Carleton
UNIVERSITY

Canada's Capital University

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

The 621st Meeting of the Board of Governors
Tuesday, June 2nd, 2020 at 3:00 p.m.
Via teleconference

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 Strategic Integrated Plan (B.A. Bacon)

   ▪ Executive summary and plan were circulated in advance.

6. **OPEN – ITEM(S) FOR INFORMATION**

   6.1 Sexual Violence Task Force Report (M. Charles & B. Reid)

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

   6.2 Accessibility Strategy (B. Vukovic & A. Chan)

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

6.3   <u>Report from the Chair (N. Nanos)</u>

- The Annual Board Chair Report was circulated in advance.

6.4   <u>Report from the President (B.A. Bacon)</u>

- The Annual President Report was circulated in advance.

7. OPEN – OTHER BUSINESS

8. OPEN - QUESTION PERIOD

9. END OF OPEN SESSION AND BRIEF NETWORKING BREAK

AGENDA ITEM 5.1

To:	Board of Governors	Date of Report: May 12 , 2020
From:	President and Vice-Chancellor	Date of Meeting: June 2, 2020
Subject:	Strategic Integrated Plan	
Responsible Portfolio:	President and Vice-Chancellor	

1.0   PURPOSE
☒ For Approval ☐For Information ☐ For Discussion

2.0   EXECUTIVE SUMMARY
Through a year-long process that was officially launched in September 2020, we have engaged our entire community in the writing of Carleton's next Strategic Integrated Plan. We have updated and consulted both Executive committee and the Board at every meeting over the course of the year and we have appreciated both the feedback and support. The document we bring today for approval highlights the best of Carleton today, and offers a road map to realizing our aspirations over the next several years.

3.0   INPUT FROM OTHER SOURCES
The year-long consultation process has included a speakers series (13 speakers), over 50 group consultations involving input from close to 1,500 members of our community, as well as frequent touch points with Deans, Senate, Executive Committee and the Board. A draft was also posted online for comments from the community. The document as it stands today has the full support of both the SIP Task Force and the Carleton Leadership Team.

4.0   ANALYSIS AND STRATEGIC ALIGNMENT
This document outlines Carleton's strategy for both substantive and reputational enhancements over the next phase of its history. It is deeply anchored in our history and values. Building on the previous plan, it provides the high-level, aspirational direction we need to plan at the unit level (e.g. faculty plans) and on a yearly basis (annual budgets, specific action plans).

6.0   RISK, LEGAL AND COMPLIANCE ASSESSMENT
The biggest risk in Strategic Planning is a poor process leading to a plan that does not resonate with the community and does not lead to positive change. Given the robust and inclusive process we have followed and the general support the plan has received, there is no risk in approving the plan. In terms of compliance, governments and funding agencies do expect Universities to have a Strategic Plan and not to have one is a reputational risk.

7.0   REPUTATIONAL IMPLICATIONS AND COMMUNICATIONS STRATEGY
The plan was designed as a 'reputational plan' and its approval, communications rollout and implementation represents a reputational enhancement opportunity. We have retained a firm to help us with branding and storytelling and they will assist in the communications strategy for the SIP, to be launched in the Fall.

8.0   OVERALL RISK MANAGEMENT ANALYSIS

	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
STRATEGIC	☐	☒	☐	☐	☐
LEGAL	☐	☒	☐	☐	☐

	Green	Light Green	Yellow	Brown	Red
OPERATIONAL	☐	☒	☐	☐	☐
TECHNOLOGICAL	☒	☐	☐	☐	☐
FINANCIAL	☐	☒	☐	☐	☐
REPUTATIONAL	☐	☒	☐	☐	☐

CARLETON UNIVERSITY STRATEGIC INTEGRATED PLAN

Version 3

DRAFT

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MESSAGE FROM THE PRESIDENT

You hold in your hands our roadmap to a bright future.

In the year-long process that lead to this new Strategic Integrated Plan, we heard time and time again that Carleton must leverage our location in the Capital City, Ottawa, to be deeply connected to the complex issues of our world and our time. That our Plan must impact not only Carleton's future, but for the future of our communities, our society and our planet.

This plan emerges from those properties—our capital advantage, and our commitment to making the world a better place. The three punchy statements that articulate our aspirations are symbolized by the three axes of our beautiful campus: The River, the Canal and the Community. It is a memorable framework anchored in our location and in our history, but resolutely global and future oriented.

We must now all ask ourselves, as individuals and as departments, faculties and units:

> How can we share knowledge and shape the future?
>
> How can we serve Ottawa and serve the World?
>
> How can we strive for wellness and strive for sustainability?

The answers will make the difference between our world as it is, and the world as we want it to be.

I urge our partners, supporters, graduates and other community members to look at the ideas outlined in this plan, then consider where our directions converge and how we can join together in partnerships with purpose. We look forward to working with you.

Let me express my sincere gratitude to the four Strategic Integrated Planning Taskforce Co-Chairs - Lorraine Dyke, Betina Appel Kuzmarov, Patrice Smith and Cindy Taylor - and to all the members of the task force. Many thanks also to all the members of our community who have contributed your thoughts and ideas to the process. Finally to our Senate and Board of Governors for your input, guidance, and support.

We hold ourselves to a responsibility to make a difference for the greater good. With our aspirations clearly stated and all our creative energies engaged, we begin this effort in earnest. Onwards and upwards!

Sincerely,

Benoit-Antoine Bacon
President and Vice-Chancellor

OUR LOCATION ANCHORS OUR ASPIRATIONS

We are members of a diverse community, and many of us are guests in this territory. We acknowledge and respect the Algonquin Anishinaabeg people within whose unceded, unsurrendered territory the Carleton campus is located.

This acknowledgement is important to us. It is a reminder of the significance of this location, and it is our pledge for reconciliation with Indigenous Peoples.

This is a meeting place, a convergence of three major transportation routes: one built by human ingenuity, one created as an urban link, and one an historic waterway.

There is power in this convergence. It frames our values and our commitments. And it is the point from which we navigate to a bright and hopeful future.

Our journey continues from here.

On a map, our campus creates a unique triangle—a natural symbol of strength. This shape also reminds us of delta, the mathematical symbol for change.

This triangle is both Carleton's strength and delta, our mandate for change. It is a symbol of what we are and where we can go.

➢ The western edge follows the path of the iconic Rideau Canal—a hint at the ingenuity and innovation that helped establish this city and a waterway that tells a story of the creation, application and mobilization of knowledge.

➢ To our east, we border an important arterial road—an axis that creates our connection to the community, to this city's cultural heart and the country's political centre, and ultimately leading to the gateway to the world.

➢ To our south, we travel along the Pasapkedjinawong (Rideau) River— moving forward to a prosperous future with momentum and resilience, reminding us of our connection to the natural world.

The symbol frames everything we stand for at Carleton: the power of higher education and innovation, the value we place on community and collaboration, and the importance of sustainability and wellness.

From this convergence, we build our Strategic Integrated Plan together.

This document frames the values we will rely upon, the directions we will travel, and the pathways we will follow. It lays out the highest-level actions the Carleton community can take to meet the challenges of our time and the opportunities of the future. It is intended to guide more detailed planning and measurement within faculties, departments and administrative teams. Carleton's collective plans for the future will emerge from this.

THE POINT OF DEPARTURE

We are also at a time of convergence. This is a moment for opportunity—but also one of great urgency.

Globally, we grapple with public health issues, technological change and its implications for the future workforce, an accelerating climate crisis, worldwide migrations, and challenges to truth and democracy.

In Canada, we are confronted by political challenges, an aging population, a need for greater understanding and more diverse perspectives around accessibility and inclusion, and the difficult legacy of colonization. A national conversation about reconciliation has something to teach us all moving forward.

Closer to home, our province and our city are growing and changing. As a national capital and a major regional hub, Ottawa is a city that matters. New economic and cultural opportunities arise for some of its population, while health, ecological, infrastructure and other social challenges burden many more.

Alongside all of this change, the very nature of education is shifting. Students are eager for new instructional models, and the value of a post-secondary degree is under scrutiny as more accountability is demanded from public institutions.

In all of these matters, there has never been a greater need for knowledge exchange—creating it, mobilizing it, and sharing it with future generations. And perhaps there has never been a greater moment for Carleton University to take a bold step forward and be a more active participant in global change.

Carleton's roots as a non-denominational college, established by and for the citizens of Ottawa, make it unique among Canadian universities. At the end of the Second World War, the university was founded by a group of volunteers to educate and provide a way forward for returning veterans and others who had moved to Canada's capital as part of the war effort. From those earliest days, Carleton has maintained a strong community connection, and an enduring sense of purpose has driven our core mission: teaching and learning, research, student experience and organizational excellence.

More than 75 years later, Carleton has evolved into a research-intensive educational institution whose reach and impact goes far beyond the city limits. We continue to draw strength from our history and our location as we focus on our core mission and adapt to emerging opportunities and challenges.

Our story is a testament to hope for the future and a belief in the power of education for good. Now is the moment to reconnect with our values, to step up to the challenges of our time, and to fully embrace our potential.

THE CARLETON WAY

Within our campus borders, we find our foundation for the future.

The development of this plan was based on conversation and dialogue. Members of the university community—including faculty, contract instructors, librarians, staff, undergraduate and graduate students, alumni members and community partners—collectively shared their perspectives about Carleton's values, strengths and aspirations.

Throughout more than 1,000 conversations, many ideas emerged. When asked about Carleton's values, the community identified several clear themes, revealing what is most admirable and what we most treasure about Carleton.

These principles—reflecting the voices and perspectives of Carleton's people—ground and inspire our strategic priorities.

ASPIRATION STATEMENT

Carleton University will leverage the power of higher education to be a force for good.

We will pursue, mobilize and share knowledge in a reciprocal and responsible way.

We will embed community engagement and partnership in our actions and culture.

We will work to enhance the wellness of our people and our communities, and to play a leadership role in the wellness of our country and planet.

DIRECTION: SHARE KNOWLEDGE. SHAPE THE FUTURE.

The Canal

On our western edge, the nearly 200-year old Rideau Canal is an engineering marvel and Ontario's only UNESCO World Heritage Site—a living example of connection, human ingenuity and perseverance. But its history and symbolism are complex. The difficult construction of the Canal is a reminder that the cost of progress is not borne equally by all people. Today, if we wish to see the Canal as a symbol of collaboration, resourcefulness and responsibility, we must recognize that innovation and effort can respond to real societal challenges, but only if both the burdens and the rewards of knowledge are shared.

Change and its human and policy implications—particularly in technology—is constant and ever accelerating. Around the world, we are witnessing a dramatic shift in the nature of social interaction and democracy, history and truth, the global economy and the changing nature of work, energy, transportation, health care and the future of telecommunications. At the local and national levels, technology is driving a renewal of our economy and with it, a surging demand for research and the workforce of the future.

Ingenuity will be a critical skill in the next decade; students and partners require their post-secondary institutions to play a tangible role in this evolution. While the ingenuity required to build the Canal changed this region and this country, its legacy reminds us to seek knowledge with responsibility and reciprocity. **In this moment, Carleton can draw on the Canal as inspiration to pursue knowledge that can change the world.**

This direction most closely aligns with our core mission: teaching and learning, research, student experience and organizational excellence. As we look to the future, we will enhance the ingenuity and potential of our students, staff, researchers and instructors. Our vision is to move forward together on the important, complex issues of our time. We will strengthen our capacity to create, apply, mobilize and share ideas with the world. We will empower people to share knowledge that will shape the future.

We will prepare students for success in an ever-changing future.

By investing in impactful opportunities for students to participate in research, work-integrated learning, skill development, knowledge exchange, and entrepreneurship, Carleton will advance the next generation's capacity to harness the power of knowledge and shape the ideas and careers of the future.

Pathways

- Introduce and expand initiatives that further enhance student learning and success in the classroom
- Develop recruitment and retention strategies that meet the needs of changing student populations
- Improve students' graduation and employability outcomes
- Expand quality academic programming that responds to societal needs and questions

We will leverage the power of research to solve critical issues.

Carleton will invest in its people and processes to empower researchers at every level—undergraduate and graduate students, post-doctoral fellows, and faculty—to co-create and share meaningful knowledge that responds to societal needs and inspires future discoveries. We will bridge the gap between academia and application, helping our community and partners to mobilize knowledge.

Pathways

- Support increased research funding and sponsorship
- Maximize impact of foundational and applied research
- Improve the dissemination of research through increased knowledge mobilization, publications and citations
- Enhance opportunities for national and international research collaborations

We will approach teaching and pedagogy with imagination and new expectations.

