this Policy.

b) If the SVRC considers that the conduct in question appears to fall within the definition of sexual violence as set out in Section 4 of this Policy, they will appoint an Investigator pursuant to paragraph 9.4(a) of this Policy and inform the Complainant and Respondent in writing.

c) If the SVRC considers that the conduct does not fall within the definition of sexual violence as set out in this Policy, they will convey this assessment in writing to the Complainant and inform the Complainant of their right to request a review under 9.3 of this Policy, and will provide the applicable timelines and procedures for requesting this review. In these cases, the SVRC may also refer the Complainant to another University policy or office as may be applicable or legally required.

9.3 Review of the initial assessment

A request to review the SVRC's initial assessment of the complaint can be made only if it is determined that the complaint falls outside the definition of sexual violence as set out in this Policy. If the Complainant disagrees with the determination that the complaint is outside the definition of sexual violence as set out in this Policy, then the Complainant may ask the University Secretary to review the assessment, if the Complainant submits the request in writing within 10 business days after the date of determination. Upon review, the University Secretary's decision is final and will be communicated to the Complainant in writing.

9.4 Investigation

a) Where the complaint is within the definition of sexual violence as set out in this Policy, the SVRC will appoint an Investigator who has competence

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in conducting investigations related to allegations of sexual violence, to investigate the complaint.

b) Where the Respondent is a unionized employee, the employee shall have all applicable rights to union representation during any investigatory meetings with the Employer. As per the relevant collective agreement, the Director of Labour Relations (Human Resources) or the Director, Labour Relations (Academic) will also inform the Manager/Supervisor of the Respondent of the investigation.

c) The Director of Labour Relations (Human Resources) or the Director, Labour Relations (Academic) or the Associate Vice-President, Student Affairs will send a written notice to the Respondent and the Complainant informing both of the formal complaint and enclosing a copy of the complaint. The Respondent and Complainant will be informed of the name of the Investigator as soon as possible. The notice will indicate that the Respondent will have an opportunity to provide the Investigator with a written response to the complaint. Both the Complainant and the Respondent will be provided with a copy of the formal complaint process under this Policy.

d) The investigation will be done in a timely fashion. The Investigator will ask the Respondent to respond in writing to the formal complaint. If the Respondent does not provide a written response within the time requested, the investigation will proceed in the absence of a response.

e) The Investigator will then send the Respondent's response to the Complainant, who can submit a written reply within the time requested by the Investigator. If no written reply is provided within the time requested, the Investigator will proceed in the absence of such reply. The Respondent will receive a copy of the reply, if any.

f) The Investigator will examine all of the information submitted by the parties as well as any other information gathered during the investigation and conduct all interviews in a fair, impartial and professional manner. The Investigator will remind the individuals of the requirement to protect and keep confidential the personal information of the persons involved in the investigation.

g) The Investigator will keep the SVRC informed on the status of the investigation at regular intervals or at the request of the SVRC. The administrators charged with receiving the complaint will keep the

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Complainant and the Respondent informed on the status of the complaint and of the investigation.

9.5 Investigation report

The Complainant and Respondent will be provided with a copy of the report and will be invited to provide comments. Upon completion of the investigation, the Investigator will send a written confidential report containing the facts and information gathered during the investigation to the SVRC including any responses provided by the Respondent and Complainant. The investigation report will be provided to the Complainant and to the Respondent with a reminder of the need to protect and keep confidential the personal information of those involved in the investigation and to avoid acts of reprisal. The university considers reprisal at any stage to be a serious offence. A breach of confidentiality by any person with respect to a complaint may also constitute reprisal.

9.6 Review of report and committee meeting

a) After the report and responses are provided to the SVRC, the Chair will convene meetings as appropriate. The notice will indicate the time, place and purpose of the meeting(s) as well as include a statement that if the Complainant or the Respondent does not attend or participate, the SVRC may proceed in their absence. The Complainant or the Respondent may request accommodation from the SVRC regarding their participation at a meeting.

b) The SVRC meeting(s) will be conducted in person and in camera. However, the support person(s) referred to in paragraph 8.4 of this Policy can attend as an observer(s) only and may not speak on behalf of or represent the Complainant or the Respondent.

c) The Complainant and the Respondent will be afforded the opportunity to make written and oral representations to the SVRC, including representations on the investigation report and on any potential consequences or measures. The Complainant and the Respondent are expected to speak for themselves. Members of the SVRC may ask questions of the Complainant and the Respondent and may invite witnesses as they deem necessary.

d) The SVRC will ensure that the Complainant and the Respondent are given an opportunity to know and respond to information that it intends to rely upon in making the decisions and recommendations.

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9.7 Decision of the Sexual Violence Review Committee (SVRC)

a) Upon reviewing and considering the final investigation report and any representations made by the Complainant and the Respondent or other person at its meeting with them, the Sexual Violence Review Committee will:

- Decide whether the investigation was fair and conducted properly;
- Decide whether the complaint is founded and the role of the Respondent;
- Recommend consequences or measures it considers appropriate to remedy or mitigate any academic or employment harm or disadvantage arising from the complaint, to prevent its reoccurrence and to ensure the safety of all individuals.

b) The decisions of the SVRC and the reasons in support of it must be provided in writing to the Complainant and Respondent. The Freedom of Information and Protection of Privacy Act (FIPPA), prohibits the disclosure of the details of any disciplinary actions or consequences taken against the Respondent. The Complainant has a right to know the outcome of the investigation but not the details of the discipline unless sharing that information is permitted by FIPPA for health and safety reasons. In the case of a unionized employee, the decision of the SVRC will also be communicated to the appropriate Manager/Supervisor who will make a recommendation on any consequences, measures, and/or disciplinary action to the appropriate Vice-President. If the Committee decides that the complaint is founded and the Respondent involved was a unionized employee, the SVRC will also provide the appropriate Manager/Supervisor with a copy of the investigation report.

c) Consequences or measures in response to sexual violence will depend on the circumstances, on the severity of the conduct, on any mitigating factors and on applicable collective agreements or other University policies. If a complaint of sexual violence is substantiated, consideration will be given to preventing its reoccurrence in the future, to correcting the negative impact of the incident on the Complainant and to ensuring or enhancing the safety of all individuals. The following list provides examples of consequences and measures and is not meant to be exhaustive nor necessarily represent a progression of consequences or measures:

- A letter of apology;
- Attendance at educational sessions on the impact of sexual violence;

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- Attendance at coaching sessions to improve communication or conflict resolution skills;
- Restricted or prohibited access to the University campus and/or services;
- For employees discipline up to and including termination;
- For students discipline up to and including suspension or trespass from University property, and
- In circumstances where the Respondent is a unionized employee, the appropriate Manager/Supervisor under the applicable collective agreement will decide on consequences or measures and on the imposition of any disciplinary measures. Disciplinary processes and measures shall be in accordance with the collective agreement applicable to the Respondent employee.

10. Appeal Process

10.1 Appeal

An appeal is not an opportunity for the Complainant or the Respondent to repeat the information provided to the SVRC. The right to an appeal is not automatic and an appeal will only be considered if it meets the following requirements:

a) The appeal is of a final decision of the SVRC;

b) The appeal is submitted by either the Complainant or the Respondent;

c) The appeal must be made within 15 days after the date of the final decision that is the subject of the appeal;

d) The appeal includes the reasons for the appeal, the reasons why the appeal should be granted, the arguments in support of the appeal and the outcome sought;

e) The appeal must demonstrate that:
   - There has been a fundamental procedural error in the making of the final decision and that such error has caused or will cause actual prejudice to the person seeking the appeal, or
   - There are new facts relevant to the final decision that were not available and could not have been provided to the SVRC.

The following is a non-exhaustive list of some examples of situations where an appeal would not meet the requirements of this paragraph:

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- The appeal asks for review of a consequence or measure that has not yet been finally decided or approved;
- The appeal repeats arguments made at the meeting of the review committee or in written submissions and does not provide any new information relevant to the final decision;
- The appeal is based only on a disagreement with a finding of fact, including findings made about the credibility of witnesses;
- The appeal raises new arguments that were not made, but could have been made at the SVRC meeting or in written submissions or to the appropriate Manager/Supervisor or University governing body, and
- The appeal amounts to a mere speculation or a bald statement of a procedural error causing prejudice and does not provide detailed and convincing information to establish the error and to establish a link between the error and actual prejudice or a reasonable expectation of prejudice to the person seeking the appeal.

10.2
The appeal must be made to the University Secretary. Following receipt of the appeal, the University Secretary will convene the Appeal Board. The Appeal Board consists of the Assistant Vice President of Human Resources and the Provost and Vice President Academic or their delegates, who will receive sexual violence and procedural fairness training. The Appeal Board will be chaired by a person external to the University Community who has the appropriate legal training.

10.3
The appeal process is conducted in writing. The Complainant or Respondent, as the case may be, will be advised of the appeal and do not need to respond to the appeal unless the Appeal Board sends a letter requesting them to do so.

10.4
The Appeal Board reviews the appeal, determines whether the appeal meets the requirements of paragraph 10.1 of this Policy. Following review of the written submissions, the Appeal Board may in its sole discretion convene a hearing to determine the matter. All decisions of the Appeal Board are final.

11. Review of Policy

11.1 Review

a) OVPSE is responsible for the review and implementation of this Policy. This Policy will be reviewed every three years.

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b) Revisions to the Policy will be sent for comment to the student associations, unions and employee groups, to the committee on the prevention of sexual violence referred to in Section 8 of this Policy and any other stakeholder, as determined by OVPSE, to ensure the provision and consideration of input from a diverse selection of students, faculty and employees who are reflective of the university community.

11.2 Amendments

a) Amendments made to this Policy require the approval of the Board of Governors.

b) Updates to the following information contained in this Policy do not require additional approval.

- The supports and services referred to paragraph 6.2 of this Policy;
- The identity of officials, offices, and departments at the University that provide information about supports, services and accommodation or that receive reports or formal complaints.

c) A copy of this Policy as approved and amended is posted on the University's website.

12. Related Policies and Procedures

12.1 Related policies include:

a) Carleton Human Rights Policies and Procedures
b) Carleton Student Rights and Responsibilities Policy
c) Workplace Harassment Prevention Policy
d) Carleton Workplace Violence Prevention Policy
e) Residence Contract

In the case of a conflict between any of the above policies and the Sexual Violence Policy, the latter takes precedence to the extent of the conflict.

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AGENDA ITEM 6.1

BOARD OF GOVERNORS: REPORT

To:	Board of Governors	**Date of Report:** 26 May 2022
From:	Vice-President (Students and Enrolment)	**Date of Meeting:** 9 June 2022
Subject:	**Sexual Violence Annual Report**	
Responsible Portfolio:	Vice-President (Students and Enrolment)	

1.0 PURPOSE

☐ For Approval ☒ For Information ☐ For Discussion

2.0 MOTION

This report is for information only.

3.0 EXECUTIVE SUMMARY

The Board of Governors approved the revised Carleton Sexual Violence Policy for a three-year period on April 25, 2019. After an extensive consultation and review with the Carleton community, a further revised Policy will be presented to the Board of Governors for approval at its June 9, 2022 meeting. The Policy and related legislation requires that an annual report be presented to the Board for information. In 2021, the Carleton University Sexual Assault Support Centre provided 53 hours of sexual violence prevention and response training to 1,912 members of the community. The majority of these trainings were offered online due to COVID-19. This is in addition to the numerous prevention, advocacy, and support efforts that have been developed and delivered across campus with various stakeholders. Since January 2021, there have been 92 disclosures seeking support services. Of the 92 disclosures, 2 cases proceeded to a formal investigation process as requested by the respective complainants. Of the 92 total disclosures, 67 are based on incidents that occurred within a year of the disclosure and 25 are considered to be based on historical incidents. When comparing these statistics to 2020, we suspect that changes in 2021 data reflect the growing impacts of COVID-19 and students partially returning to campus. This year, the intensity of support was significantly higher and is consistent with what we are seeing across the sector. Finally, Carleton University is in the second year of implementing the campus sexual violence prevention and education strategy entitled, “Honouring Each Other,” which provides a three-year blueprint that focuses on prevention and education initiatives. A separate report on this strategy will be presented to the Board of Governors at its June 9, 2022 meeting.

4.0 INPUT FROM OTHER SOURCES

Equity and Inclusive Communities, Office of the Vice President (Students and Enrolment), Centre for Indigenous Support and Community Engagement, Health and Counselling Services, Department of Housing and Residence Life, Office of Student Affairs, Student Experience Office (SEO), Campus Safety Services, the Carleton University Students’ Association (CUSA), CUSA Womxn’s Centre, and the Department of Recreation and Athletics have collaborated in the creation and delivery of prevention, education, and awareness initiatives and communications. Annual Statistics have been collected by Equity and Inclusive Communities, Campus Safety Services and Housing and Residence Life.

5.0 ANALYSIS AND STRATEGIC ALIGNMENT

Pursuant to Bill 132, the University is required to have a stand-alone sexual violence policy which is reviewed and approved every three years by the Board and is required to provide an annual report. The purpose of the Policy is to articulate Carleton University’s commitment to a safe, supportive and healthy campus and to confirm its commitment to provide support to those members directly affected by sexual violence. As such, the

Policy sets out the University's statement of values and commitments to address sexual violence; provides information about supports and services available at Carleton University and in the community; ensures follow-up once a report is made to the University and provides information about the University's process for responding to and addressing incidents and complaints of sexual violence.

6.0 FINANCIAL IMPLICATIONS

There are no financial implications associated with the review of this annual report.

7.0 RISK, LEGAL AND COMPLIANCE ASSESSMENT

The Policy and annual report are required to meet the University's obligations under Bill 132 including in particular *the Ministry of Training, Colleges and Universities Act* and the *Occupational Health and Safety Act* with respect to sexual violence, sexual harassment, and workplace sexual harassment. In addition, the Policy reinforces and enhances the Carleton University Statement on Conduct and Human Rights and related policies and procedures addressing sexual violence, sexual harassment and workplace sexual harassment. The annual report is designed to provide the Board of Governors with information relating to the prevention, education and awareness initiatives being undertaken at Carleton in addition to annual reporting statistics thereby assisting the Board to meet its risk oversight requirements. Failure to have sufficient initiatives to address sexual violence on campus could expose the University to significant reputational and legal risk.

8.0 REPUTATIONAL IMPLICATIONS AND COMMUNICATIONS STRATEGY

Information on Carleton's Sexual Violence Policy – including how to disclose an experience of sexual violence (in both an emergency and a non-emergency situation) and how to file a formal complaint – continues to be posted on the Current Student website and on the Carleton360 Student Portal as a supplement to other ongoing promotions. Equity and Inclusive Communities has also begun developing a communications strategy to effectively communicate the strategic goals of Honouring Each Other, Carleton's prevention strategy, to the broader community. A copy of this annual report will be posted on the Sexual Violence Policy website and shared with the Ministry of Colleges and Universities. Failure to have sufficient initiatives to address sexual violence on campus could expose the University to significant reputational risk.

9.0 OVERALL RISK MANAGEMENT ANALYSIS

	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
STRATEGIC	☐	☐	☒	☐	☐
LEGAL	☐	☐	☐	☒	☐
OPERATIONAL	☐	☒	☐	☐	☐
TECHNOLOGICAL	☒	☐	☐	☐	☐
FINANCIAL	☐	☒	☐	☐	☐
REPUTATIONAL	☐	☐	☐	☒	☐

2021 Annual Report on Sexual Violence

Board of Governors

June 9, 2022

Carleton University

Prevention, Education and Awareness Initiatives

- More than 1,900 members of the campus community were trained in 2021
- The Sexual Violence Review Committee underwent two trainings this year
  - Restorative Practices in Response to Sexual Violence
  - Procedural Fairness Training
- Responding to Disclosures Sexual Violence and Creating Consent Culture on Campus
- Carleton University Sexual Assault Centre CHAT
- Annual #CUrious campaign (September 2021)
- Sexual Assault Awareness Week (January 25-29, 2021)
- Abundant Approaches: Exploring Inclusive Healing for Sexual Violence
- We Deserve Healing Not Harm
- Begin by Listening: Sexual Violence Student Activism Symposium
- We Heal Together

Communications

- Communication strategy for Honouring Each Other
- Video Updates
- Instagram Live
- Carleton360 Student Portal
- Sexual Violence Policy and Review Process

Annual Statistics (Jan. to Dec. 2021)

- In 2021 there were a total of 92 disclosures seeking support services compared to 67 in 2020.
- Of the 92 disclosures in 2021:
  - 2 cases went to a formal investigation process as requested by the respective complainants.
  - 67 are based on incidents that occurred within a year of the disclosure
  - 25 were considered to be based on historical incidents.
  - 60 disclosures involve a respondent who is a member of the Carleton community
  - 36 incidents took place on campus
- There were 3 sessions offered on consent education. 1 was mandated, 2 were voluntary

Annual Statistics Breakdown

The breakdown of disclosure statistics that are based on the six broad categories of sexual violence (not including formal complaints) are as follows with some disclosures falling into two or more categories:

- 71 cases of sexual assault
- 21 cases of sexual harassment
- 3 cases of stalking
- 0 cases of indecent exposure
- 1 cases of voyeurism
- 5 cases of sexual exploitation

Wrap Up

- Sexual Violence Policy Review
- Reporting adjustments based on the Ministry of Colleges and Universities requirements
- 2021 presented many challenges, but we ensured services remained adaptable and flexible
- In 2022 we will continue to innovate and take new approaches to supporting survivors

Thank you!

Questions?

Carleton University

Carleton University 2021 Report on Sexual Violence

Presented to the Board of Governors

Equity and Inclusive Communities and Office of the Vice-President (Students and Enrolment)

May 26, 2022

Carleton University

Content Warning

As a content warning, please note that this report discusses incidents of sexual violence. We understand that reviewing the report can trigger strong reactions and we encourage the community to connect with Carleton University's Sexual Assault Support Centre and/or Health and Counselling Services for support. Additional community supports are also available.

Executive Summary

The Board of Governors approved the revised Carleton Sexual Violence Policy for a three-year period on April 25, 2019. After an extensive consultation and review with the Carleton community, a further revised Policy will be presented to the Board of Governors for approval at its June 9, 2022 meeting. The Policy and related legislation requires that an annual report be presented to the Board for information. In 2021, the Carleton University Sexual Assault Support Centre provided 53 hours of sexual violence prevention and response training to 1,912 members of the community. The majority of these trainings were offered online due to COVID-19. This is in addition to the numerous prevention, advocacy, and support efforts that have been developed and delivered across campus with various stakeholders. Since January 2021, there have been 92 disclosures seeking support services. Of the 92 disclosures, 2 cases proceeded to a formal investigation process as requested by the respective complainants. Of the 92 total disclosures, 67 are based on incidents that occurred within a year of the disclosure and 25 are considered to be based on historical incidents. When comparing these statistics to 2020, we suspect that changes in 2021 data reflect the growing impacts of COVID-19 and students partially returning to campus. This year, the intensity of support was significantly higher and is consistent with what we are seeing across the sector. Finally, Carleton University is in the second year of implementing the campus sexual violence prevention and education strategy entitled, "Honouring Each Other," which provides a three-year blueprint that focuses on prevention and education initiatives. A separate report on this strategy will be presented to the Board of Governors at its June 9, 2022 meeting.

Continued Impact of COVID-19

In 2021, Carleton University offered a combination of remote, hybrid, and in-person courses and service delivery due to the changing guidelines of the COVID-19 pandemic. We know from 2020 that sexual violence can be pervasive in remote learning and work settings and that it can present additional barriers for sexual violence survivors needing to access resources or supports outside of their homes. The ongoing uncertainty of the pandemic, restrictions and stay-at-home orders placed survivors in a precarious and isolating position. We saw an increase in requests for services, support groups, and programming for Carleton members to find and build community.

In order to be as responsive and supportive as possible, Carleton rolled out an updated Peer Support Program to a secure text and online chat service for survivors, modelled after Ottawa's Unsafe At Home. Carleton University also responded to these challenges by offering multiple support groups for survivors throughout the academic year, providing both in-person and virtual services and increased social media engagement on Carleton University Sexual Assault Support Centre (CUSASC) platforms. Finally, we adapted all of our trainings to reflect the accumulated impact of COVID-19 on sexual violence survivors so members of the broader community could learn how to best provide support.

Prevention, Education and Awareness Initiatives

In 2021, multiple campus partnerships were continued in order to provide sexual violence education and awareness services. Partners included:

- Centre for Indigenous Support and Community Engagement
- Office of the Vice President (Students and Enrolment) (OVPSE)
- Health and Counselling Services
- Department of Housing and Residence Life
- Office of Student Affairs

- Student Experience Office (SEO)
- Campus Safety Services
- Carleton University Students' Association (CUSA)
- CUSA Womxn's Centre
- Department of Recreation and Athletics

Carleton was also proud to partner with several organizations in the broader Ottawa community that seek to end gender-based violence in our city, including:

- Sexual Assault Support Centre of Ottawa
- City of Ottawa Women and Gender Equity Strategy Working Group
- Ottawa Coalition To End Violence Against Women
- Courage to Act: Community of Learning
- Ontario University Sexual Violence Network
- Ottawa Post-Secondary Sexual Violence Network

Training

Statistics

The Sexual Assault Support Centre at Carleton University provided 53 hours of sexual violence prevention and response training to 1,912 members of the campus community in 2021. The majority of these workshops were held online and were geared toward residence students and staff, student organizations, as well as staff and faculty members.

Restorative Justice Training

The Department of Equity and Inclusive Communities (EIC) partnered with Elder Albert Dumont to provide members of the Sexual Violence Review Committee training on restorative practices in response to sexual violence. Through storytelling and group discussions, the training covered critical elements of restorative justice, non-punitive accountability, and how to center survivors in this process.

Procedural Fairness Training

EIC collaborated with experts and authors Karen Busby and Joanna Birenbaum of the book *Achieving Fairness: A Guide To Campus Sexual Violence Complaints*, to provide Procedural Fairness Training for members of the Sexual Violence Review Committee. Through examples of Carleton's Sexual Violence Policy, case studies, videos, and more, the training focused on ensuring that formal complaint processes of sexual violence are procedurally fair and trauma-informed.

Continuing in a Virtual Space

In keeping with COVID-19 safety precautions and campus protocols, EIC continued to offer training in a virtual format to ensure the campus community still had access to sexual violence prevention workshops. As part of the collaboration with the Office of the Vice-President (Students and Enrolment) on the Student Support Certificate, 3 workshops of Responding to Disclosures of Sexual Violence training were offered with 91 members of the community participating. As safe meeting and social distancing protocols began to ease at Carleton, EIC delivered two in-person training sessions titled: Creating Consent Culture on Campus. With the gradual return to campus underway, we look forward to delivering both virtual and in-person workshops for the community.

Communications

EIC created a video in 2021 to offer updates on the prevention strategy work plan, particularly as it relates to programming and trainings. Six additional videos will be released in 2022 to promote Honouring Each Other. EIC also hosted an Instagram Live to explore the ways in which the LGBTQ2SI+ community is disproportionally impacted by sexual violence.

Information on Carleton's Sexual Violence Policy – including how to disclose an experience of sexual violence (in both an emergency and a non-emergency situation) and how to file a formal complaint – continues to be posted on the Current Student website and in the Carleton360 Student Portal as a supplement to other ongoing promotions. The Sexual Violence Policy consultation and review process was communicated across a variety of channels including email, newsletters and social media. A website was maintained with a complete record of all communications sent during this consultation process.

Carleton University Sexual Assault Centre CHAT

Due to required COVID-19 safety precautions and campus protocols, EIC worked quickly to innovate its long-standing Peer Support Program into a secure text and webchat service for students, now branded as Carleton University Sexual Assault Support Centre CHAT (CUSASC CHAT). The program is staffed by peer supporters responsible for monitoring the web/text chat service where students can anonymously connect with a trained volunteer for support, referrals, and resources.

Following the relaunch of the program, we saw a considerable increase in the number of community members seeking support. Conversations regarding healthy relationships, sexual health, academic accommodations, and reporting options were some of the common inquiries. EIC, Health and Counselling Services, CUSA, The Sexual Assault Support Centre of Ottawa, and others were among the referrals provided in 2021.

Sexual Assault Awareness Week 2021

Hosted annually, EIC collaborated with several on-campus partners to bring six different online events to the Carleton community. This included the keynote address with Chanel Miller, author of "Know My Name," about her experience as a sexual assault survivor, and Eternity Martis, author of "They Said This Would be Fun." This was a sold-out online event, with over 300 people attending for the evening. The special conversation was opened with poets from CUSA's Womxn's Centre and featured Carleton students sharing their stories of survival and support. Additionally, a joint workshop on traditional medicines for Indigenous students was developed in partnership with the Centre for Indigenous Initiatives, a series of yoga videos for survivors was launched and we offered a Netflix Watch Party of the movie, "Clueless." The self-care kits were a major success, also reaching maximum capacity for registration after only 48 hours online – more than 350 kits were mailed to students.

Carleton also launched a virtual support group for survivors of sexual violence, in partnership with the Sexual Assault Support Centre of Ottawa. This was a new support offering for survivors in EIC, and the response from the community has been excellent.

#CuriousAbout Campaign 2021

The fourth year of the #CuriousAbout Campaign continued in a virtual format in 2021. This initiative is a six-week campaign beginning at the start of the Fall term. The campaign is timed to coincide with a critical period on university and college campuses. According to studies, the first six to eight weeks of classes at most post-secondary institutions see a spike in sexual assaults and other forms of gender-based violence. #Curious addresses this by hosting a weekly event for the first six weeks of classes, beginning after Fall Orientation week concludes. The goal is to have open conversations about sexual violence prevention, consent, support, and self-care as well as inform incoming Carleton students of the resources that are available on campus.

EIC mailed over 400 self-care kits to Carleton students, facilitated a Bystander Intervention Training, and hosted an affirmation art workshop. They also partnered with the Ottawa Post-Secondary Sexual Violence Network (University of Ottawa, Algonquin College, and La Cité) to host a virtual panel discussion with experts on the impacts of cyber-sexual violence.

Abundant Approaches 2021

EIC hosted an inaugural speakers series, Abundant Approaches: Exploring Inclusive Healing for Sexual Violence. The series re-examined how healing and advocacy around sexual violence is defined and the different pathways to healing for survivors. It provided professional development workshops to frontline sexual assault support workers and advocates to learn and unlearn what inclusive practices to healing can look like.

Each moderated session included advocates, researchers, activists, counsellors, and more. Five panel events with 700 registrations from across Canada were hosted throughout 2021 covering topics on:

1. Healing Spaces for Racialized Survivors
2. Exploring Healing through Accountability
3. Healing While Queer
4. Creating Accessible Healing Spaces
5. Finding Solace in Spirituality

Abundant Approaches was co-organized by Carleton University's Sexual Assault Support Centre, Algonquin College's Project Lighthouse, and the Ottawa Coalition to End Violence Against Women (OCTEVAW).

We Deserve Healing Not Harm: Building Community Responses to the Criminalization of Gender-Based Violence Survivors 2021

We Deserve Healing Not Harm is a partnership between Carleton University, Toronto Metropolitan University (formerly Ryerson University), and Wilfrid Laurier University. Through five monthly panels and keynote events, the speaker series focused on intersecting systems that can harm survivors. Presented by leading experts and community leaders, session topics included the criminalization of domestic violence survivors, restorative justice pathways for accountability, and transformative justice approaches to responding to gender-based violence. Through a live collaborative notetaking document, the series allowed participants to learn with one another, share resources, and generate calls to action. Each event drew hundreds of registrations and received positive feedback from the community.

Begin by Listening: Student Activism on Sexual Violence Symposium 2021

The Ontario University Sexual Violence Network organized the first annual Begin by Listening: Sexual Violence Student Activism Symposium which was held virtually for students across Ontario. The work of graduate and undergraduate students' research, art, activism, and advocacy on sexual violence and consent was featured in this virtual symposium. The symposium's goal was to highlight the work of student leaders from across Ontario who are working to prevent sexual violence and support survivors in their communities. Speakers covered topics on consent culture on campus, the #MeToo Movements of France and Quebec, queering sexual violence prevention and education, and much more.

We Heal Together 2021

Carleton University and Toronto Metropolitan University (formerly Ryerson University), worked in partnership on We Heal Together, a support group for Black survivors of gender-based violence looking for alternative healing methods. Throughout the Fall 2021 term, students attended a five-week workshop series facilitated by Dr. Jiselle Griffith N.D, a naturopathic doctor. The series focused on the impact of trauma and stress, self-care strategies, and ways to find resilience and strengthen compassion for our well-being. Each workshop covered expressions of self-love, the connection between our nervous system and emotional wellbeing, boundaries, and daily practices of joy. The program was well-received by students and additional workshops were scheduled for Winter 2022.

EIC also collaborated with award-winning illustrator Ashanti Fortson to create a colouring book for the students registered with the program.

Annual Statistics

Carleton University continues to collect and report on statistics related to sexual violence through six broad categories. These categories are sexual assault, sexual harassment, stalking, indecent exposure, voyeurism, and sexual exploitation.

There have been 92 disclosures seeking support services based on these categories from January to December 2021. Of the 92 disclosures, 2 cases went to a formal investigation process as requested by the respective complainants. Of the 92 total disclosures, 67 are based on incidents that occurred within a year of the disclosure and 25 were considered to be based on historical incidents. Furthermore, 60 of the 92 involve a respondent who is a member of the Carleton community and 36 incidents took place on campus.

The breakdown of disclosure statistics that are based on the six broad categories of sexual violence (not including formal complaints) are as follows with some disclosures falling into two or more categories:

- 71 cases of sexual assault
- 21 cases of sexual harassment
- 3 cases of stalking
- 0 cases of indecent exposure
- 1 case of voyeurism
- 5 cases of sexual exploitation

Beginning in 2019, we began collecting statistics on consent education meetings as part of our alternative resolution work. In 2021, EIC provided three sessions for consent education, one of which was mandated by the Sexual Violence Review Committee and two that were voluntary conversations.

When comparing these statistics to 2020, the changes in the 2021 data continues to reflect pandemic-related stressors. We can infer that the accumulated impacts of COVID-19, particularly the changes in public health restrictions, stay-at-home orders, and the return of in-person gatherings have contributed to the increased number of disclosures. The increase in support from new and returning clients was also much greater in 2021 and is consistent with the general trends we are seeing across the sector.

A comparison table has been provided for reference to show the year-over-year comparison.

Table 1: Total Disclosures

Measure	2020	2021
Informal disclosures	63	90
Formal reports	4	2
Total	67	92

Table 2: Disclosure Breakdown

Measure	2020	2021
Recent cases	48	67
Carleton University Respondent	36	60
On-campus incidents	23	36
Consent education	12	3

We also consider these statistics to demonstrate the continuing efficacy of our outreach efforts on campus. Specifically, last year, 23 incidents on campus were reported, while this year 36 were reported. Additionally, 48 of the disclosed cases were considered recent in 2020 whereas in 2021 we saw 67. Not only do these numbers indicate greater trust in the capacity for institutional response, but it also means more members of the community are able to gain timely support.

Policy Review Process

After a robust consultation process in 2018-2019, Carleton University reviewed and made significant revisions to the Sexual Violence Policy. Beginning in October 2021, the Office of the Vice-President (Students and Enrolment) and Equity and Inclusive Communities undertook an extensive consultation and review of the Sexual Violence Policy to fulfill the provincial mandate as per Bill 132 and to ensure our policy is as responsive and supportive to the community as possible.

During the listening phase of the consultation work plan, a total of 21 information and feedback sessions were scheduled for members of the Carleton community which were a combination of open sessions for the general population as well as closed sessions for groups who traditionally experience oppression and marginalization. In total, 13 people participated in these consultations. Overall the limited amount of feedback received and participation in consultation sessions reflects the maturity of the Policy and the overall satisfaction of the community with the Policy.

A draft of the policy was released to the Carleton community for additional feedback. During the drafting and fine-tuning phase of the consultation work plan, three additional information and feedback sessions were scheduled as well as several stakeholder meetings. Feedback was also provided by email and through an anonymous online form. A report outlining the feedback received throughout the consultation process and an ongoing record of all community outreach activities throughout the consultation process has been made available on the consultation website.

Many of the feedback items identified in the feedback on the Sexual Violence Policy will be used to contribute to the Campus Sexual Violence Prevention Strategy: *Honouring Each Other: A blueprint for building consent cultures on campus, together*. This three-year strategy was created by the Sexual Violence Prevention and Education Committee (SVPEC) and serves as their work plan. The SVPEC continues to be committed to providing sexual violence training and information to members of the university community.

The revised Sexual Violence Policy will be presented to the Board of Governors for approval at its June 9, 2022 meeting.

Honouring Each Other: A blueprint for building consent cultures on campus, together

As with all other programming in 2020, Carleton's prevention strategy required multiple adaptations to respond to COVID-19 circumstances. A number of the strategic objectives in the prevention strategy have been amended so they can be delivered in a virtual format, while some new deliverables have been added to the document. Two of the three working groups under the Sexual Violence Prevention and Education Committee (SVPEC) have also been restructured to better reflect the new work plan and timelines.

Additionally, we updated the terms of reference for the SVPEC to reflect the provincial protocols for sexual violence task forces at universities. We will review the activities of the prevention strategy in 2022 and update it to reflect the likelihood of a hybrid program delivery model. A report outlining updates on the implementation of *Honouring Each Other: Building consent cultures on campus, together* will be presented to the Board of Governors at its June 9, 2022 meeting.

Reporting Adjustments

The Ministry of Colleges and Universities has advised the University on February 28, 2022, that the deadline for submitting annual reports has been changed to November 1 for all future reports. As such, we will be adjusting our annual reporting timelines from the calendar year (January – December) to the academic year (May – April) for all future reports. Comparable statistics will be provided.

What Has Been Learned

2021 was another year that presented many challenges as the COVID-19 pandemic continued to evolve. With the gradual return to campus and offerings of in-person courses for students, we ensured that our services remained adaptable and flexible to suit the needs of sexual violence survivors. With the uncertainty of the COVID-19 pandemic, we saw a substantial increase in community members seeking support and an increased need for intersectional programming. As we look ahead to 2022 and the return to regular in-person activities, we will continue to innovate and take new approaches when it comes to support offerings for survivors on Carleton's campus.

AGENDA ITEM 6.2

BOARD OF GOVERNORS: REPORT

To:	Board of Governors	**Date of Report:** 26 May 2022
From:	Assistant Vice-President, Equity and Inclusive Communities	**Date of Meeting:** 9 June 2022
Subject:	**Honouring Each Other Strategy Update**	
Responsible Portfolio:	Department of Equity and Inclusive Communities	

1.0 PURPOSE

☐ For Approval ☒ For Information ☐ For Discussion

2.0 MOTION

This report is for information only.

3.0 EXECUTIVE SUMMARY

Carleton University is in the second year of implementing the campus-wide sexual violence prevention and education strategy entitled, "*Honouring Each Other*," which provides a three-year blueprint that focuses on sexual violence prevention and education initiatives. The strategy is intended to provide a variety of activities in which every member of Carleton's campus can participate, initiate, or contribute to help make a safer campus for everyone. *Honouring Each Other* is a living document that is reviewed and updated regularly to reflect the best practices and current culture surrounding the prevention and education of sexual violence, as well as the support available for survivors.

Over the past year, the 2021 work plans were implemented, 2 tasks are in the planning phase, 1 task is underway, 5 tasks have been completed, 4 tasks are considered to be in a continuous phase, and 2 tasks are upcoming in the near-to-mid-term (see Appendix 1).

The strategic goals for 2021 centred on enhancing our intersectional approach to sexual violence trainings, strengthening ties with national sexual violence networks, creating support systems that honour lived experiences, and implementing proactive prevention programming. The highlights of the current workplan include:

- the completion of a 10-week support group for survivors facilitated by The Sexual Assault Support Centre of Ottawa;
- the increased use of the Carleton University Sexual Assault Support Centre Peer Support CHAT line; and
- the completion of a 4-week support group for Black survivors of gender-based violence.

In addition, a Brightspace course covering seven modules on sexual violence prevention was created. We continue to offer a series of 2.0 Sexual Violence Response Trainings to the community, such as Building Consent Culture on Campus and a Bystander Intervention and Community Accountability Training. Carleton University's Sexual Violence Policy went through an extensive consultation and review process over the 2021-2022 academic year. Throughout the consultation process, any actionable feedback received from the community will be used to contribute to the *Honouring Each Other* strategy.

4.0 INPUT FROM OTHER SOURCES

Office of the Vice President (Students and Enrolment) and actionable feedback received from the community throughout the SVP consultation process.

5.0 ANALYSIS AND STRATEGIC ALIGNMENT

As part of the Sexual Violence Policy review process, and for the approval of that document in April 2019, the Board of Governors committed to the creation of a sexual violence strategy to further the goals of the Sexual Violence Policy. The objectives and strategies laid out in Honouring Each Other: Building consent cultures on campus, together are based on a timeline of approximately three years but are subject to continuous review and updating to meet with the best practices and current culture surrounding the prevention and education of sexual violence, as well as supporting survivors of sexual violence. The Board of Governors should be aware of the actions in the strategy, and additionally, we also invite the participation of the members in the execution of the strategy's tactics.

6.0 FINANCIAL IMPLICATIONS

There are no financial implications associated with the review of this annual report.

7.0 RISK, LEGAL AND COMPLIANCE ASSESSMENT

The objectives and strategies laid out in Honouring Each Other: Building consent cultures on campus, assist the university with meetings obligations under Bill 132 including in particular *the Ministry of Training, Colleges and Universities Act* and the *Occupational Health and Safety Act* with respect to sexual violence, sexual harassment, and workplace sexual harassment. Failure to have sufficient initiatives to address sexual violence on campus could expose the University to significant reputational and legal risk. The objectives and strategy that have been implemented mitigate these risks.

8.0 REPUTATIONAL IMPLICATIONS AND COMMUNICATIONS STRATEGY

A copy of this annual report will be posted on the Department of Equity and Inclusive Communities website. Failure to have the initiatives to address sexual violence on campus outlined in this report could expose the University to significant reputational risk.

9.0 OVERALL RISK MANAGEMENT ANALYSIS

	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
STRATEGIC	☐	☐	☒	☐	☐
LEGAL	☐	☐	☐	☒	☐
OPERATIONAL	☐	☒	☐	☐	☐
TECHNOLOGICAL	☒	☐	☐	☐	☐
FINANCIAL	☐	☒	☐	☐	☐
REPUTATIONAL	☐	☐	☐	☒	☐

2021 Annual Report

Honouring Each Other: *A blueprint for building consent cultures on campus, together*

Department of Equity and Inclusive Communities

June 2022

Carleton University

Background on Honouring Each Other: *A blueprint for building consent cultures on campus, together*

- As part of the review of the Sexual Violence Policy (approved April, 2019), *Honouring Each Other* (approved April 2020) was created as a living document to provide a responsive and adaptable strategy to enhance campus consent culture.

- The document provides a three-year overview of actions, campaigns, and programming that was co-created by the campus community.
  - Every 90 days, Equity and Inclusive Communities (EIC), in partnership with the members of the Sexual Violence Prevention and Education Committee (SVPEC), review the strategy and update the work plan to reflect the actions required for the next 90 days of work.

- Due to COVID-19 public health guidelines, a number of the new initiatives were included and revised.

Overview of 2021 Strategic Goals

1. Creating a space for ongoing, responsive education on campus
   - *Expanding intersectional approach to sexual violence trainings*
2. Engaging the campus community to become “Consent Champions”
   - *Strengthening ties with Sexual Violence groups nation wide*
3. Building individualized, intersectional support systems
   - *Creation of support systems that recognize and honour unique identities and the lived experiences of survivors*
4. Systematic measurement and review of what works
5. Fostering a Consent Culture for Carleton
   - *Focusing on proactive prevention and consent culture in campus programing*

Carleton University

Year Two Progress: Building & Creating

In light of the changes to the strategy in 2020 due to COVID-19, two of the three working groups were restructured to better reflect the updated work plan.

- **Public Education and Communities Working Group**
  - Organized virtual awareness and educational campaigns in collaboration with campus and community stakeholders:
    - Sexual Assault Awareness Week
    - #CUriousAbout Campaign
    - #WeDeserveHealingNotHarm Speakers Series (In collaboration with Toronto Metropolitan University and Wilfrid Laurier University)
    - Created a communications strategy to effectively communicate *Honouring Each Other* to the Carleton community.
    - Completed Community Prevention research project and developed a Sexual Violence Prevention & Education Module Training via Brightspace
- **Measurement Working Group**
  - Created learning outcomes and evaluations for the Carleton Consent Collective in consultation with faculty from the School of Public Policy and Program Evaluation

Carleton University

Highlights of the Current Work Plan

Expansion of intersectional support systems for survivors:

1. Completed a 10-week support group for survivors and received positive feedback
2. Increased usage of the Carleton University Sexual Assault Support Centre CHAT – a text and web chat peer support program
3. We Heal Together: A 4-week facilitated support group for Black survivors of gender-based violence

Development and evaluation of inclusive prevention programming

- Create a framework to measure knowledge gain and outcomes from community education opportunities
- Plan for official launch of Sexual Violence Prevention & Education Brightspace course
- Continue to rollout 2.0 trainings for Sexual Violence Response Workshop:
  - Creating Consent Culture on Campus
  - Bystander Intervention and Community Accountability

Carleton University

Looking Ahead

With the gradual and safe return to campus, we will continue to update the current work plan to reflect ongoing progress in collaboration with the working groups.

- Creation of three evaluation tools: Education, Intake, and Service Evaluations
- Prepare to deliver virtual and/or in-person trainings for Fall 2022
  - ❑ Launch Abundant Approaches Speaker Series for 2022-2023
  - ❑ Pilot 4-week creative writing support group for survivors
  - ❑ Launch six additional videos as part of the strategy's communication plan
- Assess when to reintroduce in-person initiatives in the strategy:
  - ❑ Champions for Change Trainings
  - ❑ Campus bar staff trainings

Carleton University

Sexual Violence Prevention and Education Committee (Task Force) Membership

- Ikram Jama (Chair), University Advisor on Equity and Inclusive Communities (EIC)
- Lisa Ralph, Associate Vice President, Student Affairs
- Laura Storey, Director, Housing and Residence Life
- Kyla Reid, Manager, Research Services and Initiatives, Faculty of Public Affairs
- Dillon Brady, Manager, Student Conduct and Harm Reduction
- Jonathan Malloy, Associate Dean- Research and International
- Amal Elmi, Senior Advisor, Gender and Sexual Violence Prevention and Survivor Support
- Kristina Epifano, Equity Education and Services Coordinator
- Hary Shanmuganathan, Coordinator, Residence Community Development & Student Engagement
- Beau Welter, Counsellor, Sexual Assault and Trauma
- Ridah Khan, Undergraduate Student Representative

Carleton University

Thank You

Carleton University

Carleton University 2021 Annual Report

Honouring Each Other: A Blueprint for Building Consent Cultures on Campus Together

Presented to the Board of Governors

Department of Equity and Inclusive Communities
May 26, 2022

Carleton University

Executive Summary

Carleton University is in the second year of implementing the campus-wide sexual violence prevention and education strategy entitled, "*Honouring Each Other*," which provides a three-year blueprint that focuses on sexual violence prevention and education initiatives. The strategy is intended to provide a variety of activities in which every member of Carleton's campus can participate, initiate, or contribute to help make a safer campus for everyone. *Honouring Each Other* is a living document that is reviewed and updated regularly to reflect the best practices and current culture surrounding the prevention and education of sexual violence, as well as the support available for survivors.

Over the past year, the 2021 work plans were implemented, 2 tasks are in the planning phase, 1 task is underway, 5 tasks have been completed, 4 tasks are considered to be in a continuous phase, and 2 tasks are upcoming in the near-to-mid-term (see Appendix 1).

The strategic goals for 2021 centred on enhancing our intersectional approach to sexual violence trainings, strengthening ties with national sexual violence networks, creating support systems that honour lived experiences, and implementing proactive prevention programming. The highlights of the current workplan include:

- the completion of a 10-week support group for survivors facilitated by The Sexual Assault Support Centre of Ottawa;
- the increased use of the Carleton University Sexual Assault Support Centre Peer Support CHAT line; and
- the completion of a 4-week support group for Black survivors of gender-based violence.

In addition, a Brightspace course covering seven modules on sexual violence prevention was created. We continue to offer a series of 2.0 Sexual Violence Response Trainings to the community, such as Building Consent Culture on Campus and a Bystander Intervention and Community Accountability Training.

Carleton University's Sexual Violence Policy went through an extensive consultation and review process over the 2021-2022 academic year. Throughout the consultation process, any actionable feedback received from the community will be used to contribute to the *Honouring Each Other* strategy.

2021 Update

The uncertainty brought on by COVID-19 throughout 2021 resulted in postponing many of the strategic objectives in *Honouring Each Other*. We have also adapted some of the objectives to continue the education and prevention work. We continued to provide virtual trainings and programming as we prepared for a safe and gradual return to campus. Despite the constraints posed by the pandemic, the Sexual Violence Prevention and Education Committee (SVPEC) was able to expand its educational offerings and survivor-centred programming. A number of new initiatives that were centred on prevention, consent culture, and support were also added to the strategy in order to better meet the community's emerging needs.

Sexual Violence Prevention and Education Steering Committee (SVPEC)

One of the SVPEC's key responsibilities this year was to support the consultation process for the renewal of the Sexual Violence Policy for the 2021-2022 academic year. Numerous actionable items related to sexual violence prevention emerged during this process, which the SVPEC was responsible to integrate into *Honouring Each Other*. The SVPEC also reviewed and supported the prevention strategy and workplans before they were released to the community.

Background on *Honouring Each Other: A blueprint for building consent cultures on campus, together*

As part of the review of the Sexual Violence Policy in 2019, *Honouring Each Other* was created as a living document to provide a responsive, adaptable, and innovative strategy to build a campus consent culture. The document provides a three-year overview of deliverables, trainings, and programming that was co-created by the campus community.

Every 90 days, the Department of Equity and Inclusive Communities (EIC) reviews the strategy and updates the workplan in collaboration with members of the Sexual Violence Prevention and Education Committee (SVPEC) to reflect the actions needed for the next 90 days of work.

Both the strategy and the workplan are available online at carleton.ca/equity.

2021 Strategic Goals

The strategic goals laid out in *Honouring Each Other* are based on a timeline of approximately three years. The goals for 2021 are organized into five categories:

1. Creating a space for ongoing, responsive education on campus
2. Engaging the campus community to become "Consent Champions"
3. Building individualized, intersectional support systems
4. Systematic measurement and review of what works
5. Fostering a Consent Culture for Carleton

Each strategic goal emphasizes the importance of combining sexual violence prevention and education with innovative survivor support programs. The goals for 2021 included enhancing an intersectional approach to sexual violence trainings, strengthening ties with sexual violence groups across the country such as the Ontario University Sexual Violence Network and Courage to Act, continuing to support programs that reflect the identities and lived experiences of survivors, and more.

Year Two Progress: Building & Creating

The Sexual Violence Prevention and Education Committee's (SVPEC) structure was revised throughout the initial phases of the strategy. We restructured the SVPEC, which also serves as the university's sexual violence task force, into a steering committee with originally three working groups.

Two of the three working groups have been restructured to better reflect the new workplan in light of the strategy revisions and changes. The Public Education and Communities Working Group was formed by merging the Public Education and Training Working Group and the Communications and Communities Working Group. Trainings and awareness efforts, as well as programming, will be the focus of this working group.

As a result, the following is the updated committee structure:

- Measurement Working Group
- Public Education and Communities Working Group

Each working group is co-chaired by a Carleton community member, supported by CU SASC (Carleton University Sexual Assault Support Centre) staff, and is driven by the prevention strategy's objectives as well as the 90-day work plans

Measurement Working Group

The Measurement Working Group embarked on a new task of reviewing promising practices for evaluating sexual violence training programs. They used this knowledge to create learning outcomes and evaluations for the Carleton Consent Collective (C^3) in consultation with faculty from the School of Public Policy and Program Evaluation. C^3 will be relaunched in the fall of 2022, and we will review training feedback throughout the 2022-2023 academic year.

Public Education and Communities Working Group

This new working group was tasked with creating a communications strategy to effectively communicate the strategy's key objectives. They were also responsible for supporting the planning of our two major public awareness campaigns - #CUriousAbout Campaign in the fall and Sexual Assault Awareness Week in January.

As we look ahead to the upcoming academic year, this working group will support with organizing Fall Orientation events for 2022, Abundant Approaches 2022-23, a monthly speakers series focused on healing, advocacy, and prevention, as well as recruiting student volunteers for Carleton University's Sexual Assault Support Centre's Peer Support Program.

Highlights of the Current Workplan

The current ninety-day workplan highlights the two following areas. The first is an expansion of intersectional support systems for survivors. A 10-week survivor support group was completed with positive community feedback. This program is a continuing collaboration with the Sexual Assault Support Centre of Ottawa, which facilitates the program. The online text and webchat Peer Support Program run by Carleton University's Sexual Assault Support Centre saw a significant increase in usage. The program was adapted in 2021 to provide a chat service in order to reflect the context of the pandemic and to better meet the needs of survivors looking for support.

The second area is the development and evaluation of inclusive prevention programming. Over the course of 2021, The Measurement Working Group created learning outcomes and an evaluation tool for the Carleton Consent Collective (C3) training which is set to relaunch in the Fall of 2022. Plans to launch a Brightspace course on Sexual Violence Prevention & Education for students is also in the works. The course is divided into seven modules that cover topics such as bystander intervention, allyship, supporting survivors, reporting options, and more.

Looking Forward

Looking ahead, the Sexual Violence Prevention and Education Committee (SVPEC) will prepare to transition some key initiatives in the strategy to in-person as we continue to plan for the safe return to campus. As part of the Fall 2022 planning, the SVPEC will continue to recruit members for both working groups on an ongoing basis, as well as implement a robust communication strategy to ensure community members are aware of the strategy and can provide feedback through the online portal.

In advance of the Fall 2022 term, we will release an updated strategy and workplan.

Appendix 1: 2021 Workplan Implementation Update

This Appendix contains the tasks and actions directly outlined in the Honouring Each Other Workplans for 2021. A status column has been added with the following indicators:

- **Planning**: Tasks (e.g., planning, coordination) have been initiated in the current reporting cycle
- **Underway:** Tasks are currently underway and being implemented
- **Complete:** Tasks that have been completed.
- **Continuous**: Tasks are complete, but implementation is an ongoing process with no definitive end date.
- **Upcoming**: Tasks that are planned in the near-to-mid term.

The table below can be summarized as follows:

- 2 tasks are in the planning phase,
- 1 task is underway,
- 5 tasks have been completed,
- 4 tasks are considered in a continuous phase, and
- 2 tasks are upcoming

Task	Actions	Status
Foster spaces for ongoing learning at EIC	Create staff training opportunities Invite new partner organizations and host confidential debriefing after training Adapted Responding to Disclosures of Sexual Violence Training for an online environment	Continuous
Create a communications strategy that effectively communicates Honouring Each Other to the Carleton community.	Provide an outline of community outreach for the next year Promote and raise awareness of the initiatives under the strategy	Underway
No longer accept less than 30-minute time slots in training	Drafted email response for these requests Communicated this change in programming to the community	Complete
Engaging more young men and others on how to engage with people in a consent positive way	Consult with the campus community and broader Ottawa community about what is needed for this project (consultations began in March 2021) Prepare project brief to outline goals and activities Plans underway to launch in October 2022	Planning

"Abundant Approaches: Exploring Inclusive Healing for Sexual Violence" speaker series	Working groups for each session identified panellists Promote and communicate upcoming sessions to frontline service providers Record and track attendance to report back	Complete
Build partnerships beyond campus	Continue to work with community partners to increase cross-sectoral collaboration, raise awareness of community resources, and position Carleton as a leader in ending SV on campus	Continuous
Development and evaluation of inclusive prevention programming	Creation of seven online modules on sexual violence prevention via Brightspace	Planning
Creation of support groups for survivors	Launch monthly support groups (We Heal Together) for Black students in collaboration with Toronto Metropolitan University (formerly Ryerson University)	Complete
CUSASC CHAT - text and web chat program	Train peer support volunteers to work on the webchat program Measure and track text service usage	Continuous
Create learning outcomes and assessment/ evaluation of C3 program to launch in Fall 2022	Connected with faculty from the School of Public Policy and Program Evaluation to discuss potential partnership in this project Create a framework to measure knowledge gain and outcomes from community education opportunities Launch measurement framework October 2022	Upcoming
Integration into Fall Orientation	Work closely with SEO to continue work already done in creating consent cultures throughout Fall Orientation Week Build on existing activities for collaboration Continue work through the #CUriousAbout Campaign	Complete

Focus on proactive prevention and consent culture	#HealingNotHarm Speakers Series in partnership with Ryerson University and Wilfrid Laurier University A speaker series focused on the ongoing widespread criminalization and punishment of survivors of gender-based violence.	Complete
Continuing public awareness campaigns like Sexual Assault Awareness Week and the #CUriousAbout Campaign	Lead existing public awareness campaigns to further messaging about consent culture on campus	Continuous

Appendix 2: Sexual Violence Prevention and Education Committee (Task Force) Membership

- Ikram Jama (Chair), Interim Assistant Vice President and University Advisor, Equity and Inclusive Communities (EIC)
- Lisa Ralph, Associate Vice President, Student Affairs
- Laura Storey, Director, Housing and Residence Life
- Kyla Reid, Manager, Research Services and Initiatives, Faculty of Public Affairs
- Dillon Brady, Manager, Student Conduct and Harm Reduction
- Jonathan Malloy, Associate Dean, Research and International
- Amal Elmi, Senior Advisor, Gender and Sexual Violence Prevention and Survivor Support
- Kristina Epifano, Equity Education and Services Coordinator
- Hary Shanmuganathan, Coordinator, Residence Community Development & Student Engagement
- Beau Welter, Counsellor, Sexual Assault and Trauma
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HONOURING EACH OTHER

LIVING DOCUMENT REVISED APRIL 2021

A blueprint for building Consent Cultures on campus, together

Honouring Each Other: Building Consent Cultures on campus, together

Living Document
2019-2022
Prepared by the Sexual Violence Prevention and Education Committee

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Introduction

Due to COVID-19 and social distancing guidelines, a number of the strategic objectives have been revised and/or deferred in the Campus Prevention Strategy for Sexual Violence. A number of objectives and strategies have been updated so they can be delivered in a virtual format, while some new strategies have been added to the document. In light of these changes, *Honouring Each Other: Building consent cultures on campus, together,* will be relaunched over a three-year timeline from 2021 to 2024.

Over the 2018-2019 academic year, Carleton University embarked on a review of its Sexual Violence Policy. In the course of this review, a number of excellent proposals to prevent sexual violence on campus came forward from the community. As part of the policy review process, Carleton University administration made a commitment to capture these actionable tactics to reduce sexual violence on campus as a separate document, referred to as the Campus Prevention Strategy for Sexual Violence throughout the policy consultations.

This document is a reflection of all of the ideas we received throughout the review, from key campus stakeholders (including student unions, labour unions, administration departments, and individual community members) as well as part of a process undertaken by the Sexual Violence Prevention and Education Committee (SVPEC)*, the working group that is tasked with prevention initiatives on campus. *Honouring Each Other: Building consent cultures on campus, together* is intended to provide a three-year map of activities that every single member of Carleton's campus can engage in, initiate in their own part of the community, or contribute to, in order to play their part in making this a safer campus for everyone.

The objectives and strategies laid out in the following document are based on a timeline of approximately three years, but are subject to continuous review and updating in order to meet with the best practices and current culture surrounding prevention and education of sexual violence, as well as supporting survivors of sexual violence.

We invite all our campus partners to review the suggested actions, sign up to support us, and submit even more ways we can prevent sexual violence on campus.

We believe that every member of Carleton's community has expertise that will contribute strongly to this document. We hope that you will participate by identifying the action areas where you can play a role, and by contributing suggestions for action. The only way to end sexual violence on campus is by working together, and we hope you'll join us in this pursuit.

To submit feedback and ideas to the Campus Strategy, please visit our survey questionnaire.

**For a membership list of the members of the Sexual Violence Prevention and Education Committee, please refer to Appendix A.*

"Mainstreaming consent culture – [it's] not just a box that we tick."

Executive Summary

The strategies in this document emerged from the feedback received throughout the Sexual Violence Policy consultations from key campus stakeholders. That feedback was provided to the Sexual Violence Prevention and Education Committee (SVPEC) who, through a consultation process of their own, organized the community feedback in the following document.

In analyzing the feedback, six key values emerged which we've centred in this document:

1. Creativity in training
2. Accessibility & Intersectionality
3. Resource management regarding training
4. Consent culture
5. Community Connections
6. Measurement

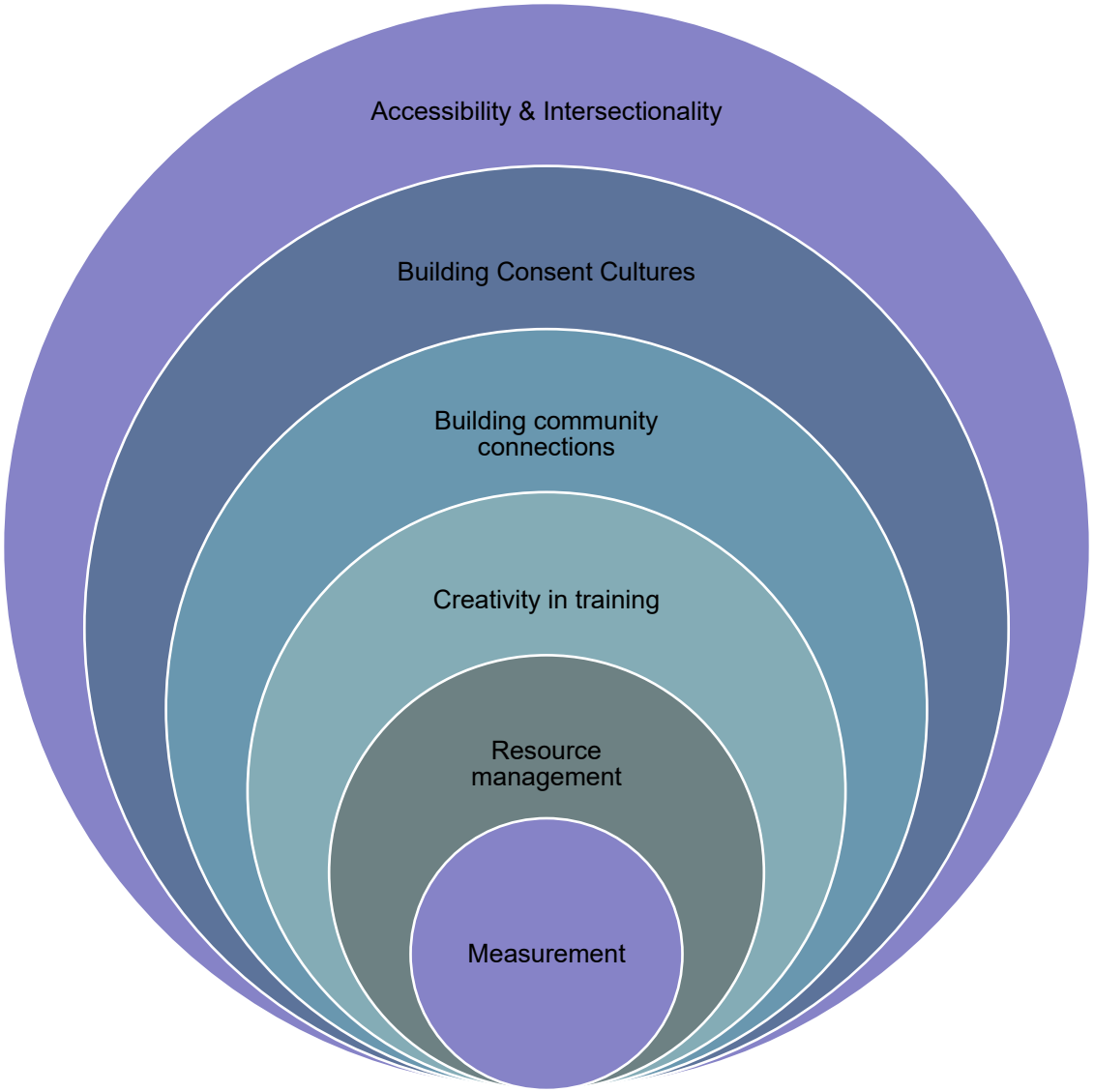
For an expanded explanation of the values that shape this document, please refer to Appendix B. For further explanation of "intersectionality" as used throughout the document, we acknowledge that individuals who experience intersecting forms of oppression based on the protected grounds in the Ontario Human Rights Code may be disproportionately affected by sexual violence and its consequences. For this reason, we take an intersectional approach which acknowledges these different experiences and seeks to create a resolution or support which is unique to their multiple identities. (To read more about intersectionality, enjoy this interview with Dr. Kimberlé Crenshaw, who created the term.)

The spaces left blank in the document are intentionally blank, we are asking the community to tell us what idea would resonate best, or what the outcome of a certain strategic goal should be. One notion that resonated in the consultation process for the policy was that students know best how

to engage other students in ending sexual violence, employees know better than anyone on how a workplace culture shift can take place, and that prevention of sexual violence on campus cannot just be the role of the administration; it is a role that everyone on campus must participate in.

Values of the Sexual Violence Prevention Strategy

Prevention of sexual violence on campus is everyone's responsibility.



Strategic Visioning

Vision: Every person on campus has a comprehensive understanding of Consent Culture, and are equipped to always respond to, and prevent, sexual violence.

Goals

These statements are intended to be aspirational at this time, and help us to define a violence-free vision for our campus community.

Creating a space for ongoing, responsive education on campus

- Education is inclusive and meets intersectional needs of all Carleton's staff, faculty, and students
- Education is welcoming, exciting, and not stigmatizing or re-traumatizing
- Training allows a space for nuanced conversations about consent and sexual violence to occur
- Propose that Carleton's staff, students, and faculty are trained (and can consider how we recognize and value their time for this training) to ensure that trainers are not only internal to the Department of Equity and Inclusive Communities (EIC)
- There is an ongoing initiative to create educational materials and events around consent to ensure the conversation on Carleton's campus is keeping up with the cultural conversation around consent

"Creating innovative training that pushes boundaries."

Engaging the campus community to become "Consent Champions"

- Community guidelines exist surrounding a zero-tolerance policy for sexual violence, and new Carleton community members should acknowledge these guidelines
- High profile people from Carleton and the wider community support the work to end sexual violence
- Collaboration with on-campus groups to conduct events/workshops/seminars about consent
- Men and male-identified folks, are engaged in ending sexual violence and promoting consent culture
- There is an awareness of the strategy across campus

"The wider community is connected in tangible ways."

Building individualized, intersectional support systems

- Accessible, fast and individualized support on campus, including peer supporters, available at many locations on campus
- Creating an environment where folks who cause harm can seek educational or restorative opportunities when they want to take accountability
- Accessible and diverse models of support; one can choose who they get support from, as many people are trained to support
- Support services are known by 100% of the Carleton community
- There is no confusion around "who" is "qualified" to provide support
- Support services are individualized and can be for anyone on campus, including staff, faculty, and students

"Staff and faculty can be survivors and they can access supports."

Systematic measurement and review of what works

- Consent education has clear learning outcomes
- Change can be measured, but we need to figure out the *how*
- Consideration of what would be available for measurement best practices

"Any training developed is iterative and constantly improving to reflect current standards."

Fostering a Consent Culture for Carleton

- A shift from policy/consequence focus, into changing the culture of Carleton
- A mainstreaming of consent culture
- Make consent the baseline for pleasure
- Recognize that accountability for causing sexual harm is really about building empathy for others
- An intersectional idea of culture of consent, including the recognition of racism, sexism, misogyny, transphobia, homophobia, ableism, and patriarchy
- There is an ongoing conversation involving a reconsideration of gender identity including masculinity, toxic masculinity, femininity, trans, and sexual identities

"Not just ticking the 'Equity box.'"

Red Text: Deferred
Blue Text: Updated
Green Text: New Project

Strategic Overview: Three Year Map

Strategic Goal	Year One Tactics	Year Two Tactics	Year Three Tactics	Outcome
Creating a space for ongoing, responsive education on campus	Foster spaces for ongoing learning at Department of Equity and Inclusive Communities (EIC)	The use of working sessions to improve the intersectional and accessible focus of sexual violence prevention and education at Carleton	Building working sessions that allow for nuanced conversations involving men on campus in sexual assault prevention and education	Expanded intersectional approach to sexual violence trainings
	No longer accept trainings that are less than 30 minutes long	Prevention training focused on individual gauge of what's healthy (trusting the gut, etc.)	Create formalized training opportunities to engage with newly entering community members	Continued and ongoing opportunities for sexual violence prevention, while also enforcing a culture that equity is more than a "tick box"
	Engaging more young men and others on how to engage people in a consent positive way	Create an accessible, easy-to-read resource on consent		Easy to understand, resonant information on consent that helps community members ensure they always have consent
Engaging the campus community to become		Train-the-trainer campus champion initiative	Enhanced outreach initiatives that support consent programming in clubs, unions, organizations, departments, etc.	Designated consent champions across campus

"Consent Champions"	Build partnerships beyond campus	Strengthening ties with local and other communities		Resources and connections for survivors that go beyond the campus community
	Collaboration days focused on bringing education and awareness to various community members	Engage other Sexual Violence groups nation wide	Training campus bar staff	Stronger and more united messaging about consent and consent cultures that resonate across the country
Building individualized, intersectional support systems	Consult and have representation from diverse cultural groups	Provide services that are diverse to match intersectional needs		Campus resources that reflect the diverse community that makes up Carleton
	Promote that support services are inclusive of diverse genders and sexualities	Support the creation of prevention programming that is developed and led by folks with lived experience of diverse gender identities		All gender identities feel support on campus for their lived experience
	Intersectional-based needs assessment: Getting survivors' feedback/input: what do they want/need?	Creation of support systems that recognize and honour unique identities and the lived experiences of survivors		Support programming that is responsive to the needs of survivors
Systematic measurement and review of what works	Create learning outcomes and assessment	The creation of working sessions to involve more of Carleton's stakeholders to find out how their needs can be better met		Tangible measurement for prevention activities
Fostering a Consent	Continuing public awareness education campaigns like Sexual Assault Awareness	Focus on proactive prevention and consent culture in campus programming like Orientation		Building a culture/collectively

Culture for Carleton	Week and the #CUrious Campaign	Week, and other community activities		determine values we want to embed

Year one: Develop and Pilot

Strategic Goal	Year One Tactics	Tasks	Outcome
Creating a space for ongoing, responsive education on campus	Foster spaces for ongoing learning at EIC	• Create staff training opportunities bringing in new partner organizations and have confidential debriefing after • Adapted Responding to Disclosures of Sexual Violence Training for an online environment	Expanded intersectional approach to sexual violence trainings
	No longer accept less than 30 minute time slots in training	• Informing requests the amount of time required for the presentation and the importance of that time	Continued and ongoing opportunities for sexual violence prevention, while also enforcing a culture that equity is more than a "tick box"
	Engaging more young men and others on how to engage people in a consent positive way	• Introduce a pilot program in collaboration with community-based organizations to host online facilitated sessions with men on campus. Sessions will focus on health relationships, consent, and "good sex". First session could be open to all men, then once feedback is gathered, we could consider the possibility of closed groups for specific populations (e.g. racialized, Indigenous, international students) if there is interest. • Accountability campaigning surrounding consent and healthy sex	Engaging typically omitted voices in the conversation around Sexual Violence, increasing accountability, and developing a Consent Culture on Campus

	"Abundant Approaches: Exploring Inclusive Healing for Sexual Violence" speaker series	• The organizers of this conference-turned-series include Algonquin College's Project Lighthouse, Carleton University's Sexual Assault Support Centre (CUSASC) and the Ottawa Coalition to End Violence Against Women (OCTEVAW). • Sessions are intended as professional development for frontline workers in the field of Sexual Violence. • A Moderator will lead 45-minute discussions, followed by a Q&A period to engage the participants. Panelists will discuss their own work in the field of Sexual Violence.	Education for frontline professionals which will also foster further connections with individuals and community agencies working in the field of Sexual Violence prevention and intervention.
Engaging the campus community to become "Consent Champions"	Build partnership beyond campus	• Reach out to diverse groups who may not be involved in SV work, including mental health organizations, LGBTQ2S+ groups, community centres, school districts, Indigenous community organizations, cultural organizations, etc. • Invite potential partners into EIC office, allow them to use the space/book the space	Expanded intersectional approach to sexual violence trainings and support services
Building individualized, intersectional support systems	Support diversity in hiring and advocate for increased representation on staff	• Support campus partners in equitable and diverse hiring	Expanded intersectional approach to sexual violence trainings and support services
	Support Groups for Survivors	• Continue partnership with the Sexual Assault Support Centre of Ottawa to provide facilitated support groups to survivors of sexual violence.	