We must continue to adopt new pedagogical philosophies and technologies. Experiential learning, high-impact practices, and a greater appreciation for the value of teaching will ensure we meet the expectations of diverse and changing student populations, create positive learning and career outcomes, and respond to societal needs.

Pathways

- Enable and encourage pedagogical practices and curricular designs that foster student engagement, access, inclusion and success
- Promote and reward engagement, innovation and excellence in teaching and learning
- Offer new and flexible opportunities for student-centred learning
- Engage Indigenous knowledge to build new ways of teaching and learning

We will embed interdisciplinarity and collaboration in our culture.

Building on a culture of openness and cooperation, Carleton will continue to focus on ways to embed collaboration throughout the organization. We will encourage our community—students, faculty and professional staff—to engage with ideas across disciplines and boundaries to build stronger, more connected approaches.

Pathways

- Build additional opportunities for entrepreneurship and innovation and cultivate an entrepreneurial mindset across campus
- Expand collaboration and development opportunities for faculty, staff and students

We will model a culture of organizational excellence.

We will be a leader in recognizing excellence and innovation in terms of knowledge sharing, benchmarking, trends and best practices. Our community is strongest when we collaborate. We will work together in ways that also demonstrate our commitment to equity and inclusion. We will adapt to meet the university's strategic goals and tackle challenges that arise both on campus and in society. We will encourage and recognize our community's capacity to innovate and excel. We will develop a culture of pride in our potential and our community.

Pathways

- Inspire collaborative leadership throughout our community
- Identify talent and encourage individual potential
- Create opportunities for innovation and knowledge sharing
- Develop sound and systematic approaches to service excellence, process and continuous improvement
- Ensure the strategic and sustainable use of resources

SHARE KNOWLEDGE. SHAPE THE FUTURE.

DIRECTION: SERVE OTTAWA. SERVE THE WORLD.

The Community
From the eastern side of campus, Carleton opens to Bronson Avenue, a major arterial road—one that connects the city, links to its cultural and economic core and the seat of the Government of Canada, and leads ultimately to the international airport, the gateway to the world. It is a permeable edge—the main point of access between campus and the surrounding neighbourhoods. It serves as a powerful reminder of our original purpose and founding story—built by, for and with the community—and symbolizes our deep and enduring connection to Ottawa and its population, our country and the globe.

Ottawa is a nexus of change. It is a growing city, which brings with it the attendant challenges of social justice, housing, transportation, safety, culture and economic prosperity. At the same time, the city's status as the national capital provides an important context. From here, solutions to Canada's shared social, economic, ecological and political challenges are created—from public policy to health to technology to the changing North. From a global perspective, other nations look to Ottawa as a symbol of Canada's evolving role on the world stage.

Local, national and international organizations are engaging institutions of higher education as partners in this transition. ***In this moment, Carleton can draw on the community to inspire and guide our commitment and responsibility to society.***

As we look to the future, we will focus on community engagement and outreach. Our vision is to extend our influence beyond campus, inspire our students to be engaged citizens and strengthen meaningful community partnerships. We will serve Ottawa and the world by remaining true to our community-empowered roots and sense of purpose.

We will open our doors to the community.

Carleton will expand our reach, physical presence and interaction with local communities, ensuring our university, our facilities, our spaces and our people are recognized as a part of daily civic life and contributors to the social, cultural and economic goals of Ottawa and its population.

Pathways

- Engage with Indigenous communities through sustained relationships founded in mutual responsibility and accountability
- Grow partnerships and associations with alumni, community and not-for-profit organizations, industry and governments
- Expand service-learning opportunities for students, faculty, staff and community partners to work together
- Strengthen our physical and reputational presence within Ottawa

We will encourage community engagement in research and learning

Carleton will encourage its faculty, staff and students to be leaders in community engagement and service-oriented research, learning and other activities to create linkages between academic study and our roles as global citizens.

Pathways

- Expand community-based research and community-based pedagogy opportunities for the benefit of researchers, students, instructors and our communities
- Expand co-op, internships and other work-integrated learning opportunities for students

We will develop and foster partnerships with purpose.

Building on its founding mandate, Carleton will forge and foster purposeful and holistic partnerships with individuals, industry and organizations in Ottawa, Canada and around the world. These partnerships will allow collaboration on shared issues, create stronger opportunities for students and researchers, and bring our communities together for good.

Pathways

- Establish new holistic integrated partnerships with organizations that share our values and strategic objectives
- Innovate and lead collaborative approaches for broader societal impact and purpose

We will build bridges to the world.

With a comprehensive approach to global outreach, we will partner with international universities, communities, governments, industries and civil society organizations to make Carleton a global hub of intellectual engagement and knowledge exchange.

Pathways

- Build new connections between our domestic and international students, our alumni, our faculty and our partners
- Provide positive international experiences for student mobilization
- Expand international study opportunities in different disciplines
- Expand international research partnerships

We will embrace our role as a global institution in a G7 capital.

From our home in the nation's capital, and building on our expertise in policy, we will expand our dialogue with government officials, dignitaries and the diplomatic community.

Pathways

- Attract talented visiting scholars who impact positive global change
- Expand our network of governmental and international partners

SERVE OTTAWA. SERVE THE WORLD.

DIRECTION: STRIVE FOR WELLNESS. STRIVE FOR SUSTAINABILITY.

The River
Flowing along our southern edge, the Rideau River gives Carleton its distinctive connection to the natural world. It is an active part of our campus: students, faculty and staff visit it for moments of reflection and peace. Its Algonquin name, Pasapkedjinawong, or the river that passes between the rocks, evokes a path of resilience, momentum, and adaptation to overcome hardship. It is part of a vulnerable ecosystem, reminding us of the consequences of change and the need for constant stewardship. But its waters run resolutely forward, from the past to the future, connecting campus to something greater.

Sustainability is the wellness of the planet; wellness is the sustainability of individuals. Both are under pressure. We are facing public health issues and mounting urgency in mental health concerns, an accelerating climate crisis, and a pervasive need for greater understanding and commitments to accessibility, equity, diversity, and inclusion. We seek reconciliation with Indigenous Peoples. The values of resilience and strength—for people, for society, and for our planet—are more important than ever.

Increasingly, the world looks to post-secondary institutions to be leaders and models for positive change. ***In this moment, Carleton can draw on the River to inspire our resilience and responsibility to each other, ourselves, and our world.***

As we look to the future, we will explore how the well-being of people and the natural world can intersect. Though this will be an ever-present challenge, our vision is to chart paths of resilience, helping us all overcome obstacles and step toward a future with purpose. Together we will strive for wellness and sustainability—for individuals, for communities and for our planet.

We will strive to enhance personal wellness and health.

Carleton chooses a holistic, campus-wide approach to personal wellness and health for students, faculty, staff and the community. We will encourage a focus on mental health, purpose, activity, resilience and togetherness so that we and our communities may thrive.

Pathways

- Build and promote programming, infrastructure projects and spaces that embrace a commitment to social, physical, cultural and environmental wellness
- Increase openness, knowledge and capacity across campus to proactively support and empower the mental health, resilience and well-being of our communities

We will be a national and international leader in sustainability.

Carleton is a leader in sustainability in many ways, but we have more work to do. We need to be more than conscious of our environment—as individuals, in our community partnerships, and through our research and operations, we need to steadfastly work towards solutions that ensure a sustainable future.

Pathways

- Deeply embed sustainability considerations into research, teaching, learning and organizational operations
- Learn from and alongside Indigenous Peoples as we deepen our understanding of the land and adapt to a changing environment
- Expand academic programming and knowledge exchange in the areas of wellness and sustainability
- Join global efforts to find solutions to climate change

We will learn and take action together to achieve reconciliation.

Carleton has a responsibility to the Algonquin Anishinaabeg people within whose unceded, unsurrendered territory our campus is located. We will develop relationships based on mutual respect, accountability and reciprocity with Indigenous communities. We will take steps towards decolonization and seek reconciliation with Indigenous Peoples.

Pathways

- Fulfill the Carleton-specific Calls to Action developed by the Carleton University Strategic Indigenous Initiatives Committee
- Deepen understanding of Indigenous worldviews throughout the Carleton community

We will strive to make our campus, country and our world accessible for all.

Over many years, Carleton has led the accessibility conversation across Canada's higher education sector. Carleton has an extensive history of making its campus, courses and culture increasingly accessible, and is committed to being the most accessible campus in Canada. Leveraging the new Coordinated Accessibility Strategy and leadership in the Canadian Accessibility Network partnership, as well as other initiatives and programs across campus, Carleton will advance accessibility across research, training, employment, policy, and community engagement.

Pathways

- Provide national leadership on accessibility issues through strategic partnerships
- Embed a culture of accessibility in organizational excellence, programming and services

We will foster individual distinctiveness and a sense of belonging.

Carleton's strength lies in its diversity—the diversity of its communities and in the perspectives it engages. We will continue to progress in equity and inclusivity across our organization and across the academic and research enterprises.

Pathways

- Encourage and nurture inclusivity and a diversity of perspectives and identities to strengthen our communities
- Strengthen employee recruitment, retention and advancement based on principles of inclusive excellence and our commitment to equity

STRIVE FOR WELLNESS. STRIVE FOR SUSTAINABILITY.

WHERE DO WE GO FROM HERE?

In this delta is Carleton's collective mandate for change. It invites us to begin a renewed conversation about Carleton, and to focus on what we can achieve together.

This Strategic Integrated Plan provides directions and destinations for us all. It aligns with existing campus-wide strategies, and can guide the next steps we can take as a community and as individuals:

Align your planning. We ask everyone to consider what strengths your work can draw from our location and its symbolic boundaries. Develop Faculty- and unit-specific plans and directions in alignment with this document to further operationalize the aspirations of our faculty, staff and students.

Step up to the challenges of our time. We are a university with a purpose. We ask you to bring that spirit into our organizational culture, your teaching and research, and your personal outlook. Respond to today's and tomorrow's challenges with creativity and a willingness to experiment. We can be a force for good.

Tell our story. The story of Carleton belongs to all of us, and telling that story is a task we can share. Share Carleton's potential. Inspire yourself and others with what you have achieved. Celebrate successes. Teach each other.

Be strong and positive. We encourage you to be hopeful for the future, and believe in the power of higher education to work together for good.

Campus-Wide Strategies and Plans

A number of strategic documents already developed or in development support and operationalize the aspirations described in this Strategic Integrated Plan. Other strategies and plans will also emerge over time as the work of planning and implementing is never done.

- Academic Plan (currently under development)
- Campus Master Plan
- Canada Research Chairs Program Equity, Diversity, and Inclusion Action Plan
- Coordinated Accessibility Strategy
- Energy Master Plan
- Final Report of the Carleton University Strategic Indigenous Initiatives Committee (CUSIIC)
- Finance and Administration Strategy
- Fostering Student Academic Success Report
- Healthy Workplace Strategic Plan
- Internationalization Strategy (currently under development)
- Strategic Research Plan (currently under development)
- Sexual Violence Prevention and Response Strategy (currently under development)
- Strategic Mandate Agreement
- Student Employment Framework (currently under development)
- Student Mental Health Framework
- Students and Enrolment Strategic Plan
- Sustainability Strategy (currently under development)
- Teaching and Learning Framework (currently under development)

AGENDA ITEM 6.1

BOARD OF GOVERNORS
REPORT

To:	Board of Governors	Date of Report:
		8 May 2020
From:	Director, Department of Equity Services	Date of Meeting:
		2 June 2020
Subject:	**Carleton University Sexual Violence Task Force Report**	
Responsible Portfolio:	Director, Department of Equity Services	

1.0   PURPOSE
☐ For Approval   ☒ For Information   ☐ For Discussion

2.0   MOTION
This report is for information only.

3.0   EXECUTIVE SUMMARY
This report is submitted pursuant to the announcement of the Ministry of Colleges and Universities dated March 19, 2019. The announcement requires the Sexual Violence Prevention and Education Committee (SVPEC) to assess:
- the sufficiency of Carleton University's sexual violence policy,
- the effectiveness of current programs and services to combat sexual violence on campus, and to
- provide recommendations on the additional steps that Carleton University may take.

In this report, we recognize the interrelationship between policy sufficiency, program efficacy and recommendation as a continuous loop of reinforcing evaluation processes the university may undertake to ensure a safe environment for all.

Although, we only have two years of data from the Annual Report on Sexual Violence, there are a number of quantitative and qualitative indicators that demonstrate the sufficiency of Carleton's policy structure.

5,236 members of the community participated in sexual violence prevention programs on campus, many of whom provided feedback confirming service efficacy, excellence and impact.