		• Support groups will be provided once per academic year and will run for eight weeks.	
	CUSASC CHAT - text and web chat program	• Text and web chat support framework to support students coping with sexual violence. • This framework is especially effective during the COVID-19 pandemic closures • Accessible support gives student options about how they would like to reach out to receive assistance (e.g. it provides anonymity and is easy to access for some populations such as parents and folks with disabilities).	
Systematic measurement and review of what works	Create learning outcomes and assessment	• EIC to work with research students who can create learning outcomes and assess trainings (placements, co-ops) • While running workshops, ask the audience and collect responses about what they are seeking to learn • Collect qualitative data regarding the content that people are learning from workshops and evaluate with SVPEC if these are desired learning outcomes	Tangible measurement for prevention activities
Fostering a Consent Culture for Carleton	Integration into orientation	• Book at least one hour training session run in small groups for each residence students • Collect feedback on best/least productive parts of these sessions	Building a culture/collectively determine values we want to embed
	Focus on proactive prevention and consent culture	• Consult with community organizations inside and outside of sexual violence prevention on how to engage more people in stigmatized discussions	Building a culture/collectively determine values we want to embed

		● Look into the creation of "rewards," for taking preventative and consent-focused trainings
		● Community Consultation Research: Long term goal is to provide the Carleton University community with a holistic program that is inclusive to everyone
		  ○ goal is to give an overview of the current educational and preventative programs for sexual violence, including any evidence based research showing efficacy of programs
		  ○ we want to use this information to inform a new program development on campus	

	Continuing public awareness education campaigns like Sexual Assault Awareness Week and the #CUrious Campaign	● Increase awareness, collaboration, and community-building exercises within SAAW ● Identify marketing tactics for the #CUrious campaign, including #CUrious Influencers ● Create rewards (such as raffles) for engagement during campaigns	Reducing stigma and creating a culture of consent on campus

Year two: Building and creating

Strategic Goal	Year Two Tactics	Tasks	Outcome
Creating a space for ongoing, responsive education on campus	The use of working sessions to improve the intersectional and accessible focus of sexual violence prevention and education at Carleton	• Creation of design-thinking workshops to collect information from students, staff, and faculty on intersectional and accessibility needs from the SVPEC	Expanded intersectional approach to sexual violence trainings
	Create an accessible, easy-to-read resource on consent involving the committee members	• Ensure that the committee reflects diversity • Collaborate with on-campus expertise and the SVPEC Working Groups	Continued and ongoing opportunities for sexual violence prevention
	Prevention training focused on individual gauge of what's healthy (trusting the gut, etc.)	• Creation of group workshops around healthy boundaries	Building a culture/collectively determine values we want to embed
Engaging the campus community to become "Consent Champions"	Train-the-trainer campus champion initiative	• Continue to rollout the Carleton Consent Collective (C3) in order to reach many groups at Carleton	Designated consent champions across campus
	More partnering with clubs, organizations etc. on and off campus	• Train-the-trainer campus champion position created in collaboration with on-campus organizations	Building a culture/collectively determine values we want to embed
	Strengthening ties with local and other communities	• Bring in partner organizations for facilitated discussions, workshops, and presentations	Expanded intersectional approach to sexual violence trainings

	Engage other Sexual Violence groups nation wide	• Collaborate with sexual violence prevention and support groups at other Canadian Universities – What are they doing that works?	Expanded intersectional approach to sexual violence trainings
Building individualized, intersectional support systems	Intersectional-based needs assessment: Getting survivors' feedback/input: what do they want/need?	• Survivor engagement through a needs-assessment that recognizes the lived experiences of survivors and their unique identities • Providing opportunities for online, in-person, and hard-copy feedback which is anonymous and confidential • Allowing for feedback and input with regards to any concern of SV nature: feedback on supports accessed, SV Policy, supports in the community they did/did not find helpful, etc. • Reaching outside of Carleton community to see what Survivors are saying is helpful in Ottawa/Canada	Support programming that is responsive to the needs of survivors
	Creation of support systems that recognize and honour unique identities and the lived experiences of survivors	• Reaching out to community organizations which serve intersectional populations • Increase representation of staff and other resources who can support survivors from a diverse population • Increasing advertisement surrounding different pictures and stories of sexual violence	Challenging the one-size-fits-all approach to SV Support, expanded intersectional approach to sexual violence trainings and support
	Be more inclusive of diverse genders and sexualities	• Listening to representative stakeholder groups to build services they need	Reducing stigma; Expanded intersectional approach to sexual violence trainings

		• Seek outside expertise when necessary to help create services	
Systematic measurement and review of what works	The creation of working sessions to involve more of Carleton's stakeholders to find out how their needs can be better met	• Advertising working sessions • Making working sessions welcoming and accessible, fun and safe • Incorporating training sessions into existing training or courses • Measuring success through participant satisfaction and pre-post knowledge tests	Tangible measurement for prevention activities
Fostering a Consent Culture for Carleton	Focus on proactive prevention and consent culture in campus programming like Orientation Week, and other community activities	• Continue to work closely campus partners to further enhance the commitment to consent cultures reflected in programming like Orientation Week • Build on existing commitments to develop new initiatives that position Carleton as a leader in consent cultures on campus	Building a culture/collectively determine values we want to embed

Year three: Expand the audience

Strategic Goal	Year Three Tactics	Tasks	Outcome
Creating a space for ongoing, responsive education on campus	Building working sessions that allow for nuanced conversations involving men on campus in sexual assault prevention and education	• Review EDI actions as campus units with EIC and Carleton Staff ("FFF Nights") to foster learning and growth • Creation of a placement or co-op position to create a gender-based violence prevention program	Expanded intersectional approach to sexual violence trainings
	Create formalized training opportunities to engage with newly entering community members	• Creation of certification program for Sexual Violence Prevention or Consent Culture • Creation of online course for prevention and education • Campus champions hosting workshops for newly entering campus community members	Continued and ongoing opportunities for sexual violence prevention
Engaging the campus community to become "Consent Champions"	Create days and spaces for us to come together to collaborate	• Create open workshops for students, staff, and faculty to debrief about issues of sexual violence • Ensure safety through sending agenda prior to workshops • Create support/education groups for those who would like to become involved on a regular basis running weekly for 1 month at a consistent time	Designated consent champions across campus

	Working with staff, faculty, union, and other on-campus groups	• Working to find the best means of support for employees through the utilization of surveys for measurement	Designated consent champions across campus
	Training campus bar staff	• Review training • Review cases to see if particular instances in bars • Speak with bar administration about trainings • Implement trainings for new bar staff • Elect one Sexual Violence Prevention bar staff member who ensures all bar staff remain up-to-date on campus changes and trainings	Designated consent champions across campus
Building individualized, intersectional support systems			
Systematic measurement and review of what works			Measurement system that indicates what is working with regards to prevention on campus and what is not
Fostering a Consent Culture for Carleton			Building a culture/collectively determine values we want to embed
	Creating a "Consent Party"	• Build on work of Consent Champions to engage the broader campus community	Increased recognition and awareness of consent cultures at Carleton

		with a consent-themed social event	

Appendix A

Sexual Violence Prevention and Education Committee

The Sexual Violence Prevention and Education Committee Steering Committee membership includes:

- Michael Charles (Chair), University Advisor on Equity and Director, Department of Equity and Inclusive Communities
- Margaret Janse van Rensburg, Graduate Student Representative
- Lisa Ralph, Associate Vice President, Student Affairs
- Laura Story, Director, Housing and Residence Life
- Kyla Reid, Research Facilitator- FPA
- Dillon Brady, Residence Student Conduct Coordinator
- Ikram Jama, Senior Advisor, Human Rights and Equity
- Amal Elmi, Equity Education and Services Coordinator
- Beau Welter, Counsellor- Sexual Assault and Trauma
- Bailey Reid, Senior Advisor, Sexual Violence and Survivor Support
- Ridah Khan, Undergraduate Student Representative
- Jonathan Malloy, Faculty Member

Sub-committees:

- Communications and Communities Working Group
- Public Engagement and Training Working Group
- Measurement Working Group

Appendix B

Honouring Each Other: Values that shape our strategy

Creativity in training

The group believed that this brainstorming meeting of the Sexual Violence Prevention and Education Committee allowed for a productive and educative process. It was recognized that this process could be used within the strategy.

1. The creation of working sessions to involve more of Carleton's stakeholders to find out how their needs can be better met
2. The use of working sessions to improve the intersectional and accessible focus of sexual violence prevention and education at Carleton
3. Building working sessions that allow for nuanced conversations involving men on campus in sexual assault prevention and education

Accessibility & Intersectionality

It was identified that there is a need to reach the needs of many different people on campus. By doing the following, the accessibility and intersectionality of Carleton University Sexual Assault Support Centre (CUSASC) can be improved.

1. Create an accessible, easy-to-read resource on consent involving the committee members
2. Have SASC peer supporters available in other locations on campus, create themes and activities for them to run during their hours
3. Increase supports available for staff and faculty on campus

Resource management

Throughout discussions, the group pin-pointed that the hired hands of Department of Equity and Inclusive Communities could only reach so far with the available resources. The following are recommendations on how to reach more people with these limited means.

1. Carleton University Sexual Assault Support Services will commit to training sessions that are 30 minutes and over, which will permit enough time for thorough education
2. Development of online trainings for non-credit information available for all staff, students, and faculty to review at their own times
3. Create a train-the-trainer approach to support and education: EIC trains one person to train others, they train others who can train others

Consent culture

In this workshop, consent culture was a word that was constantly brought up. Under the guidance of the committee, a positive consent culture can be promoted on Carleton's campus.

1. Identify how consent culture can be defined involving an intersectional lens involving race, gender, and ability/disability
2. Promote a survivor-centered idea of sexual violence

3. Decrease the fear surrounding, making safe spaces for nuanced conversations regarding consent, sexual violence prevention, toxic masculinity, and different cultural concepts of consent and sex

Community connections

Many committee members felt that the Sexual Assault Support Centre at Carleton is currently sheltered and that increased connections would allow the service to break barriers.

1. Continue to work with community Violence Against Women and Gender-Based Violence groups in Ottawa promoting one another's activities
2. Continue collaboration with on-campus groups and services that provide education and support
3. Engage well-known people – both internal and external to the university - and have them speak publicly about sexual violence

Measurement

While there are many great steps that the Sexual Assault Support Centre can take in sexual violence prevention and education, it has become apparent that the changes that will be made through this strategy need to be measurable.

1. The development of pre-post tests for training sessions
2. Creating a long-term vision of Consent Culture and how this will be promoted
3. EIC engage in further discussion with community stakeholders about the best means to research culture change at the university

AGENDA ITEM 6.3

BOARD OF GOVERNORS: REPORT

To:	Board of Governors	**Date of Report:** 24 May 2022
From:	Vice-President (Finance and Administration)	**Date of Meeting:** 9 June 2022
Subject:	**Draft Digital Strategy**	
Responsible Portfolio:	Vice-President (Finance and Administration)	

1.0 PURPOSE

☐ For Approval ☒ For Information ☐ For Discussion

2.0 MOTION

This is for information purposes only.

3.0 EXECUTIVE SUMMARY

The purpose of Carleton University's first ever Digital Strategy is to bring into sharper focus the role of digital technology in achieving the objectives of the SIP and to imagine opportunities to drive our academic mission and operations toward a brighter future.

The draft strategy articulates a broad vision for Carleton's digital future, reflected in the aspiration statement, supported by foundational principles that emerged prominently from the consultations with the community as critical underpinnings to Carleton's digital evolution. In alignment with the vision, principles and accompanying objectives are strategic priorities related to the university's mission pillars of Research, Student Experience, Teaching and Learning, and Organizational Excellence. These priorities both align to the SIP and speak to the varied experiences that make up the Carleton community.

The document includes a Digital Roadmap which outlines the action plan that supports implementation of the Digital Strategy and the SIP. It is informed by the overarching vision, guiding principles, objectives and strategic priorities. Dynamic, flexible and adaptive in nature, the Digital Roadmap will be updated through a new, yearly planning process undertaken by the Information Systems Steering Committee (ISSC), in order to ensure the university remains nimble and aligned to our ever-changing context.

As a result of the Digital Strategy and Digital Roadmap, Carleton is poised to shape its digital future in unprecedented ways that will accelerate the directions of the SIP and our capacity to lead digital change. Three significant areas that illustrate this anticipated impact are governance, renewal and culture.

The next steps towards finalizing the draft and approving the strategy will involve feedback from Senate, the Board of Governors, and the ISSC.

4.0 INPUT FROM OTHER SOURCES

Extensive research and consultation were conducted throughout, informing the framework and directions emerging from the Digital Strategy. Background research included an environmental scan

of 21 Carleton strategies developed in support of the SIP, a review of the SIP Speaker Series feedback for references to digital technology, an extensive review of digital strategies in the post-secondary sector and beyond, discussions with sector and industry leaders and a literature review. The cross-institutional Advisory Committee has provided invaluable knowledge, subject matter expertise and institutional experience throughout the process of developing the Digital Strategy.

5.0 ANALYSIS AND STRATEGIC ALIGNMENT

Digital technology will play a critical role in advancing the SIP's directions and delivering on its objectives. While the four pillars of Teaching & Learning, Research, Student Experience and Organizational Excellence have complementary goals and objectives, our operating context requires this to be balanced by a digital ethos that facilitates growth and innovation across these pillars.

Through the widespread engagement of the consultation process, and critical input from the Advisory Committee, the Digital Strategy strikes a balance between identifying a common vision and principles while recognizing that our organizational context is made up of differing needs that require us to maintain flexibility and creativity in our digital environments.

6.0 FINANCIAL IMPLICATIONS

Although there are no financial implications directly associated with the Digital Strategy, any funding required to support initiatives would be requested through the appropriate governance/budgetary channels. While the strategy does represent a commitment to invest in IT excellence, it may also identify opportunities for efficiencies and savings.

7.0 RISK, LEGAL AND COMPLIANCE ASSESSMENT

Carleton University's Enterprise Risk Management Framework identifies two of the top 10 enterprise risks as:

- the potential for failure in the confidentiality, integrity or availability of information, and
- the risk that the university does not plan for or maximize the benefits of existing and future technologies.

The Digital Strategy is a key risk mitigation measure that will minimize both of the identified risks by providing a roadmap that guides decision making around IT security, privacy, hardware and systems across campus to support the goals of the university. There are increasing regulatory, insurance and risk requirements surrounding digital technology particularly as it relates to privacy and IT security issues. The Digital Strategy will assist with addressing those risks.

8.0 REPUTATIONAL IMPLICATIONS AND COMMUNICATIONS STRATEGY

Communications resources were allocated as part of the Digital Strategy working group to ensure consistent communications and engagement with the community throughout the consultation process. A dedicated Digital Strategy website was established to provide a centralized site for all information related to the strategy. All communications vehicles were used including the Top 5, targeted email and social media to engage members of the community.

A robust communications plan has been developed to inform the launch of the Digital Strategy, once it has been approved. The forward-facing presentation of the Digital Strategy and Digital Roadmap will be through a dedicated website, currently under development. The Department of University Communications has been engaged to assist in the final presentation of the strategy in document form.

9.0 OVERALL RISK MANAGEMENT ANALYSIS

Uncoordinated IT initiatives and investment without an overarching vision or clear roadmap is a significant risk, which the Digital Strategy is mitigating.

	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
STRATEGIC	☐	☐	☐	☒	☐
LEGAL	☐	☐	☒	☐	☐
OPERATIONAL	☐	☐	☒	☐	☐
TECHNOLOGICAL	☐	☐	☐	☒	☐
FINANCIAL	☒	☐	☐	☐	☐
REPUTATIONAL	☐	☐	☒	☐	☐

Shaping the Digital Future

Carleton University's Inaugural Digital Strategy & Roadmap

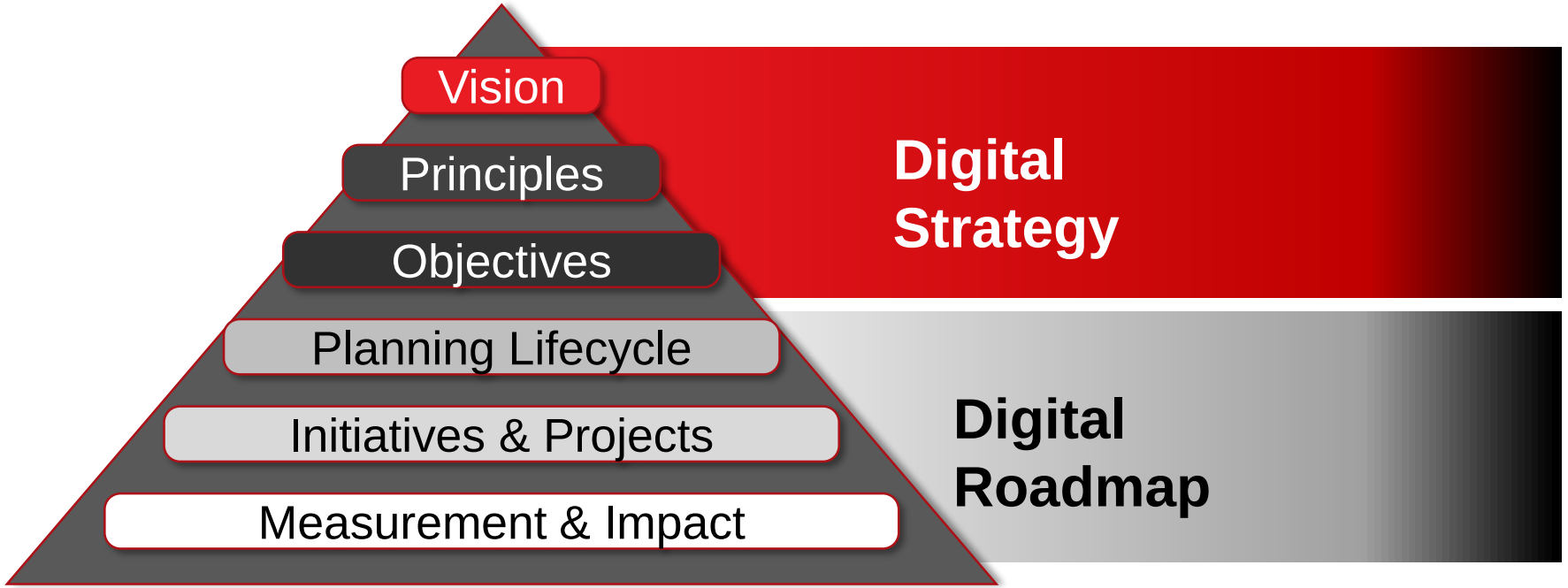
Carleton University

Progress Update

Spring 2021	• Advisory Committee struck
Fall 2021	• Community consultations completed • Analysis of consultation feedback
Winter 2022	• Development of Aspiration Statement • Digital Strategy & Roadmap development
Spring 2022	• Draft review process

Carleton University

Framework


Vision
Principles
Objectives
Planning Lifecycle
Initiatives & Projects
Measurement & Impact
Digital Strategy
Digital Roadmap

Principles & Aspiration

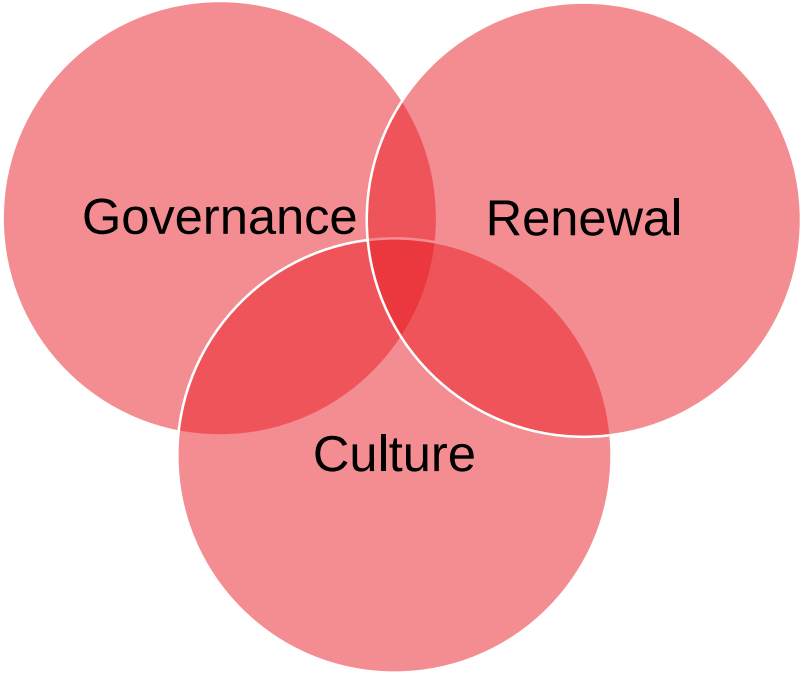
- USER FOCUSED
- INCLUSIVE
- COLLABORATIVE
- RESPONSIBLE
- AGILE

Carleton University will leverage digital technology to empower our collective capabilities to be a force for good in our communities.

Carleton University

Mission Pillars

Main Contributions of the Digital Strategy



Governance

- Decision-making for digital initiatives
- IT governance committee structure
- Monitoring and measurement of progress and impact

Renewal

- Consistent process for digital renewal
- Balanced portfolio
  - Mission pillars
  - Blend of strategic, enterprise, and organizational initiatives
- Alignment with the SIP

Culture

- Looking at digital technology with a university-wide lens
- Challenging the status quo with a digital focus
- A dedicated focus on people-centred leadership of change and process improvement

Next Steps

Summer 2022

- Senate
- Board of Governors
- Information Systems Steering Committee
- Finalize communications plan

Fall 2022

- Launch Digital Strategy & Roadmap to the Carleton Community

Carleton University

Questions

Carleton University

Shaping the Digital Future

Carleton University's Inaugural Digital Strategy & Roadmap

DRAFT

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Introduction

In an increasingly connected world, Carleton University has an opportunity to enhance our digital practices. Our inaugural Digital Strategy is a roadmap for this evolution—one guided by intention, responsibility, and innovation.

We live in an age of easy access to information, on-demand and personalized service, and instantaneous global communication. All sectors—including higher education—have had to adapt to these expectations. Today's students ask for a digital environment that is cutting-edge and flexible, and they expect equitable, inclusive, and secure access to education. At the same time, the workplace is changing. Technology is transforming collaboration, communication, and service delivery on campus and within the community. While the COVID-19 pandemic rapidly accelerated these changes—Carleton, like all other institutions, pivoted to online delivery and working from home almost overnight—the digital evolution was already underway.

These are external pressures, imposed by changes in the world around us. But Carleton also has an impressive record of innovation, whether through the discoveries and solutions of researchers, or the unique ideas of staff and students. In research, student experience, teaching and learning, and organizational excellence, the Carleton community can develop, adopt and lead meaningful technological change.

While these changes are exciting and dynamic in nature, we must proceed with care. In the Strategic Integrated Plan (SIP), we are reminded of the role of technology in our past and our future; our western edge, the Rideau Canal is an engineering marvel and an ever-present example of ingenuity and perseverance. But its complex history and symbolism is a reminder that the cost of progress is not borne equally by all people. As we embark upon a new digital path, we must bear in mind the varying impact of technology, the need to act with ethics and compassion, and the extraordinary social responsibility we bear.

It is with this spirit—of being active, intentional and responsible drivers of change—that we must set a course for the digital future. It is a path laid out in the SIP, and one that will be accelerated by the Digital Strategy.

Over the past year, we embarked on a series of consultations with the Carleton community. We gathered a diverse range of perspectives inclusive of faculty, staff, and students, as well as the Senate, IT governance committees and senior leadership. In total, we engaged with more than 600 members of the Carleton community about how to use digital technology to build on the footprint of the SIP. We also tapped into our in-house expertise by striking a cross-institutional Advisory Committee to provide guidance and input into the interpretation of the consultation feedback and complement it with more specialized areas of knowledge.

Throughout the consultation process, we learned that our capacity for a digital evolution relies on a culture that can adapt to change, while grounding ourselves in people-focused principles. This was consistent with our research, which emphasized the critical role of culture in facilitating a digital evolution. As a recognized leader in organizational excellence, Carleton is poised for a step change that challenges us to embrace digital technology. We must all be part of creating the conditions that will allow this ethos to flourish, including a dedicated focus on process improvement and people-centred leadership of change.

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We have created a framework comprised of five guiding principles and associated objectives that intends to support the growth of a digital culture. Based on this framework, a cross-cutting Digital Roadmap has been developed that will support and accelerate the three directions of the SIP.

Setting the tone for the Digital Strategy and Digital Roadmap, the Aspiration Statement encapsulates the vision; one that reflects a focus on people, while harnessing the power of digital technology. Together, our inaugural Digital Strategy, Digital Roadmap, and Aspiration Statement lay the foundation for a thriving digital culture that will enable a digital evolution.

Aspiration Statement

Carleton University will leverage digital technology to empower our collective capabilities to be a force for good in our communities.

In this strategy, we see technology as an enabler—a mechanism to enhance the ingenuity and potential of our students, staff, researchers, instructors, and community partners. It helps each of us in our daily lives and work: whether in pursuit of our core mission (research, student experience, teaching and learning, and organizational excellence) or in alignment with Carleton's original sense of purpose and founding story—to create, apply, mobilize, and share knowledge that serves our community and the world.

Guiding Principles and Objectives

The principles and related objectives are the building blocks of our digital culture. By internalizing the Digital Strategy principles and objectives as an institution, we will deepen our alignment to the directions of the SIP and bolster our capacity for change.

While the principles and objectives can be implemented in a variety of ways by faculties, divisions, departments, and individuals, they will also drive large-scale initiatives within and across the mission pillars of Research, Student Experience, Teaching and Learning, and Organizational Excellence.

USER FOCUSED

We will translate our people-focus to the digital user experience. We will provide personalized, intuitive digital user experiences that strengthen and complement our core services, and ensure our community has the support they need to embrace these digital experiences.

User-Focused Objectives

- Implement interoperable platforms that provide cohesive end-to-end user experiences.
- Streamline operations by reducing duplicated functionality, automating the transactional and realizing process efficiencies.
- Offer the training, resources, and support that meets our community needs.

INCLUSIVE

The voices of our communities are our most important asset. We will seek out diverse perspectives and make choices concerning digital technology with stakeholders that create inclusive and equitable physical and virtual spaces, allowing access for all.

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Inclusive Objectives

- Adopt strategies for mitigating barriers to access.
- Develop a university-wide approach to digital accessibility.
- Establish an ongoing system review process to collect feedback on system use.

COLLABORATIVE

We value constructive relationships and understand that collaboration drives our successes. We will expand our boundaries by utilizing digital technology to empower community engagement and knowledge mobilization.

Collaborative Objectives

- Foster and enable meaningful collaboration through online platforms.
- Launch internal communities of practice and networks of expertise focused on inclusive technology.
- Adopt open access in policy and in practice.

RESPONSIBLE

We will be a leader in security, privacy, and ethical decision-making, working together as a community to create safe and secure digital environments.

Responsible Objectives

- Implement and maintain industry standard security practices to safeguard institutional data, student data, and collaborator data that we hold in trust.
- Establish a university-wide understanding of data stewardship.
- Set transparent policies and practices that allow users to make informed decisions about their data.

AGILE

We will elevate our foundations, preparing ourselves for unanticipated changes, continuously improving and creating space for innovation.

Agile Objectives

- Establish strong, transparent IT governance.
- Proactively and holistically build for the future, strategically considering technology, process, and people.
- Foster digital innovation.

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Sharpening our Focus

The guiding principles and objectives provide a framework to navigate decisions involving digital technology at Carleton. While they represent broader perspectives affecting the university as a whole, other feedback gathered from our community inspired more specific strategic priorities.

These strategic priorities buttress the mission pillars of the university (Research, Student Experience, Teaching and Learning, and Organizational Excellence), bringing alignment with the SIP, while reflecting the varied experiences that make up the Carleton community.

Progress of the Digital Strategy will be evaluated against a set of measurable outcomes, developed through the IT governance committees, and reported on at regular intervals.

Anticipated measures are likely to include a combination of annual benchmarking surveys and system analytics (i.e. usage statistics, “Did this answer your question?” page footers, etc.).

RESEARCH

Strategic Priorities

- Researchers experience a seamless end-to-end process and are well supported by interoperable, integrated systems.
- Easy to use administrative systems help researchers better manage research projects.
- Research computing is accessible and secure and takes into consideration the needs of data-intensive and non-data intensive researchers.
- We have the digital environment needed to promote Carleton as a hub of research communications, including research into digital areas.
- There is a shared understanding of the resources and tools we have available.

STUDENT EXPERIENCE

Strategic Priorities

- Tools are intuitive and easy to use.
- Students can participate and interact from anywhere.
- Tools facilitate consistent interactions from recruitment through graduation and beyond.
- Accessibility is embedded in all aspects of the digital student experience.
- Student feedback informs our decisions concerning digital technology.
- Our tools and structures reinforce communication and relationship-building, both virtually and in person.

TEACHING AND LEARNING

Strategic Priorities

- Educators and learners across Canada and the world can easily engage with one another.
- Digital tools support universal design for learning and accommodate diverse pedagogical needs.
- Digital tools enable teaching and learning across a range of modalities.
- Digital tools foster relationship-rich education between instructors, students, and their peers.
- Learning analytics are used ethically to enhance student success and learning.
- There is an ongoing commitment to experimenting and innovating with digital tools for teaching and learning.

ORGANIZATIONAL EXCELLENCE

Strategic Priorities

- Organizational Excellence is optimized by intuitive, easy-to-use systems.
- Systems are in alignment with processes and policies.
- Integrated systems reduce duplication and realize process efficiencies.
- We have the systems, policies, procedures, and training needed to make data-informed decisions.
- Equity, diversity, inclusion, and accessibility are inherent.
- Digital technology enables a productive, flexible work environment.

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Follow Our Journey

We want to ensure that as progress is made on the Digital Strategy, we take the time to reflect and identify lessons learned at regular intervals throughout implementation. This is to accommodate the changing circumstances encountered in real time, despite the best-laid plans. Our strategy must be flexible and adaptable enough to adjust to the real world. Reviews by appropriate governance bodies will be conducted to provide the feedback necessary to keep our plans on track.

We are excited to embark on this journey. In order to keep the Carleton community informed, periodic updates will be shared through the Digital Strategy website. You are invited to follow our journey at Carleton.ca/DigitalStrategy.

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Digital Roadmap

Overview

The Digital Roadmap outlines our action plan to support the Digital Strategy and Strategic Integrated Plan (SIP), and was informed by the guiding principles, objectives and strategic priorities described in the Digital Strategy. It further describes our plan for how we will keep the Digital Roadmap current, as we must remain adaptable to changing circumstances.

We envision a digital future at Carleton University that includes:

1) A nimble Enterprise Architecture Framework that will allow us to define sustainable high-level architectural standards to enable optimized, business-aligned technology processes.
2) A robust IT Governance and Policy Framework which prioritizes initiatives that support and align with our Digital Strategy and Strategic Integrated Plan.
3) A revitalized Enterprise Resource Planning environment that is representative of, and responsive to, the diverse needs of our community.

By creating this shared vision for what the future of digital technology will look like at Carleton University, the Digital Strategy and Roadmap will inform and guide divisional and unit-level plans across the university.

Digital Roadmap Planning Process

We will institute an annual fall digital planning and alignment session with the Information Systems Steering Committee (ISSC). This session will dovetail the portfolio of digital initiatives selected for the coming fiscal year with the university's existing budget and resourcing cycle, institutionalizing predictable, annual 12-18 month planning horizons for the Digital Roadmap.Though budgets and resources have already been committed for the current fiscal year with respect to digital initiatives and projects, fall 2022 is the first opportunity for our IT governance, the ISSC and supporting committees, to apply our Digital Strategy's principles and priorities to the selection of initiatives and projects for the university's upcoming planning and budgeting cycle for 2023/2024.

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Figure 1: Strategic Initiatives Planning Lifecycle

Through a systematic and strategic review process, the ISSC will strive for a balanced portfolio that aligns with the principles and priorities identified in the Digital Strategy, while ensuring that we are always pursuing a blend of strategic, enterprise, and organizational initiatives.

Digital Roadmap

Projects and initiatives at Carleton vary greatly in focus and scope. To achieve a balanced portfolio of digital initiatives that align with the Digital Strategy's principles and priorities, while supporting the direction of the SIP, the Digital Roadmap provides three focus areas:

1. Strategic Initiatives

These initiatives take a long-term view of digital investments, have the potential to impact and influence all mission pillars of the university, and represent all of our Digital Strategy guiding principles. They are digital enablers, laying the groundwork that will make all other projects and initiatives possible, fostering systems thinking, integration, and architectural standards, and typically have no defined end-date.

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2. Enterprise Initiatives

These are projects that address strategic priorities, involve cross-functional collaboration (including the Information Technology Services department), and have a defined end-date. They are aligned with some of the mission pillars and guiding principles, and are broader in scope than the Organizational Initiatives due to their cross-functional nature.

3. Organizational Initiatives

These are divisional or departmental projects funded and resourced internally and thus do not necessarily require funding decisions, but which the university would benefit from having visibility at the ISSC. The reasons will vary but the underlying strategy and intent is to improve the level of transparency and collaboration within the university.

The Digital Roadmap presents planned initiatives within their respective category, as well as noting their alignment with the Digital Strategy's principles and mission pillars. Going forward, it will be the role of IT governance to determine what is the optimal balance between Strategic, Enterprise, and Organizational, as well as alignment with the Digital Strategy and SIP.

Through Carleton's annual planning and budget cycle, many of the Digital Roadmap initiatives listed below for fiscal year 2022/23 have already been budgeted with resources committed by the various units, departments, and faculties. But work on the Digital Roadmap will continue beyond this time period. For the purposes of the Digital Strategy, 2022/23 is essentially Year Zero of the Digital Roadmap. Subsequent fiscal year initiatives will be submitted and prioritized at the annual ISSC fall planning session.