A comprehensive framework of recommendations has been set forth in "Honouring Each Other: Building Consent Cultures on Campus", our campus strategy already approved by the Board on March 12. In addition to the input from campus partners and members of the SVPEC, the document reflects the excellent proposals emanating from the 2018 - 2019 consultations to review the Sexual Violence Policy but which fell outside its scope.

4.0   INPUT FROM OTHER SOURCES
This report was prepared by the Chair of the Sexual Violence Prevention and Education Committee with input from a cross-section of campus partners. It references the feedback received from a large number of members of the Carleton community that represent the diversity of the university's population in both the Sexual Violence Policy review process and the creation of *Honouring Each Other*.

5.0   ANALYSIS AND STRATEGIC ALIGNMENT
The SVPEC was convened in 2016 and augmented in 2019 to serve as the university's task force on sexual violence ahead of the Ministry's deadline of September 30, 2019. This is its first requested report. This document and work of the Task Force aligns with Carleton University's commitment to ensuring and valuing a safe campus for everyone to work, live, and learn.

6.0 FINANCIAL IMPLICATIONS

Funding for the sexual violence prevention and support portfolio at Carleton University comes from the MCTU in the form of the Campus Safety Grant and is shared by Campus Safety Services and EIC. In 2019, the Ministry announced that the doubling of funding provided to universities and colleges for the 2018/19 budget year. This commitment has been maintained for calendar year 2020. EIC and the Task Force have expanded programming efforts to meet this additional support.

7.0 RISK, LEGAL AND COMPLIANCE ASSESSMENT

Failure to meet MCTU expectations has potential implications for future funding though funding for 2020 has already been announced. Data on efficacy of the policy and related programs is both quantitative and qualitative, challenging to gather, and susceptible to multiple interpretations. Feedback to date has confirmed service efficacy, excellence and impact is positive. However, that data, present and prospective, and reviewed in context may be reasonably understood as representing low risk in terms of the report to the Ministry. Failure to have sufficient initiatives to address sexual violence on campus could expose the University to significant reputational and legal risk. This risk is mitigated by having an effective policy and the programming that has been implemented.

8.0 REPUTATIONAL IMPLICATIONS AND COMMUNICATIONS STRATEGY

The report suggests positive reputational implications for the university in that its strategic and programmatic efforts are both innovative and proactive in a number of respects. We note in particular, the development of the 3-year strategy, *Honouring Each Other*, the *#ChampionsForChange* initiative and a very broad consultation process. *#ChampionForChange* received favorable media coverage from several outlets.

9.0 OVERALL RISK MANAGEMENT ANALYSIS

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

SVPEC MTCU 2019 REPORT

Task Force Report Assessing the Sexual Violence Policy

May 8, 2020

Timeline of Sexual Violence Prevention Initiatives

SVP approved and
SVPEC convened

SVPEC relaunch as SV Task Force
Aug 2019

2016

2019

2019

2020

Comprehensive pan-university consultations
on SVP

Revised SVP approved by BOG April 2019

CU SVPE Strategy approved by BOG,

"Honouring Each Other"

and first Task Force Assessment Report on
Policy and Programs delivered
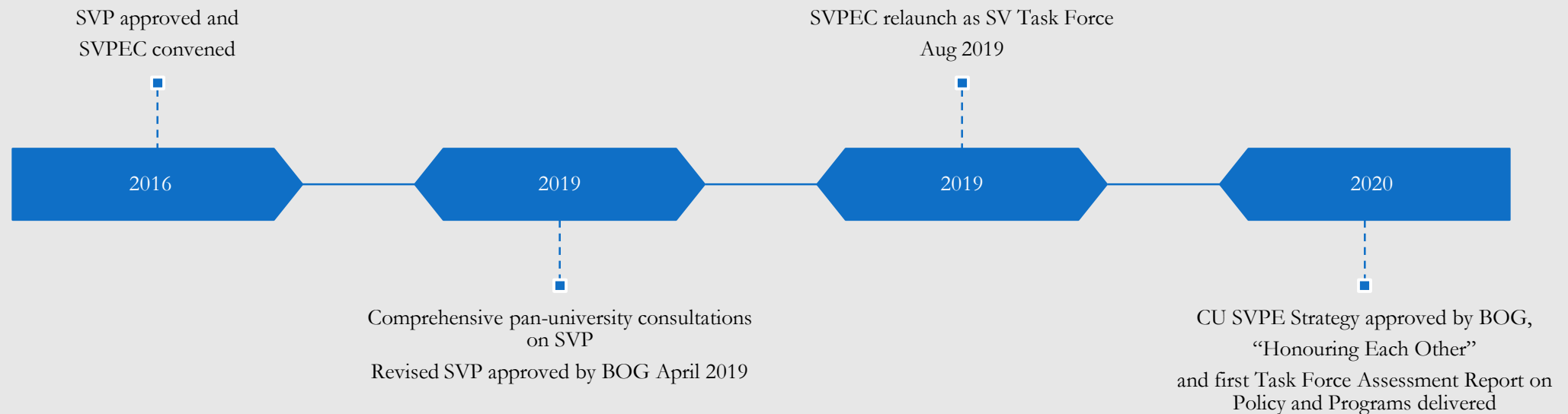
sufficiency of sexual violence policy

○ With only two years of data collection shown in the 2019 Annual Reports on Sexual Violence, it is perhaps premature to arrive at firm conclusions about trends. However, a number of directional indicators appear to support sufficiency of our policy structure. In totality, these findings tend to reveal a growing trust within the community in our efforts to eliminate sexual violence:

   ○ the number of formal complaints and on-campus disclosures,
   ○ increases in community member access to support services, and
   ○ engagement with a robust set of prevention and education offerings.

○ "I can't thank you enough for lending your support this semester, without it I definitely would have dropped out".

Effectiveness of Programs and Services

○ Education and Training - 97.5 hours, 5,236 members of the campus community participated with 9.5 /10 avg evaluation
  ○ "Champions for Change" + favorable national media coverage
  ○ "Community Responses to sexual violence"
  ○ "Responding to Disclosures"

○ Increased supports for survivors of sexual violence at EIC in reporting year:
  ○ Case assistance and accommodations facilitated based on trauma-informed support models
  ○ safe study spaces,
  ○ peer support,
  ○ quiet room and
  ○ co-working space

○ Communications
  ○ EIC also partnered with Algonquin College's Project Lighthouse to develop a handout entitled, "The Con**Sensual** Sex Guide."
  ○ Plain language visual pictogram completed
  ○ Responding to Disclosures Guide completed
  ○ Myportal.com contains information about the SVP for students

Recommendations

◦ *Honouring Each Other: Building Consent Cultures on Campus* - strategy based on work of the task force and feedback items from > 100 faculty, staff and students who also participated in the consultation to revise the SVP in 2019.

◦ Strategy approved by BOG contains 5 Goals
  ◦ Creating a space for ongoing, responsive education on campus
  ◦ Engaging the campus community to become "Consent Champions"
  ◦ Building individualized, intersectional support systems
  ◦ Systematic measurement and review of what works
  ◦ Fostering a Consent Culture for Carleton

◦ Workplan completed

◦ SVPEC to create subcommittees to action the plan in Fall 2020:
  ◦ Community and Communications working group
  ◦ Public Education and Training working group
  ◦ Measurement and Assessment working group

SVPEC (Task Force) Membership

- Michael F. Charles (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, Research Facilitator, Faculty of Public Affairs

- Dr. Rena Bivens, Faculty member

- Dillon Brady, Manager, Student Conduct

- Ikram Jama, Senior Advisor, Human Rights and Equity

- Amal Elmi, Equity Education and Outreach Coordinator

- Beau Welter, Counsellor, Sexual Assault and Trauma

- Bailey Reid, Senior Advisor, Gender and Sexual Violence Prevention and Survivor Support

- Margaret Janse van Rensburg, Graduate Student

- Tia Wong, Undergraduate Student

Carleton University Sexual Violence Task Force Report

Presented to the Board of Governors

Prepared by Michael F. Charles, Chair of the Sexual Violence Prevention and Education Committee and Bailey Reid, Senior Advisor, Gender and Sexual Violence Prevention and Survivor Support

June 2, 2020

Introduction

This report is submitted pursuant to the announcement of the Ministry of Colleges and Universities dated March 19, 2019. The announcement requires Carleton University to create a task force, the Sexual Violence Prevention and Education Committee (SVPEC), to assesses the sufficiency of Carleton University's sexual violence policy, the effectiveness of current programs and services to combat sexual violence on campus, and to provide recommendations on the additional steps that Carleton University may take. In this report, we recognize the interrelationship between policy sufficiency, program efficacy and recommendations as a continuous loop of reinforcing the evaluation processes the university may undertake to ensure a safe environment for all. The Ministry has further requested that this report be provided to Carleton University's Board of Governors.

The SVPEC was convened in 2016 and augmented in 2019 to serve as the university's task force on sexual violence. It was established to make recommendations on the Sexual Violence Policy, indicate required resources, and initiate related programs and services designed to promote a safe learning, living and work environment for the members of the university community. The SVPEC also drives the ongoing and iterative development of the Campus Prevention Strategy for Sexual Violence.

As a parallel process, Carleton University reviewed its Sexual Violence Policy over the course of the 2018- 2019 academic year. In the course of this review, a number of excellent proposals to prevent sexual violence on campus came forward from the community that did not fall within the scope of the policy. Those proposals were tabled for subsequent incorporation into a separate strategy document.

We call this strategy document, *Honouring Each Other: Building consent cultures on campus* – a three-year road map of activities outlining cross-campus engagement and action. The strategy was approved by the Board of Governors on March 12, 2020. It reflects a comprehensive process led by the SVPEC and represents the ideas received from key campus stakeholders including student unions, labour unions, administration departments, and individual community members. *Honouring Each Other* is available on Carleton University's Equity and Inclusive Communities (EIC) website (https://carleton.ca/equity/wp-content/uploads/Honouring-Each-Other.pdf).

This report is separate and complementary to the Annual Report on Sexual Violence, provided to the Board of Governors under Bill 132.

Sexual Violence Prevention and Education Committee (SVPEC)

The Sexual Violence Prevention and Education Committee Steering Committee (SVPEC) was convened in 2016 and augmented in 2019 to serve as the university's task force on sexual violence. Its current membership includes:

- Michael F. Charles (Chair), University Advisor on Equity and Inclusive Communities (EIC) and Departmental Director
- Lisa Ralph, Associate Vice-President (Student Affairs)
- Laura Storey, Director, Housing and Residence Life
- Kyla Reid, Research Facilitator, Faculty of Public Affairs
- Dr. Rena Bivens, Faculty member
- Dillon Brady, Manager, Student Conduct

- Ikram Jama, Senior Advisor, Human Rights and Equity
- Amal Elmi, Equity Education and Outreach Coordinator
- Beau Welter, Counsellor, Sexual Assault and Trauma
- Bailey Reid, Senior Advisor, Gender and Sexual Violence Prevention and Survivor Support
- Margaret Janse van Rensburg, Graduate Student
- Tia Wong, Undergraduate Student

The SVPEC is currently in the process of recruiting more members, particularly from among the faculty and student cohorts for the steering committee, as well as the newly created subcommittees:

1. Community and Communications working group
2. Public Education and Training working group
3. Measurement and Assessment working group

These working groups are coming together in May and June 2020 and will commence the work laid out in *Honouring Each Other,* our campus prevention strategy for sexual violence. This committee is advisory and, some matters may require referral to other bodies within the university community for action. At this time, we have over 30 members for these working groups, which includes staff, students, and faculty members at the university. These members represent diverse groups on campus, including members from equity-seeking groups on campus. This membership will ensure that our sexual violence prevention work is intersectional and inclusive in nature.

Assessment of the Sufficiency of the Sexual Violence Policy

Over the 2018-2019 academic year, Carleton University embarked on a comprehensive review of its Sexual Violence Policy. Carleton received feedback on the policy by email and an anonymous online form; conducted 19 design-thinking workshops; and conducted 21 consultation meetings with key stakeholders including student groups, academic and staff labour unions and student governments. In total, more than 100 members of the Carleton community that represent the diversity of the university's population were consulted. The revised policy incorporated a number of changes based on feedback from the Carleton community in the themes of policy administration, response, and education and continuous improvement.

In the course of this comprehensive review, a number of excellent proposals to prevent sexual violence on campus came forward from the community. Many of these feedback items were used to develop *Honouring Each Other*.

With only two years of data collection shown in the 2018 and 2019 Annual Reports on Sexual Violence, it is perhaps premature to arrive at firm conclusions about the efficacy of the policy. However, a number of directional indicators appear to support sufficiency of our policy structure. These include the number of formal complaints and on-campus disclosures, increases in community member access to support services, and engagement with a robust set of prevention and education offerings. In totality, these findings tend to reveal a growing trust within the community in our efforts to eliminate sexual violence.

As a result, we can therefore infer that the work that has been put forward by our various on-campus partners that raise the awareness about the prevention and response to sexual violence has had a positive impact. Further, it shows Carleton's commitment to a safe campus where every member of the community is treated with dignity and receives the necessary support.

Assessment of the Effectiveness of Current Programs and Services

We are committed to the continued measurement and assessment of current programs and services. We have recently formed a Measurement Sub-Committee of the SVPEC which will be focused on cohesive sustained measurement of our prevention work and trainings.

The Department of Equity and Inclusive Communities (EIC) hosts, in collaboration with a wide variety of on-campus stakeholders, a wide variety of prevention, education and awareness initiatives. In 2019, the university provided 97.5 hours of training to 5,236 members of the campus community. This included every student living in residence, varsity athletes, student safety patrol staff and new contract faculty members. Carleton also provided training to teams external to campus including a sorority, emergency medical students at the University of Ottawa and Glebe High School.

The "Responding to Disclosures" training has been offered regularly to members of the Carleton community beginning in 2017. It continues to be highly rated by participants with an average rating of 9.5/10, and has received the following qualitative evaluations:
- "The conversations, activities, length of presentation, and content/examples were ON POINT."
- "Engaging and informative. Went by quickly! Good mix of presentation and activities."
- "Great balance between information providing and applied activities and discussion. I thought having the papers and markers was great."
- "It was amazing! You made a difficult topic to talk about engaging and educational. I left with information and a plan for what I can do if a student/colleague discloses they experienced sexual violence."

A new training workshop was developed in 2020 called "Community Responses to Sexual Violence," and has also been well received by participants. It received an average rating of 9.6/10 and has received the following qualitative evaluations:
- "I found this workshop very helpful. Especially ensuring that your office is able to handle trauma-infused care, like having clear exits. Good amount of group work vs. presentation."
- "Very well organized, clear delivery of presentation and good variety of scenarios."
- "These three videos well explained many concepts, were very helpful. The group activity was great to reinforce the learning outcomes."
- "I'm happy that the last scenario showed a male survivor as many people believe that sexual violence happens to women alone."

EIC also introduced a new partnership with JR LaRose, a CFL Champion and motivational speaker known as "Champions for Change". It is a twelve-hour intensive summer program for 11 varsity athletes representing an innovation in the Canadian post-secondary landscape.

What makes #Champs4Change different from other sexual violence prevention initiatives is that it enlists students to be educators and mentors. Participants must identify their blind spots in knowledge and plan actions to share information. The program pulls from design-based thinking methods, expertise from lived experience of the facilitators, and inspires athletes to truly be the co-creators of consent culture in their roles as leaders on campus. EIC received the following feedback from participants:
- 100% reported the program exceeded their expectations
- 100% reported they would refer the program to other athletes

- Seven athlete participants created a public service announcement for a major football game: https://vimeo.com/362885108/abae5a61fd
- Six athlete participants signed up to review and co-facilitate sexual violence prevention workshops with their other athlete peers.

Many survivors of sexual violence accessed the spaces and programming that focus on care and support. Programs like the safe study spaces, peer support, quiet room and co-working space all saw increased user access this year. Throughout 2019, Carleton expended human and financial resources to enhance a trauma-informed, supportive and thoughtful environment for survivors of sexual violence.

We also note the feedback provided from survivors about the supports received at EIC:
- "You are truly a powerful source of support. I wholeheartedly value your kindness and encouragement."
- "I just wanted to update you that I completed my final, final exam yesterday. I'm so happy and so relieved and it made me think of how much you've helped me. I want to thank you. Over the past few years you have helped me so much, and in so many ways! I wouldn't have gotten to this point without you and I hope you know I really appreciate all you've done for me."
- "I can't thank you enough for lending your support this semester, without it I definitely would have dropped out".

This qualitative reflection of community experience with Carleton supports is an important way to assess efficacy of efforts to ensure service excellence for all survivors. In the Fall2020 term, EIC will also start work on an environmental scan to include survivor feedback, as led by the Measurement Sub-Committee of the SVPEC.

Part of the way Carleton demonstrates care and support for survivors and amplifies the priority attached to our programs and services is through the deployment of a robust set of campus-wide communications.

In 2019, the Department changed its name and expanded its mandate to become the Department of Equity and Inclusive Communities (EIC), attracting cross-campus approval. The change, in part, marked efforts to more proactively and strategically install structures and programs that work towards sexual violence prevention at the university. EIC also partnered with Algonquin College's Project Lighthouse to develop a handout entitled, "The Con**Sensual** Sex Guide." With this resource, EIC sought to answer questions and concerns about asking for consent in a positive, inclusive and innovative way.

There were also specific efforts to communicate the reporting process under the Sexual Violence Policy in plain and concise language. The Office of the Vice-President (Students and Enrolment), in collaboration with the Office of Student Affairs and EIC, co-developed a visual aid, fulfilling a promise made during the review of the Policy in 2019. This document, along with the Responding to Disclosures Guide, is available to any community member upon request.

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 – remains a feature of the current student website and in the MyCarleton Portal as a supplement to other ongoing promotions.

Recommendations

In January 2020, the SVPEC was proud to announce the creation and launch of *Honouring Each Other: Building consent cultures on campus* – 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 document is a reflection of a process undertaken by the SVPEC and reflects all of the ideas received from key campus stakeholders including student unions, labour unions, administration departments, and individual community members. *Honouring Each Other* is available on Carleton University's Equity and Inclusive Communities (EIC) website (https://carleton.ca/equity/wp-content/uploads/Honouring-Each-Other.pdf) and was presented to the Board of Governors on March 12, 2020.

This document outlines a variety of recommendations for Carleton University to undertake to ensure a safe environment for all members of its community. The document was developed in consultation with students, staff, and faculty and outlines three years of prevention initiatives around five key goals:

- Creating a space for ongoing, responsive education on campus
- Engaging the campus community to become "Consent Champions"
- Building individualized, intersectional support systems
- Systematic measurement and review of what works
- Fostering a Consent Culture for Carleton

Honouring Each Other is considered a living document that exists online for students, staff, and faculty to interact with and provide suggestions, feedback, and updates for the next three years. The SVPEC has launched a work plan to put the strategy and its recommendations into place and will be providing a report to the Board of Governors in 2021 on what was achieved during the first year of implementation.

AGENDA ITEM 6.2

BOARD OF GOVERNORS
REPORT

To:	Board of Governors	**Date of Report:** 19 May 2020
From:	Vice-President (Students and Enrolment)	**Date of Meeting:** 2 June 2020
Subject:	**Carleton University's Coordinated Accessibility Strategy**	
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
In October 2018, a collaborative process to develop Carleton's Coordinated Accessibility Strategy began. Consultations with faculty, staff, and students took place over the past two years, which included individual interviews, meetings with key stakeholder groups, open feedback sessions, and online feedback that included email and anonymous form submissions. The Strategy was led by a cross-representational Steering Committee under the guidance of the four Vice-Presidents. Consultations with the Carleton community resulted in identifying seven areas of focus which form the basis of the Strategy.

1. Coordination and leadership
2. Education and training
3. Information and communication
4. Physical campus
5. Employment and employee support
6. Student support services
7. Research and development

The Coordinated Accessibility Strategy will serve as a framework to guide Carleton's ongoing commitment towards a campus that is accessible and inclusive for all students, employees, and visitors. The Strategy is intended to not only coordinate the many accessibility services, programs, and initiatives that already exist, but also continue to inspire a strong campus culture of accessibility and inclusion.

The senior leadership through the Offices of the four Vice-Presidents takes joint ownership and accountability for this strategy. As the Strategy is implemented, members of the Coordinated Accessibility Strategy Steering Committee will form an Advisory Committee, under the leadership of the READ Initiative, which will meet regularly and complete annual reports with the intent of maintaining sustainability and transparency.

4.0   INPUT FROM OTHER SOURCES
The Coordinated Accessibility Strategy has gone through a robust multi-phase transparent consultation process. Feedback was collected in a variety of formats, including focus groups, anonymous online feedback forms, one-on-one meetings, stakeholder group consultations, and e-mail, which provided us with perspectives and ideas for the direction of the Strategy. The development of this Strategy benefitted immensely from the input and shared knowledge of students, faculty, and staff to create a framework that represents the voices of our diverse community.

In particular, we approached all academic and administrative labour unions, as well as student governments, with the opportunity to participate in a consultation meeting. These meetings were held with CUASA, CUPE 2424, 910, 4600, and PSAC 77000. An initial draft of the Strategy was presented at the Faculty of Engineering and Design, Faculty of Graduate and Postdoctoral Affairs, Faculty of Arts and Social Sciences, Faculty of Public Affairs, Faculty of Science, Senate, and a Student Government Lunch, and received approval at the Vice President Academic Research Committee meeting on January 15, 2020.

As part of the commitment to providing a transparent process, a report outlining the feedback received throughout the listening phase of the process was made available on the feedback received section of the Coordinated Accessibility Strategy webpage. Once a draft was prepared based on the feedback received, members of the Carleton community were encouraged to review the draft of the Strategy and provide additional feedback and comments by using an anonymous form, attending an in person feedback session, requesting an individual consultation, or by contacting AccessibilityStrategy@carleton.ca. A report outlining the feedback received during the drafting phase will be made available following the release of the final Strategy to the community.

5.0   ANALYSIS AND STRATEGIC ALIGNMENT

The Coordinated Accessibility Strategy emerged from the desire to continue building on Carleton's commitment to creating a culture of accessibility. This Strategy is intended to not only coordinate the many accessibility services, programs, and initiatives that already exist, but also continue to inspire a strong campus culture of accessibility and inclusion. Accessibility has been a key component to Carleton's identity and has been referenced in many strategic documents such as previous strategic plans, Strategic Mandate Agreements and the proposed new Strategic Integrated Plan. This document recognizes the need for a coordinated strategy to serve as a framework to guide Carleton's ongoing commitment to be a leader in accessibility.

It is the hope of the Coordinated Accessibility Strategy Steering Committee that this Strategy will be a living document that evolves to reflect changing accessibility needs and supports all members of the Carleton community — faculty, staff, and students — to work towards an accessible and inclusive environment in which to pursue educational and life goals.

6.0   FINANCIAL IMPLICATIONS

Although there are no financial implications required at this time, future resources will be required in the implementation of some of the recommendations. These requests will be made as part of the budget review and approval process.

7.0   RISK, LEGAL AND COMPLIANCE ASSESSMENT

Carleton's strong culture of accessibility requires the University to ensure that it continually monitors and resources accessibility issues in order to maintain its reputation as a leader in accessible education in Canada. In addition, there are increasing regulatory and legal requirements as it relates to accessibility both in terms of compliance with Accessibility of Ontario Act and various human rights obligations. The increasing demand for accessible services and building modifications may potentially put pressure on funding models. In addition, continual review and risk mitigation strategies will be implemented to ensure that Carleton continues to meet or exceed requirements or best practices in this area.

8.0   REPUTATIONAL IMPLICATIONS AND COMMUNICATIONS STRATEGY

Throughout the consultation and development of the Coordinated Accessibility Strategy, a website was maintained to keep members of the Carleton community updated on its development. Throughout the process, information was communicated through all regular channels including Carleton Top 5, student newsletters, and social media. Information regarding the consultation process is available at https://carleton.ca/read/accessibility-strategy/

Initiatives implemented under the Coordinated Accessibility Strategy will be communicated to members of the Carleton community through the appropriate communication channels. An annual communications plan, including the creation

and dissemination of an annual report, will be the responsibility of the Coordinated Accessibility Strategy Advisory Committee with the intent of maintaining sustainability and transparency. Not having an appropriate array of accessibility initiatives can negatively impact the university's reputation as Canada's most accessibility university.

9.0   OVERALL RISK MANAGEMENT ANALYSIS

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

Coordinated Accessibility Strategy

Board of Governors

June 2, 2020

OFFICE OF THE VICE-PRESIDENT
STUDENTS AND ENROLMENT

History in Accessibility

- Tunnel system expanded in the 1960s

- Introduction of Attendant Services in 1987

- Establishment of the Paul Menton Centre for Students with Disabilities in 1990

- Creation of the Research, Education, Accessibility and Design (READ) Initiative in 2012

- Creation of the Carleton University Disability Research Group in 2013

- Introduction of a minor in Disability Studies in 2014

- Establishment of the Canadian Accessibility Network 2019

Defining Accessibility at Carleton

Informed by a definition from the United Nations[1], our understanding of accessibility encompasses:

- flexibility for the fullest participation of each individual in activities and society;

- any place, space, item or service, whether physical or virtual;

- attitudinal and systemic barriers to inclusion; and

- visible and non-visible disabilities, including cognitive, developmental, intellectual, medical, mental, physical, and sensory disabilities.