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3.1 Strategic Initiatives – FY 2022/23 (Year Zero)

STRATEGIC	INITIATIVES	PRINCIPLES/PILLARS
These initiatives take a long-term view of digital investments, have the potential to impact and influence all mission pillars of the university, and represent all of our Digital Strategy guiding principles. They are digital enablers, laying the groundwork that will make all other projects and initiatives possible, fostering systems thinking, integration, and architectural standards, and typically have no defined end-date.		
IT Governance Renewal and IT Policy Framework	Renew our governance framework and confirm our IT governance committees and their mandates. Add a Technical Advisory Group (TAG) that will provide information, expert advice and recommendations on technical matters as required to other governance committees. Our Digital Policy Framework will provide a single IT policy that clearly defines the policy instrument structure for IT and the boundaries within which IT at the university operates. The new policy will be supported by functional and technical standards, to be developed and approved within the IT governance framework.	ALL PRINCIPLES AND PILLARS
Enterprise Architecture Framework	Establish the Technical Advisory Group (TAG) to develop functional, technical standards for ISSC approval for: • Cloud Computing Standard • Information Security Incident Response Standard • Information Protection Standard Develop an Enterprise Architecture Framework. Implement a Data Centre analysis to determine current data centre footage across all units and identify if there is a need for additional data centre capacity (i.e. a third data centre) to accommodate growth while providing reliability, as well as safeguarding service availability and data integrity against continually increasing levels of cyberattack.	ALL PRINCIPLES AND PILLARS
Enterprise Resource Planning (ERP) Revitalization	Conduct an options analysis of expenditures and opportunity costs to develop renewal options and a multi-year investment plan for Carleton's ERP (BANNER, FAST, HR, etc.), which is increasingly diverting resources to maintain, secure, and upgrade due to technological debt incurred from years of customization.	ALL PRINCIPLES AND PILLARS

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3.2 Enterprise Initiatives – FY 2022/23 (Year Zero)

ENTERPRISE	INITIATIVES	PRINCIPLES/PILLARS
These are projects that address strategic priorities, involve cross-functional collaboration (including the Information Technology Services department), and have a defined end-date. They are aligned with some of the mission pillars and guiding principles, and are broader in scope than the Organizational Initiatives due to their cross-functional nature.		
Research Administration	Research Management System (RMS) Modernization: Consolidation of research administrative systems and data sources, improving the current researcher experience, which requires knowledge of multiple systems as well as administrative support.	✓ USER FOCUSED ✓ INCLUSIVE COLLABORATIVE ✓ RESPONSIBLE ✓ AGILE ========== ✓ RESEARCH STUDENT EXPERIENCE TEACHING & LEARNING ✓ ORG EXCELLENCE
Student Experience	Micro-credential initiatives: Phase 1: Business analysis for registration, using Banner for implementing capture and recording. Future phases: ISSC fall 2022 planning session will consider larger institutional context, including open educational resources, modules, and non-credit initiatives beyond current student registration processes and semesters. cuMobile: Improved student self-service capability, including anytime/anywhere access via a new cuMobile app, to which new services can be more readily added.	✓ USER FOCUSED ✓ INCLUSIVE COLLABORATIVE RESPONSIBLE ✓ AGILE ========== RESEARCH ✓ STUDENT EXPERIENCE TEACHING & LEARNING ORG EXCELLENCE
Student Administration	Ongoing Banner related projects and enhancements to meet legislative and operational requirements, including: • u-Achieve (Academic Audit) • OUAC-to-XML (Ontario Application Centre requirements) • Academic Continuation Evaluation (ACE) • Carleton 360 with Student Admin, etc.	✓ USER FOCUSED INCLUSIVE COLLABORATIVE RESPONSIBLE ✓ AGILE ========== RESEARCH ✓ STUDENT EXPERIENCE TEACHING & LEARNING ORG EXCELLENCE
Teaching & Learning	TLS integrations enhancements: • Ongoing Brightspace integrations—peer assessment, grading workflows, anti-plagiarism, remote proctoring, collaborative tools, and learning analytics—to consolidate access to tools for instructors and students through a single portal. • More technology-enabled learning spaces. • XR Space for Future Learning Lab will support experimenting and innovating with digital tools for teaching and learning. • Increase number of multimodal student-centred learning spaces across campus.	✓ USER FOCUSED ✓ INCLUSIVE COLLABORATIVE RESPONSIBLE ✓ AGILE ========== RESEARCH STUDENT EXPERIENCE ✓ TEACHING & LEARNING ORG EXCELLENCE

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ENTERPRISE	INITIATIVES	PRINCIPLES/PILLARS
These are projects that address strategic priorities, involve cross-functional collaboration (including the Information Technology Services department), and have a defined end-date. They are aligned with some of the mission pillars and guiding principles, and are broader in scope than the Organizational Initiatives due to their cross-functional nature.		
Organizational Excellence	Ongoing administrative Banner projects and enhancements to meet operational requirements, including: • HR Enterprise Review • HR Digital Imaging (Banner Document Management for HR) • HR Job Requisition • HR Seclon Pension System Replacement • Banner 8 retirement (including Carleton Central) • Banner 8 Admin Pages Turndown Enterprise communications: Campaign Monitor email marketing system for meeting operational requirements by university departments, including the Department of University Communications and the Department of University Advancement.	✓ USER FOCUSED INCLUSIVE COLLABORATIVE ✓ RESPONSIBLE ✓ AGILE ========== RESEARCH STUDENT EXPERIENCE TEACHING & LEARNING ✓ ORG EXCELLENCE
IT Infrastructure Modernization	Evergreening and capacity: Annual replacement of 20 percent of campus digital infrastructure, comprising thousands of network components and hundreds of servers as they reach their lifespan of four to five years. This requirement reduces equipment failures, addresses performance issues due to demand growth, and avoids prolonged outages and degraded user experience. Identity and Access Management (IAM): IAM is a cornerstone for all services. Modernization will improve security, simplify access, provide better management of multiple roles, and more robust and scalable authentication. This is a prerequisite for improvements to on-boarding (and off-boarding) of students, staff, and faculty. Developed organically over several decades, Carleton's existing IAM systems and processes are not well positioned to support the university's current scale (hundreds of thousands of accounts), future growth, or the increasing frequency of multiple roles per person (e.g. employee, faculty, teaching assistant, student, alumni, affiliate.) Digital Access Management: Security-patching, life-cycle management, strategic procurement, and evergreening all depend on knowing what digital assets the university has. Provisioning of a campus-wide IT Asset Management (ITAM) system, available to all units to permit inventorying digital assets (hardware, operating systems, applications, services) is a prerequisite first step.	✓ USER FOCUSED ✓ INCLUSIVE COLLABORATIVE ✓ RESPONSIBLE ✓ AGILE ========== ✓ RESEARCH ✓ STUDENT EXPERIENCE ✓ TEACHING & LEARNING ✓ ORG EXCELLENCE

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3.3 Organizational Initiatives – FY 2022/23 (Year Zero)

ORGANIZATIONAL	INITIATIVES	PRINCIPLES/ PILLARS
These are divisional or departmental projects which are being funded and resourced internally and thus do not necessarily require funding decisions, but which would benefit from visibility at the ISSC. The reasons will vary but the underlying strategy and intent is to improve the level of transparency and collaboration within the university.		
Emergency Notification System Renewal	Office of Risk Management (ORM): The Emergency Notification System (ENS) project seeks to replace the current ENS to enhance internal and external communications and messaging to the Carleton community in an emergency. The new ENS will allow the university to reach thousands of community members across various mediums (mobile app, desktop computer, and email), with an ability to integrate and expand messaging to social media, digital signage, campus phones, and additional technologies as our community grows.	✓USER FOCUSED ✓INCLUSIVE COLLABORATIVE RESPONSIBLE ✓AGILE ========== RESEARCH STUDENT EXPERIENCE TEACHING & LEARNING ✓ORG EXCELLENCE
Maximo	Facilities Management and Planning (FMP): This project will upgrade the current on-premise enterprise asset management system, IBM Maximo, with the latest, cloud-based version on this system. Anticipated benefits are a more modern, user-friendly interface with less maintenance and support activities required by FMP, simplifying future upgrade activities.	USER FOCUSED INCLUSIVE COLLABORATIVE RESPONSIBLE ✓AGILE ========== RESEARCH STUDENT EXPERIENCE TEACHING & LEARNING ✓ORG EXCELLENCE
Faculty Tenure, Promotion, and Awards System	Provost's Office: The outcome of the project will be a new centrally managed system to support confirmation, tenure, promotion, and awards processes efficiently, effectively, and securely that will be used by five faculties, 50 academic units and approximately 125 applicants per year.	✓USER FOCUSED ✓INCLUSIVE COLLABORATIVE RESPONSIBLE ✓AGILE ========== RESEARCH ✓STUDENT EXPERIENCE ✓TEACHING & LEARNING ✓ORG EXCELLENCE

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Appendix A – Contributors

The creation of the Digital Strategy and Roadmap was a collaborative effort involving many individuals whose dedication and commitment were critical to this endeavour.

Project Sponsorship

Information Systems Executive Committee (ISEC)

Lorraine Dyke, Vice-President (Finance and Administration)
Suzanne Blanchard, Vice-President (Students and Enrolment)
Jerry Tomberlin, Provost and Vice-President (Academic)
Rafik Goubran, Vice-President (Research and International)
Marc Dabros, Assistant Vice-President (Information Technology Services) and Chief Information Officer

Project Oversight

Information Systems Steering Committee (ISSC)

Lorraine Dyke, Vice-President (Finance and Administration)
Marc Dabros, Assistant VP (ITS) and Chief Information Officer – Chair
Jerry Tomberlin, Provost and Vice-President (Academic)
Suzanne Blanchard, Vice-President (Students and Enrolment)
Rafik Goubran, Vice-President (Research and International)
Dwight Deugo, Vice-Provost and Associate VP (Academic)
Dana Brown, Dean, Sprott School of Business
Patrice Smith, Dean, Faculty of Graduate and Postdoctoral Affairs
Larry Kostiuk, Dean, Faculty of Engineering and Design
Sandra Crocker, Associate VP (Strategic Initiatives and Operations)
Amber Lannon, University Librarian
David Hornsby, Associate VP (Teaching and Learning)
Cindy Taylor, Assistant VP (Human Resources)
Tim Sullivan, Assistant VP (Financial Services)
Janice O'Farrell, Assistant VP (Enrolment Management)
Sandra Nelson, Director, Strategic Procurement
Nancy Arnold, Director, Office of Quality Initiatives
Tony Lackey, Director, Risk and Insurance Services
Danny Brown, Director, Enterprise Applications
Gary Nower, Asst VP, Facilities Management & Planning
Betty Baxter, Manager, Project Management Office, ITS
Advisory Committee
David Hornsby (Co-chair) – AVP, Teaching and Learning
Nancy Arnold (Co-chair) – Director, Office of Quality Initiatives
Marc Dabros (Co-chair) – AVP, ITS and CIO
Ryan Davies – Director, Digital Transformation, University Advancement
Terry Odin – Assistant Director, Infrastructure and Renewal, Human Resources
Jamie Carmichael – Associate Registrar, Scheduling and Examination Services
Janice O'Farrell – AVP, Enrolment Management
Hemant Gupta – PhD Graduate Student, Computer Science

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Nairah Ahmed – Third-Year Undergraduate Student, Journalism
Larry Kostiuk – Dean, Faculty of Engineering and Design
Sue Bertram – Associate Dean, Recruitment and Retention, Faculty of Science
Sandra Crocker – AVP, Strategic Initiatives and Operations, Industry and Partnership Services, Research and International
Amber Lannon – University Librarian, MacOdrum Library
Kasia Muldner – Associate Professor, Institute of Cognitive Science, Faculty of Arts and Social Sciences
Gerry Grant – Professor, Information Systems, Sprott School of Business
Tracey Lauriault – Associate Professor, School of Journalism and Communication, The Faculty of Public Affairs

Digital Strategy Project Team

Marc Dabros, Assistant Vice-President (Information Technology Services) and Chief Information Officer
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Elspeth McCulloch, Assistant Director, Digital Learning, Teaching and Learning Services

Digital Roadmap Team

Danny Brown, Director Enterprise Applications,
Bruce Clemmer, Director, Operations & Infrastructure, Information Technology Services
Steve Fraser, Director Information Security, Information Technology Services
Patrick Lyons, Director, Teaching and Learning Services
Cameron Metcalf, Head, Library Tech Services
Steve Sweeney, Director Client Services, Information Technology Services
Amanda Bennett, Senior Business Analyst, Information Technology Services
Ben Schmidt, Manager, IT Strategic Initiatives, Information Technology Services

Communications Support

Christopher Cline, Communications Advisor, Information Technology Services
Maria McClintock, Manager of Strategic Communication, Office of Quality Initiatives
Charlotte Bradley, Web Coordinator, ITS

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Appendix B – Sources Consulted

Digital Strategy & Roadmap Sources Consulted

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AGENDA ITEM 6.5

Board of Governors Chair's Report

2021-2022

Carleton University

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Message from your Chair

Time to Fly Ravens

Unprecedented times can yield extraordinary opportunities – a testament I have proudly borne witness to during my last year as Carleton Board Chair.

Despite the pandemic's best efforts, our community remains a shining example of resilience, innovation, and adaptability. We continue to set the bar high, and then exceed it.

In large part, it is thanks to the university's leadership for their clarity, planned precision, and steadfast commitment. But the strength of an institution relies not only on those who govern it but those it serves. Carleton as a community has demonstrated the power a tightly woven and collaborative network can have when working together.

COVID-19 has inevitably changed the way we live, work, and learn, but it's also taught us that even in the face of adversity, there's still room to thrive. Throughout the past year, the Board has kept appraised of pandemic-related matters affecting the university, pivoting to resume on-campus activities while keeping a watchful eye on 2021/2022 budgets. Through committee work, the Board has monitored the progress of Carleton's capital projects and deferred maintenance including breaking ground on a new 456-bed student residence in Spring 2022.

While it has not been the year of return we expected, it has been one of growth. Focus on areas such as sustainability and student wellness have offered opportunities for improvement, resulting in updates to our Responsible Investment Policies and the Student Mental Health Framework 3.0. As an institution that endeavors to demonstrate awareness, empathy, and action these measures ensure existing and future generations of students, faculty, and staff continue to benefit from the full Carleton experience.

As another academic year ends, I would like to extend my appreciation to the Carleton community. Your perseverance and determination are what make us champions, but it is your commitment to excellence that makes us strong.

With the prospect of normalcy on the horizon, let us look ahead with resolute enthusiasm, confident in our ability to soar above any challenge that lies ahead.

Sincerely,

Dan Fortin

Chair, Carleton University Board of Governors

About the Board

Carleton University's Board of Governors is a diverse group of volunteers with a unique understanding of higher education and its mission for good. As the corporate body of the university, the Board provides oversight and guidance to the senior executive team. The Board has six standing committees to help complete its duties:

- Advancement and University Relations
- Audit and Risk
- Building Program
- Executive
- Finance
- Governance

Board Composition

The Board is composed of 32 members representing the Carleton community:

CHANCELLOR AND PRESIDENT (EX OFFICIO MEMBERS)

2 UNDERGRADUATE STUDENTS

2 GRADUATE STUDENTS

2 FACULTY MEMBERS

2 SENATE REPRESENTATIVES

2 ALUMNI ASSOCIATION REPRESENTATIVES

2 PROFESSIONAL SERVICE STAFF

18 COMMUNITY-AT-LARGE MEMBERS

5 full board meetings: Sept. 30, Dec. 3, March 10, April 28, June 9

700+
VOLUNTEER HOURS

15
OBSERVERS WELCOMED TO OPEN SESSIONS OF THE FULL BOARD

25+
COMMITTEE MEETINGS

Your Governors

2021/2022 Board of Governors

Debra Alves
Community

Benoit-Antoine Bacon
President and
Vice-Chancellor, *ex officio*

Yaprak Baltacioğlu
Chancellor, *ex officio*

Allison Brown
Graduate Student

Beth Creary
Community

Patrick Dion
Community

Greg Farrell
Vice-Chair, Community

Konrad von Finckenstein
Community

Dan Fortin
Chair, Community

Marion Fraser
Community

Kim Furlong
Community

Gail Garland
Alumni

Dan Greenberg
Community

Louise Hayes
Alumni

Lynn Honsberger
Community

Holden Heppler
Undergraduate Student

Waneek Horn-Miller
Community

Nina Karhu
Staff

Alice Keung
Community

Harjit Kaur Daljit Singh Khalsa
Graduate Student

Catherine Khordoc
Faculty

Anastasia Lettieri
Undergraduate Student

Susan Mingie
Community

Nik Nanos
Past-Chair, Community

Brenda O'Connor
Community

Banu Ömerci
Faculty

Elinor Sloan
Faculty-Senator

Patrice Smith
Faculty-Senator

Jane Taber
Community

Christine Tessier
Community

Ann Tremblay
Community

Art Ullet
Staff

Incoming Governors

The Carleton Board of Governors welcomed 10 new members. As an institution committed to upholding the values of Equity, Diversity, and Inclusion, we endeavor to comprise a Board that reflects the totality of talent, diversity, and expertise within our community. The BoG's recent pledge to join the *Government of Canada's 50-30 Challenge* to increase the representation of equity-deserving groups at the leadership level is one further step toward ensuring this promise.

Adrian Chan, Faculty

Adrian is a Professor of Professional Engineering at Carleton University. Since joining the faculty in 2003, Adrian has been recognized for his countless contributions to research in assistive and rehabilitation devices, para-sport, and the intersection of technology, disability, and history. Adrian also serves as Director for the NSERC CREATE Research and Education in Accessibility, Design, and Innovation (READi) training program.

Puja Dabas, Graduate Student

Puja is an international student from India completing her Master's of Business Administration at Carleton's Sprott School of Business. Puja earned an undergraduate degree in Mechanical Engineering from Rustamji Institute of Technology, Border Security Force Academy in Gwalior, India in 2016, and worked as an Engineer for five years before arriving at Carleton.

Mira Gillis, Undergraduate Student

Mira is a second-year Public Affairs and Policy Management (PAPM) student, whose extracurricular responsibilities include being an executive for the Rideau River Residence Association (RRRA), student page for the Canadian Senate, and co-founder and co-president of the Carleton University Be A Donor Club.

Linda Grussani, Alumni

Linda is an Art Historian, Indigenous art curator, and member of the Algonquin Anishinabe community of Kitigan Zibi Anishinabeg. Since completing an Honors BA ('99) and MA in Canadian Art History ('03) at Carleton, she has worked for the curatorial department of the National Gallery of Canada, Indigenous and Northern Affairs Canada as Director of the Aboriginal Art Centre, and most recently curator of Aboriginal Art at the Canadian Museum of History. Linda is also completing a PhD in Cultural Studies at Queen's.

Al Hamdani, **Community-at-Large**

Al is a seasoned financial services executive and leader with over 25 years of experience in corporate finance, enterprise risk management, and transformation who believes that strong healthcare and social services are critical to community prosperity.

Abhishek Khoyani, Graduate Student

Abhishek is an international student from India pursuing his Master's in Electrical and Computer Engineering. Following his undergrad at Lalbhai Dalpatbhai College of Engineering in Gujarat, Abhishek began work as Automation Engineer and part-time mountain-trekking instructor with Invincible.

Dudley Maseko, Community-at-Large

Dudley is a Carleton alumnus and Canadian lawyer currently practicing as Legal Counsel at the Royal Canadian Mint. As an active member of the community, Dudley has instructed Bar Admission courses, been a member of the board of directors of the Nunavut Development Corporation, and was a high school basketball coach.

Laura Newton-Miller, Faculty

Laura has been a Librarian at Carleton for almost 20 years, working both in service and "behind the scenes". She has played a lead role in developing Carleton library's current strategic plan and was a member of Carleton's Strategic Integrated Planning Committee to determine higher-level goals for the university.

Jonathan Ojangole, Undergraduate Student

Jonathan is a second-year Computer Science student from Uganda. Though still early in his university career, Jonathon has participated in Carleton's International Partnerships Program and was a social impact panelist in the alumni ambassador program with Yale Young Global Scholars.

Meredith Porter, Community-at-Large

Meredith is an Ojibway lawyer from the Long Plain First Nation in Manitoba. For nearly a decade, her legal practice focused on litigating the claims of residential schools through the Independent Assessment Process. Following her work as a sole practitioner, she was appointed to the Appeal Division of the Social Security Tribunal and then worked as Senior Commission Counsel with the National Inquiry into Missing and Murdered Indigenous Women and Girls. In September 2019, she was appointed as an Independent External Decision Maker.

Retiring Governors

The 2020/21 fiscal year was full of challenges, yet our Board managed to distinguish itself by championing community interests, navigating complex issues, and making decisions that would strategically move us ahead. While the road for some ends here, we wish to express our profound gratitude to this year's outgoing Board Members, whose combined 31 years of service have led to the betterment of Carleton and its community.

Debra Alves, Community Member

Allison Brown, Graduate Student

Gail Garland, Alumni

Holden Heppler, Undergraduate Student

Waneek Horn-Miller, Community-at-Large

Catherine Khordoc, Faculty

Anastasia Lettieri, Undergraduate Student

Nik Nanos, Community-at-Large

Banu Örmeci, Faculty

Elinor Sloan, Faculty-Senate

Harjit Kaur Daljit Singh Khalsa, Graduate Student

The Future Forward

New and Renewed Leadership

Dr. Lorraine Dyke appointed as Vice-President (Finance and Administration)

Upon the unanimous recommendation of the advisory committee, the Board approved the appointment of Dr. Lorraine Dyke for the position of Vice-President (Finance and Administration) for a five-year term commencing April 1, 2022. Dr. Dyke has held numerous leadership positions at Carleton over the past 30 years, most recently serving as Deputy Provost (Academic Operations and Planning).

Dr. Rafik Goubran renews terms as Vice-President (Research and International)

Dr. Rafik Goubran was re-appointed Vice-President (Research and International) effective July 1, 2022. Dr. Goubran's leadership of the research and international portfolio during his first term has been outstanding, and over that time, seen a sharp rise in external funding. Since joining Carleton in 1987, Dr. Goubran has served as Chair of the Department of Systems and Computer Engineering Chair, Dean of the Faculty of Engineering and Design, and in 2017, was appointed Vice-President (Research and International).

Jerry Tomberlin's terms as Provost and Vice-President extended

Jerry Tomberlin's term as Provost and Vice-President (Academic) was extended for an additional year, until June 30, 2023. Tomberlin has remarkably fulfilled his role as Provost, serving the Carleton community in an exemplary manner. Notably, he revitalized the Provost portfolio, renewed and mentored a strong Decanal team, ensured academic excellence through the continued pandemic, skillfully led the development of the annual operating budgets in challenging fiscal circumstances, and played leading roles in the development of Carleton's Strategic Integrated Plan, Kinàmàgawin Indigenous Initiatives Strategy and Equity, Diversity and Inclusion Action Plan.

Preparation and Planning

2022/23 Operating Budget Approved

The Board approved a balanced operating budget for the 2022/23 year with total revenues and expenses of $521 million. The Board also approved 2022/23 tuition, student association, and miscellaneous administrative fees. Carleton's 2022-23 budget allocations support the direction of the 2020-25 Strategic Integrated Plan and aim to set the university up for continued success as we emerge from the pandemic.

2022/23 Ancillary Budget Approved

The proposed 2022/23 ancillary budget, which anticipates the resumption of all in-person on-campus activities in 2022-23, conservatively projects a small deficit of approximately $2 million, to be covered by ancillary reserves. The proposed budget provides priorities for the 2022/23 year for each ancillary unit, including increases in rates and fees where applicable, expected revenue, projected operating costs, and deferred maintenance and capital projects.

New Responsible Investment Policy Meets the Challenge of Climate Change

On March 11, Carleton University announced its revised responsible investment policies. The commitment includes immediate divestment of all direct fossil fuel holdings in its Endowment and Non-Endowed Operating Funds, the establishment of a fossil-fuel-free fund by the end of 2022, and a strategy to achieve significant decarbonization of the entire Endowment and Non-Endowment portfolios by 2030. The updated policies consider environmental, social, and governance (ESG) factors when analyzing all investments. These updates align with the university's strategic priorities and our collective goal as a community to encourage sustainable change.

Investment Income Equalization Reserve

Upon the recommendation of the Finance Committee, the Board approved a $39 million cap on its investment income equalization reserve along with the appropriation of the current excess to the capital reserve. The investment income equalization reserve protects the University against the possibility of a downturn in investment markets.

Pandemic and Strategic Reserve Allocation

Given the uncertainty surrounding the 2021/22 fiscal year due to the pandemic, the allocation of the 2020/21 year-end available balance of $13.4 million was placed on hold. Following the recommendation of the Finance Committee, the Board approved the allocation of the available funds to a pandemic and strategic allocation reserve to be used in future years.

Audited Financial Statements & Findings Report Approved

The Board approved the Audited Financial Statements for the year ending April 30, 2021, as well as the Audit Findings Report and management and independence letters. The Consolidated Financial Statements were prepared by management and audited by Carleton's external auditing firm, KPMG, which then prepared the Audit Findings Report. The report explains the audit process, pinpoints risks and results, and highlights internal control observations.

Our Campus

New Student Residence Breaks Ground

Construction of a new 456-bed student residence broke ground in Spring 2022. At an estimated cost of $90M, the new building addresses the rising demand for student housing over the last 10 years, since the addition of the Lennox and Addington residence building. The building will consist of 168 single rooms and 142 double rooms with shared semi-private washrooms and increased privacy in the design of double bedrooms.

From Concept to Creation

Located at the heart of campus, the Nicol Building is the front door to the university and a place where students, faculty, staff, alumni, and the community gather to exchange and find creative solutions to the challenges facing the future of business. Completed in the summer of 2021, the 115,000-square-foot facility, designed by Hariri Pontarini Architects, now offers an inspiring and collaborative learning environment for all. The total project budget was $65.5M and closed with a balance surplus of $687K.

The Nicol Building in Fall 2021.

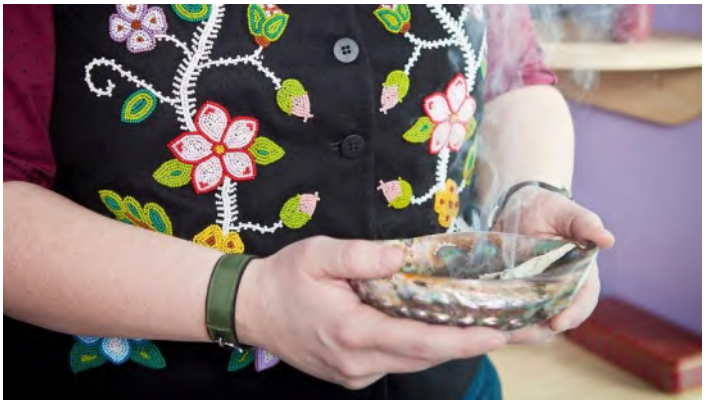
Return to Campus

Carleton's vaccination policy and screening protocols have been instrumental in keeping our community safe. As such, Carleton has invested in updated ventilation systems in all buildings, rigorous water testing protocols, signage, traffic flow, hand sanitizing stations, and enhanced cleaning protocols.

Under the watchful direction of the Carleton University Scenario Planning (CUSP) Working Group, more in-person courses for winter 2022, with online options available for maximum flexibility, were re-introduced and remaining staff began their gradual return to campus in February.

With the continued easing of public health restrictions as part of the Ontario government's Roadmap to Reopen, Carleton suspended its vaccination requirements for participation in in-person Carleton activities on May 1, 2022. However, due to concerns of a sixth wave driving up monitoring indicators of COVID-19 in Ottawa, Carleton has maintained its mandatory COVID-19 Mask Policy until further notice.

Tuned In & Engaged



The Board was pleased to welcome several campus and community leaders throughout the Board year to discuss a variety of topics:

Kinàmàgawin Progress Update

The Carleton University Strategic Indigenous Initiatives Committee (CUSIIC) co-chairs shared the progress of the Kinàmàgawin (Learning Together) strategy's 41 Calls to Action. With thanks to the co-chairs and everyone involved in the significant progress of the project, the Board reaffirmed its commitment to Kinàmàgawin and to conciliation. Governors took part in a Kinàmàgawin education session last October at the annual strategy retreat.

Inaugural Digital Strategy

David Hornsby, Associate Vice-President (Teaching and Learning) provided a presentation on the development of Carleton's inaugural Digital Strategy – a plan aimed at optimizing the role of digital technology in achieving the objectives of the Strategic Integrated Plan (SIP). A broad, inclusive and consultative process was initiated in May 2021 with the data collected used to inform the areas of focus. The plan was presented to the Board of Governors in June 2022.

Senate Annual Report

During the September meeting, Elinor Sloan, Clerk of Senate, provided a report to the Board on the Senate's work for the 2020/2021 academic year. With the ongoing pandemic, Senate approved continued remote learning and compassionate grading options. Additionally, over the academic year, Senate received 25 community presentations and approved:

- 6,729 graduates
- 451 medalists
- 7 honorary degrees
- 4 new programs
- 20 new minors, concentrations, streams & specializations
- 3 certificates
- 8 cyclical reviews
- 5 policies

Community Engagement Strategy

Lorraine Dyke, Deputy Provost, and Chantal Trudel, inaugural Director of the Centre for Community Engagement, provided the Board with an overview of the new Centre for Community Engagement and the planning process for the university's first dedicated community engagement strategic plan. Internal and external community consultations remain underway.

Research Update

Dr. Rafik Goubran, Vice-President (Research and International) provided the Board with an update on Carleton's research activities. As a key pillar of the university's success, research plays a vital role in Carleton's reputation and ranking. Overall, Carleton's research funding and impact continue to grow at a rapid rate, with annual research funds now exceeding $97 million, an increase of 79% since 2018.

Coordinated Accessibility Strategy Report

As part of Carleton's commitment to leadership in accessibility, the Board received an update on the Coordinated Accessibility Strategy (CAS). CAS, which launched in June 2020, is now in the action phase with projects underway across the University. Each project ensures that the voices of lived/living experience guide the path forward and that equitable representation reflects the diversity of our campus community.

2020-2025 International Strategic Plan

Karen Schwartz, Associate Vice-President (Research and International) provided the Board with a presentation on Carleton's 2020-2025 International Strategic Plan. Created to enhance Carleton's international reputation and impact, the plan aims to increase engagement on several fronts (research and funding, international students, knowledge, skills transfer, etc.), responding to the concerns of today while anticipating the needs of tomorrow.

Reputation Enhancement Project

The Board has been kept appraised of the Reputational Enhancement Project (REP) throughout the year, an initiative borne out of Carleton's Strategic Integrated Plan (SIP). Directed at boosting the university's profile at the regional, national and international levels, the project focuses on realigning key messages, storytelling, branding, and marketing. The success of the REP will be rooted in engaging broadly with the Carleton community and external stakeholders to ensure our culture and values are well understood and represented in the resulting work. The REP is supported by the Banfield Agency, and Ipsos, a market research firm.

Draft Sexual Violence Policy Update

As a community, Carleton University supports and is committed to maintaining a positive environment where sexual violence will not be tolerated and is treated with the seriousness it deserves. To this end, the Board will be undertaking the review and update of the current Sexual Violence Policy to better reflect areas of accessibility, accommodations and support, and inclusivity. As the consultative process unfolds, we remain committed to ensuring a safe, supportive and healthy campus as well as providing support to any members directly affected by sexual violence.

Supporting Students

Student Mental Health Framework 2022-2026

Following a six-phase community consultation, a draft version of the updated Student Mental Health Framework 2022-2026 was developed. The revised document, which reflects a more holistic and campus-wide approach to student mental health and wellbeing, outlines four areas of focus: Student Engagement, Building Skills and Strengthening Resilience, Coordinated Student Support Services, and Campus Culture of Wellness.

Each area of focus is interdependent of the others and designed to work together smoothly to facilitate the framework's overall objectives.

Spring Convocation

In 2021, Carleton congratulated 6,729 graduates in two virtual convocation celebrations, held June 21 – 25, and November 13-18.

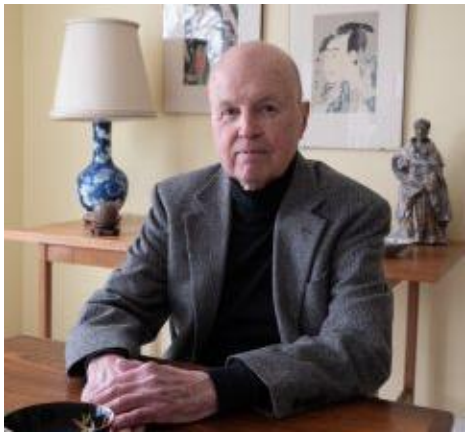
For the former, congratulatory messages from the Clerk of Senate, Board Chair, President, Chancellor, Indigenous Elder, and others were recorded and posted on Carleton's convocation website alongside an interactive social media wall. In the Fall, a university-wide celebration was hosted by over 20 departments and units across campus, to congratulate the remaining graduates.

After two long years, on February 2, 2022, Carleton announced the return of its in-person convocation ceremonies for Spring 2022. Held over two weeks, June 13-23, 2022, this year's occasion will celebrate the graduating classes of 2020, 2021, and 2022.

Community Excellence

Founders Award

Professor Emeritus Dr. Carl H. McMillan Jr. is the recipient of the 2021 Founders Award, Carleton's highest non-academic honor.



Dr. McMillan discovered his passion for Russian Studies through years of travel and study abroad – a devotion that would lead him to Carleton in 1968, where he would become one of the first directors of what is now known as the Institute of European, Russian, and Eurasian Studies (EURUS). Dr. McMillan would serve as Director for two terms before retiring in 1998.

Fifty-five years later, his commitment to Carleton remains steadfast. His contributions have led to the establishment and funding of both the Pushkin Endowment Fund and the McMillan Chair in Russian Studies, which support teaching and research excellence within EURUS.

His selfless dedication to the Institute and its students has inspired many, leaving behind a legacy of collaboration in research and teaching that endures.

2021 Board Award for Outstanding Community Achievement

Valentina Vera Gonzalez was named the recipient of this year's Board of Governors Award for Outstanding Community Achievement.

Valentina is a final year student studying International Business with a Minor in French and a concentration in Global Financial Management and Systems.

Since beginning her studies in 2018, Valentina has contributed immensely to the spirit of student volunteerism and leadership at Carleton University. She has served as President of the Humanitarian Organization of Latin American Students (HOLAS), peer mentor, Paul Menton Centre volunteer, and CUSA Student Issues Action Committee member.

Her commitment to success has seen her achieve Dean's Honour List status in 2019 and 2020, as well as be awarded the Scotiabank Scholarship in International Business, Marie Odette Gabrielle Clay Memorial Award, and Sprott Business Students' Society Scholarship in 2019, 2020, and 2021 respectively.

Continuous Learning

Board Orientation Session

The Board met virtually for the annual orientation session on September 2. Presentations were provided by Carleton's senior executive team and guest speaker Steve Orsini, President and CEO, Council of Ontario Universities (COU), on the COU's collaborative and advocacy work. Orientation attendees also joined a coffee house networking session and committee break-outs led by the Chair of each standing committee.

Board Orientation Modules

Seven orientation modules were created and distributed to Board members, providing an overview of Carleton's governance and departments:

- Governance and Board, presented by Amanda Goth, University Secretary
- Governance and Fiduciary Duty, presented by Steven Levitt, General Counsel
- Carleton University's Senate, presented by Dr. Betina Appel Kuzmarov, Clerk of Senate
- Privacy and Access to Information, presented by Pierce White-Joncas, Privacy Manager
- Sexual Violence Policy, presented by Bailey Reid, Senior Equity Advisor
- Records Management, presented by Shannon Hodge, Corporate Archivist
- Enterprise Risk Management 101 by Tony Lackey, Director of Risk and Insurance Services

Annual Planning Session

The annual planning session was held remotely on October 15. The Board participated in a workshop on Indigenous Learning Together, and received presentations on Healthy Workplace & Mental Health at Work, as well as the Student Mental Health Framework 2.0 and 3.0, with a special address from guest speaker Dr. Gail Beck, Clinical Director of Youth Psychiatry at the Royal Ottawa Mental Health Centre, on youth mental health. Each opportunity gave members the chance to engage, offering feedback and consultation.

Board Mentorship Program

Facilitated through the Office of the University Secretariat, incoming Board members were paired with experienced governors as part of a mentorship program. Board mentors provided resources to their mentees, helping acclimatize new governors to the Board culture. For the 2021/22 year, seven new members were paired with their mentors.

Professional Development

A series of Training and Development courses were offered to the Board of Governors members, including the Kinàmàgawin Indigenous Learning Certificate, Indigenous Cultural Awareness Workshop, Accessibility in Higher Education, and Cross-Cultural Competence Training.

Keeping Connected

Board Meeting Summaries
Post-meeting Board summaries were provided to the Carleton community through Carleton's Top5 and the Board website. The summaries serve as a high-level recap of key decisions made until the official meeting minutes become available.

@CU_BoardChair
The @CU_BoardChair Twitter account continues to grow in engagement and prominence. Run by the University Secretariat team, the account, serve as a means to garner greater interaction with the community at large, enhance transparency and promote Carleton news and activities.

Oversight

Board members either reviewed or approved the following reports, presentations, and policies at the committee level:

- Capital Projects Update
- Wellness Hub Update
- University Communications and Reputational Enhancement Project Update
- Advancement Update
- Centre for Community Engagement presentation
- Investment Report on the Endowment
- Pension Plan Report
- New Student Resident Building – Project Implementation Report
- Debenture Sinking Fund and Investment Update
- Capital Debt Policy

- Name change from Pauline Jewett Institute of Women's and Gender Studies to the Feminist Institute of Social Transformation
- Use of the External Auditor for Non-Audit Services and Related Fees Policy
- Campus Master Plan Renewal Process Update
- Carleton University Energy Master Plan Update
- Loeb Building and Paterson Hall Major Renovations
- Update on Transportation Plan
- Coordinated Accessibility Strategy Annual Report
- International Strategy Annual Report
- Statement of Investment Policies and Procedures for the Retirement Fund
- Commemorative Naming - Mary Ann Shadd Cary

Collective Agreements

The Board ratified the following collective agreements:

- Ratification of CUPE 4600 (Unit 1 & 2) Collective Agreement
- Ratification of PSAC Mandate

Looking Ahead

The Board looks forward to the 2021/2022 academic year, which will focus on:

- The continued safe and gradual return to campus;
- Commitment to Carleton's equity, diversity, and inclusion initiatives, and action plan;
- Carleton's Campus Master Plan;
- Recognizing the excellence of its community members and students with the Board and Founders Awards; and
- Celebration of Carleton's 80th anniversary

Board of Governors Chair's Report

2021-2022

carleton.ca/boardofgovernors

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AGENDA ITEM 6.6

CARLETON U PRESIDENT'S REPORT 2022

Carleton University

TREMENDOUS PROGRESS UNDER CHALLENGING CIRCUMSTANCES

It is my great pleasure to share this annual report — an attempt to capture the main highlights of another great year for Carleton University, notwithstanding challenging circumstances.

Over the past year, we have continued to adapt to the pandemic and, in particular, to the Omicron variant; we weathered the "protests" in downtown Ottawa and saw growing geopolitical instability erupt anew with the invasion of Ukraine. Through it all, I am truly proud of how the Carleton community has responded to these challenges with resilience, creativity, flexibility and compassion.

We have made tremendous progress toward the goals of our new and exciting Strategic Integrated Plan, an ambitious roadmap to a bright future. Notably, our research continues to soar, with a record-breaking $97.4 million in external funding invested towards tackling some of the world's most pressing problems, including climate change, growing inequalities and of course COVID-19. As you will see in this report, we have also made tremendous progress in pedagogy, Indigenous initiatives, student experience and community engagement as well as equity, diversity and inclusion.

And, of course, our men's basketball team won the U SPORTS National Championship for a mind-boggling 16th time! Go Ravens!

I want to close with my most sincere thanks to our students, staff, faculty, alumni, community partners and friends for all of the ways in which you have excelled throughout the pandemic. Our return to campus was safe and successful thanks to your efforts and I can't wait to see what we will achieve next year!

Benoit-Antoine Bacon
President and Vice-Chancellor

@CU_President

carleton.ca/president/p15

On the cover: Carleton Health Sciences student Alicia Boxma (top), who is heading into her third year in the fall, and (bottom, left to right) students Isaiah Bell, Christmas Pranommit and Carine Ladki walking in front of the university's new Nicol Building, home to the Sprott School of Business

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RESEARCH THAT SHAPES THE FUTURE

Carleton is a dynamic, interdisciplinary, research-intensive university with a creative international approach to research that has led to many significant discoveries and collaborations in science and engineering, business, public policy and the arts. Our community is charging ahead with more exciting research projects, awards and collaborations than ever. With 1,016 faculty members and $97.4 million in sponsored external research funding we have many success stories to celebrate.

Physicist Mark Boulay (at right) searches for dark matter deep underground at SNOLAB

INNOVATIVE PROJECTS ACROSS CANADA AND BEYOND

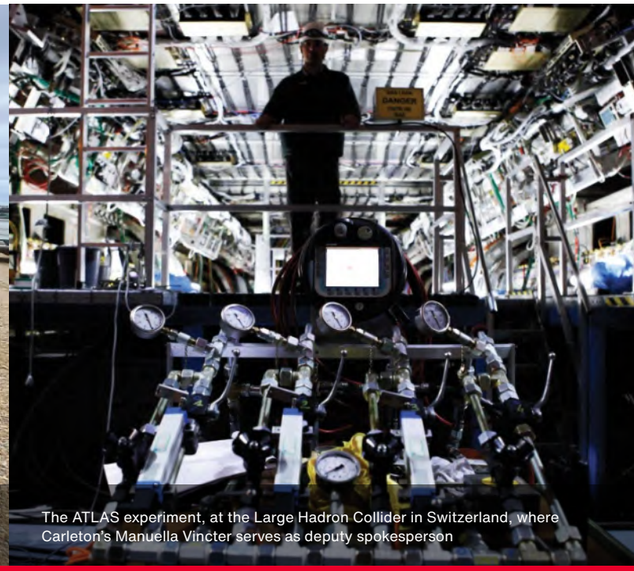
Research and Innovation Highlights

- In their DEAP-3600 experiment, Canada Research Chair in Particle Astrophysics **Mark Boulay** and his Carleton colleagues at SNOLAB — a world-class science facility underground in a Sudbury, Ontario nickel mine — were able to rule out the existence of dark matter particles over a very wide range of values in mass and interaction strength. It's the first experiment to achieve sensitivity at this scale.
- With more than 700 species in Canada at risk of extinction, the economic and cultural value they provide could be lost. Carleton Biology researcher **Joseph Bennett** has received a Natural Science and Engineering Research Council of Canada (NSERC) grant of nearly $1 million to develop AI tools and methods to help governments make more informed conservation decisions.
- Four Carleton professors were named Early Researcher Award (ERA) winners — **Amanda Clarke** (SPPA), **Heath MacMillan** (Biology), **Laura Madokoro** (History) and **Alex Wilner** (NPSIA) — and Carleton has received $1.55 million from the Ontario government for eight projects in areas such as refugees, digital reform and animal physiology.
- Chemistry researcher and Faculty of Science Dean **Maria DeRosa** is one of 24 scientists worldwide to receive a 2021 Grants4Ag award for her work using short stretches of DNA called aptamers to make agriculture more sustainable.
- Chancellor's Distinguished Research Professor **D.R. Fraser Taylor** has been named as an Officer of the Order of Canada. A computer cartography trailblazer, Taylor has worked extensively with Indigenous communities to create cyber-cartographic atlases dealing with traditional and local knowledge.
- **Lenore Fahrig**, the Chancellor's Professor of Biology, has been awarded the 2022 BBVA Foundation Frontiers of Knowledge Award in the Ecology and Conservation Biology category. Fahrig studies the impacts on biodiversity of habitat fragmentation and was also the recipient of a prestigious Guggenheim Fellowship.
- Carleton's **Manuella Vincter**, an experimental particle physics researcher, has received the Henry Marshall Tory Medal from the Royal Society of Canada. Vincter is a leader in the international physics community and deputy spokesperson for the ATLAS project, the largest particle detector experiment at the Large Hadron Collider, a particle accelerator at CERN in Switzerland.

Four New Canada Research Chairs

- Canada Research Chair in Data Science and Analytics **Sanjeena Dang** (Mathematics and Statistics) will apply cutting-edge statistical algorithms to achieve a comprehensive understanding of biological systems.
- Canada Research Chair in Gender, Race, and Inclusive Politics **Erin Tolley** (Political Science) does research on the representation of race and gender in Canadian politics and examines institutional structures that support or suppress representation.
- Canada Research Chair in Cognition and Wellness **John Anderson** (Cognitive Science, Psychology) is the director of Carleton's new Cognition and Neuroscience of Aging Lab. His research focuses on factors that can delay age-related cognitive decline.
- Canada Research Chair in Child and Youth Mental Health and Well-Being **Maria Rogers** (Psychology) does research to deepen our understanding of connections between the mental health of children and youth and their experiences in the education system.

Engineering researcher Matthew Johnson (at right) does field work in western Canada to measure and help mitigate methane emissions



The ATLAS experiment, at the Large Hadron Collider in Switzerland, where Carleton's Manuella Vincter serves as deputy spokesperson

RESEARCH THAT SHAPES THE FUTURE

Tech Collaborations Forge a Brighter Future

- The Ericsson-Carleton University Partnership for Research and Leadership in 5G Wireless Networks has established a new $2-million Ericsson Chair in 5G Wireless Research. It was awarded to the Department of Systems and Computer Engineering's Ioannis Lambadaris, who will focus on solutions to real-world application challenges of 5G. His research has also been funded by NSERC.
- BlackBerry QNX and Carleton have formed a $21-million (USD), five-year partnership that will provide software engineers and researchers access to BlackBerry QNX technology for use in a wide range of industries, including automotive, robotics, aerospace and medical devices. The partnership provides a unique experiential learning environment for Carleton students.
- Carleton and IBM Canada have announced a five-year, multimillion-dollar collaboration to equip students for essential jobs in emerging digital careers such as AI, machine learning and data science. The agreement will boost the university's cross-disciplinary AI and Data Science programs and technology-rich learning environment, providing students with the experience they need to thrive in the new economy.

Carleton Teams Up with Ottawa's Hospitals

- Carleton and The Royal's Institute of Mental Health Research have renewed their joint Culture and Gender Mental Health Research Chair, held by Neuroscience's Kim Matheson. In this second five-year term, Matheson will continue to focus on health inequities in underserved communities. Her most recent work is in partnership with First Nations communities and organizations in the Nishnawbe Aski Nation region of northwestern Ontario.
- The latest health technology partnership between Carleton, the Ottawa Hospital Research Institute and the hospital's Division of Orthopedic Surgery will create a new lab, the Ottawa Orthopaedic Biomechanical Laboratory, with the goal of improving orthopedic implants and surgical repairs. This partnership will use a new robotic arm to evaluate the materials and techniques used in implants and more accurately model their performance.
- Carleton and the Bruyère Research Institute have renewed their commitment to health, wellness and supporting Canada's aging population with an MOU that will lead to the creation of a new shared research and industry partnerships specialist position. The collaboration includes work on the future of driving and aging and a $413,000 grant from Transport Canada to explore the impacts of autonomous vehicle technology on older drivers.

Community Partnerships on the Rise

- For the seventh year in a row, Carleton has been awarded a new Social Sciences and Humanities Research Council (SSHRC) Partnership grant. Communications researcher Dwayne Winseck received $2.5 million for his Global Media and Internet Concentration Project, which focuses on a simple yet profound question: Are the media, collectively and individually, becoming more or less concentrated?
- Efficiency Canada — the national voice for an energy efficient economy, which is based on the Carleton campus and collaborates closely with the university — led national conversations on climate change policy and had successful outreach in its efforts to highlight diversity and workforce growth in the energy efficiency sector.
- The National Capital Commission announced a four-year partnership with Carleton aimed at finding solutions to ensure the long-term viability of the Rideau Canal Skateway. The project, led by Shawn Kenny (Civil and Environmental Engineering), looks to identify strategies to adapt skateway operations to the impacts of climate change.

'THERE ARE PROFESSORS AT CARLETON WHO ARE DIRECTLY ADDRESSING SOME OF THE RESEARCH CHALLENGES THAT ERICSSON IS DEALING WITH.'
-JOHN LUSZCZEK, ERICSSON

HEALTH, COMMUNITY AND TECH PARTNERSHIPS WITH PURPOSE

Dr. Frank Knoefel from the SAM³ AGE-WELL National Innovation Hub, a Carleton-led project that's developing smart homes (opposite page, top left) to help seniors remain independent. Carleton is also collaborating with Ericsson on 5G research (opposite page, right) and with the National Capital Commission to prolong the season on the Rideau Canal Skateway (opposite page, top right).

CUTTING-EDGE TEACHING, HANDS-ON LEARNING

Carleton strives to create a culture that values, rewards and sustains engagement, innovation and excellence in teaching and learning. We promote outcomes-oriented, high-impact teaching practices that foster deep lifelong learning and, ultimately, student success.

Future Learning Lab

Carleton is creating a space to bring educators and students together to share, research and design thanks to $1 million from the Ontario government. This investment, in combination with the university's matched contribution, will support the transformation of the fourth floor of the MacOdrum Library into a newly designed Future Learning Lab. It will be both a physical space and set of programs designed to foster innovation, with collaborative study spaces and programming that emphasizes cutting-edge technology.

Experiential Learning Opportunities

Carleton provided $100,000 for 20 projects through the 2021-22 Carleton University Experiential Learning Fund (CUELF) to create and enhance experiential learning opportunities for students. Projects will span all five faculties and range from establishing a student-led, peer-edited undergraduate science journal to developing a new land-based learning course for senior-level students in the Indigenous Studies program.

Students as Partners

Carleton is a leader in fostering collaboration between instructors and learners through the Students as Partners Program (SaPP), the largest program of its kind in the country. Student partnerships help build meaningful academic relationships that promote trust and engagement, and the SaPP model better prepares students for their transition into the world of work. This year, 229 new SaPP projects were funded.

THE NEW, CUTTING-EDGE FUTURE LEARNING LAB WILL FOSTER STUDENT-CENTRED WAYS OF TEACHING THAT CAN HELP STUDENTS SUCCEED.

Carleton's new Future Learning Lab (opposite page, bottom) will support innovation and collaboration for students, who have access to experiential learning opportunities (this image and opposite page, top) in a wide range of programs

Undergraduate Research

The Internship-Carleton University Research Experience for Undergraduate Students (I-CUREUS) is a cornerstone of Teaching and Learning Services programming. It provides undergraduate students with opportunities to conduct faculty-supervised research and gain hands-on experience in their program or an area of interest. This year, 190 students completed projects ranging from exploring sustainable energy generation to examining the role of discussion forums in creating an engaging online learning community.

FUSION Skills Development

The FUSION Skill Development Program is a self-directed online learning experience that bridges academic and employability skills to educate the next generation of citizen scholars. The program enhances student skill development in three areas critical to 21st century success and leadership: metacognition, communication and problem-solving. Since fall 2020, the program has been integrated into many academic courses and programs at Carleton, reaching more than 1,200 students, including 846 this year alone.

HyFlex Classrooms

Carleton unveiled a new type of classroom technology in time for the fall term, HyFlex (for hybrid-flexible), which was implemented in 45 classrooms to support student flexibility and continuity of teaching and learning throughout the pandemic. In a HyFlex course, instructors teach students in class and online simultaneously via Zoom. Students choose day to day how they will attend each class, either in person on campus or online.

Recognized for Teaching Excellence

Melanie Adrian (Law and Legal studies) was named one of seven recipients of the prestigious Ontario Confederation of University Faculty Associations (OCUFA) Teaching Award, the highest honour an educator can receive in the province, and Martha Mullally (Biology) was named the 2021 Carleton University Chair in Teaching Innovation for her dedication to encouraging new teaching practices within the STEM disciplines.

SERVING OTTAWA

COMMUNITY ENGAGEMENT FOR POSITIVE CHANGE

At Carleton, we believe that higher education is a force for good and understand the value of collaboration in this effort. Locally, nationally and globally, we are continuously seeking community partners to help serve the greater good and realize positive social change together.

Kanata North

Carleton boosted its innovation outreach by becoming a founding academic partner in Hub350, a new state-of-the-art global technology centre in Canada's largest technology park in Kanata North. Carleton's new purpose-built innovation space in Hub350, CU@Kanata, will establish an important springboard to expand research and educational partnerships and serve as a new ecosystem where industry, finance and academic partners will collaborate and connect. The space features meeting rooms, a café and garden terrace where faculty, staff and students can engage with more than 540 companies in the tech park, many of which already work with the university on research projects and/or hire co-op students.

Carleton Dominion-Chalmers Centre

The Carleton Dominion-Chalmers Centre (CDCC) opened its doors for safely planned small group community recordings and livestreams reaching tens of thousands of online views. Amidst closures and restrictions, community-engagement continued to thrive downtown as the CDCC supported the official launch of a partnership with the Ottawa Symphony Orchestra in September, offering exciting experiential learning opportunities for students. Formalized research activity kicked off alongside the November launch of the university's new Music, Sound and Society in Canada research centre, which is based in the CDCC.

New Innovation Hub

Carleton's new Innovation Hub provides students from all faculties and other young entrepreneurs with the tools and resources to build high-impact careers and change our society for the better. Located in the Nicol Building, Innovation Hub programming is designed to mirror the entrepreneurial process, from learning and ideation to enterprise creation/incubation and venture acceleration. This year, the Innovation Hub signed an MOU with L-SPARK, a start-up accelerator located in Kanata North. Through this partnership, students and their ventures will be able to participate in the L-SPARK ecosystem and benefit from its network of seasoned executives, coaches, mentors and investors. The Innovation Hub is also a new partner with Carleton's co-op program, providing a unique opportunity for students to experience entrepreneurship in action.

Carleton Launches Centre for Community Engagement

Carleton has formally established a Centre for Community Engagement with Prof. Chantal Trudel serving as its inaugural director. The centre is responsible for communicating key community engagement efforts within and outside the university, developing a data system and metrics to track engagement, coordinating communities of practice and monitoring and evaluating impact in collaboration with stakeholders across campus.

Strategic Plan for Community Engagement

Carleton is in the process of developing its inaugural Strategic Plan for Community Engagement (SP4CE). The centre has engaged a collaborative task force co-chaired by Chantal Trudel, director, Centre for Community Engagement; Katherine Graham, professor emerita, School of Public Policy and Administration; and Karen Schwartz, Associate Vice-President (Research and International) and international liaison officer. The co-chairs led a consultation process this year to gather feedback from the Carleton community.

CARLETON'S PURPOSE-BUILT INNOVATION SPACE AT KANATA NORTH'S HUB350 IS A NEW ECOSYSTEM WHERE INDUSTRY, FINANCE AND ACADEMIC PARTNERS WILL CONNECT AND COLLABORATE.

The downtown Carleton Dominion-Chalmers Centre (opposite page) and cross-faculty Innovation Hub (top, middle and above) help students and faculty connect and collaborate with community partners

CARLETON IS FULLY DEDICATED TO SERVING THE WORLD BY HELPING ACADEMICS IN OTHER COUNTRIES WHO ARE AT RISK DUE TO THEIR SCHOLARSHIP.

A GLOBAL HUB OF INTELLECTUAL ENGAGEMENT

Left to right: Scholars at Risk visiting professor Shuchi Karim, Carleton Law and Legal Studies Prof. Melanie Adrian from the university's Scholars at Risk initiative and visiting Activist in Residence Rehana Hashmi

With a comprehensive approach to global outreach, Carleton attracts students, faculty and researchers from every continent who discover, generate and share transformative knowledge from a global perspective. We partner with universities, governments, industries and organizations to make Carleton a global hub of intellectual engagement.

A United Approach to Internationalization

Carleton's first-ever International Strategic Plan sets a path to further enhance Carleton's international impact and to better support the capacity of faculty and students to engage on the global stage. Five overarching goals form the backbone of our plan: research funding, international students, teaching and expertise, mobility and experiential learning, and internationalization at home.

International Efforts to Stop Parkinson's Disease

By the time people begin to show symptoms of Parkinson's disease, the dopaminergic neurons have already been degenerating for years. Carleton has joined a team of international researchers to tackle this issue by exploring ways to intervene earlier and stop the progression of the disease. Neuroscience researcher Natalina Salmaso has been awarded a $278,000 grant to study the role played by a specific brain cell known as the glial cell. This is part of a larger three-year, $9-million (USD) grant from Aligning Science Across Parkinson's (ASAP), a co-ordinated initiative devoted to accelerating the discovery of a cure. The Michael J. Fox Foundation for Parkinson's Research acts as ASAP's implementation partner and issued the grant.

Pivot to Virtual

When travel restrictions were introduced as a result of COVID-19, universities around the world faced difficult questions on how best to support international activities. Recognizing the many advantages of modern technology, we quickly adapted our Visiting Scholars program to a virtual space, allowing scholars to conduct research at Carleton from their home countries. Since April 2020, we have welcomed more than 35 virtual visiting scholars. The International Internship Program also pivoted to virtual, moving quickly to relaunch in summer 2020. The initial pilot program exceeded expectations and continues to do so, with a 246 per cent increase in participation in summer 2021 compared to the previous summer.

Supporting Scholars at Risk

Carleton is fully dedicated to serving our world by helping academics in other countries who are facing threats due to their scholarship. Researchers from Carleton and the University of British Columbia are teaming up to help Afghan scholars at risk establish a new intellectual community in Canada. This joint project is made possible thanks to a $1.096-million grant from the International Development Research Centre. Using a human rights-centric approach, it seeks to support the resettlement of Afghan academics and activists by helping form a resilient Afghan scholarly diaspora. It recognizes the importance of providing academic freedom and the space and support to rebuild communities, establish intergenerational connections and preserve past and local knowledge. It will also provide a new model for how global research communities can respond to comparable threats to the sector in the future.

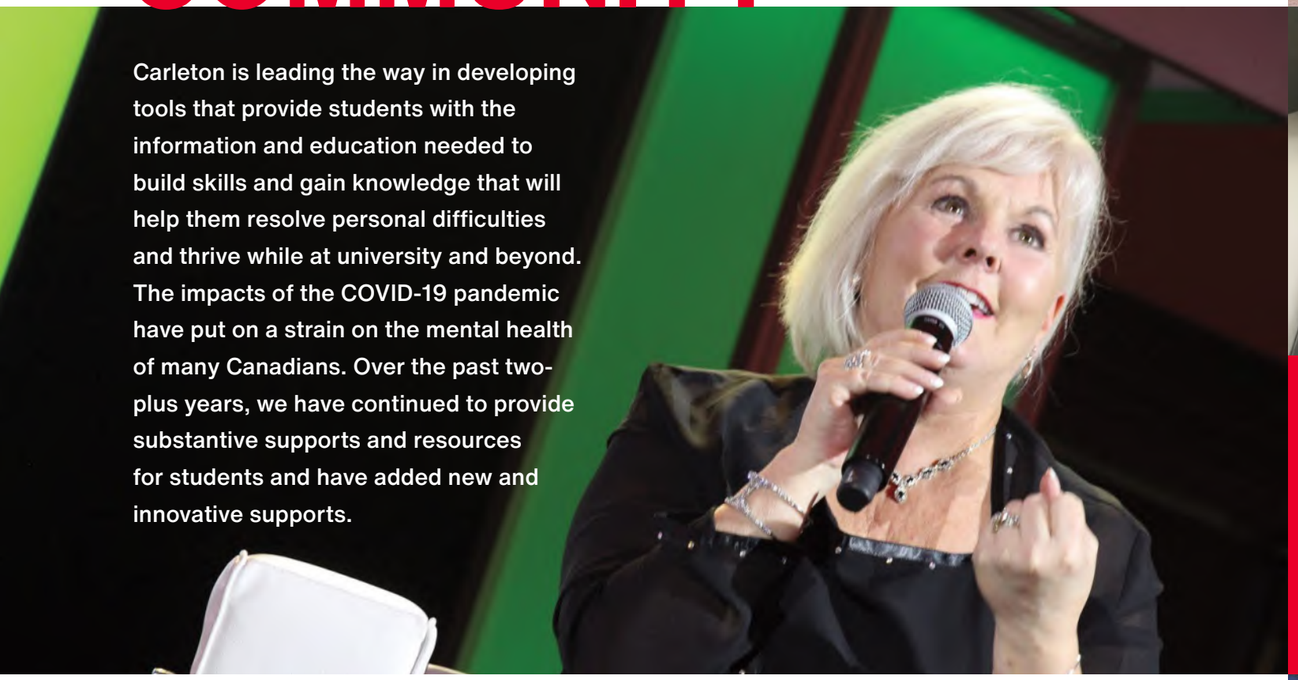
Welcoming Ukrainian Researchers

Carleton has long been a leader in welcoming scholars at risk and we are working to welcome Ukrainian researchers to our campus. In the same vein, we are already planning to facilitate refugees from the war zone coming to Carleton for the next academic year. Carleton International has also gathered resources to help everyone in our community make informed decisions on how to best offer support to Ukraine in the ongoing conflict.

Left to right: VP (Research and International) Rafik Goubran, Hungarian Ambassador Mária Vass-Salazar, Hungarian architect and Rubik's Cube inventor professor Ernő Rubik, President Benoit-Antoine Bacon and Associate VP (Research and International) Karen Schwartz at an event last November

Neuroscience researcher Natalina Salmaso, who is part of an international project that's exploring ways to intervene earlier and stop the progression of Parkinson's disease

HOLISTIC HEALTH FOR THE WHOLE COMMUNITY



Carleton is leading the way in developing tools that provide students with the information and education needed to build skills and gain knowledge that will help them resolve personal difficulties and thrive while at university and beyond. The impacts of the COVID-19 pandemic have put on a strain on the mental health of many Canadians. Over the past two-plus years, we have continued to provide substantive supports and resources for students and have added new and innovative supports.

Boosting Mental Health on Campus and Beyond

- To meet increased demand for mental health support, Carleton's Health and Counselling Services (HCS) hired five new counsellors in the past year, including an intake counsellor, who helps assess risk so students receive the right services at the right time, and several specialized counsellors, such as the new trans and 2SLGBTQIA+ counsellor and a crisis counsellor for same-day urgent support. HCS also established a partnership with The Royal Ottawa Mental Health Centre for telemedicine psychiatry to help reduce the psychiatry waitlist.
- Following the successful implementation of the Student Mental Health Framework 2.0, Carleton launched a broad and inclusive consultation to update this important plan. The new 2022-2026 framework provides 30 recommendations and strives to proactively promote a holistic and intersectional approach to student mental health and well-being by coordinating programs, services and initiatives to build skills and foster resilience.
- Through the Student Mental Health Engagement Committee, wellness presentations and workshops, the Therapy Dog Program, distributing over 4,000 virtual care packages and more, Carleton's amazing Health Promotion team continues to strive for wellness across campus, even in a virtual environment.

CARLETON HIRED FIVE NEW COUNSELLORS IN THE PAST YEAR, INCLUDING AN INTAKE COUNSELLOR WHO HELPS ASSESS RISK SO STUDENTS CAN RECEIVE THE RIGHT SERVICES AT THE RIGHT TIME.

Student Leadership, Success and Safety

- The SOAR 2022 Student Leadership Conference welcomed Canadian Olympic gold medallist Andre De Grasse as this year's keynote speaker in January. De Grasse was interviewed by Carleton Journalism student Becca Weston during his address, sharing his message to inspire and empower our community. This year's conference had nearly 450 registrants and featured 16 education sessions hosted by Carleton alumni, students, staff and faculty.
- Carleton is committed to stand against all forms of sexual violence and this year we engaged the entire community in a collaborative review of the Sexual Violence Policy in order to further strengthen our survivor-centered policy and processes towards making our community safer and more inclusive. The revised policy is set to be approved by the Board of Governors in June 2022.
- The Student Experience Office partnered with 2SLGBTQIA+ students, staff and faculty to host Carleton's first institutionally funded Pride Festival in October. The week-long series of events facilitated education about sexual orientation and gender identity and brought awareness to issues within the 2SLGBTQIA+ community.

The Most Accessible University in Canada

- The ever-growing, Carleton-led Canadian Accessibility Network (CAN) has reached nearly 60 CAN collaborator organizations and more than 100 individual members supporting the work of advancing accessibility across Canada. The network has launched the CAN Connect Forum, a series designed to support learning and knowledge exchange on accessibility nationally, and has started to take action on seven member-initiated projects.
- Hosted by the Research, Education, Accessibility and Design (READ) Initiative during National AccessAbility Week in June 2021, ENABLE Ottawa brought together an audience of over 400 professionals from the accessibility sector to explore how the changing world of assistive and adaptive technologies is contributing to the creation of universally accessible experiences to help people better navigate their worlds.

Olympic medallist Elizabeth Manley (opposite page) spoke at Carleton's Psychology Mental Health Day and became a Mental Health and Well-being Research and Training Hub (MeWeRTH) Champion. Olympic medallist Andre De Grasse (top) spoke at the SOAR Student Leadership Conference (middle).

INDIGENOUS INITIATIVES

A DEEP CONNECTION TO ANCESTRAL TEACHINGS

Guided by our Kinàmàgawin strategy, Carleton supports Indigenous students, staff and faculty by providing culturally safe spaces for dialogue and learning. We do this by nurturing a sense of belonging for Indigenous students, and by developing and delivering resources and training to educate the Carleton community about the experiences, histories and worldviews of Indigenous peoples. All of this work is guided by our deep connection to ancestral teachings and our recognition of the Algonquin people within whose territory our university is located.

Kinàmàgawin Symposium

The third annual Kinàmàgawin Symposium was hosted in March by the Centre for Indigenous Support and Community Engagement. The day-long symposium included keynote speakers Drs. James Makokis and Raven Sinclair, panel discussions and cultural performances, all focused on the theme Surviving the Pandemic: Indigenous Approaches to Wellbeing. The event addressed timely topics — chosen by Indigenous students at Carleton — relevant to Indigenous Peoples and empowered students, staff and faculty at Carleton to further their own knowledge and become a positive force for change.

Ānako Indigenous Research Institute Established

This year, the Office of the Assistant Vice-President (Indigenous Research, Teaching and Learning) established the Ānako Indigenous Research Institute, which brings together researchers, students and Indigenous communities to foster dialogue and understanding of ethical, balanced and respectful research with Indigenous Peoples and in Indigenous territories. The institute supports emerging and established scholars in their development of Indigenous-focused research projects, methodologies and ethics. It also fosters partnerships with local Indigenous communities to identify appropriate research projects.

Support from the Joyce Family Foundation

The Joyce Family Foundation has established a $2.5-million endowment to support bursaries for future Indigenous student success at Carleton. Carleton's matching investment will support bursaries, mentorship, Indigenous programming and student recruitment to create conditions for Indigenous student success.

Indigenous Well-being and Biodiversity Research

A new project called "Ărramăt," co-led by Danika Littlechild from Carleton's Department of Law and Legal Studies, will explore links between Indigenous well-being and biodiversity. Funded by the Social Sciences and Humanities Research Council's (SSHRC) New Frontiers in Research Fund, the project involves more than 150 Indigenous organizations, universities and other partners, and aims to empower Indigenous Peoples to apply their knowledge and engage Indigenous youth in the realm of biodiversity conservation and land governance.

Carleton Honours Orange Shirt Day

In honour of Orange Shirt Day on September 30, the Carleton community was invited to a conversation with residential school survivors to reflect on truth and conciliation in Canada. Senator Mary Jane McCallum and Elders Irene Barbeau and Thomas Louttit discussed the intersection between Indigenous experiences with colonialism and settler action towards conciliation.

Indigenous Peer Mentorship Program

In fall 2021, the Centre for Indigenous Support and Community Engagement launched the Indigenous Peer Mentorship Program. The program matches students in their first year at Carleton with upper-year students to help connect them with appropriate supports. The program emphasizes ongoing skills development, open communication and a strong connection with Indigenous student supports.

Land-Based Learning

In 2022, the Centre for Indigenous Support and Community Engagement launched the Land-Based Wellness Program for Indigenous students. Indigenous therapists facilitate land-based learning retreats focused on Indigenous approaches to wellness. This program complements existing culturally-responsive wellness supports.

CARLETON IS COMMITTING TO COLLABORATIVELY DEVELOPING AN INDIGENOUS-SPECIFIC HIRING POLICY TO BRING THE RICHNESS OF INDIGENOUS LIVED EXPERIENCE AND KNOWLEDGE INTO OUR CLASSROOMS.

An event was held at Carleton to announce The Joyce Family Foundation's $2.5-million endowment, which will support bursaries for Indigenous students at Carleton. Nehiyô (Plains Cree) physician Dr. James Makokis (opposite page, top) spoke at the Kinàmàgawin Symposium. The logo of the new Ānako Indigenous Research Institute (opposite page, bottom).

EQUITY, DIVERSITY AND INCLUSION HIGHLIGHTS

Carleton fosters the development of an inclusive and transformational university culture where individual distinctiveness and a sense of belonging for every member drives excellence in research, teaching, learning and working. Such an environment facilitates cross-cultural and interdisciplinary collaboration, local and global engagement, and expands an environment of innovative intellectual inquiry where all can fulfil their potential.

Students Samira Amid (this image) and Khaled Madhoun (opposite page, top) are two of the six Student Equity, Diversity and Inclusion Research Award winners

National Black Entrepreneurship Knowledge Hub

In December, the Honourable Mary Ng, Minister of International Trade, Export Promotion, Small Business and Economic Development, announced that Carleton's Sprott School of Business and Dream Legacy Foundation have been chosen to establish the Black Entrepreneurship Knowledge Hub, a national data and knowledge resource on the state of Black entrepreneurship in Canada, through a $5-million investment. In order to ensure a pan-Canadian reach, regional hubs will be created across the country, with Carleton leading the Ontario hub.

Carleton University Signs Scarborough Charter on Anti-Black Racism and Black Inclusion

In November 2021, Carleton joined more than 40 Canadian universities in signing the Scarborough Charter on Anti-Black Racism and Black Inclusion, reaffirming our commitment to address anti-Black racism and foster Black inclusion across our university.

Carleton Recognizes the UN International Decade for People of African Descent

In January 2022, Carleton joined the global community in recognizing the United Nations International Decade for People of African Descent. The resolution's themes of recognition, justice and development resonate with Carleton's aspirations and efforts to build a community that prioritizes equity, diversity and inclusion.

Student EDI Research Award Established

In 2021, the Office of the Provost and Vice-President (Academic) established a Student Equity, Diversity and Inclusion (EDI) Research Award, which provides up to six students with significant funding to work on a faculty-supervised research project related to EDI during the summer term.

Black History Month

- During Black History Month in February 2022, the Carleton community mobilized to celebrate and highlight Black leadership, achievements and experiences.
- Dare to be Powerful is a series co-organized by Carleton's Equity and Inclusive Communities, along with Ryerson University and Wilfrid Laurier University, for Black History Month. During the month of February, the three universities hosted Black scholars to explore conversations about gender-based violence, healing and community care.
- A Carleton biology lab was formally renamed and acknowledged in a virtual plaque presentation during which the Faculty of Science paid tribute to Henrietta Lacks, the African-American woman whose cancer cells are the source of the HeLa cell line, one of the most important discoveries in medical research. The Carleton HeLa Initiative was launched by a group of students with the support of the Lacks family, who attended the virtual presentation.