[1] United Nations Department of Economic and Social Affairs Division for Social Policy and Development, "Accessibility and Development Mainstreaming disability in the post-2015 development agenda", United Nations, 2013.

Steering Committee

Co-Chairs
- **Adrian Chan**, Faculty of Engineering and Design
- **Boris Vukovic**, Research, Education, Accessibility and Design (READ) Initiative

Members
- **Rebecca Andre,** Undergraduate Student Representative
- **Cathy Edwards**, Carleton Office for Research Initiatives and Services
- **Kelly Fritsch**, Faculty of Arts and Social Science
- **Ikram Jama**, Department of Equity and Inclusive Communities
- **Tess Macmillan,** Graduate Student Representative
- **Larry McCloskey**, Paul Menton Centre
- **Elspeth McCulloch**, Educational Development Centre
- **Dean Mellway**, READ Initiative
- **Gary Nower**, Facilities Management and Planning
- **Mary Kathryn Roberts**, Web Services
- **Amanda St. Dennis,** Undergraduate Student Representative

Supports
- **Greg Aulenback,** Office of the Vice-President (Students and Enrolment)
- **Lakin Dagg,** Office of the Vice-President (Students and Enrolment)

Consultation Work Plan

Process Consultation Phase		Listening Phase		Tactical Phase
October 2018	→	November 2018 – March 2019	→	March – April 2019

Drafting Phase		Fine-Tuning Phase		Finalization Phase
April – November 2019	→	December 2019	→	January 2020
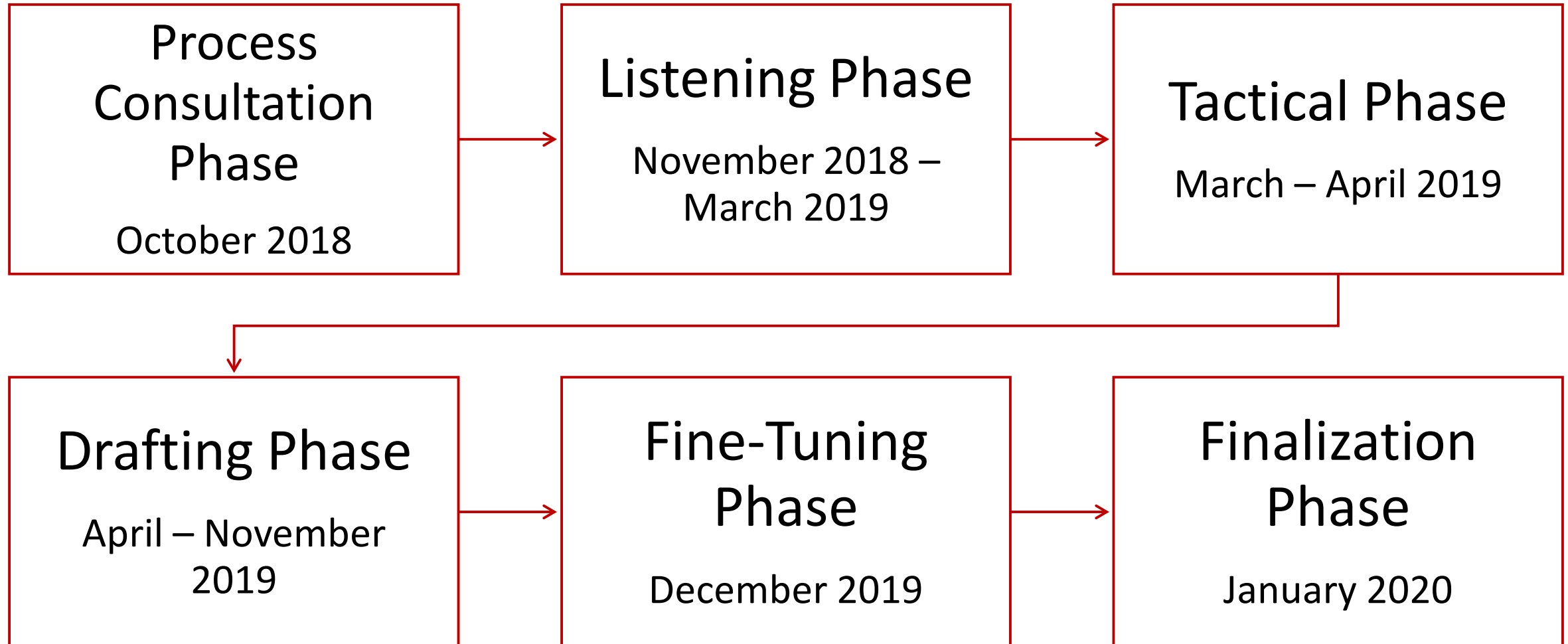
Areas of Focus

1. Coordination and leadership

2. Education and training

3. Information and communication

4. Physical campus

5. Employment and employee support

6. Student support services

7. Research and development

Implementation and Evaluation

- Implementation led by READ

- Creation of an Advisory Committee co-chaired by the four Vice-Presidents

- Development of Working Groups

- Establishment a 5-year implementation plan with milestones and an evaluation process

- Transparent annual reporting

Questions?

carleton.ca/read/accessibility-strategy

Coordinated Accessibility Strategy

Acknowledgements

The Coordinated Accessibility Strategy emerged from the desire to continue building on Carleton's commitment to creating a culture of accessibility. The Coordinated Accessibility Strategy Steering Committee (see Appendix A) was formally established in the fall of 2018 to support and guide the creation of the Coordinated Accessibility Strategy. The committee draws its membership from across the University to ensure that the perspectives of all stakeholders are reflected in the objectives and recommendations of the Strategy. The Coordinated Accessibility Strategy could not have been developed without the support and commitment of the members of this committee.

We would also like to acknowledge the members of the Carleton community for engaging in the creation process, shaping content and providing continuous feedback for the Strategy. Feedback was collected in a variety of formats, including focus groups, online feedback forms, one-on-one meetings, stakeholder group consultations, and e-mail, which provided us with perspectives and ideas for the direction of the Coordinated Accessibility Strategy. The development of this Strategy benefitted immensely from the input and shared knowledge of students, faculty, and staff to create a framework that represents the voices of our diverse community.

Carleton University acknowledges the location of its campus upon the traditional, unceded territory of the Algonquin nation.
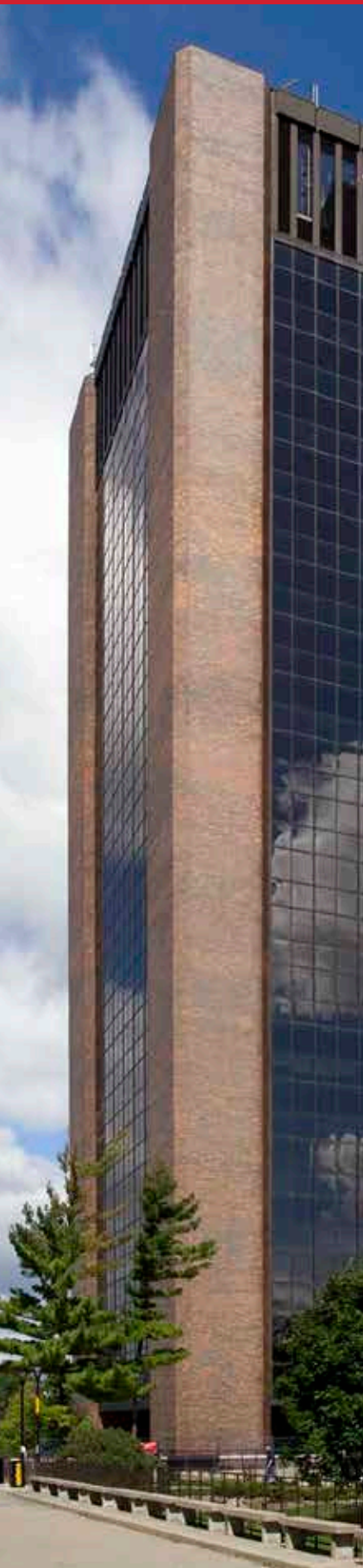
Defining Accessibility at Carleton

Disability issues affect a significant minority of Carleton students, with approximately 11% of the undergraduate population being registered at the Paul Menton Centre (PMC). Accessibility-related policies and procedures also impact a large group of staff and faculty members in a variety of departments and services. The term "accessibility" can have different meanings depending on the context. Informed by a definition from the United Nations[1], our understanding of accessibility encompasses:

- flexibility for the fullest participation of each individual in activities and society;

- any place, space, item or service, whether physical or virtual;

- attitudinal and systemic barriers to inclusion; and

- visible and non-visible disabilities, including cognitive, developmental, intellectual, medical, mental, physical, and sensory disabilities.

In addition to a diverse understanding of the term accessibility, there is also a variety of preferred language used in reference to disability. Consistent with the United Nations Convention on the Rights of Persons with Disabilities, we recognize "that disability is an evolving concept and that disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others"[2]. For the purposes of this document, we have adopted 'persons with disabilities' as our language. However, we acknowledge and respect the many ways in which individuals self-identify, and hope that the chosen language can be understood to represent the variety of experiences and preferences that exist within our diverse community.

Snapshot of Accessibility at Carleton

31 202
Total students enrolled at Carleton
(2018-2019 school year)[3]

3 403
Number of students registered with the
Paul Menton Centre (2018-2019 school year)[4]

10.9%
Percentage of Carleton Students registered with
the Paul Menton Centre (2018-2019 school year)[5]

29 081
Number of accommodated exams
(2018-2019 school year)[6]

3 000
Approximate number of monthly service calls
received by Attendant Services[7]

6.4%
Percentage of Carleton workforce who identified
with a disability in 2018[8]

Carleton's History in Accessibility

Carleton University's commitment to creating an accessible campus can be traced back to its earliest years when the campus comprised a handful of buildings. Originally intended to provide maintenance staff access to electrical and water systems, Carleton's tunnels were expanded and opened for faculty, staff, and student use in the 1960s. The expansion allowed the entire campus community to move more easily from building to building throughout the changing seasons. In the 1970s, residences were constructed that accommodated students with disabilities, and in 1987, the Attendant Services program was introduced to provide 24/7 individual attendant supports to students with significant mobility disabilities. Coupled with the tunnel system, the program allowed full academic participation to students who otherwise would not be able to attend classes on campus, and it remains unique in Canada and around the world.

The establishment of the Paul Menton Centre for Students with Disabilities (PMC) in 1990 provided a central location for the development of programs, services, and awareness on campus and beyond. The PMC focuses on coordinating academic accommodation and learning support services for students with disabilities. It collaborates with student services across the University, such as Scheduling and Exam Services, MacOdrum Library, Teaching and Learning Services, Health and Counselling Services, and academic units. The PMC also works towards improving physical accessibility on Carleton's campus, and towards creating awareness through the provision of educational and communication materials, professional development, and other campus activities.

In 2012, the Research, Education, Accessibility and Design (READ) Initiative was launched - a campus-wide leadership initiative dedicated to accessibility and inclusion of persons with disabilities at Carleton and in the local, national, and global community. READ supports interdisciplinary accessibility collaborations to eliminate

societal barriers for persons with disabilities. The initiative promotes increased program emphasis in all faculties on areas of disability, universal design, accessibility, and inclusion. It is tasked with the capacity building for the development of a Centre of Excellence in Accessibility at Carleton University.

To support student mental health, the Student Mental Health Framework was established in 2009, which focused on supporting students who are in distress. After the successful implementation of this framework, the Student Mental Health Framework 2.0 was launched in 2016 to focus on a more holistic approach to building a thriving community at Carleton. To support a growing population of students with mental health disabilities, the PMC established a research-based program in 2010, From Intention to Action (FITA), as part of Carleton's student services. FITA is designed to support mental health and academic success for students who are experiencing significant stress during their post-secondary education. In 2016, Career Services launched the Accessible Career Transitions program (ACT) with support from READ and the PMC. ACT provides individualized in-depth career planning and professional development, preparation, and skill building for students and graduates with disabilities. In 2018, the Provincial Government committed $5 million

for a project developed by READ and PMC, the David C. Onley Initiative for Employment and Enterprise Development, to support employability of postsecondary students with disabilities.

Carleton students with disabilities are engaged through the Carleton Disability Awareness Centre (CDAC), a student-run hub that brings together students and provides community space and relevant resources. It organizes speaker events and workshops regarding issues surrounding visible and non-visible disabilities, including mental health, sexuality, accessibility, and more. The Centre also runs programs to support students with disabilities on campus, such as wheelchair rentals and campaigns to improve accessibility and disability awareness on campus.