Sexual Assault Awareness Week

In January 2022, Equity and Inclusive Communities hosted Sexual Assault Awareness Week in collaboration with campus and community partners. Events included a journaling workshop, a closed healing program for Black students and a virtual art exhibit. The Centre for Indigenous Support and Community Engagement hosted a virtual teaching with Elder Barbara Dumont-Hill as well as a beading workshop for Indigenous students. The Carleton University Students' Association's Womxn's Centre hosted a workshop for survivors focused on healing, care and self-love.

DURING BLACK HISTORY MONTH, THE CARLETON COMMUNITY MOBILIZED TO CELEBRATE AND HIGHLIGHT BLACK LEADERSHIP, ACHIEVEMENTS AND EXPERIENCES.

President Bacon and Equity and Inclusive Communities interim AVP Ikram Jama (middle) signed the Scarborough Charter. The Canal Building (bottom) was illuminated on International Holocaust Remembrance Day.

STRIVING FOR SUSTAINABILITY

ONTARIO'S MOST SUSTAINABLE UNIVERSITY

Carleton defines sustainability in an inclusive style, encompassing human and ecological health, social justice, secure livelihoods and a better world for all generations. In 2021, the UI Green Metric World University Rankings, a global ranking concerned with broader sustainability impacts, including waste, energy and teaching, ranked Carleton as the most sustainable university in Ontario and the second most sustainable university in Canada

1st

IN UI GREEN METRIC WORLD UNIVERSITY RANKINGS OF THE MOST SUSTAINABLE UNIVERSITIES IN ONTARIO AND STARS GOLD RATING FROM AASHE

Carleton's beautiful green campus (top) and the university's Environmental Sciences program are two of many examples of the university's strong commitment to sustainability in research, education and operations

The Road Map to a Carbon Neutral Campus

- Carleton has continued to implement and focus efforts on the key goals and strategic actions within our Sustainability Plan. Carleton become a signatory of the United Nations-supported Race to Zero and 2050 carbon neutral commitment, which was supported by our updated Energy Master Plan in 2021 and our road map towards ensuring a carbon neutral campus. Our progress in 2020-21 includes an annual reduction of five per cent in carbon savings (2020-21 vs. 2019-20) and the operation of our new co-generation plant, which produces electricity and reduces our utility costs.
- Carleton has also continued a focus on zero waste, with the expansion of organic waste collection and new four-sorter bins in all buildings on campus. In addition, new solar-powered outdoor bins have been installed. Within a wider focus on transportation updates across campus, 20 new electric vehicle charging points have been installed along with newly installed electric bike charging points and a third secure bicycle compound.
- Carleton's The Caf is the second restaurant at a Canadian university certified by the Green Restaurant Association, receiving three stars for its environmentally conscious operations in seven areas: energy, water efficiency, waste reduction and recycling, sustainable food, chemical and pollution reduction, reusable and environmentally preferable disposables, and building materials. The Caf earned significant points for the zero-waste status of our dining hall, which was made possible through reusable dishware, composting and staff training. Extensive vegan and vegetarian offerings on the menu translated into considerable points in the sustainable food category.

Responsible Investing and Eco Leadership

- Carleton has become a signatory of, and aligned our responsible investment policies to, the United Nations-supported Principles for Responsible Investment. This is considered the best practice in responsible investment. Carleton has made a commitment to not hold any direct fossil fuel investments in our Endowment and Non-Endowed Operating Funds and has developed a strategy to achieve significant decarbonization of these portfolios by 2030.
- Finally, Carleton continues to embrace the leadership role we must play in sustainability across all aspects of campus life, teaching, research and university operations. A newly formed sustainability committee with cross-community support will help to guide our work and ensure we continue to strive for sustainability. We are building on work to date, which includes success in the UI Green Metric rating system and a STARS gold rating from the Association for the Advancement of Sustainability in Higher Education (AASHE). With more than 900 participants in 40 countries, AASHE's STARS program is the most widely recognized framework in the world for publicly reporting comprehensive information related to a college or university's sustainability performance. STARS participants report achievements in five overall categories and 60 sections, including academics, engagement, operations, planning and administration, and innovation and leadership.

A REFRESHED LOOK FOR CARLETON

A SMART, CARING COMMUNITY THAT'S CHALLENGING WHAT'S POSSIBLE

The national, multi-channel CHALLENGE campaign (above and below) uses compelling messages to create emotional and intellectual connections to Carleton

Carleton is one of the most resourceful and productive hubs of learning and growth in Canada and is consistently ranked as one of the best comprehensive universities in the country. But while we know about the university's great achievements, there are many across the country who remain unfamiliar with the amazing things happening here. To ensure that Carleton creates and maintains a strong profile and reputation with key audiences, we began the important work of realigning our key messages, storytelling, brand and marketing efforts. Our goal was to have a visual identity and brand platform that allows us to tell a story that is clear, consistent and compelling, and helps achieve our vision of leveraging the power of higher education to be a force for good.

Enhancing Carleton's Reputation

The initiative was dubbed The Reputation Enhancement Project (REP) and included internal and external market research whose findings informed the development of a comprehensive brand strategy created to position the university in the hearts and minds of our audiences. The strategy articulates what makes us different from our competitors and, by using it consistently and strategically, the university will build its global profile and reputation. Key elements include values, a positioning statement, personality, tone of voice and our brand promise: to be a smart, caring community that inspires and empowers change leaders to positively impact our world. Led by Chief Communications Officer Tony Frost, the REP saw broad engagement with the Carleton community and external stakeholders throughout all phases of the process to ensure that Carleton's culture and values were well understood and represented.

The Evolution of a Logo

Carleton's logo is often the first touchpoint people have with our brand. It is the primary visual representation of the university, shorthand for who we are, what we do and why we do it. Carleton's logo has evolved during the university's rich history and the new version provides a contemporary, streamlined look that encapsulates our brand personality — accessible, authentic, honest, inclusive, dynamic and vibrant — while honouring our past by incorporating traditional symbols, colours and elements. Our new primary graphic element, the wave, is an elaboration of the pattern from our logo. Inspired by the university's location on the twin water ways of the Rideau River and Rideau Canal, it creates a sense of flow and momentum as Carleton charts a path toward an exciting future.

The CHALLENGE Campaign

In February 2022, Carleton launched a national multi-channel storytelling campaign: the CHALLENGE campaign. A storytelling campaign uses a narrative to communicate a relevant and compelling message with the goal of connecting emotionally and intellectually with audiences so that it inspires action (for example, applications, donations, partnerships and so forth). With ads on Twitter, LinkedIn, the *Globe and Mail* and other digital platforms, the campaign is based on the globally relevant themes of technology, health and wellness, the new economy, social innovation and sustainability. The idea of the CHALLENGE campaign is to connect with what's on people's mind and help audiences understand why they should care about and want to be connected with us. The campaign platform includes videos, paid advertising, social media marketing, organic social media support and a website (challenge.carleton.ca).

CARLETON'S LOGO IS OFTEN THE FIRST TOUCHPOINT PEOPLE HAVE WITH OUR INSTITUTION. IT IS THE PRIMARY VISUAL REPRESENTATION OF THE UNIVERSITY, SHORTHAND FOR WHO WE ARE, WHAT WE DO AND WHY WE DO IT.

Carleton University

WORDMARK AND NAME

Carleton University appears in a modern, distinctive and progressive font called Roboto Slab Bold that is highly visible and really stands out.

MAPLE LEAF

Appearing in a vibrant red, this traditional nod to the Canadian flag ties Carleton to our nation's capital.

SHIELD

This shield shape represents tradition and strength — it has been modernized to provide a bold yet sleek look.

WAVES

This pattern is inspired by our location between the twin waterways of the Rideau River and Rideau Canal, it creates a sense of flow and momentum as Carleton charts a path toward an exciting future.

BUILDING TOMORROW'S CAMPUS

Carleton is blessed with one of the most beautiful campuses in Canada thanks to both the stunning natural site between the Rideau River and Canal and the style of our infrastructure. We are already hard at work planning the next phase of our development.

Carleton's proposed new Wellness Hub (below) will provide a wide range of services, spaces and amenities for students and the broader community. A ground-breaking ceremony was held in March (bottom) to mark the start of construction on Carleton's new 450-plus bed residence for first-year students.

Regional Aquatics Centre and Wellness Hub

Located within Carleton's Athletics precinct, this multi-purpose building will support a full range of services, spaces and amenities for students and the broader Ottawa community. It features a new Regional Aquatics Centre designed to host international competitions as well as an expanded fitness facility, both in response to an identified city-wide need. The architectural personality and expression of the building have been derived from the Indigenous history of the land on which Carleton is situated, evoking the metaphor of a river, an element of health, life-giving and movement — a journey through wellness. Design plans include the use of mass timber structure as a renewable material with sequestered carbon, a focus on occupant health through the choice of healthy materials, ample use of daylight, views of nature, the use of native landscaping and placing accessible features in equal profile to able-body infrastructure. Carleton is consulting with the City of Ottawa about the timeline and scope of this project.

New Student Residence

Construction has started on Carleton's new 450-plus bed, nine-storey residence for first-year students. The design of this new residence was developed in consultation with faculty, students and staff — including Residence Life staff — to identify and address needs. A small, informal ground-breaking ceremony was held in mid-March to celebrate this new exciting addition to the university campus. This state-of-the-art, 180,000-square-foot facility will showcase an amenity floor that includes study, social, fitness and cooking spaces for the entire residence community. This building uses the fundamentals of passive house design and will serve as a beacon as community members come onto campus. It's expected to be completed in 2024.

Sustainability Research Centre

The future Sustainability Research Centre will be the next jewel added to Carleton's engineering precinct, following the addition of the Engineering Design Centre. The design of this state-of-the-art, 215,000-square-foot, six-storey building, which will be located along Library Road, will include a rounded façade complementing that of the neighbouring Nicol Building. This building is going to be instrumental in enabling growth of the faculty and is expected to support and establish engineering and information technology as a gateway hub for researchers and students from across the campus and across disciplines. It will provide the spaces to encourage fluid interactions among students, faculty and industry representatives, both within and across various disciplines. Five signature showcase spaces on the main level will highlight program activity, and the schematic design integrates the new building with the legacy Mackenzie Building and includes an optional Mackenzie courtyard infill.

THE NEW STUDENT RESIDENCE USES THE FUNDAMENTALS OF PASSIVE HOUSE DESIGN AND WILL SERVE AS A BEACON AS COMMUNITY MEMBERS COME ONTO CAMPUS.

FEATURED ALUMNI

CHAMPIONS FOR THE POWER OF EDUCATION

In its mission to be a force for good in the community, Carleton engages and partners with its greatest ambassadors — alumni in Ottawa and around the world. As volunteers, supporters and champions of the power of higher education, Carleton graduates open doors for students, invest in their potential and strengthen the university's reputation through their own success.

CARLETON GRADUATES OPEN DOORS FOR STUDENTS, INVEST IN THEIR POTENTIAL AND STRENGTHEN THE UNIVERSITY'S REPUTATION THROUGH THEIR OWN SUCCESS.

Samantha Maracle,
Bachelor of Science (Honours) Biology

On one of many recent visits to the Tyendinaga Mohawk Nation, where she grew up, Samantha Maracle discovered that the community was facing a challenge: with hundreds of Tyendinaga youth applying to post-secondary schools, the community didn't have enough funds to support them all. Samantha, the founder and President of non-profit consulting firm Development DNA, chose her alma mater to help address this challenge by establishing a first-of-its-kind bursary — the Tyendinaga Mohawk Nation Education Bursary. This endowed bursary will provide support to youth living on the Tyendinaga territory, allowing Samantha to give back to her community through Carleton and directly support Tyendinaga youth on their journey to university.

Cristine Rotenberg,
Bachelor of Arts (Honours) Criminology/Criminal Justice + Master of Arts, Sociology

To Cristine Rotenberg, education and creative passion can co-exist. While studying toward her bachelor's degree and writing her thesis for a master's degree, Cristine looked to nail art design as a creative outlet. Today, while still working in the field of criminal justice within the public service, Cristine has turned her hobby into Simply Nailogical — a worldwide brand with millions of followers on social media. In 2021, she established The Cristine Rotenberg Scholarship for Academic and Creative Pursuits, a unique award for Carleton students — like her — who pursue a creative interest outside of their academic studies.

Emily Jones Joanisse,
Bachelor of Computer Science + MBA

Emily Jones Joanisse is a connector. She is the co-founder and CEO of Connected Canadians, a national non-profit organization that helps connect older adults with free technology training and support. Today she lends her expertise to Carleton students as Director of Project Delivery at the Innovation Hub. Emily is responsible for oversight of student teams participating in project-based experiential learning, including multiple student-led projects focused on social impact. She is also the Sprott faculty representative at Shad Carleton.

Nate Behar
Communications and Media Studies

Nate Behar is known for his passion for football. As a student athlete, Nate was a star for the Carleton Ravens football team, then was drafted into the CFL, where he is now a wide receiver for the Ottawa Redblacks. But his passions go well beyond sport. Nate is a dedicated writer, advocate and voice for anti-racism; an essay he wrote after the death of George Floyd garnered media attention worldwide. Today he is also an entrepreneur, whose company is committed to empowering small businesses and athletes. He remains a proud Raven and has come back to campus both physically and virtually regularly to engage and inspire Carleton students.

CARLETON BY THE NUMBERS

2021-2022 QUICK FACTS

$515 million
operating budget

More than
14,639
scholarships and bursaries totalling more than $31.9 million awarded to undergraduates

$97.4 million
in sponsored research funding in 2020-21

More than
$3.8 billion
economic impact

27,026
Undergraduate Students

4,383
Graduate Students

31,409
Total Students

FACULTY, STAFF AND ALUMNI

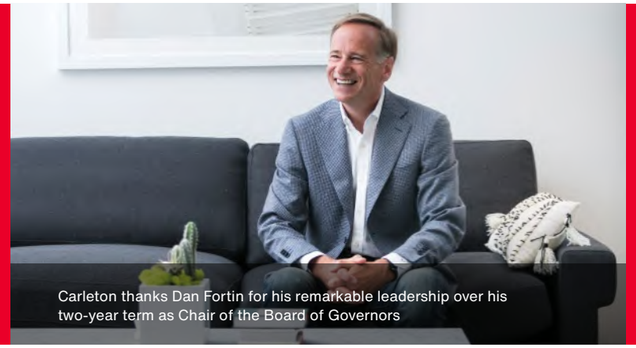
Faculty Members: 1,016
Staff Members: 1,403
Contract Instructors: 893
Graduate Teaching Assistants: 2,020
Library Staff: 105
Carleton Alumni: 177,000+
Employed Retired Faculty: 22

Well-known alumni include:
Kluane Adamek, Tunde Adeleke, Yaprak Baltacioğlu, Brock Battochio, Kim Brunhuber, Janice Charette, Tasneem Damen, Kelsey Doerksen, Bill Fox, Christiane Fox, Larisa Galadza, Amanda Galbraith, Jane Gavan, Linda Grussani, Hamza Haq, Emily Jones Joanisse, Collinda Joseph, Arielle Kayabaga, Stefan Keyes, Lee George Lam, Yazmine Laroche, Humphrey Law, Kwesi Loney, Fiona McKeen, Marco Mendicino, Emma Miskew, Mark Monahan, Kimberly Murray, James Nguyen, Kevin Parent, André Picard, Cristine Rotenberg, John Ruddy, Dawolu Saul, Matt Sekeres, Charlene Theodore, Nadia Theodore, Jody Thomas, Rosemary Thompson, Jennifer Twiner McCarron, Artur Wilczynski, Jay Woo

Founded in 1942
Student entry average is 87.1%
More than 65 degree programs
200+ new start-up companies since 2010
Award-winning mental health strategy
1,000+ research projects underway
32 Canada Research Chairs
1 Canada 150 Chair
13 IEEE Fellows
40 Royal Society Fellows and College Members
26 Recipients of the Order of Canada
10 3M National Teaching Award Winners
10 Banting Postdoctoral Fellows
8 Killam Prize winners and Research Fellows

BOARD OF GOVERNORS

Carleton University's Board of Governors is a diverse group with a unique understanding of higher education and its force for good. As the corporate body of the university, the Board provides oversight of budgetary and infrastructure decisions, and appoints the school's President and Vice- Chancellor and other key senior executives.



Carleton thanks Dan Fortin for his remarkable leadership over his two-year term as Chair of the Board of Governors

Dan Fortin
Chair
Community Member
President (retired), IBM Canada Ltd.

Greg Farrell
Vice-Chair
Community Member
President and COO (retired),
Giant Tiger Stores Limited

Yaprak Baltacioğlu
Chancellor (ex officio)

Benoit-Antoine Bacon
President and Vice-Chancellor (ex officio)

Debra Alves
Community Member
Managing Director/CEO (retired),
CBC Pension Plan

Allison Brown
Graduate Student
Political Science

Beth Creary
Community Member
Senior Vice-President, Legal and
Compliance, Ligado Networks

Patrick Dion
Community Member
Government Affairs and Communications
Consultant

Konrad von Finckenstein
Community Member
Consultant and Arbitrator, Former Federal
Court Justice and Chair of the CRTC

Marion Fraser
Community Member
CFO (retired), Vice-President Finance
Administration and Infrastructure of the
University of Ottawa Heart Institute

Kim Furlong
Community Member
CEO, Canadian Venture Capital and
Private Equity Association

Gail Garland
Alumni
Founder/CEO, Ontario Bioscience
Innovation Organization

Dan Greenberg
Community Member
President/Owner,
Ferguslea Properties Limited

Louise Hayes
Alumni
Director, Parliamentary and Cabinet Affairs,
Treasury Board Secretariat

Holden Heppler
Undergraduate Student
Political Science

Lynn Honsberger
Community Member
Partner/Owner (retired), McLarty & Co,
Professional Corporation

Nina Karhu
Professional Services Staff
Manager, Classroom Support and
Development, Instructional Media Services

Alice Keung
Community Member
Corporate Director and Consulting Strategist,
P&C Insurance

Harjit Kaur Daljit Singh Khalsa
Graduate Student
Civil Engineering

Catherine Khordoc
Faculty
Department of French and the School of
Indigenous and Canadian Studies

Anastasia Lettieri
Undergraduate Student
Law and Legal Studies

Susan Mingie
Community Member
Partner (retired), Deloitte LLP

Nik Nanos
Past-Chair, Community Member
Chief Data Scientist and Founder, Nanos
Research Group of Companies

Brenda O'Connor
Community Member
Vice-President of Governance and Strategy,
Canadian Credit Union Association

Banu Örmeci
Faculty
Department of Civil and Environmental
Engineering

Elinor Sloan
Faculty-Senate
Department of Political Science

Patrice Smith
Faculty-Senate
Dean, Faculty of Graduate and
Postdoctoral Affairs

Jane Taber
Community Member
Vice President Public Affairs
National Public Relations

Christina Tessier
Community Member
President and CEO, Ingenium - Canada's
Museums of Science and Innovation

Ann Tremblay
Community Member
Director, Architectural and Engineering
Services, National Centre of Expertise
on Accessibility, Public Services and
Procurement Canada

Art Ullett
Professional Services Staff
Assistant Manager, Access Control,
Facilities Management and Planning

SENATE

Senate is the university's most senior academic body. Representing the Carleton community, Senate is comprised of more than 80 members, including faculty, students, alumni, senior administration and representatives from the Board of Governors. Senate makes decisions of significant importance to students and faculty, including awarding degrees and scholarships, approving new programs and revised curriculum, and establishing academic regulations.

Ex Officio Members

- Benoit-Antoine Bacon, President, Vice-Chancellor and Chair of Senate
- Elinor Sloan, Clerk of Senate
- Suzanne Blanchard, Vice-President (Students and Enrolment) and University Registrar
- Rafik Goubran, Vice-President (Research and International)
- Jerry Tomberlin, Provost and Vice-President (Academic)
- Cindy Taylor, Interim Vice-President (Finance and Administration) (August 2021 – March 2022)
- Lorraine Dyke, Vice-President (Finance and Administration) (as of April 2022)
- Dwight Deugo, Vice-Provost and Associate Vice-President (Academic)
- Maria DeRosa, Dean, Faculty of Science (as of August 2021)
- Chuck Macdonald, Dean Faculty of Science (July 2021)
- Larry Kostiuk, Dean, Faculty of Engineering and Design
- Pauline Rankin, Dean, Faculty of Arts and Social Sciences
- Patrice Smith, Dean, Faculty of Graduate and Postdoctoral Affairs
- Brenda O'Neill, Dean, Faculty of Public Affairs
- Dana Brown, Dean, Sprott School of Business
- Amber Lannon, University Librarian
- Bjarki Hallgrimsson, Director, School of Industrial Design
- Michel Barbeau, Director, School of Computer Science
- Federica Goffi, Interim Director, Azrieli School of Architecture and Urbanism
- Chris Joslin, Director, School of Information Technology (July 2021 – December 2021)
- Robert Teather, Director, School of Information Technology (January 2022 – June 2022)
- Chi Chi Ayalogu, President, GSA, term ends April 30, 2022
- Victoria Asi, Vice-President (Academic), GSA, term ends April 30, 2022
- Ahmad Hashimi, Vice-President Internal, CUSA, term ends April 30, 2022 (interim until President elected)
- Jennifer Ramnarine, President, CASG, term ends April 30, 2022

Board of Governors Representatives

- Gail Garland, Board Member
- Louise Hayes, Board Member
- Brenda O'Connor, Board Member
- Jane Taber, Board Member

Special Appointments to Senate

- Margaret Haines, Alumni Association, term ends June 30, 2022
- Kim Hellemans, Academic Colleague, term ends June 30, 2022

Elected Faculty Senators

Terms end June 30, 2022
- Samuel Ajila, Engineering and Design
- Olga Baysal, Science / Computer Science
- Andrea Chandler, Public Affairs
- Tina Daniels, Arts and Social Sciences
- Paolo Garcia, Engineering and Design (Secretary of the Faculty Board from July 2021 to December 2021) (term ended December 31, 2021)
- Dag Gillberg, Science
- Farah Hosseinian, Science
- Howard Nemiroff, Sprott School of Business
- Julia Sinclair-Palm, Arts and Social Science
- Siva Sivathayalan, Engineering and Design
- Johan Voordouw, Engineering and Design / Architecture
- Paul Wilson, Public Affairs
- Pamela Wolff, Science
- Barry Wright, Public Affairs
- Winnie Ye, Engineering and Design

Terms end June 30, 2023
- Manuel Baez, Engineering and Design / Architecture
- Jeff Dawson, Science
- Sonya Gulati, Science
- Jacob Kovalio, Arts and Social Sciences
- Christine Laurendeau, Science
- Marlene Lundy, Arts and Social Sciences
- Beth MacLeod, Arts and Social Sciences (Secretary of the Faculty Board)
- James Milner, Public Affairs
- Donald Russell, Engineering and Design
- Shazia Sadaf, Arts and Social Sciences
- David Sprague, Engineering and Design / Information Technology
- Julia Wallace, Science (Secretary of the Faculty Board)

Terms end June 30, 2024
- Peter Andree, Public Affairs
- Vandna Bhatia, Public Affairs (Secretary of the Faculty Board)
- Bernadette Campbell, Arts and Social Sciences
- Chiara Del Gaudio, Engineering and Design / Industrial Design
- Ernest Kwan, Sprott School of Business (Secretary of the Faculty Board)
- Jonathan Malloy, Public Affairs
- Ruth McKay, Sprott School of Business
- Paul Mkandawire, Arts and Social Sciences
- Mike Murphy, Arts and Social Sciences
- Julie Murray, Arts and Social Sciences
- Augustine Park, Arts and Social Sciences
- Karen Taylor, Engineering and Design (Secretary of the Faculty Board from January 2022)
- Celia Young, Arts and Social Sciences

Elected Contract Instructors

- Morgan Rooney, Arts and Social Sciences (term ends June 30, 2023)
- Kathleen Moss, Arts and Social Sciences (September 2021 - June 30, 2024)
- Katie Lucas, Science (July 2021 – August 2021)

Elected Undergraduate Students

Graduate Students – Terms end June 30, 2022
- Kimberley Keller, FASS
- Deborah Okoth, FED/Sprott
- Mason Rodney, FPA

Undergraduate Students – Terms end June 30, 2022
- Meghan Burns, FPA
- Mackenzie Huckvale, Science
- Cassandra Klein, FPA
- Abigail MacGillivray, FED
- Sean Maguire, FASS
- Gemma Patey, FPA
- Valentina Vera Gonzalez, Sprott

For the third straight season and the 16th time in the last 19 years, the Carleton Ravens men's basketball team won the USPORTS National Championship, beating the University of Saskatchewan Huskies 85-72 in a thrilling final game in Edmonton on April 3.

Carleton University

KINÀMÀGAWIN

{ LEARNING TOGETHER }

CARLETON UNIVERSITY STRATEGIC INDIGENOUS INITIATIVES COMMITTEE

PROGRESS REPORT • APRIL 2022

{ FIRST WORDS }

NITAM IKIDOWIN` N

When we think of the medicine wheel, adulthood is the time to share knowledge we have learned. Our hard work has brought us to this point. This year has given us challenges, has tested our patience. It may have caused us some tears, some fears, some self-doubt, however, it has not won. We started this work together and we will finish this work together. Our teachings give us the ability to keep moving forward.

At the end of every darkness, there is light, and we together are building a future of hope. We have heard the songs of our ancestors from the birds in the trees singing the songs that tell us we are not alone. That we will end this year on a positive note.

Barbara Dumont-Hill
Kitigan Zibi Anishinabeg

{ GIVING GRATITUDE }

MÌGWECHIWENINDAMOWIN

The co-chairs of the Carleton University Strategic Indigenous Initiatives Committee (CUSIIC) would like to extend a great deal of thanks to members of CUSIIC, the Indigenous Education Council and the Algonquin and Inuit Advisory Councils. These committees consist of exceptional individuals deeply committed to supporting Indigenous students and integrating Indigenous knowledge and teaching and learning practices. We are immensely grateful for your guidance and support in this important work.

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MÀMAWO KINÀMÀGAWIN

LEARNING TOGETHER: A GOOD WAY FORWARD

> *The past two years have been a time for learning and re-learning how to meaningfully connect with each other.*

In May 2020, Carleton launched its revitalized Indigenous initiatives strategy, Kinàmàgawin, marking the culmination of an 18-month broad and consultative process. We are pleased to offer this progress report to the Carleton community as a way to communicate and showcase the collective work that has been undertaken to address the 41 Calls to Action outlined in Kinàmàgawin.

In March 2020, the COVID-19 pandemic immediately and significantly impacted the health and wellbeing of people around the world. Post-secondary education institutions quickly transitioned to remote course delivery and the way in which students, staff and faculty participated in education, learning and personal growth was considerably changed.

Classrooms no longer served as the venue for gathering and exchanging ideas, and for many learners, studying and writing became the primary activities at home. The pandemic caused many to live in fear of the very two elements that have historically sustained Indigenous Peoples during challenging times – community and connection.

Over the last two years, the disparities experienced by Indigenous Peoples in relation to financial stability, access to resources, and connection to culture have only been amplified. Beyond having to access post-secondary learning differently, Indigenous students have had to navigate significant loss in their families and communities, often while feeling lonely and disconnected. For students who began their studies at Carleton virtually, it was more challenging than ever before to feel part of the campus community and to find a sense of belonging.

The past two years have been a time for learning and re-learning how to meaningfully connect with each other. Staff and faculty have demonstrated innovation in the ways in which they have nurtured relationships, supported personal and academic growth and motivated students from afar. Conversely, students have adapted and found new ways to connect with their cultures and communities—all while feeling anxious about what might come next.

Today, as we begin to look forward to returning to campus, we are acutely aware of what we have learned since the Kinàmàgawin strategy was first released: the importance of fostering an on-campus environment where the foundational principles of belonging—and that of connection to Indigenous knowledge traditions—are prioritized. In many ways, we have been reminded that only by teaching, learning and working together will we find a way forward where everyone is valued for the unique gifts that they bring: this is the essence of kinàmàgawin.

This report represents a significant amount of collective work that has been undertaken by our colleagues across the university to address the calls to action outlined in the Kinàmàgawin strategy, all with the overarching goal of making Carleton a safe and welcoming space for Indigenous students, staff and faculty. These actions have been complemented by a $2.5 million donation from the Joyce Family Foundation—matched by an additional $2.5 million from the university—which has allowed us to mobilize many of our intentions. We wish to thank all members of the Carleton community for their work in this important area and to reinforce our commitment to continuing to make progress on the work that remains to be done.

Benny Michaud, Director, Centre for Indigenous Support and Community Engagement

Kahente Horn-Miller, Assistant Vice-President, Indigenous Teaching, Learning and Research

Jerry Tomberlin, Provost and Vice-President (Academic)

Benoit-Antoine Bacon, President and Vice-Chancellor

KED IJI IJICHIGENÀNIWANG KIKINÀMÀGENÀNIWANG

THE KINÀMÀGAWIN STRATEGY

Following the release of the Truth and Reconciliation Commission's final report in 2015, post-secondary education institutions across Canada have committed to furthering reconciliation by renewing efforts to support Indigenous learners and bring Indigenous knowledge into classrooms.

Carleton actively joined this collective movement in 2018 by establishing the Carleton University Strategic Indigenous Initiatives Committee (CUSIIC) to revitalize Carleton's Indigenous strategy and re-energize relationships with Indigenous communities in Algonquin territory and across the country. Kinàmàgawin is the product of the 18-month collaborative process undertaken by CUSIIC.

Co-chaired by Benny Michaud (Director, Centre for Indigenous Support and Community Engagement), Kahente Horn-Miller (Assistant Vice-President, Indigenous Research, Teaching and Learning) and Jerry Tomberlin, Provost and Vice-President (Academic), this broad and inclusive committee included First Nations, Métis and Inuit members from local communities, as well as Carleton faculty, professional services staff and students.

Acknowledging and confronting difficult truths were foundational practices to the committee's work, which provided a way of moving forward with institutional humility.

Throughout the 2018-19 year, more than 600 Indigenous and non-Indigenous people from within the university and the broader Indigenous community in and out of Ottawa participated in more than 40 consultations. This process yielded extensive qualitative data, which formed the basis of the final strategy.

> *Indigenous knowledge should not just be treated as a topic but as an important element of experience and foundation for meaningful living and learning in all disciplines.*

The report is interspersed with poignant sentiments gathered during the consultation phase, including: "Indigenous knowledge should not just be treated as a topic but as an important element of experience and foundation for meaningful living and learning in all disciplines." Although the quotes are not attributed, they represent the significant conversations that took place during these engagement sessions.

Kinàmàgawin outlines 41 Calls to Action, which are a collective call for the university to take all necessary steps to make the Carleton campus a safer and more welcoming space for current and future Indigenous students and Indigenous faculty members.

Importantly, the title Kinàmàgawin, which translates to "learning together," is a powerful statement that reflects both the work that the university has undertaken to learn difficult truths, and in continuing to fully implement the 41 Calls to Action.

Spanning seven themes—Community Engagement; Indigenous Student Support; Student Experience; Ways of Teaching and Learning; Culture, Systems and Structure; Research and Innovation; and Metrics—the Calls to Action detail specific requests for implementation. They conclude with a call for each Faculty and support unit on campus to develop their own strategies in support of Kinàmàgawin to further our collective journey.

NIDESININDJÌTÀGEMIN WÀ AYIJÌYÀNG

OFFERING OUR INTENTIONS

{ STUDENTS AND ENROLMENT }

Since Kinàmàgawin was published in 2020, the Students and Enrolment division has worked towards implementing several key calls to action related to convocation, housing and residence life, and undergraduate recruitment and admissions.

The Convocation Working Group has collaborated to learn about and adhere to cultural protocols and has created ways in which to include Indigenous traditions into Convocation ceremonies.

In collaboration with the Centre for Indigenous Support and Community Engagement, we have hired an Indigenous Recruitment Officer who will lead the development of an Indigenous recruitment strategy and be critical in the development of recruitment resources. We have also worked closely with partners on campus on Indigenous undergraduate recruitment strategies.

In terms of housing and residence life, we have worked collaboratively to provide an emergency residence space for Indigenous students who are facing housing insecurity and to designate a new space to be converted into a smudge-friendly medicine room for Indigenous students living in residence.

We look forward to continuing our work to further the university's progress on the Calls to Action to help make Carleton a more welcoming for all students.

Suzanne Blanchard
Vice-President (Students and Enrolment)

{ FINANCE AND ADMINISTRATION }

Since the Kinàmàgawin report was published, Carleton's Finance and Administration division has been working to incorporate Indigenous initiatives into our work, particularly as it relates to physical spaces on campus and safety services.

We are working with the Centre for Indigenous Support and Community Engagement on several aspects of the Outdoor Space Master Plan, which includes the redevelopment of the outdoor amphitheatre space near Paterson Hall into an Indigenous-focused teaching and learning space. Together, we are identifying places on campus that can become "smudge-friendly" locations with appropriate signage. Renovations are also planned for Paterson Hall—the future location of Indigenous-focused offices on campus. The future Sustainability and Research Centre, Wellness Hub and Bronson Avenue entrance have been planned in collaboration and in consultation with the Centre for Indigenous Support and Community Engagement.

Campus Safety Services has hired an Engagement and Inclusion Officer, who supports the building of mutual respect and trust between Carleton community members and safety officers. In addition, we have established the Community Engagement Table, in partnership with the Centre for Indigenous Support and Community Engagement and the Department of Equity and Inclusive Communities, to enhance safety for people who experience marginalization on campus.

We look forward to continuing to build on this momentum as we work together to address the calls to action outlined in Kinàmàgawin.

Lorraine Dyke
Vice-President (Finance and Administration)

{ RESEARCH AND INTERNATIONAL }

The Office of the Vice-President (Research and International) has been working collaboratively with the Office of the Assistant Vice-President (Indigenous Research, Teaching and Learning) to develop the supports and structures required to establish the Indigenous Research Ethics Board. This board, comprised of Indigenous Faculty based on their specific areas of expertise, will play a critical role in ensuring that ethical research practices and cultural protocols are followed, understood, and valued by faculty, students, and staff. In addition, the Carleton University Research Ethics Boards will continue to include Indigenous representation to serve as a liaison between the two boards.

We look forward to the formal establishment of the Indigenous Research Ethics Board and to our continued collaborations with the Office of the Assistant Vice-President (Indigenous Research, Teaching and Learning) and with the Ānako Indigenous Research Institute.

Rafik Goubran
Vice-President (Research and International)

{ FACULTY OF GRADUATE AND POSTDOCTORAL AFFAIRS }

The Faculty of Graduate and Postdoctoral Affairs (FGPA) is currently re-focussing efforts to emphasize and elevate graduate student experience and we look forward to working with the offices supporting Indigenous initiatives as we move forward with these efforts. While there are several ongoing initiatives at the graduate level to improve funding opportunities for Indigenous graduate students, there is a broader approach toward enhancing inclusiveness in recruitment and efforts toward enhanced student experience for underrepresented members of the graduate population. These efforts include the revision of supervision policies to allow non-traditional Knowledge Keepers to contribute to supporting the acquisition of a wealth of knowledge from unconventional sources for our graduate students. Additional efforts around redefining the dissertation are underway. We are also working with relevant internal partners to ensure effective information sharing with Indigenous students.

Collaborating with Indigenous partners on campus, we are looking into ways of enhancing Indigenous graduate student recruitment and considering the unique circumstances of students, including those associated with learning across the lifespan and mature learners. In the long term, there are plans to provide community member-led webinars on how to effectively engage with Indigenous communities in research. The intent is to offer this training to graduate students and faculty members who express an interest in initiating research with Indigenous communities. We will continue to collaborate with Indigenous colleagues and other internal and external partners toward promoting inclusive graduate education at Carleton.

Patrice Smith
Dean, Faculty of Graduate and Postdoctoral Affairs

{ FACULTY OF ARTS AND SOCIAL SCIENCES }

As a long-standing member of the School for Indigenous and Canadian Studies, implementation of the Kinàmàgawin Calls to Action has been a personal priority. Since the report was released, the Faculty of Arts and Social Sciences (FASS) has added new Indigenous scholars in Sociology-Anthropology, Psychology, and Indigenous Studies. I am particularly pleased to have welcomed a new Indigenous scholar appointed to the Department of Psychology as a Canada Research Chair in Children and Youth Mental Health and Well-being. Plans are well underway to introduce a Major program that will expand our curricular offerings and create a full Bachelor of Arts in Indigenous Studies. Summer 2022 will see our Faculty offer Carleton's first land-based learning course in collaboration with Kitigan Zibi. Several departments within FASS have formed committees tasked with overseeing unit-level goals to implement several of the Calls to Action. In terms of professional staff, FASS has been very fortunate to hire an Indigenous Cultural Coordinator for the Carleton University Art Gallery and an Indigenous Initiatives Administrator to coordinate reconciliation activities across the Faculty. Our implementation progress has strong momentum and I look forward to responding to other Calls to Action in the year ahead.

Pauline Rankin
Dean, Faculty of Arts and Social Sciences

{ FACULTY OF ENGINEERING AND DESIGN }

For the Faculty of Engineering and Design (FED), Kinàmàgawin has been the bridge that ensures we are walking the path of reconciliation. Since the strategy was released in May 2020, as Dean I have focused FED's intentions on implementing the Calls to Action as they relate to the student experience, ways of teaching and learning, and research and innovation.

FED's Virtual Ventures summer camps and programs offer an INSTEAM Outreach program for Indigenous youth – first-hand experiences on the land incorporating Indigenous Ways of Knowing with Western science, technology, engineering and math (STEM) knowledge. Inside the classroom, our students are learning how to collaborate with Indigenous Peoples and new resourcing has been dedicated to creating pathways in STEM, led by an Indigenous faculty member.

An example: In June 2021, FED published a story about students and researchers from the Azrieli School of Architecture and Urbanism and Carleton's Immersive Media Studio who worked together with the Muskowekwan First Nation and other partners to give the Muskowekwan Residential School new life. Together, designs and modellings were created to reclaim the building into a place that reflects Indigenous values and culture.

A new teaching space is being built for students to learn in a non-hierarchal spatial setting that facilitates a collaborative and shared environment. This work is being done in consultation with an Indigenous sub-consultant.

As Dean, I sit on advisory and hiring committees where my position is a vehicle to advocate for the advancement of new research positions for Indigenous research, knowledge translation, and community-building, specifically in the area of conservation, sustainability, climate change, and adaptation – a research strength for FED.

Over the coming years, this work will continue to be guided by myself and the rest of FED's leadership team in close collaboration and consultation with our newly establish equity, diversity, and inclusion working group, the Centre for Indigenous Support and Community Engagement, and others.

Larry Kostiuk
Dean, Faculty of Engineering and Design

{ FACULTY OF PUBLIC AFFAIRS }

Carleton University's Faculty of Public Affairs (FPA) continues to work towards fulfilling the Kinàmàgawin Calls to Action to address the systemic racism that has harmed—and continues to disenfranchise—Indigenous Peoples in Canada.

In particular, Kinàmàgawin calls for the development of appropriate measures to ensure that every student graduating from Carleton University achieves basic learning outcomes with regards to Indigenous history and culture. After assisting the Office of the Assistant Vice-President (Indigenous Research, Teaching and Learning) in the development of Carleton University's Collaborative Indigenous Learning Bundles, FPA faculty members have begun integrating these learnings into their courses.

FPA has sought to support the increasing desire for Indigenous perspectives in higher education with plans to hire an Indigenous faculty member. In addition, we will be joined this summer by a new Associate Dean of Equity and Inclusive Communities who will be tasked with the implementation of Kinàmàgawin Indigenous initiatives.

Looking to the future, our School of Social Work will be hiring an Indigenous program co-ordinator to work with two local Indigenous communities to design relevant social work curricula that can be offered in partnership with those communities.

We are also planning a special recognition of Orange Shirt Day on Sept. 30, 2022. Social Work PhD student Deborah Young has collected 215 baby moccasin vamps to commemorate the discovery of 215 graves of children who died at the Kamloops Residential School in British Columbia. She has worked with a local artist to incorporate the vamps into an art display that will be unveiled on Orange Shirt Day this year.

Brenda O'Neill
Dean, Faculty of Public Affairs

{ FACULTY OF SCIENCE }

In collaboration with the Office of the Assistant Vice-President (Indigenous Research, Teaching and Learning), we have prepared two collaborative learning bundles that are targeted for science students. In our recent strategic planning exercise and in response to Call to Action 21, we have identified a goal that by 2025, every science student will engage with at least one Collaborative Indigenous Learning Bundle within their program. Ideas for implementing this goal include working with existing bundles in our revamped First Year Science Seminar and funding the development of new bundles. We are planning to financially support two more bundles this year.

Call to Action 22 seeks ways to develop courses and programs for specific Indigenous communities that can be accessed by students who wish to remain in their communities. We are investigating how we can leverage everything we have learned from our pivot to online/remote science education during the pandemic that could help us answer this call to action.

Earth Sciences in particular is interested (but there are opportunities in other units) in Call to Action 16 regarding including the expertise of Indigenous Knowledge Keepers in their research and teaching. Science is allotting budget for the compensation of these experts. We are currently doing an audit to confirm how many courses and research projects in our Faculty are currently engaged with (or are working on engaging with) Knowledge Keepers.

Our March Chairs and Directors meeting has been set aside for a planning session relating to Indigenous initiatives in the Faculty of Science. Among others, we will be discussing Calls to Action 19 (land-based learning opportunities) and 20 (pathways for Indigenous students in STEM).

In 2021, we created an Indigenous-specific tenure track position to support the integration of Indigenous knowledge systems into our faculty. We are currently working with a recruitment firm to fill this position.

Maria DeRosa
Dean, Faculty of Science

{ SPROTT SCHOOL OF BUSINESS }

The Sprott School of Business is committed to and made it a priority in their strategic plan (Vision 2025) to engage with Indigenous communities and to support Carleton's Kinàmàgawin Indigenous Reconciliation Strategy.

Sprott has created alternative pathways into the business school that will enable us to accept promising Indigenous students who may be weak on the more technical side of our requirements (i.e., math) and then provide additional course support to strengthen their skills and capabilities.

We recently announced the new Humphrey Laws Bursary, an endowment that provides two awards of $5,000 each to first year Indigenous students enrolled in the Sprott School of Business and renewed and extended the TE Wealth Scholarship to provide three awards of $1,000 per year for Indigenous students for the next 5 years. In partnership with EcoCanada, the Innovation Hub and Future Edge, Sprott has developed and launched a four-week Indigenous entrepreneurship leadership program designed for Indigenous entrepreneurs, professionals, students, and community members.

We are working with Indigenext and the Innovation Hub to raise funds to support an Indigenous incubator with programming for Indigenous students and community entrepreneurs and supported by an Indigenous Entrepreneur-in-Residence.

Sprott developed a cross-Faculty partnership (Sprott, TIM, Neuroscience, Environmental Sciences, Journalism/ Communications and Biology) that brings together Indigenous youth in three communities across Canada and students across those Faculties to co-deliver an Indigenous community/youth-led and co-generated/co-created digital, multimedia storytelling projects. We supported six students through the Mitacs BSI initiative to work with the Arctic Youth Network to build organizational resources and networks.

Finally, the Sprott School of Business is working to facilitate national and international Indigenous-led research initiatives through our MOU with Indigenous Works and as founding signatory to their Luminary Initiative. We have signed MOUs with the University of Melbourne's Dilin Duwa Centre for Indigenous Business Leadership and Massey University's Te Au Rangahau Maori Business Research Centre to collaborate on research, teaching, pedagogy and curriculum design and were recently awarded a Spencer Foundation Grant for a collaborative research project - Decolonizing Education: Challenging Racist and Colonial Practices in Post Secondary Graduate Business Programs.

Most recently, Samuel Ojo Oloruntoba, Institute of African Studies and Rick Colbourne were awarded a Mastercard Foundation Grant to develop a five-year research proposal - African Indigenous Youth: Sustainable careers, employment, and self-employment (entrepreneurship). All of this is in addition to SSHRC grants that feature community-based participatory action research initiatives co-generated / co-created and led by Indigenous communities and/or organizations to promote community socioeconomic health and well-being, sovereignty, self-determination and self-governance.

All of this work has been achieved by one Indigenous faculty member and is not sustainable over the long term without hiring additional Indigenous business faculty. In addition, the lack of Indigenous faculty at Sprott also results in a lack of Indigenous graduate and post-graduate students which could participate as research assistants in our community engagement and research initiatives. Additional Indigenous faculty would add new breadth and depth of Indigenous knowledge and knowing crucial for recruiting and growing the number of Indigenous students in the Sprott School of Business and to building out a wider range of Indigenous-led and mutually beneficial research initiatives that will contribute to socioeconomic health and well-being of Indigenous communities.

Dana Brown
Dean, Sprott School of Business

{ MACODRUM LIBRARY }

A priority of Carleton's MacOdrum Library is the hiring of an Indigenous services librarian. This librarian will lead key initiatives, such as the assessment and enhancement of the various collections of Indigenous literature, stories, language resources and visual arts, as well as the development and implementation of an Indigenous Student Internship Program. They will also contribute significantly to our exploration of opportunities that arise from integrating descriptive systems based on Indigenous knowledge organization into our cataloguing and metadata practices.

I believe that the creation of this new role positions the Carleton University Library as an active contributor to Carleton's commitment to Indigenous communities. Collectively, we are committed to growing and strengthening our capacity to support Indigenous learners and researchers and to ensuring that students graduating from Carleton University have an understanding of Indigenous Peoples, histories and world views.

We wish to make substantive process on this initial step forward; however, our progress has been slower than desired. Because of operational issues that have arisen from the pandemic, our focus has shifted temporarily from this work. In addition, past employment practices and policies have slowed the hiring process and thus our ability to acquire this much-needed Indigenous leadership in the Library.

As much as we wish to move ahead swiftly, we also understand that we need to proceed carefully and respectfully. We recognize that we will need to grow both the knowledge and understanding of our current leadership team as well as our capacity to build good relationships with both Indigenous and non-Indigenous groups outside the Carleton community. For example, we will need to work with Indigenous and non-Indigenous librarians who have needed expertise in descriptive systems.

As the University Librarian, I am aware that our team has a singular opportunity to effect real change in our institutional culture and how we are in relationship with Indigenous Peoples. This new role is only our first step towards achieving much needed transformation in library-based practices.

Amber Lannon
University Librarian, MacOdrum Library

{ CARLETON UNIVERSITY ART GALLERY }

Following the release of Kinàmàgawin in 2020, the Carleton University Art Gallery (CUAG) has carried out significant activities that respond directly to its calls to action.

In early 2022, CUAG hired Dani Printup (Algonquin / Onondaga) for the new continuing position of Indigenous Cultural Engagement Coordinator. We are so excited to work with Dani, who will focus on learning, outreach and relationship building activities grounded in the work of First Nations, Inuit and Métis artists.

CUAG provides emerging Indigenous cultural workers with professional development opportunities. In late 2021, we presented Nuvisi: Threading Our Beads at Qatiktalik, an exhibition curated by Krista Ulujuk Zawadski, a Carleton PhD candidate.

First Nations, Inuit and Métis artists are featured prominently and consistently in CUAG's exhibition, publication, educational and public programs. This has continued throughout the pandemic, both virtually and in person. The artists featured include Barry Ace, Elwood Jimmy, Caroline Monnet, Rosalie Favell, Katherine Takpannie, Craig Commanda, Dana Claxton and Taqralik Partridge.

In 2021, CUAG released Christi Belcourt, the first book on the internationally renowned Métis artist and activist. CUAG led the production of the bilingual (English and Anishinaabemowin) book, co-published with Thunder Bay Art Gallery and MacKenzie Art Gallery.

During the pandemic, CUAG shifted in-person pedagogical initiatives to virtual spaces. Dani Printup leads sessions about Indigenous contemporary art for Carleton classes across disciplines, grounded in Indigenous ways of knowing, seeing and being.

Other digital innovations include "To Be Continued: A Stonecroft Symposium Podcast," a 13-episode project produced by Cara Tierney and Anna Shah Hoque and featuring such artists as Howard Adler, Benny Michaud and Larissa Desrosiers.

In summer 2021, Dani Printup designed and delivered the Future Rivers Arts Incubator, an online series of five workshops linking Indigenous youth to renowned Indigenous arts professionals, providing entry points and pathways to future careers in the arts.

Sandra Dyck
Director, Carleton University Art Gallery

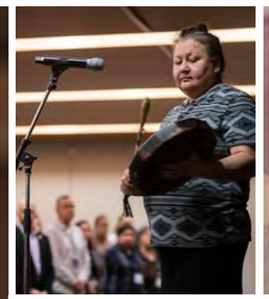
{ STUDENT BODY }

In 2017, I moved to Ottawa from my community of Garden River First Nation in Northern Ontario to attend Carleton and immediately fell in love with the university experience. In my first year, I was shy and stuck to my peers in residence or in my program, but was too nervous to participate in the Indigenous student services and programming offered at the Ojigkwanong Centre on campus. In my second year, I knew that I wanted to get more involved in Indigenous events and I started working at the Ojigkwanong Centre in a student position. By spending time in this supportive environment, I began to come out of my shell and meet other Indigenous students. I learned a lot about other communities and nations and broadened my worldview, which will always stay with me.

I met wonderful students of all ages. Some had families and some had found their family at the school. Beyond the lifelong connections I made, I have also experienced positive student supports even during a global pandemic. One of the best things that came from the Indigenous student supports offered by the Centre for Indigenous Support and Community Engagement was the opportunity to begin therapy with an Indigenous counsellor. Gaining supports designed by and for Indigenous individuals is integral to our success in school, comfort on campus, and overall wellbeing. I will always be grateful for this experience. Access to culturally relevant supports should be the standard as it has become at Carleton.

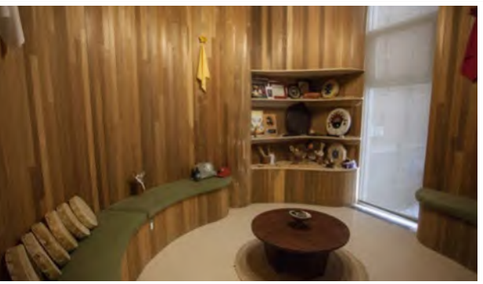
Shaylin Allison
Fourth year student, Humanities and Art History Major

“Access to culturally relevant supports should be the standard as it has become at Carleton.”



NIDAWEHIGEMIN KAYE NIGANAWENDÀNÀNÀN ISHKODE

CLEARING A PATH AND KEEPING THE FIRE



{ ENGAGING COMMUNITIES }

1 **We call for the development of an Indigenous Community Engagement Policy that would guide staff, faculty and students in the areas of recruitment, research and partnerships with Indigenous communities.**

- In 2020, the position of Algonquin Community Liaison Officer was established within the Centre for Indigenous Support and Community Engagement. This position is unique within Ontario and will support current and future relationships between Carleton and the Algonquin Anishinaabeg.

- In 2021, the Centre for Indigenous Support and Community Engagement partnered with the newly established Centre for Community Engagement to discuss the development of Carleton's Strategic Plan for Community Engagement, and the parallel creation of an Indigenous Community Engagement Policy. In early 2022, an Indigenous-led committee was established to begin this work with the intention of finalizing a collaboratively developed policy in 2023.

- In 2022, the Centre for Indigenous Initiatives was renamed the Centre for Indigenous Support and Community Engagement. This change articulates the critical role that community engagement has in relation to providing culturally responsive supports to Indigenous students, staff and faculty.

- To strengthen engagement within certain Indigenous communities, the Centre for Indigenous Support and Community Engagement established two additional advisory bodies. The Algonquin Advisory Council and the Inuit Advisory Council are comprised of community partners who provide direction on various Indigenous-specific initiatives. These tables work closely with the Indigenous Education Council that continues to provide critical guidance.

- Towards enhancing engagement with Indigenous peoples, various tables have been established within Faculties and departments, such as the Equity, Diversity and Inclusion Council in the Faculty of Engineering and Design.

2 We call for resources to continue fostering mutually respectful relationships with local school boards for the purpose of supporting the transition of Indigenous students from secondary school into postsecondary.

- Ensuring a healthy transition from high school to post-secondary education is part of Carleton's commitment to Indigenous communities. This can only be achieved through meaningful partnerships with local school boards. To this end, the Centre for Indigenous Support and Community Engagement maintains and nurtures relationships with the Ottawa-Carleton District School Board and the Ottawa Catholic School Board. The Algonquin Community Liaison Officer currently participates in monthly meetings of the Original Voices Youth Council, which is comprised of secondary school students from across the Ottawa-Carleton District School Board.

- Eight to 10 Indigenous Carleton students are employed each year through the High School Student Mentorship Program. These students mentor secondary school students and provide a direct connection to someone currently enrolled in an undergraduate program at Carleton. By offering guidance and sharing their experiences at Carleton, these students provide a safe and supportive environment where high school students can learn about pathways to post-secondary education. Carleton students provide mentorship at the Urban Aboriginal High School Program, Gloucester High School and Queen Elizabeth Elementary School.

- The Centre for Indigenous Support and Community Engagement launched the Indigenous Peer Mentorship Program in the fall of 2021. The program matches students in their first year at Carleton with upper year students to help connect them with appropriate supports. The program emphasizes ongoing skills development, open communication and a strong connection with Indigenous student supports.

- The Sprott School of Business has partnered with the Ottawa-Carleton District School Board to host Indigenous high school students from across the region. The intention is to diminish barriers for Indigenous students by promoting programs and scholarship opportunities.

3 We call for the development of a digital Indigenous hub where information on all Indigenous services, events and programs on campus can be easily accessed.

- In December 2021, a new website was established at carleton.ca/indigenous to house the websites for both the Centre for Indigenous Support and Community Engagements and the Office of the Assistant Vice-President (Indigenous Teaching, Learning and Research). The new landing page establishes a digital relationship between resources to promote ethical research with Indigenous peoples and services to support the wellbeing of Indigenous students, staff and faculty on campus.

4 We call for the development of communication resources to establish clear and consistent language for the university when writing about Indigenous peoples.

- During the Kinàmàgawin consultations, participants indicated the need for a communications resource that would support the use of respectful and consistent language when writing or speaking about Indigenous peoples. The Department of University Communications has since committed to the development of a resource that would reflect the diversity of Indigenous Peoples and support respectful communication as it pertains to Indigenous content. In January 2022, Indigenous media training was provided to the staff in the Department of University Communications and communications professionals across the university. This was the first training session in a series of professional development opportunities that are intended to support learning around Indigenous storytelling traditions and Indigenous philosophies related to caring for stories.

{ SUPPORTING INDIGENOUS STUDENTS }

5 We call for targeted fundraising towards the creation of additional Indigenous focused space on campus, and towards the consolidation of Indigenous services for students, staff and faculty.

- In 2020, Housing and Residence Life Services designated a new space to be converted into a medicine room for Indigenous students living in residence. This will be a place where students can smudge and access medicines at any time throughout the day or night. The medicine room will be available to students in September 2022.

- The university is planning a major capital investment for the new Sustainability Research Centre for the Faculty of Engineering and Design. During engagement sessions in 2021, it was determined that a space in this new building would be dedicated to showcase Indigenous engineering and design philosophies.

- The new Nicol Building and Innovation Hub were conceived to support experiential learning-based pedagogies. They feature rooms with non-hierarchical seating and facilitate collaboration and sharing. In addition, the lobby of the Nicol Building now features artwork in multiple locations to acknowledge Indigenous Peoples.

6 We call for the identification of a designated space for all Indigenous programs and services within the university, including, but not limited to, the Centre for Indigenous Initiatives, the Indigenous Enriched Support Program, the School of Indigenous and Canadian Studies, and the Indigenous Research Institute.

- Discussions are underway to designate Paterson Hall as the new home of the Centre for Indigenous Support and Community Engagement, the Office of the Assistant Vice-President (Indigenous Research, Teaching and Learning), the Ānako Indigenous Research Institute and the School of Indigenous and Canadian Studies. Currently scheduled for significant renovations in the summer of 2023, the building will be retrofitted and renovated to reflect the distinctive work that these offices advance. This building will serve as a hub for Indigenous students, and will nurture the interconnected nature of each of these offices. It will also feature a dedicated Indigenous teaching space. Paterson Hall was chosen in order to maintain connection with an Indigenous-focused Outdoor Learning Space slated to be constructed in 2023.

7 We call for the designation of appropriate spaces for ceremonies and cultural activities, managed by the Centre for Indigenous Initiatives, for the benefit of Indigenous students, faculty and staff.

- In 2020, Facilities Management and Planning worked with consultants and stakeholders to develop a refreshed Outdoor Space Master Plan for Carleton University. This regenerative campus design plan took great care to ensure that design elements reflected that Carleton is situated within the unceded and unsurrendered territory of the Algonquin Anishinaabeg.

- Through consultation and engagement sessions with Indigenous students, staff, faculty and community members, a plan was developed that identified the amphitheatre location outside of Paterson Hall as an ideal spot for redevelopment into an Indigenous outdoor learning space. Based on feedback provided by Indigenous teaching staff, learners and community members, it was decided that the current space will be transformed into a gathering space that includes an arbor, medicine garden, teaching lodge, and sacred fire. This space will be managed by the Centre for Indigenous Support and Community Engagement and will serve students by allowing them to participate in ceremony during their time on campus. The teaching lodge will accessible year round and will support the wellbeing of both students, staff and faculty by providing a space to connect to Spirit.

- In 2020, it was decided that land (which Carleton purchased in the 1950s) could serve to support incorporating Indigenous pedagogies into learning. The purchased land is approximately 300 acres and is located outside of what is now Manotick. Given the relatively close proximity to campus, it will serve as an excellent location for land-based learning initiatives and can support the building of seasonal sweat lodges. In 2022, an Indigenous Land Use Study will be completed to determine next steps.

8 We call for the collaborative development of a Circle of Care Protocol for Indigenous students in crisis by the Centre for Indigenous Initiatives, Health and Counseling Services, and the Office of Student Affairs.

- The COVID-19 pandemic impacted the offices identified in this call to action significantly over the course of the last two years. Not only was there a staggering increase in the number of students requiring support, the capacity of these offices was fluid as staff were impacted personally by the virus. Given this reality, there was an awareness that communication between these teams is critical to meet the mental health, medical and overall support needs of students. Accordingly, these offices have strengthened their relationships with one another and are currently engaged in process mapping. The various existing pathways to care are being examined to identify how to ensure more comprehensive support for Indigenous students who have complex needs.

- In 2020, the Centre for Indigenous Support and Community Engagement hired an Indigenous Cultural Counselor, who has provided critical feedback towards the enhancement of Carleton's Student Mental Health Framework in relation to culturally responsive supports.

9 We call for appropriate resources to be developed to support the needs of Indigenous students with young families.

- In September 2021, Carleton announced the establishment of a $2.5 million endowment supported by the Joyce Family Foundation. The university then announced it would match these funds with an additional $2.5 million. Part of these funds will be available in September 2022 and will be used to create a bursary program for Indigenous students who have young children.

- The Centre for Indigenous Support and Community Engagement is developing a resource for faculty and staff that outlines best practices in supporting Indigenous students with dependents.

{ IMPROVING INDIGENOUS EXPERIENCES AT CARLETON }

10 We call for the development of an Indigenous Recruitment Strategy to include admission policies that ensure seats for First Nation, Métis and Inuit students into competitive programs; including specific seats for Algonquin students from the communities of Kitigan Zibi Anishinabeg and Algonquins of Pikwakanagan First Nation.

- In 2022, the Undergraduate Recruitment Office created and filled the position of Indigenous Recruitment Officer. This position will lead the development of an Indigenous recruitment strategy and be critical in the development of recruitment resources.

- The Undergraduate Recruitment Office and the Faculty of Graduate and Postdoctoral Affairs are working jointly with the Centre for Indigenous Support and Community Engagement and the Office of the Assistant Vice-President (Indigenous Research, Teaching and Learning) to attract Indigenous students to undergraduate and graduate programs.

- The Office of the Assistant Vice-President (Indigenous Research, Teaching and Learning) is undertaking an assessment of competitive programs at Carleton, which will underpin future conversations in relation to reserved seats.

11 We call for the development of a Sustainability Strategy for the Indigenous Enriched Support Program in order to increase human resource and admissions capacity and to ensure regular program review.

- In July 2021, the Indigenous Enriched Support Program was transitioned from the Centre for Initiatives in Education to the Centre for Indigenous Support and Community Engagement to provide students with direct access to culturally responsive supports and services.

- In addition to an organizational structure change, the Indigenous Enriched Support Program underwent a program review and restructuring, which resulted in the development of two new support workshops.

- Carleton created and filled an Indigenous Enriched Support Program Specialist and Counselor position, an Indigenous-specific position that requires accreditation by the Canadian Counseling and Psychotherapy Association.

- The Office of Admissions 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.

- All application fees for the Indigenous Enriched Support Program have been discontinued to reduce barriers to entry.

12 We call for space and funding to hold at least one large university-wide Indigenous event per year in order to facilitate relationship building, learning and appreciation of Indigenous cultures and ways of knowing across the university.

- In 2021, the Office of the Provost and Vice-President (Academic) provided $25,000 in funding to ensure the continuation of the Kinàmàgawin Symposium. This annual event is intended to support the learning needs of students, staff, faculty at Carleton and is open to external community members.
- Hosted by the Centre for Indigenous Support and Community Engagement, the Kinàmàgawin Symposium is planned collaboratively with students who choose the annual theme. Since 2019, the symposium has provided a platform for dialogue on issues such as the appropriation of Indigenous identities by non-Indigenous people, the forced relocation of Inuit in the arctic and Indigenous approaches to wellness.

13 We call for specifically reserved housing for first-year undergraduate Indigenous students with priority given to those students coming from remote locations.

- The Office of Housing and Residence Life Services has committed to 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.
- Each September, the Office of Housing and Residence Life Services will designate two rooms for students who are in need of housing and are admitted to the Indigenous Enriched Support Program.
- Indigenous students who are facing housing insecurity and are in need of short-term shelter can access an emergency residence space.

14 We call for the establishment of a Carleton University Safety Relations Table in collaboration with the Centre for Indigenous Initiatives, Carleton Safety Services and the Department of Equity and Inclusive Communities.

- In January 2020, Campus Safety Services created and filled the position of Engagement and Inclusion Officer, a unique position that serves to support the building of mutual respect and trust between Carleton community members and safety officers. Since 2020, the Engagement and Inclusion Officer has participated in numerous Indigenous-led trainings to help raise awareness among fellow officers of the lived experiences of Indigenous students, staff and faculty.
- Campus Safety Services has established the Community Engagement Table in partnership with the Centre for Indigenous Support and Community Engagement and the Department of Equity and Inclusive Communities. The work of this committee will be guided by a commitment to understanding the impacts of settler-colonialism on Indigenous Peoples, as well as equity, diversity, inclusion, transparency and humility. A primary function of this table will be to enhance safety for people who experience marginalization on campus.

{ INDIGENOUS WAYS OF TEACHING AND LEARNING }

15 We call for a best practices review of co-teaching models with the goal of allowing for the inclusion of Indigenous doctoral students, Knowledge Keepers, language experts and those with lived experience in the teaching process.

- The knowledge of Indigenous Elders, fluent speakers of Indigenous languages, and those community members with particular lived experiences are increasingly being valued within academic institutions. At Carleton, these individuals are often invited into classrooms to share important insights and perspectives that non-Indigenous faculty cannot provide.
- The Office of the Assistant Vice-President (Indigenous Research, Teaching and Learning) is in the initial stages of reviewing best practices for co-teaching models. This review will provide direction for academic departments looking to partner with Indigenous community members who would bring immense knowledge into classrooms. In order to ensure Knowledge Keepers, Indigenous language experts, and other co-teaching partners are compensated appropriately, job descriptions will need to reflect and recognize Indigenous knowledge traditions as equivalent to western knowledge traditions. Funding will also need to be made available through departmental budgets for the inclusion of such co-teaching models.

16 We call for appropriate funding in each Faculty for the express purpose of compensating Indigenous Knowledge Keepers and community members who are providing expertise.

- In September 2021, Carleton committed $2.5 million for the express purpose of incorporating Indigenous knowledge traditions into curricula and supporting Indigenous students. A portion of these funds will be made available to compensate Knowledge Keepers, Indigenous language experts, and community members who have provided expertise in the form of classroom presentations, program development, or resource development. While honoraria are one method of compensation, many community members provide ongoing support for various programs and learning initiatives. In these instances, it is critical that appropriate funding be allocated within departments for short-term positions that identify expectations. This is to ensure that community members are not over-burdened and under-compensated.

17 We call for more teaching spaces with moveable furniture, available to be booked by faculty, staff and students, in order to better support various Indigenous teaching and learning models.

- Discussions are underway to designate Paterson Hall as the future home of the Centre for Indigenous Support and Community Engagement, and the Office of the Assistant Vice-President (Indigenous Research, Teaching and Learning). As part of the renovations, a unique teaching space will be created to provide students, staff and faculty with the opportunity to learn and teach in a culturally-specific setting.

- Carleton continues to enhance efforts to support Indigenous models of teaching and learning through efforts in space organization. This can be seen in the Nicol Building and the Innovation Hub, both of which were conceived of to support experiential learning-based pedagogies. Both spaces feature non-hierarchical rooms to facilitate collaboration, resource sharing and innovative teaching methods.

- Flexible room booking arrangements have been considered to allow Indigenous faculty the opportunity to teach in spaces conducive to Indigenous teaching and learning models.

18 We call for Indigenous language courses, with an emphasis on the Algonquin language and on Indigenous languages that are considered endangered; as well as for the removal of barriers to having community language experts teach these courses.

- For several years, the School of Linguistics and Applied Language Studies (SLaLS) has offered an Anishnaabemowin course for during the summer term. This introductory course includes reserved seats for Indigenous community members as well as Carleton students. In partnership with the School of Indigenous and Canadian Studies, SLaLS is working towards offering an Algonquin language course during the Fall and Winter term beginning in September 2023. Virtual options are being explored for Indigenous language instruction to allow speakers to remain in their home communities.

19 We call for opportunities for Indigenous students to participate in land-based learning.

- The School of Indigenous and Canadian Studies is offering an Indigenous Land-Based Learning course entitled "Land as Relation," which will provide students with the opportunity to learn about the Anishinaabe worldview and the critical element of interconnectivity.

- In 2022, the Centre for Indigenous Support and Community Engagement launched the Land-Based Wellness Program for Indigenous students. Indigenous therapists facilitate land-based learning retreats focused on Indigenous approaches to wellness. This program complements existing culturally responsive wellness supports.

- In 2021, the Centre for Indigenous Support and Community Engagement partnered with Nunavut Arctic College to begin developing the Nunavut Arctic College Exchange Program. This exchange will bring Arctic College students in their final year to Carleton to learn about programs and services. Each academic year, four to six Inuit students at Carleton will have the opportunity to participate in an on-the-land intensive course in Nunavut.

- Carleton currently owns approximately 300 acres of land near Manotick, Ont. It has recently been identified as the potential site of a future lodge that could support the wellness needs of Indigenous students, staff and faculty. An Indigenous Land Use Study is scheduled to be completed in 2023.

20 We call for the creation of specifically designed pathways for Indigenous students in science, technology, engineering, architecture, mathematics and linguistics.

- As Indigenous knowledge systems are integrated into the disciplines of science, technology, engineering, the arts and mathematics (STEAM) and linguistics, there is an increasing desire for appropriate resources. To this end, learning modules focused on Indigenous science have been created through the Collaborative Indigenous Learning Bundle initiative. These bundles are intended to support the learning of students and faculty, while also serving as the foundation through which a cultural shift can occur within these disciplines.

- The Faculty of Engineering and Design offers nationally recognized technology and engineering programs for youth through the not-for-profit organization Virtual Ventures. Programs are designed to support the learning needs of students from kindergarten to grade 12 and seeks to instill interest in science, technology, engineering and mathematics (STEM) at a young age. Each year, Indigenous facilitators are hired to integrate Indigenous scientific traditions into the curricula.

- The Garay Family Award for Indigenous Students in Science is intended to reduce the financial burden of post-secondary education. Awarded to an outstanding Indigenous student who demonstrates financial need, this award can be continued for three subsequent years of full-time enrollment.

21 We call for the development of appropriate measures to ensure that every student graduating from Carleton University achieves basic learning outcomes with regards to Indigenous history and culture.

- The Collaborative Indigenous Learning Bundles were developed to integrate Indigenous knowledge into various areas of study. Each bundle includes a lesson from an Indigenous expert, followed by an audio or video interview with an Indigenous knowledge keeper. The bundles are both a resource for instructors and a learning tool for students. They provide the theoretical basis for understanding Indigenous history and politics in Canada. There are currently 18 bundles available through Teaching and Learning Services with varying topics, including but not limited to: Decolonization is for Everyone, Indigenous-Canada Relations, and Engaging with Indigenous Communities, Indigenous Law and Conceptions of Human Rights.

- The Kinàmàgawin Indigenous Learning Certificate is an interactive workshop series offered through the Centre for Indigenous Support and Community Engagement. Launched in September 2021, this certificate is open to students, staff and faculty, and covers topics such as Anti-Indigenous Racism in Canada; Institutional Anti-Indigenous Racism and Education; Indigenous Student Experiences; and Practicing Allyship and Righting Relations.

- In 2023, the School of Indigenous and Canadian Studies will launch four new courses, including Anishinaabe Studies, Haudenosaunee Studies, Michif Studies and Inuit Studies.

22 We call for the development of courses and programs for specific Indigenous communities that can be accessed by students who wish to remain in their communities.