Some of Carleton's recent academic and research highlights in accessibility include the 2014 introduction of a minor in Disability Studies by the Institute of Interdisciplinary Studies. The minor explores disability from historical, cultural, political, economic, and social perspectives, and offers students the choice of 24 elective courses from a variety of disciplines. In 2013, an interdisciplinary team of researchers created the Carleton University Disability Research Group, integrating disability studies, technology, and history. In 2017, Carleton received an NSERC CREATE grant in the amount

of $1.65 million for the Research and Education in Accessibility, Design, and Innovation (READi) training program. READi is a 6 year initiative — an integrated solutions-oriented training program that emphasizes applied and experiential learning, providing accessibility training and skills to students, with a particular emphasis on those studying engineering, information and communications technology (ICT), and design.

Research on attitudes and practices related to issues of accessibility and inclusive teaching shows Carleton faculty to espouse positive attitudes and a high degree of implementation of universal design principles in their course development and teaching. Annual surveys of faculty and instructors related to academic accommodations for students with disabilities demonstrate very positive experiences and high approval rates for our disability and accessibility student services.

While much has been accomplished, we acknowledge that accessibility is a journey of continuous development. There are many areas with opportunities for improvement, including the accessibility of our built environment, awareness of non-visible disabilities, and supports for employees with disabilities. The Coordinated Accessibility Strategy will serve as a framework to guide Carleton's ongoing commitment toward a campus that is accessible and inclusive for its entire community, including students, employees, and visitors.

More information on Carleton's history, initiatives, and programs relating to accessibility can be found on our accessibility website: carleton.ca/accessibility.

The Coordinated Accessibility Strategy will serve as a framework to guide Carleton's ongoing commitment towards a campus that is accessible and inclusive for all students, employees, and visitors.

Purpose, Vision, and Guiding Values of the Coordinated Accessibly Strategy

Purpose

To continue to build Carleton University's culture of accessibility and be a catalyst for creating a more accessible and inclusive society, in particular for persons with disabilities.

Vision

Our vision is to continually strengthen Carleton's commitment to accessibility, and to be a recognized leader, central to accessibility initiatives nationally and globally.

Guiding Values

Inclusivity

We are guided by the value of inclusion; striving to create opportunities for every person to participate in all areas of campus to the fullest extent possible.

Innovation

We will continually strive for transformational change in the area of accessibility. We aim to be acknowledged as leaders and trailblazers of accessibility.

Collaboration

We aim to engage both internal and external community members in collaborations and partnerships to build capacity by facilitating and mobilizing interdisciplinary knowledge, experience, and expertise among students, staff, and faculty.

Commitment

We acknowledge that creating a culture of accessibility is an eternal task. We are guided by our ongoing, genuine, and lasting commitment to this endeavour, and will strive for a campus-wide culture of continuous improvement in all aspects of accessibility. We are committed to putting our words into action.

Community

We recognize that to strive for true inclusion, accessibility must be embedded into all aspects of our campus. It is the collective responsibility of our community to challenge ableism to work towards a more inclusive campus and world.

Coordinated Accessibility Strategy

Carleton University is a dynamic and innovative university with over 31 000 undergraduate and graduate students and approximately 5 000 faculty and staff[9]. Although we are proud of the progress made towards creating a culture of accessibility on campus, we recognize that there will always be opportunities to continually improve and strive for more accessibility and inclusion.

Education is considered a crucial component to the holistic development of a person, and "achieving one's education potential affects a person's ability to take part in the labour market, realize their full potential, live independently, and participate meaningfully in society"[10]. As an educational institution, Carleton is committed to continuing to build on its history in accessibility to keep moving towards its vision for a more accessible campus and world.

The Coordinated Accessibility Strategy will serve as a framework to guide Carleton's ongoing commitment towards a campus that is accessible and inclusive for all students, employees, and visitors. The Strategy is intended to not only coordinate the many accessibility services, programs, and initiatives that already exist, but also continue to inspire a strong campus culture of accessibility and inclusion.

Areas of Focus: Objectives and Recommendations

Seven areas of focus have been identified for the Coordinated Accessibility Strategy:

1. **Coordination and leadership**

2. **Education and training**

3. **Information and communication**

4. **Physical campus**

5. **Employment and employee support**

6. **Student support services**

7. **Research and development**

Each of these areas of focus is further explored and developed in the sections to follow. For each of the areas, objectives and recommendations have been outlined to help guide Carleton's vision for accessibility.

1
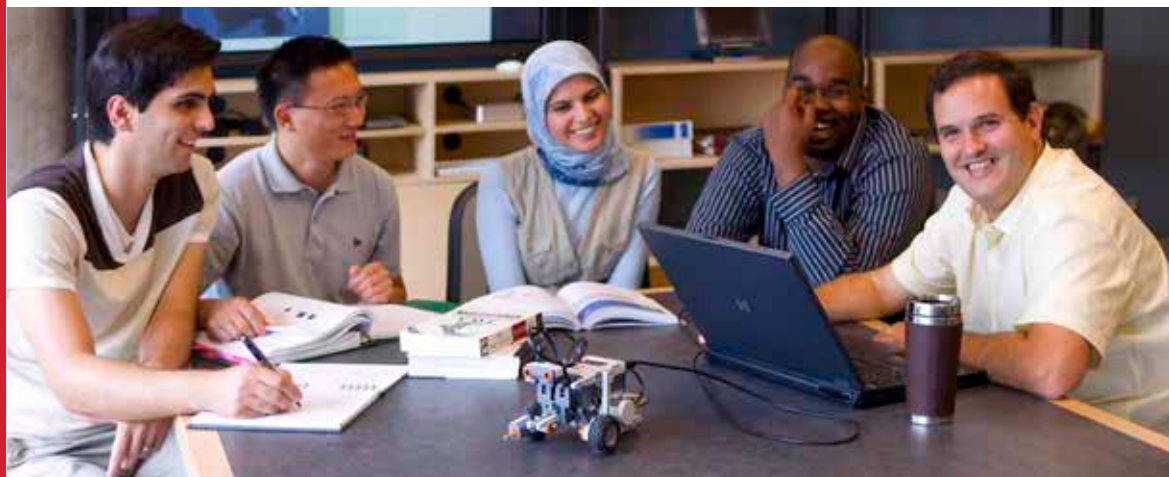
Coordination and Leadership

Description:

This area of focus refers to the need to better coordinate the various accessibility initiatives at Carleton. Strategic and coordinated activities can enhance effectiveness and impact of efforts to promote accessibility. An accessibility lens should be given to many activities, including building, renovations, research, pedagogical development, student services, and information technology. Policies, guidelines, and best practices related to accessibility need to be shared and well communicated. Increased awareness and promotion of accessibility should be done both within Carleton and beyond. The goals of the Coordinated Accessibility Strategy should be supported and sustained long term.

Objectives:

1. Accessibility as a priority at all levels of leadership, with a commitment to continuous improvement.

2. Dedicated University resources for coordination, leadership, and expertise in accessibility.

3. Increased awareness and internalized culture of accessibility among the entire Carleton community, where accessibility is a consideration in everything we do.

4. Recognition as a leader in accessibility internally by faculty, staff, and students, as well as the external community.

We recognize that to strive for true inclusion, accessibility must be embedded into all aspects of our campus. It is the collective responsibility of our community to challenge ableism to work towards a more inclusive campus and world.

Recommendations:

A. Conduct a thorough environmental scan and create a living document of all accessibility initiatives at Carleton.

B. Establish an interdisciplinary Centre of Excellence in Accessibility that provides leadership, coordination, best practices, research, support, training, and knowledge mobilization.

C. Formalize the senior leadership responsibility for accessibility across the University's portfolios.

D. Increase depth of accessibility training of people in leadership positions.

E. Expand University-wide and community events and campaigns to increase awareness and foster a culture of accessibility.

F. Develop membership and contributions to accessibility partnerships, organizations, and consortium, partnering at the local, provincial, national, and global level.

G. Establish a central resource to disseminate and receive information on accessibility.

2 Education and Training

Description:

This area of focus refers to best practices in accessibility for teaching and learning (e.g., Universal Design for Learning) as well as developing relevant policies, knowledge, skills, and attitudes within Carleton's academic programs. This area of focus also refers to skills-focused certification training and professional programs.

Objective:

1. Greater awareness and understanding of accessibility and disabilities, and increased capacity to respond to accessibility needs.

2. Accessible teaching and learning environments with relevant supports and resources.

3. Comprehensive academic, educational, and professional development programming in accessibility.

4. Academic culture, faculty, and leadership that support accessibility and disability-informed postsecondary education.

"achieving one's education potential affects a person's ability to take part in the labour market, realize their full potential, live independently, and participate meaningfully in society"[11].

Recommendations:

A. Increase the number of in-depth training opportunities in accessibility on campus that are relevant to different settings and exceed minimum requirements.

B. Increase the number of community activities that build greater awareness and understanding of accessibility and disabilities, barriers and exclusion, as well as opportunities for change.

C. Provide educators on campus with incentives, skills, and resources to consider accessibility in the design of academic activities and experiential learning, including the principles of universal design.

D. Include persons with disabilities and value their lived experiences as a source of knowledge in the design of teaching and learning.

E. Expand interdisciplinary academic programming and professional development in accessibility and disabilities for members of the internal and external community.

F. Address issues of accessibility and disabilities within the Faculties and Departments and encourage faculty to utilize relevant teaching and learning services.

3

Information and Communication

Description:

This area of focus refers to the accessibility of all information and communication content and technologies at Carleton, including websites, documents, and events.
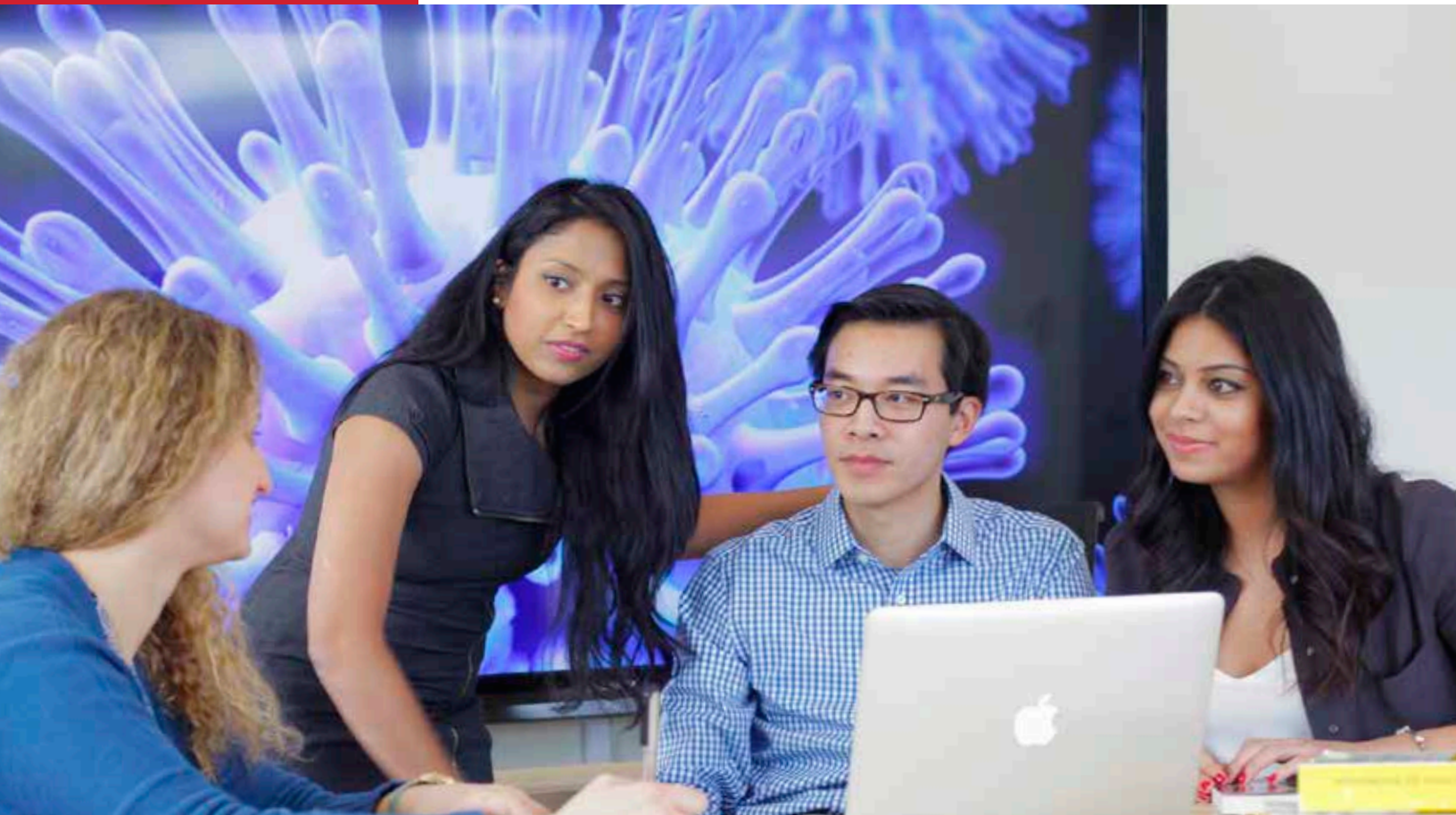
Objectives:

1. Compliance that exceeds minimum accessibility standards for all University information and communications systems.

2. Accessibility and accommodation resources for information and communications needs on campus that are built-in or readily available.