- Due to the ongoing COVID-19 pandemic, universities have been able to offer distance learning in ways that had not been previously explored. As a result, many courses are now accessible to students in remote communities that otherwise would not have been. This has led to a re-imagining of what is possible in relation to virtual learning.

- The School of Social Work is partnering with the communities of Kitigan Zibi and Akwesasne to begin offering programming in each community. This will allow students who have families or who play important roles within their communities to obtain a social work degree without leaving their support systems.

{ MAKING ROOM IN THE CULTURE, SYSTEMS AND STRUCTURE OF ACADEMIA }

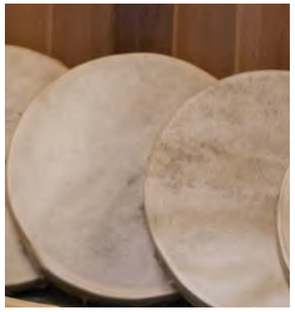
23 **We call for the rapid implementation of the structural changes necessary for the consolidation of all Indigenous initiatives through the establishment of a separate office for the Centre for Indigenous Initiatives, and through the creation of the appropriate senior administrative positions: for example, a Director for the Centre of Indigenous Initiatives and an Assistant Vice-President of Indigenous Initiatives.**

- In July 2020 the Office of the Assistant Vice-President (Indigenous Research, Teaching and Learning) and the Centre for Indigenous Support and Community Engagement were established to support Indigenous students and further the integration of Indigenous knowledge into curricula.

- The position of Assistant Vice-President of Indigenous Research, Teaching and Learning was created to support the implementation of the Kinàmàgawin Strategy and Indigenous knowledge integration.

- The position of Director, Centre for Indigenous Support and Community Engagement was created to lead the centre's team and operations.

- In 2022, a new temporary space was designated in the Carleton Technology and Training Centre to house both offices until the future renovation of Paterson Hall is completed.



24 **We call for further enhancing the visibility of Indigenous peoples, cultures and ways of knowing on campus: for example, the inclusion of Indigenous members of the Carleton community in art purchases, building renovations, the naming of buildings, building construction and landscaping.**

- In 2021, Carleton launched the New Names for New Times Initiative with the intention of renaming certain buildings on campus to better reflect the diversity of the campus community. In unison with this initiative, the Algonquin and Inuit Advisory Councils were established to provide guidance in renaming the University Centre and Robertson Hall buildings. Through engagement with Elders and community members, the buildings are scheduled to be renamed in 2023.

- As the university continues to develop and redefine spaces on campus, the Indigenous community has been engaged in numerous processes relating to the Outdoor Space Master Plan. One aspect of this plan is the redevelopment of the outdoor amphitheatre space near Paterson Hall into an Indigenous-focused teaching and learning space. This will include a location for sacred fires, gathering space, medicine gardens and a teaching lodge that will be managed by the Centre for Indigenous Support and Community Engagement.

- The eventual renovation of Paterson Hall will include comprehensive engagement with Indigenous students, staff and faculty as it will be the future location of Indigenous-focused offices on campus.

- Facilities Management and Planning is working with the Centre for Indigenous Support and Community Engagement on ongoing development projects, such as the Sustainability and Research Centre, the Wellness Hub and the Bronson entrance renovations.

- The new Nicol Building prominently features works by First Nations, Métis and Inuit artists from across Canada, among others who were chosen to ensure that all our spaces are inclusive, welcoming and open to all.

25 **We call for professional development and educational opportunities for faculty, staff and administration towards obtaining core competencies in Indigenous and Canadian histories and experiences.**

- In addition to the Kinàmàgawin Indigenous Learning Certificate, the Centre for Indigenous Support and Community Engagement provides Indigenous Awareness Training through the Student Support Certificate offered by the Office of the Vice-President (Students and Enrolment).

- In 2021, Carleton created and filled the position of Indigenous Curricula Specialist, which works closely with the Equity, Diversity and inclusion Learning Specialist in the Department of Equity and Inclusive Communities to create resources, provide weekly office hours for instructors, review curricula and offer student and faculty mediation.

- A Racism and Mental Health Speaker Series has been offered since 2021 by the Department of Equity and Inclusive Communities, the Office of Quality Initiatives, and the Centre for Indigenous Support and Community Engagement. This series has featured speakers who examine the impact of experiencing racism and maintaining wellbeing.

- In collaboration with the Office of the Provost and Vice-President (Academic) and the Centre for Indigenous Support and Community Engagement, the Department of University Communications has developed communication plans for Indigenous days of significance throughout the calendar year. These plans promote and communicate contextual information to support these public acknowledgements.

26 We call for close collaboration between the university and the Indigenous Education Council (IEC) towards better defining the relationship and mutual responsibilities pertaining to decision-making on Indigenous matters within the university.

- Since the original Kinàmàgawin strategy was released, the Indigenous Education Council has undergone significant restructuring. The membership has been reviewed and the Terms of Reference are currently being updated and will be adopted in 2023.
- To strengthen the impact of postsecondary Indigenous Education Councils in Ottawa, a coalition Indigenous Education Council has been formed by councils at the University of Ottawa, Carleton University and Algonquin College. This is to ensure community guidance and direction are coordinated and provide a city-wide perspective on various initiatives, programs and policies.

27 We call for Indigenous representation, with full voting rights, on both the Board of Governors and the Senate.

- The Board of Governors has had Indigenous representation for several years and is aiming to appoint a new Indigenous Board member in the summer of 2023. The Senate Academic Governance Committee is undertaking a review of Indigenous representation within the overall context of Senate membership. This will occur with the express intention of increasing Indigenous involvement in Senate business.

28 We call for the revision of the Traditional Medicine Use Policy based on the Ontario Human Rights Code for the purpose of supporting Indigenous students, staff and faculty.

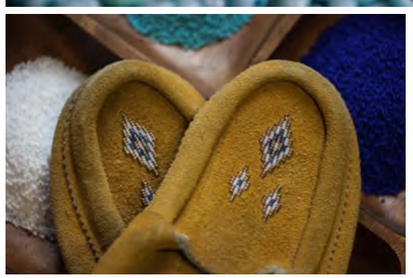
- The Traditional Medicine Use Policy is currently under revision to ensure that it aligns with the Ontario Human Rights Code.
- In partnership with Facilities Management and Planning and the Office of Risk Management, the Centre for Indigenous Support and Community Engagement is working to identify units in buildings on campus that can become "smudge friendly" places. This would allow Indigenous students, staff and faculty to use medicines when necessary and without the need to provide advance notice. Universal signage is being developed to acknowledge these spaces.

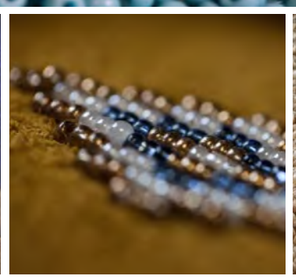
29 We call on the Convocation Working Group to ensure that appropriate Indigenous cultural protocols are included in convocation ceremonies.

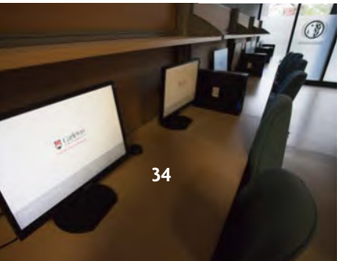
- In 2022, the Centre for Indigenous Support and Community Engagement was gifted a ceremonial eagle staff to be present at, and carried by, Indigenous students at convocation ceremonies. The staff was feasted and will be cared for according to specific protocols that will ensure it can support students well into the future.
- An Indigenous attire policy has been developed to support Indigenous students who wish to wear traditional Indigenous attire to Convocation ceremonies in lieu of the formal black gown.
- The Academic and Cultural Program Officer is a member of the Convocation Working Group and provides guidance on the incorporation of Indigenous traditions into the Convocation ceremony. In addition, they support the Working Group in learning about and adhering to cultural protocols in relation to honorary degree recipients, engaging Indigenous Elders and working with community members.
- For several years, Carleton has hosted a First Nations big drum group as part of all Convocation ceremonies. This group is present to sing honour songs for all students who have recently completed their post-secondary degree. Each ceremony also begins with opening remarks from an Algonquin Elder as part of acknowledging Algonquin territory.

30 We call on Carleton University to incorporate environmental sustainability as a fundamental institutional value to guide its current operations and future development.

- In 2020, Carleton released *Strive for Sustainability: A Comprehensive Sustainability Plan*. This five-year plan acknowledges the responsibility that Carleton has as Canada's second most environmentally sustainable university as ranked by the UI Green Metric Sustainability Ranking.
- Carleton is currently investing in a new Sustainability and Research Centre that will house the Faculty of Engineering and Design. This facility will feature innovative technology that will support sustainability research and instill a sense of collective responsibility for the environment among future students.
- To demonstrate Carleton's commitment to sustainability, the university recently became a signatory to the Principles for Responsible Investment. Carleton has also updated its responsible investment policies for the endowment and non-endowed operating funds and committed to not hold any direct fossil fuel investments for these two funds.







{ ENHANCING RESEARCH AND INNOVATION }

31 We call for the establishment of an Institute for Indigenous Research with the intent of continuing, consolidating and further promoting innovative and collaborative research pertaining to Indigenous peoples, communities and nations.

- In 2022, the Office of the Assistant Vice-President (Indigenous Research, Teaching and Learning) established the Ānako Indigenous Research Institute, which brings together researchers, students and Indigenous communities to foster dialogue and understanding of ethical, balanced and respectful research with Indigenous peoples and in Indigenous territories. The institute supports emerging and established scholars in their development of Indigenous-focused research projects, methodologies and ethics. It also fosters partnerships with local Indigenous communities to identify appropriate research projects.
- The position of Research Facilitator has been developed and filled for the Ānako Indigenous Research Institute. This position will support partnerships, events and administration.
- In its inaugural year of operation, the Ānako Institute welcomed its first Indigenous visiting scholar. Each year, a new visiting scholar will teach at Carleton and work with students, staff and faculty to promote Indigenous knowledge in research.

32 We call for the development of a policy that would allow for Indigenous Knowledge Keepers to advise and sit on thesis committees when appropriate.

- The Faculty of Graduate and Postdoctoral Affairs (FGPA) has revised supervision policies to allow Knowledge Keepers who do not have doctoral degrees to sit on graduate thesis committees and advisory boards. In 2023, FGPA will work with the Office of the Assistant Vice-President (Indigenous Research, Teaching and Learning) to develop a process to accommodate these revised policies. FGPA is also using this initiative towards the broader goal of redefining what constitutes a dissertation.

33 We call for the continuous increase of the number of Indigenous employees at Carleton, supported by the development of Indigenous hiring policies for Indigenous specific faculty and staff positions.

- Towards the development of an Indigenous Hiring Policy for Indigenous-specific faculty positions, Carleton has established an external advisory table of Indigenous legal experts. These experts are working with university leadership to plan a series of consultations with Indigenous students, staff and faculty in April 2022. The Indigenous Education Council has created a working draft policy that will be used to inform these conversations and may serve as the basis for the final hiring policy.
- The Office of the Assistant Vice-President (Indigenous Research, Teaching and Learning) and the Centre for Indigenous Support and Community Engagement have worked with hiring committees to provide best practices in interviewing for Indigenous-specific positions.
- Carleton has committed to hiring five Indigenous faculty members by 2023 in addition to 10 Indigenous-specific faculty positions created in 2020.
- The Centre for Indigenous Support and Community Engagement has hired two additional Indigenous-specific positions and currently employs 15 Indigenous students.

34 We call for the enhancement of MacOdrum Library's collection of Indigenous literature, stories, language resources and visual arts, following a review of the current Indigenous collection.

- Carleton has committed to the creation of a new Indigenous-specific librarian position that would support research and cataloguing.
- As well as being engaged in a national conversation around decolonizing meta data, MacOdrum Library staff are in the process of adopting a descriptive system based on Indigenous knowledge organization.
- The library is currently working towards enhancing its collection of Indigenous literature, stories, language resources and visual arts, having recently completed a review of the current collection.
- Beginning in 2023, the library will launch an Indigenous student internship program aimed at increasing interest among students in library studies.

35 We call for the creation of an Indigenous Faculty Council.

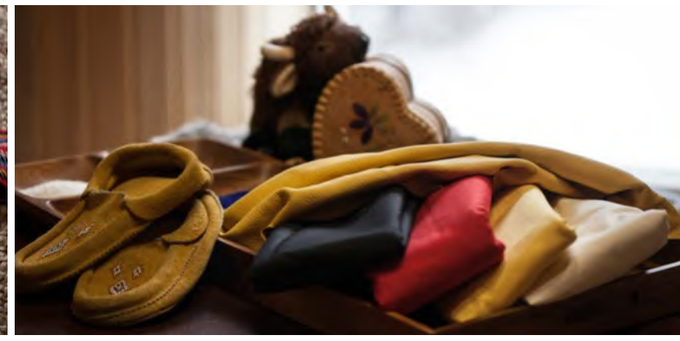
- In 2022, a Carleton University Indigenous Faculty Council was established by the Office of the Assistant Vice-President (Indigenous Research, Teaching and Learning). Congruent with Indigenous worldviews that emphasize shared responsibilities and equitable opportunities for all community members to contribute to decision-making, the Indigenous Faculty Council is inclusive of Indigenous contract instructors. The council holds regular meetings to nurture meaningful relationships within the Indigenous teaching community at Carleton, consult on relevant issues, and to establish a collective presence.

36 We call for the creation of additional Research Chair positions to further advance Indigenous research, knowledge translation and community-building.

- The Office of the Assistant Vice-President (Indigenous Research, Teaching and Learning) is working with the Department of University Advancement to acquire endowed funds for the purpose of creating additional Research Chair positions.

37 We call for the establishment of an Indigenous Research Ethics Board with the purpose of ensuring that research conducted by Carleton faculty, students and staff take Indigenous governance, legal and cultural protocols into account.

- In 2021, initial work began on the eventual establishment of an Indigenous Research Ethics Board, which will be comprised of various Indigenous faculty based on their specific areas of expertise. There will be Indigenous representation who will sit on the Carleton University Research Ethics Board and will serve as a liaison between these two important tables. The Indigenous Research Ethics Board will ensure that ethical research practices and cultural protocols are being adhered to by students, staff and faculty.



{ MEASURING OUR SUCCESS }

38 We call for the performance evaluation of senior administrators to explicitly take into account Carleton University's mandate around Indigenous Initiatives and reconciliation.

- As an ongoing process, every senior administrator is evaluated in relation to how well they are implementing directives from Carleton's Strategic Integrated Plan and provided guidance and feedback by senior Indigenous administrators. This plan incorporates the Calls to Action in the Kinàmàgawin strategy.

39 We call for annual reporting on the recruitment, retention and graduation of Indigenous students.

- In 2021 Carleton formed a table to develop a university-wide survey intended to gather disaggregated demographic data to better serve our campus community. This survey is in the final stages of development and will be disseminated in September 2023.
- In 2020, the Office of Institutional Research and Planning created an Indigenous student success report that is shared with the Office of the Assistant Vice-President (Indigenous Research, Teaching and Learning) and the Centre for Indigenous Support and Community Engagement.

40 We call on each Faculty and each support unit on campus to develop their own strategies to support these 41 Calls to Action.

- Since the initial release of the Kinàmàgawin strategy, Faculties and professional services departments have been making great strides in relation to fulfilling the 41 Calls to Action. Each year there will be an opportunity presented for Deans, Directors and Chairs to highlight achievements and model various paths forward.
- The Faculty of Arts and Social Sciences has established a Kinàmàgawin committee to undertake the implementation of certain calls to action.
- The Sprott School of Business has developed a Sustainability and Responsible Management Plan that includes a focus on environment, social impact and ethical management.

41 We call for a formal annual report on the progress made towards fulfilling the Carleton University Strategic Indigenous Initiatives Committee's Calls to Action.

- When Kinàmàgawin was first released in May 2020, the COVID-19 pandemic had just begun. Despite a commitment to have the first annual progress report provided in 2021, the pivot towards providing increased support services to students, staff and faculty did not allow for this. Moving forward, there will be annual reporting on each Call to Action and opportunities for further engagement in relation to Indigenous research, teaching and learning.

NÌGÀN NIDIJÌ MÀDJÌSHKÀMIN NIBWÀKÀYÀNG

MOVING FORWARD WITH HUMILITY

When the work began towards developing the Kinàmàgawin strategy in 2018, it was acknowledged that institutional humility would be critical in creating a respectful path forward. Through practicing humility, it was acknowledged early on that the work that it was necessary to frame the work that was about to be undertaken within the context of settler-colonialism. This framing recognized that existing relationships have been inextricably influenced by the use of educational institutions as a tool to eliminate Indigenous peoples by Canada. It was acknowledged that there needed to be a departure from distinctly Canadian approaches to education.

This departure from colonial pedagogies and shift in Western intellectual traditions requires courage on the part of members of the university community. It requires a shift in institutional culture and current leadership approaches, which will undoubtedly cause discomfort for some. The status quo has perpetuated the mission of colonizing Indigenous peoples in Canada and must be disrupted to allow for institutional growth and true conciliation. Decisions will need to be made that protect and promote Indigenous knowledge traditions and this will require a great deal of humility.

> *“Building upon the foundation of truth ensures that Carleton will continue to move forward with humility.”*

There is already momentum that has been gained through the numerous initiatives being undertaken by faculty, staff and students across campus. There are actions being taken by Faculties, professional services offices, and the greater student collective. Building upon the foundation of truth ensures that Carleton will continue to move forward with humility. And that will benefit students, staff and faculty long into the future.

Carleton University

Centre for
Indigenous Support
and Community Engagement

carleton.ca/indigenous

Student Mental Health Framework

2022-2026

Carleton University

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Acknowledgements

The Student Mental Health Framework 2022-2026 emerged from the need to evolve our previous Framework, review our programs and services, consider new trends and best practices, and collaborate with the community to develop a more holistic approach to student mental health and wellness. We would like to acknowledge the work and support of the Student Mental Health Advisory Committee in the development and ongoing implementation of this Framework.

We would also like to acknowledge the members of the Carleton community and our external partners for engaging in the consultation process of this Framework, and for providing continuous feedback as we continue to strive for wellness on campus. During the consultation process, feedback was collected through closed meetings, guided group information and feedback sessions, online feedback forms, and email submissions. The input and feedback have provided us with critical perspectives and ideas for the development of this Framework. We wish to thank the Office of Quality Initiatives for facilitating the many feedback and information sessions throughout the consultation process. The development of this Framework has benefitted immensely from the input and shared knowledge of students, faculty, staff, and external community partners to create a guiding document that represents the voices of our diverse communities.

Algonquin Territory Acknowledgement

Carleton University acknowledges the location of its campus upon the traditional, unceded territories of the Algonquin Anishinabeg nation. We recognize that the Student Mental Health Framework 2022-2026 must reflect the values of the Algonquin people. Accordingly, we must strive to further strengthen relationships between Carleton and the Algonquin communities, and endeavour to accelerate the inclusion of Indigenous perspectives, ways of teaching and healing, and knowledge in our campus practices.

Student Mental Health and Wellness: Starting from Strength

Carleton University is a dynamic, diverse, and innovative university with over 31,000 undergraduate and graduate students and approximately 5,300 faculty and staff. We remain committed to creating a culture where the mental health and wellness of our students is prioritized. Since the first Framework was launched in 2009, Carleton has been striving for continuous improvement, which led to the development and launch of the Student Mental Health Framework (SMHF) 2.0 in October 2016. The SMHF 2.0 had the goal of building a holistic, campus-wide approach to mental health and well-being. Since its launch, students, staff, and faculty have been working collaboratively to implement the 38 recommendations under six areas of focus, which were all addressed or implemented as of the fall 2021 term. This section provides a summary of the key accomplishments achieved under SMHF 2.0, which enables us to start the revised Framework from a place of strength.

Enhancing Mental Health Support

Diversifying and increasing access to mental health support was a key objective of the SMHF 2.0. Since fall 2018, Carleton University undergraduate students have been able to access Empower Me, a 24/7 off-campus professional mental health service that aims to contribute to a resilient student community. As part of our response to the COVID-19 pandemic, we also partnered with International SOS' 24/7 Emotional Support service in 2020. This service allows students studying outside of Canada to connect with mental health professionals and counselling services in over 60 languages to support their mental, emotional, and physical wellness.

To help meet the mental health needs of our students, the Health and Counselling Services team grew from six counsellors to 12 full-time counsellors and two part-time counsellors. This 133% increase in counselling services includes the addition of a same-day intake triage counsellor in 2020 and a crisis counsellor for all clients reaching out to counselling services. These two new counsellors assist students in quickly connecting with the counselling services and resources that best fit their mental health needs and has enabled the university to provide same-day counselling services to students in crisis. We also have several specialized counsellors providing mental health services for our diverse student communities, including 2SLGBTQ+, trans and non-binary, racialized, Indigenous, graduate, international, and residence students. Health and Counselling Services has also partnered with The Royal to increase psychiatric assessments, reducing the wait times for students accessing psychiatric care.

In the spring of 2018, a second KORU Mindfulness teacher was trained to provide students with mindfulness and meditation sessions to decrease stress and support resiliency development and satisfaction in life. The Care and Support team in the Office of Student Affairs also grew by 200% — enabling staff to connect with more students for individualized support with resource navigation.

Increasing Awareness, Training, and Education

We have continued to produce and update various support documents and resources for members of our community, including *Supporting Students in Distress*, to assist faculty and staff in recognizing when a student is in distress and how to respond effectively; *Collaborative Resources for Mental Health and Well-being*, to assist in matching students to the appropriate level of support based on their specific needs; and *Supporting a Friend*, designed by students to help them support friends who may be in distress.

In addition, Supporting Students in Distress training sessions were offered regularly to staff, faculty, and student leaders. Supporting a Friend workshops were also offered, with the development and delivery of these sessions being overseen by students. We have continued to offer suicide prevention skills training through safeTALK and LivingWorks Start as part of student leader and peer mentor training schedules, as well as to all faculty and staff.

The Umbrella Project, Carleton's Harm Reduction Strategy, was implemented to reduce stigma and promote safer substance use through education, outreach, and support. Since 2019, Carleton has distributed 300 Naloxone Training Kits and has offered more than 70 sessions of All People All Pathways to Carleton community members, a peer support group facilitated by individuals with lived or living experience with substance use and addiction.

Building Thriving Communities

The Student Mental Health Student Engagement Committee was formed in fall 2017 to create engagement opportunities and to foster conversations on mental health and wellness on campus for students and by students. This included continuous improvements to student wellness programming and experiential learning through promotional campaigns and events. In the fall 2018 term, we launched the Carleton Therapy Dog program, the first of its kind in Canada, where faculty and staff had their personal dogs trained to be Carleton Therapy Dogs, providing comfort and support to students and helping to build thriving communities.

Student Mental Health Framework 2022-2026

We are committed to further evolving our Student Mental Health Framework to highlight a more holistic approach to student mental health and wellness by further incorporating spirituality, substance use health, Indigenous ways of healing, cyberbullying prevention, and pedagogy in addition to our already extensive programming and expanded counselling support.

The development of this Framework was influenced by the complexity of global challenges that were present at the time of its creation. Notably, the COVID-19 pandemic has had significant impacts on the mental health and wellness of all members of our community. We know there will be many more challenges on the road ahead but are confident that this Framework will guide us in supporting our students as we transition back to in-person classes, support services, and social engagements. Ensuring that equity, diversity, inclusion, accessibility, and Indigenous perspectives are woven into the fabric of this document and any related work plans remains a priority. We know there is still much work to be done, and we are committed to ensuring that the implementation of the recommendations in this Framework aligns with these values and takes an intersectional approach to mental health and wellness for all members of our community.

Aspiration Statement

We will strive for wellness by proactively promoting a 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.

Guiding Values

Collaboration:
We engage students, staff, faculty, and external community partners to facilitate and support the sharing of knowledge, experience, and expertise to develop innovative and effective programs and practices.

Holistic Environment:
We recognize that mental health and wellness exist on a continuum and are influenced by many sociocultural factors present in the learning environment and community. We will support a variety of complementary strategies to enhance mental health and substance use health, wellness, coping skills, and resilience at all levels of the institution to create an environment where all students can thrive.

Accessibility, Equity, and Inclusion:
We believe that in order to provide a healthy and supportive environment, we need to understand our students' unique needs and ensure our services are accessible, inclusive, and respectful of all cultures and identities.

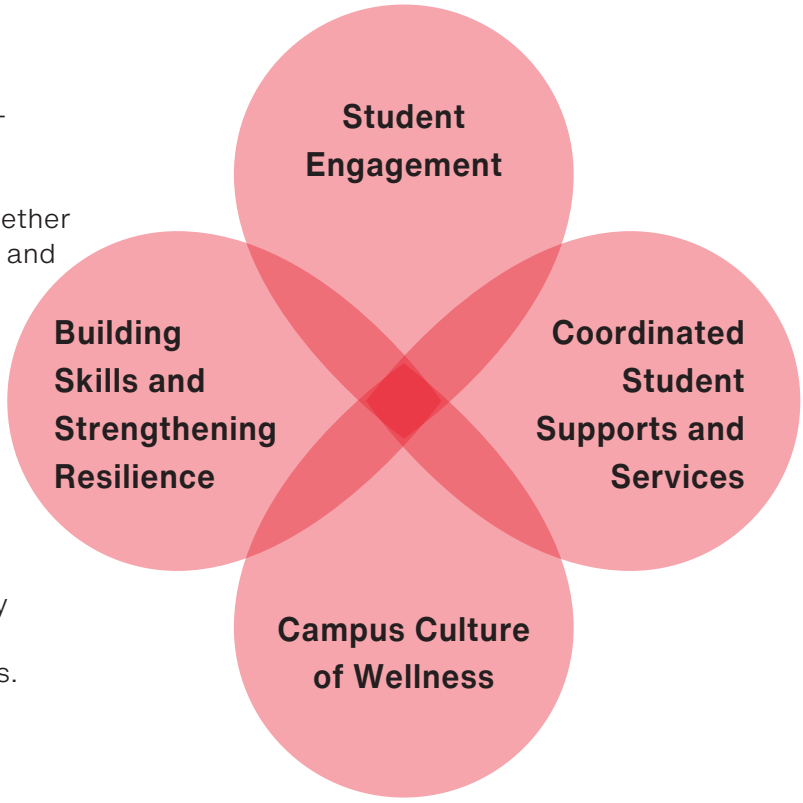
Continuous Improvement:
We strive to create a culture of continuous improvement, recognizing the need for continued evaluation of programs, services, and initiatives, and for the implementation of emerging best practices as they become available.

Areas of Focus:
Objectives and Recommendations

Four Areas of Focus

The Student Mental Health Framework 2022-2026 outlines four areas of focus comprising **12 objectives** and **30 recommendations**. Each area of focus is interdependent and together help to support overall student mental health and wellness at Carleton.

These **four areas of focus** have evolved from the original six identified in the Student Mental Health Framework 2.0. This updated and streamlined approach reflects our ongoing focus and commitment to thrive in each of these overlapping areas over the next four years. We will continue to seek feedback from the university community and strive for equity, diversity, and inclusion in all of our services, programs, and initiatives.



Student Engagement

Objectives

- Recognize and support student engagement opportunities across our diverse university environment with a focus on student involvement, mental health and wellness, and inclusivity.
- Increase opportunities for student engagement and feedback in mental health and wellness initiatives, services, programs, and associated policies.

Recommendations

- Increase student involvement in the implementation of all areas of focus in this Framework through developing and strengthening partnerships with students, staff, and faculty.
- Further develop partnerships with student-led groups and support their innovative ideas and initiatives that promote a holistic approach to mental health and wellness.
- Continue to support and engage the Student Mental Health Student Engagement Committee in developing and implementing student-led initiatives.
- Leverage the results of existing student surveys and explore the implementation of additional surveys to better capture and improve the overall health and wellness of our students.
- Develop and implement assessment and evaluation tools for existing programs and services to ensure they are meeting students' needs.
- Assess opportunities to engage graduate-level student expertise in researching and evaluating mental health and wellness initiatives on campus.

Building Skills and Strengthening Resilience

Objectives

- Enhance collaboration with internal and external stakeholders to support anti-stigma programming and campaigns, and continue to work towards increasing all aspects of mental health and wellness awareness.
- Encourage personal growth through opportunities to develop self-awareness and the acquisition of effective coping skills to strengthen resiliency.
- Develop specific strategies and frameworks to support holistic and proactive approaches to mental health and wellness.

Recommendations

- Update the wellness website to provide access to comprehensive information on mental health and wellness to students, staff, faculty, and parents, including building resilience and coping skills, substance use health, and streamlining resource navigation.
- Provide regular training using an intersectional approach to enable students, staff, and faculty to assist students in a way that is respectful of culture and identities, and which reflects the diversity of Carleton community members.
- Enhance online modules, workshops, and programming using an intersectional approach that introduces students to the concepts of overall wellness and thriving within the university environment, with a particular focus on key areas like nutrition, physical health, finances, living on your own, loneliness, and isolation.
- Develop programming and initiatives to provide students with opportunities and resources that will help them to recognize personal strengths, develop coping skills, and build resilience.
- Enhance training, events, and knowledge sharing of mental health and wellness services to contribute to overall student wellness, with a particular focus on encouraging health-seeking behaviours.
- Develop and implement training, education, and resources to reduce harms in different online environments, such as social media.
- Support the development and implementation of a substance use health and harm reduction strategy that is focused on support, resources, education, and partnerships.

Coordinated Student Supports and Services

Objectives

- Increase knowledge and ease of navigation of existing campus resources, programs, and services for mental health and wellness that are available to students.
- Build capacity to ensure the provision of effective and interconnected campus mental health and wellness services to ensure optimal responsiveness and ease of access.
- Further develop effective partner relationships between Carleton mental health-related services, provincial and municipal resource networks, and community partners, and maintain effective liaison and referral protocols in partnership with external mental health resources.

Recommendations

- Update related documents that outline student services and programs, and align with a streamlined “Stepped Approach” depending on need for the range of mental health and wellness services available at Carleton.
- Update and regularly provide referral training for faculty, staff, and students in key roles, including providing template responses when referring students to additional supports that takes into consideration the individual and cultural needs of our diverse student body.
- Integrate faith-based and spirituality resources and approaches as an integral component for supporting mental health and wellness.
- Assess and respond to student demand and need for additional counselling services using an equity, diversity, inclusion, and accessibility lens.
- Review the delivery structure of student mental health and wellness services at Carleton to respond to student mental health and wellness challenges in a coordinated way, while simultaneously addressing cultural barriers to service use.
- Continue to promote the Care Report to the entire campus community and encourage its use to flag indicators of concern so that our community can respond in the most appropriate way.
- Maintain and foster new collaborative partnerships with community partners that allow for better student access to community-based mental health services, including working with hospitals on coordinated discharge processes, and liaising with off-campus services for after-hours care.

Campus Culture of Wellness

Objectives

- Increase awareness of signs of mental health distress, crisis, and suicidality; and enhance the appropriate coordinated responses and resources for referral.
- Strengthen institutional awareness of the impact of policies and practices that may create unintended stress for our students.
- Cultivate awareness of the importance of student mental health promotion and integration at all levels of the university, with a renewed commitment to continuous improvement and a particular emphasis on equity, diversity, inclusion, and accessibility.
- Work collaboratively with faculty to establish a community of practice for integrating mental health and wellness into the curriculum and in the classroom.

Recommendations

- Enhance the availability of training that is culturally aware and sensitive for faculty, staff, and student leaders to support students in crisis.
- Develop a university postvention strategy to reduce suicide risk and promote healing after a death by suicide.
- Ensure collaboration with the employee mental health strategy and Healthy Workplace Strategic Plan, so as to have faculty and staff well supported as they support students.
- Sign and implement the Okanagan Charter, committing to its calls to action to embed health into all aspects of campus culture and to lead health promotion action and collaboration.
- Ensure continued collaboration with Carleton's many documents, frameworks, and strategies, including, but not limited to, the Coordinated Accessibility Strategy, the Equity, Diversity, and Inclusion Action Plan, Honouring Each Other, and Kinàmàgawin.
- In line with Kinàmàgawin Call to Action # 8, develop a Circle of Care Protocol for Indigenous students in crisis, in consultation with the Centre for Indigenous Support and Community Engagement, Health and Counselling Services, and the Office of Student Affairs.
- Investigate ways to incorporate green spaces and environmental wellness into mental health and wellness programming in consultation with key stakeholders.
- Create opportunities for staff and faculty to work together and learn from each other when integrating mental health and wellness practices, seeking to integrate research and evidence-based practices inside and outside of the classroom.
- Develop and distribute a mental health toolkit for faculty that includes curriculum infusion, how to recognize when a student may need support, and how to support their own mental health.
- In consultation with faculty, investigate and implement best practices for supporting student mental health and wellness into the curriculum and classroom, including course design and delivery.

Implementation and Evaluation

The implementation of the Student Mental Health Framework 2022-2026 will be accomplished through the combined efforts of the entire Carleton community. The Office of the Associate Vice-President (Student Health and Wellness) takes ownership and accountability for this Framework under the Office of the Vice-President (Students and Enrolment). This office will engage the cross-functional Student Mental Health Advisory Committee to undertake annual strategic planning for the Framework, including prioritizing the recommendations, assigning ownership, developing work plans that are measurable, and creating a four-year implementation plan for continued support.

There will be numerous ways for faculty, staff, students, and external community partners to be involved in the implementation of the various recommendations. The Student Mental Health Student Engagement Committee will continue to explore ways to create engagement and foster the conversation about mental health and wellness on campus, including the development of promotional campaigns and events. This committee of students will also have an important role in providing continuous feedback on the implementation of the Framework.

As the recommendations are prioritized and implemented, an additional assessment process will be established for individual recommendations in order to evaluate their impact and effectiveness in line with the National Standard of Canada for Mental Health and Well-being for Post-Secondary Students and related guiding documents. Necessary adjustments will be made where the recommendations do not achieve the intended results. New research and emerging best practices will also inform the ongoing implementation and evaluation of the Framework. Evaluation and research are critical for the ongoing public accountability of the Framework and enable us to optimally support student mental health and wellness.

Reporting and Review

The Student Mental Health Framework 2022-2026 charts our course for the next four years, identifying both short-term recommendations and longer-term objectives. To ensure we are continually working towards supporting student mental health and wellness, a planning, reporting, and review process has been outlined. To support transparency, an annual report on the implementation of the Framework will be shared with the campus community. This will help Carleton to highlight the innovations, contributions, and successes of the Framework, while also remaining accountable to its aspirations, values, and goals.

This Framework will undergo a collaborative consultation and review process every four years. Although this review will occur every four years, it does not preclude students, faculty, and staff from providing ongoing feedback on the implementation of this Framework. The Student Mental Health Advisory Committee and Student Mental Health Student Engagement Committee encourages all members of the Carleton community to engage with the Framework and provide continuous feedback to contribute to the mental health and wellness of our student community.

Striving for wellness is an ongoing process that demands continuous improvement, and we are grateful to the entire Carleton community for their dedication and engagement to this critical work.

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Carleton University