3. Increased knowledge, skills, and attitudes in all Carleton faculty and staff in accessibility in information and communications technologies.

We will continually strive for transformational change in the area of accessibility. We aim to be acknowledged as leaders and trailblazers of accessibility.

Recommendations:

A. Perform system audits for accessibility, driven by individual units.

B. Establish process for support for providing accommodations, and adaptive and assistive devices for Carleton events.

C. Establish a reporting protocol to identify information and communication related accessibility barriers and areas for improvement.

D. Establish best practices for accessibility in all knowledge creation and sharing (e.g., documents, presentation, websites, social media, conferences), which are shared internally and externally.

E. Provide guidelines and training opportunities on accessibility in knowledge creation and sharing for faculty and staff.

F. Ensure accessibility to be part of the procurement requirements.

4

Physical Campus

Description:

This area of focus refers to the reduction and elimination of accessibility barriers of Carleton University's physical campus, consideration of accessibility in future development of spaces and buildings on campus, as well as parking, washrooms, signage, and wayfinding.

Objectives:

1. Standards for accessibility of the physical campus that go beyond the minimum requirements.

2. Continual commitment to the elimination of existing accessibility barriers of Carleton University's physical campus.

3. University policies and practices regarding the use of space, which supports the accessibility of the physical campus.

We acknowledge that creating a culture of accessibility is an eternal task. We are guided by our ongoing, genuine and lasting commitment to this endeavour, and will strive for a campus-wide culture of continuous improvement in all aspects of accessibility.

Recommendations:

A. Create a Carleton University standard for accessibility of physical spaces based on best practice guidelines and certifications that surpass minimum requirements.

B. Perform a full accessibility audit of the physical campus with input from the campus community, particularly persons with disabilities.

C. Undertake systematic retrofitting to address current problems and meet the new standards for the physical campus.

D. Establish a reporting protocol to identify accessibility barriers and areas for improvement.

E. Establish a permanent University budget and related supporting resources for accessibility of physical spaces.

F. Review University policies and practices tMatilde, can youo consider accessibility where relevant to the physical campus.

5

Employment and Employee Support

Description:

This area of focus refers to inclusive hiring of persons with disabilities and employment initiatives at Carleton University to ensure an accessible and inclusive work environment.

Objectives:

1. Greater representation of persons with disabilities at all levels among Carleton employees.

2. Inclusive and accessible hiring policies and practices, and working environments.

3. Coordinated and effective mechanisms for workplace accommodations.

We are guided by the value of inclusion; striving to create opportunities for every person to participate in all areas of campus to the fullest extent possible.

Recommendations:

A. Institute effective processes and go-to resources on campus for disability-related accommodations and supports for employees across all levels and stages of employment.

B. Review and identify gaps in employment-related policies, practices, and training that support accessibility, accommodations, and disability-competent inclusion.

C. Provide targeted opportunities across campus that promote career development and training for Carleton employees with disabilities.

D. Include employees with disabilities for input and participation to improve accessibility in employment for persons with disabilities.

E. Review Carleton's rates of employment of persons with disabilities and address gaps in representation where they exist.

6

Student Support Services

Description:

This area of focus refers to student services across all university portfolios and the entire campus community, and recognizes that all student service can support greater accessibility.

Objectives:

1. Excellence in services for students with disabilities across all student service units.

2. Ongoing capacity for services to fully support students with disabilities to achieve academic success.

3. Supports for students with disabilities and accessibility expertise across all student services and the broader campus community.

Recommendations:

A. Optimize resources through accessibility lens to be responsive to the growing needs for accommodation and support of students with disabilities.

B. Review and identify gaps in student services programming and delivery with consideration of both undergraduate and graduate students with disabilities.

C. Provide accessibility and disability-related training specific to different student services programs.

D. Build knowledge, awareness, and attitudes in accessibility and accommodations across all student facing services and points of contact on campus.

E. Establish formal student feedback and program evaluation protocols for disability-related student services for continuous quality improvement.

We recognize "that disability is an evolving concept and that disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others"[12].

7

Research and Development

Description:

This area of focus refers to research in accessibility and disability, and the application of research to campus and community development in accessibility.

Objectives:

1. Increased activity in accessibility and disability research; particularly interdisciplinary, participatory research, including those that address systemic and attitudinal barriers.

2. Community of world-class accessibility and disability researchers, particularly researchers with disabilities.

3. Increased awareness, recognition, and coordination of research activities in accessibility and disability both internally and externally.

4. Significant contribution and leadership of Carleton University researchers to building a published knowledge base in accessibility and disability.

Recommendations

A. Develop a strategic plan for accessibility and disability research and knowledge mobilization (e.g., research informed campus initiatives).

B. Create a University-wide network of researchers in accessibility and disability.

C. Grow the research capacity in accessibility and disability, including increasing the number and retention of researchers, research funding, research infrastructure, and community partnerships.

D. Pursue research chair(s) in accessibility and disability.

E. Establish academic programming to support research in accessibility and disability.

We aim to engage both internal and external community members in collaborations and partnerships to build capacity by facilitating and mobilizing interdisciplinary knowledge, experience, and expertise among students, staff, and faculty.

Implementation and Evaluation

Carleton University is committed to building on a culture of accessibility by continuing to strive toward a campus that is accessible and inclusive. Carleton's history in accessibility can be traced back to its earliest years, however, there will always be opportunities for growth, improvement, and innovation. This document recognizes the need for a coordinated strategy to serve as a framework to guide Carleton's ongoing commitment to being a leader in accessibility.

Carleton University values the lived experience of disability and, consistent with the principle of nothing about us without us, the implementation of the Coordinated Accessibility Strategy will include representation of Carleton University community members who are living the experience of disability. We acknowledge the spectrum of disabilities, both visible and non-visible, and individual choices in disclosing disability. We also recognize different ways lived experience is manifested and represented as a function of cultural and intersectional factors.

The senior leadership through the Offices of the Vice-Presidents of Carleton University takes ownership and accountability for this Coordinated Accessibility Strategy. As the Coordinated Accessibility Strategy

is implemented, members of the Coordinated Accessibility Strategy Steering Committee will form an Advisory Committee, under the leadership of the READ Initiative, which will meet regularly and complete annual reports with the intent of maintaining sustainability and transparency. Committee members will be invited to renew their position on the Advisory Committee yearly to confirm their ability to continue to participate in the implementation of recommendations or suggest new members to take on new tasks. Under the guidance of the Advisory Committee, the READ Initiative will create a five-year plan with milestones for implementation and ongoing support and will coordinate the development of working groups for each area of focus, with representation of key stakeholders from across the University, including faculty, staff, and students. The working groups will prioritize the recommendations and develop implementation protocols with the approval of the Advisory Committee, and assign ownership to action recommendations.

Additionally, there will be ways for faculty, staff, and students to be involved in the implementation of various recommendations — everything from being aware of Carleton's Coordinated Accessibility Strategy and promoting our continued work to becoming more involved in the development or delivery of specific recommendations. Faculty, staff, and students are all encouraged to think about how they can contribute to an accessible and inclusive campus environment that is consistent with this Strategy.

As the recommendations are prioritized and implemented, evaluation criteria for the Strategy will be established and monitored. The Coordinated Accessibility Strategy Advisory Committee will also aim to develop an evaluation process for individual recommendations to assess their impact and effectiveness, and public reporting. Necessary adjustments will be made where the recommendations do not achieve intended results. New research and emerging best practices will also inform the implementation and evaluation of our framework. Evaluation and research are important for ongoing public accountability of the Strategy and our reputation in accessibility.

It is the hope of the Coordinated Accessibility Strategy Steering Committee that this Strategy will be a living document that evolves to reflect changing accessibility needs and supports all members of the Carleton community — faculty, staff, and students — to work towards an accessible and inclusive environment in which to pursue educational and life goals.

Endnotes

1   United Nations Department of Economic and Social Affairs Division for Social Policy and Development, "Accessibility and Development Mainstreaming disability in the post-2015 development agenda", United Nations, 2013.

2   United Nations, "United Nations Convention on the Rights of Persons with Disabilities and Optional Protocol", December 2006, p. 1.

3   "Facts and Figures", Carleton University, accessed January 21, 2020, carleton.ca/about/facts.

4   Paul Menton Centre for Students with Disabilities, Carleton University.

5   Ibid.

6   Ibid.

7   Paul Menton Centre for Students with Disabilities, Carleton University, "Quick Facts 2017".

8   "Staffing Statistics", Office of Institutional Research and Planning, Carleton University, accessed June 7, 2019, oirp.carleton.ca/databook/index/html/personnel.htm.

9   Supra, note 3.

10 Ontario Human Rights Commission, "Policy on Accessible Education for Students with Disabilities", Government of Ontario, March 2018, p. 7.

11 Ibid.

12 Supra, note 2.

Appendix A: Committee Composition

Coordinated Accessibility Strategy Steering Committee

Co-Chairs:

- **Adrian Chan**, Professor, Faculty of Engineering and Design and Chair, Advisory Board, Research Education, Accessibility, and Design (READ) Initiative
- **Boris Vukovic**, Director, Research, Education, Accessibility and Design (READ) Initiative

Members:

- **Rebecca Andre**, Undergraduate Student Representative
- **Cathy Edwards**, Research Facilitator, Strategic Initiatives, Research Impact and Engagement, Carleton Office for Research Initiatives and Services
- **Kelly Fritsch**, Assistant Professor, Faculty of Arts and Social Science
- **Ikram Jama**, Equity Advisor, Department of Equity and Inclusive Communities
- **Tess Macmillan**, Graduate Student Representative
- **Larry McCloskey**, Director, Paul Menton Centre
- **Elspeth McCulloch**, Manger, eLearning, Educational Development Centre
- **Dean Mellway**, Special Advisor, READ Initiative
- **Gary Nower**, Assistant Vice-President (Facilities Management and Planning)
- **Mary Kathryn Roberts**, Manager, Web Services
- **Amanda St. Dennis**, Undergraduate Student Representative

Support:

- **Greg Aulenback**, Director, Strategic Initiatives, Office of the Vice-President (Students and Enrolment)
- **Lakin Dagg**, Assistant Manager, Office of the Vice-President (Students and Enrolment)

Coordinated Accessibility Strategy Working Group

- **Greg Aulenback**, Director, Strategic Initiatives, Office of the Vice-President (Students and Enrolment)
- **Adrian Chan**, Professor, Faculty of Engineering and Design and Chair, Advisory Board, Research Education, Accessibility, and Design (READ) Initiative
- **Lakin Dagg**, Assistant Manager, Office of the Vice-President (Students and Enrolment)
- **Boris Vukovic**, Director, Research, Education, Accessibility and Design (READ) Initiative

Appendix B: Advisory Committee Terms of Reference

In 2018, a collaborative process to develop Carleton's first Coordinated Accessibility Strategy began. The Strategy was envisioned to strengthen the University's commitment to accessibility, to continue to build on Carleton's culture of accessibility, and be a catalyst for creating a more accessible and inclusive world. To support the realization of the Coordinated Accessibility Strategy, a Steering Committee with membership from across campus, including student, faculty, and staff representatives, was established. As the Coordinated Accessibility Strategy was finalized, there emerged a need for continued guidance and support to implement the Strategy. As a result, in 2020, a Coordinated Accessibility Strategy Advisory Committee was established.

Purpose of the Committee

The Coordinated Accessibility Strategy Advisory Committee will be integral to the successful implementation of the Strategy. The Committee will assist with prioritizing the recommendations, assigning ownership, and creating a five-year plan for implementation and continued support. As the recommendations are prioritized and implemented, key performance indicators for the Strategy will be established and monitored.

Committee members will be invited to renew their participation on the Advisory Committee annually or recommend new members to the committee as needed. The committee will be led by the READ Initiative.

Advisory Committee Membership

Committee membership must be representative of the University community. At minimum, a representative from each group listed below should be identified on the committee.

- Vice-President (Students and Enrolment) (Co-Chair)
- Provost and Vice-President (Academic) (Co-Chair)
- Vice-President (Research and International) (Co-Chair)
- Vice-President (Finance and Administration) (Co-Chair)

- Research, Education, Accessibility and Design (READ) Initiative (Lead)
- Strategic Initiatives, Office of the Vice-President (Students and Enrolment)
- Paul Menton Centre for Students with Disabilities
- Faculty Member(s)
- Graduate Student Representative(s)
- Undergraduate Student Representative(s)
- Facilities Management and Planning
- Teaching and Learning Services
- Carleton Office for Research Initiatives and Services
- MacOdrum Library
- Information and Technology Services
- Human Resources
- Department of Equity and Inclusive Communities

Working Groups

As needed, working groups may be formed to address needs identified by the Advisory Committee. These Working Groups may include members that are not formally on the Advisory Committee. These groups should have an association to one of the Advisory Committee members so that the committee is kept up-to-date.

Frequency of meetings

The Advisory Committee will meet every two months or more frequently if issues arise that require the committee's input.

Reporting

Regular reporting will be made to the Vice-Presidents at Carleton University.

An annual report will be created and shared with the Carleton community that will cover the committee's activities, including a progress update related to Strategy objectives and recommendations. The report will make recommendations on areas of improvement as well as what the priorities should be for the following year.

READ Initiative
Carleton University
3500 Carleton Technology and
Training Centre

Ottawa ON K1S 5B6
Phone: 613-520-2600 ext. 7323
Email: read.initiative@carleton.ca

Carleton
U N I V E R S I T Y

Canada's Capital University

AGENDA ITEM 6.3

AGENDA ITEM 6.3

AGENDA ITEM
6.4

CARLETON U PRESIDENT'S REPORT 2020

Carleton
UNIVERSITY

MESSAGE FROM THE PRESIDENT

It's been a wonderful and crazy year.

Wonderful because everything that we measure is trending sharply up. With more than 31,000 students, we are larger than ever. Our research funding — a proxy for research impact — is growing by leaps and bounds and has reached $81.7 million, a two-year compounded increase of nearly 50 per cent. We are ranked as the second most sustainable university in Canada and among the most sustainable on the planet. Our commitment to health and wellness, especially mental health, has been recognized with two national awards. And our men's basketball Ravens — of course, some would say — are the national champions again!

A YEAR TO REMEMBER

As we enjoyed these successes, we planned for the future. After an 18-month collaborative process, our inspiring Indigenous strategy *Kinàmàgawin* (Learning Together) has been released and will guide us toward long-term, positive change. Throughout the year, we also engaged our entire community in the process of writing a new Strategic Integrated Plan. The result, to be officially launched in September 2020, is a powerful roadmap that sets clear aspirations for our bright future.

The crazy part started in March with the rapid acceleration of the COVID-19 public health crisis. Putting the safety and wellness of our community first, we moved our winter semester online within a week and rallied to finish the term brilliantly! In

everything we did, we took care of one another with flexibility and compassion — the Carleton way. As we look to a disrupted future, I am confident that we have the talent and mindset to thrive and continue to make a difference in Ottawa and around the world. Onwards and upwards!

Benoit-Antoine Bacon
President and Vice-Chancellor

@CU_President
carleton.ca/president/p15

A BANNER YEAR FOR RESEARCH

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 965 faculty members, 31,522 students and $81.7 million in sponsored external research funding this past year — a compound increase of more than 50 per cent over two years, the largest increase of any comprehensive or medical university in Canada — we have many success stories to celebrate.

SOLVING THE CHALLENGES OF TODAY AND TOMORROW

Smart Environments Building

In August 2019, Carleton unveiled the new Advanced Research and Innovation in Smart Environments (ARISE) building, a hub for multidisciplinary research collaborations with government and the private sector. Research teams and staff began moving into ARISE over the winter and are welcoming new external partners to the building.

PermafrostNet

In August, the National Sciences and Engineering Research Council (NSERC) funded two Strategic Partnership Grants in Canada. One was for PermafrostNet, led by Carleton Geography and Environmental Studies Prof. Stephan Gruber. With $5 million over five years, the network brings together researchers from 12 universities and 40-plus partner organizations — including industry, Indigenous communities and government agencies nationally and internationally — to boost Canada's ability to adapt to large-scale permafrost thaw.

Canadian Defence and Security Network

Carleton's Stephen Saideman, the Paterson Chair in International Affairs, received a $2.5-million Partnership Grant from the Social Sciences and Humanities Research Council for the Canadian Defence and Security Network, which has more than 30 external partners. The network advances knowledge of Canadian defence and security studies while informing policy-making and improving cross-sector sharing.

Groundbreaking Fossil Discovery

A team led by Earth Sciences Prof. Hillary Maddin has discovered the earliest fossil evidence of parental care, a finding that predates the previous oldest record of this behaviour by 40 million years. The breakthrough was covered by more than 130 media outlets across Canada and around the world.

Carleton's new Advanced Research and Innovation in Smart Environments (ARISE) building, a hub for multidisciplinary research collaborations with government and the private sector

$81.7 million
in sponsored research funding
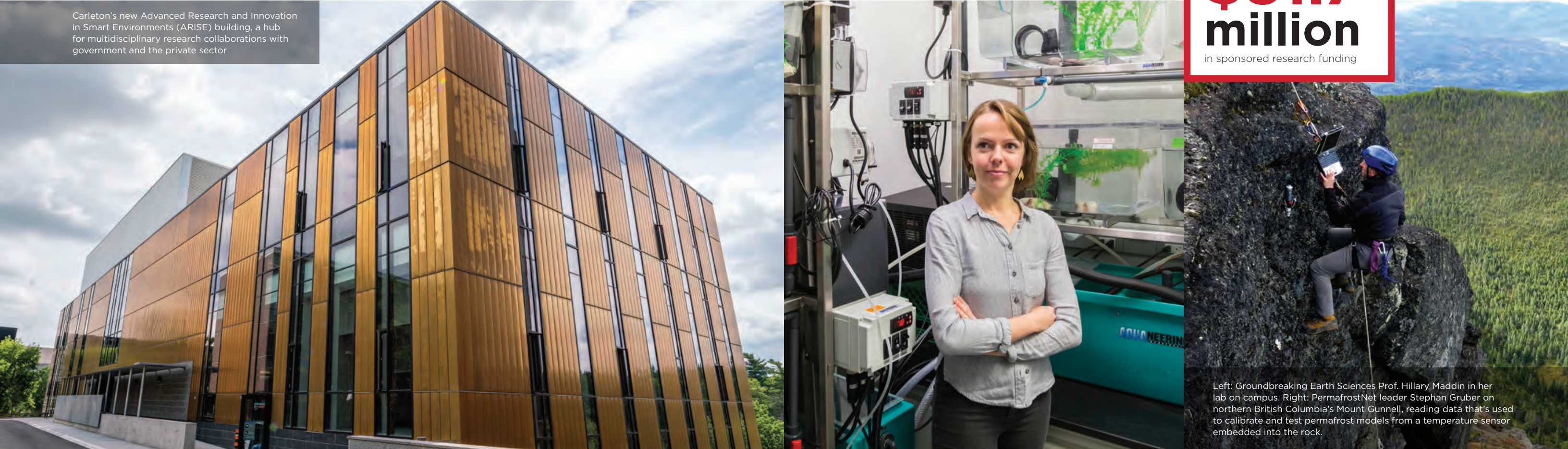
Left: Groundbreaking Earth Sciences Prof. Hillary Maddin in her lab on campus. Right: PermafrostNet leader Stephan Gruber on northern British Columbia's Mount Gunnell, reading data that's used to calibrate and test permafrost models from a temperature sensor embedded into the rock.

CARLETON SHINES IN CRITICAL RESEARCH AREAS

IMPROVING BUILDING PERFORMANCE, REMOTE HEALTH MONITORING, AND ENHANCED ACCESSIBILITY FOR ALL.

Sustainability and Energy Efficiency

Carleton's strengths in this critical area have never been greater. In the past year, Carleton received more than $5 million in funding from Natural Resources Canada (NRCan) and the Ontario Research Fund. Mechanical and Aerospace Engineering Prof. Cynthia Cruickshank's Carleton Centre for Advanced Building Envelope Research will develop technologies to make Canada's buildings more energy efficient and less greenhouse gas intensive. Civil and Environmental Engineering researchers Burak Gunay, Liam O'Brien and Scott Bucking also received funds from NRCan to develop new data-mining tools to improve building energy efficiency, occupant comfort, health and workplace productivity. These projects add to the extensive work of Carleton's Building Performance Research Centre and complement the work being done by Gabiel Wainer (Systems and Computer Engineering), Stephen Fai (Architecture) and O'Brien in partnership with Autodesk to investigate technologies for designing more sustainable buildings. Also part of this portfolio are the Northern Nomad tiny house, the Urbandale Centre for Home Energy Research and Efficiency Canada.

Clockwise from top left: Research facilitator Cathy Malcolm Edwards at the launch of Carleton's Canadian Accessibility Network in December 2019; Neuroscience Prof. Kim Hellemans and Cognitive Science Prof. Jim Davies, hosts of the award-winning Minding the Brain podcast; Mechanical and Aerospace Engineering Prof. Mojtaba Ahmadi with an early prototype of his assistive walking device; Mechanical and Aerospace Engineering Prof. Cynthia Cruickshank, head of Carleton's new Centre for Advanced Building Envelope Research

Left to right: Paul Menton Centre for Students with Disabilities director Larry McCloskey, Ontario Minister for Seniors and Accessibility Raymond Cho and Systems and Computer Engineering Prof. Adrian Chan, director of Carleton's NSERC-funded Research and Education in Accessibility, Design and Innovation (READi) training program, during a tour of accessibility services and labs on campus

Cognition and Wellness

Carleton continues to build its research excellence in these fields. Beyond existing strengths in health sciences, psychology, biomedical engineering, e-health and patient monitoring continue to emerge. Mohamed Ibnkahla, the NSERC/Cisco Industrial Research Chair in Sensor Networks for the Internet of Things (IoT), Jason Jaskolka (Systems and Computer Engineering) and Ashraf Matrawy (School of Information Technology) launched a program supported by the Department of National Defence's Canadian Safety and Security Program to investigate how e-health systems are vulnerable to cyberattacks. Carleton researchers are also partnering with the Bruyère Research Institute and the AGE-WELL NCE National Innovation Hub on the design of smart homes to remotely monitor people's health and wellness. And Carleton is proud of the award-winning Minding the Brain podcast hosted by Kim Hellemans (Neuroscience) and Jim Davies (Cognitive Science).

Accessibility

Building on our reputation as Canada's most accessible university, Carleton launched the Canadian Accessibility Network (CAN) in December 2019. CAN provides leadership to a national partnership in advancing accessibility for persons with disabilities through research, design and innovation, education and training, policy, employment and community engagement.

PARTNERSHIPS WITH PURPOSE

At Carleton, we believe that higher education is a force for good in the community and understand the value of partnership in this effort. Locally, nationally and globally, we continuously seek community, industry and philanthropic partners to help serve the greater good and realize positive social change together.

Efficiency Canada

Efficiency Canada, a partnership between Carleton and industry partners, utilities and funders, completed its first full year of operation. This unique collaboration, housed at Carleton's Sustainable Energy Research Centre, is working to make Canada a global leader in energy efficiency policy, technology and jobs.

develop the next generation of changemakers. The partnership will lead to a Sprott case study on Bridgehead that can be used in business courses and provides opportunities to collaborate on strategic events focused on sustainability and social innovation. It will also bring a Bridgehead outlet to the new Nicol Building, Sprott's future home.

Left to right: Bridgehead Coffee Chief Operations Officer Kate Burnett, Bridgehead Chief Culture Officer (and former CEO) Tracey Clarke and Sprott School of Business Dean Dana Brown celebrate their new partnership

TOGETHER FOR GOOD

Left: Carleton President Benoit-Antoine Bacon forges a new holistic collaboration on 5G wireless communications with Marcos Cavaletti, the head of Ericsson's operations in Ottawa. Right, from left to right: TVO executive producer Kathy Vey, journalist-in-residence Shelby Lisk, Benoit-Antoine Bacon, Adjunct Research Professor John Medicine Horse Kelly and TVO host Steve Paikin at the launch of the TVO Indigenous Hub at Carleton.
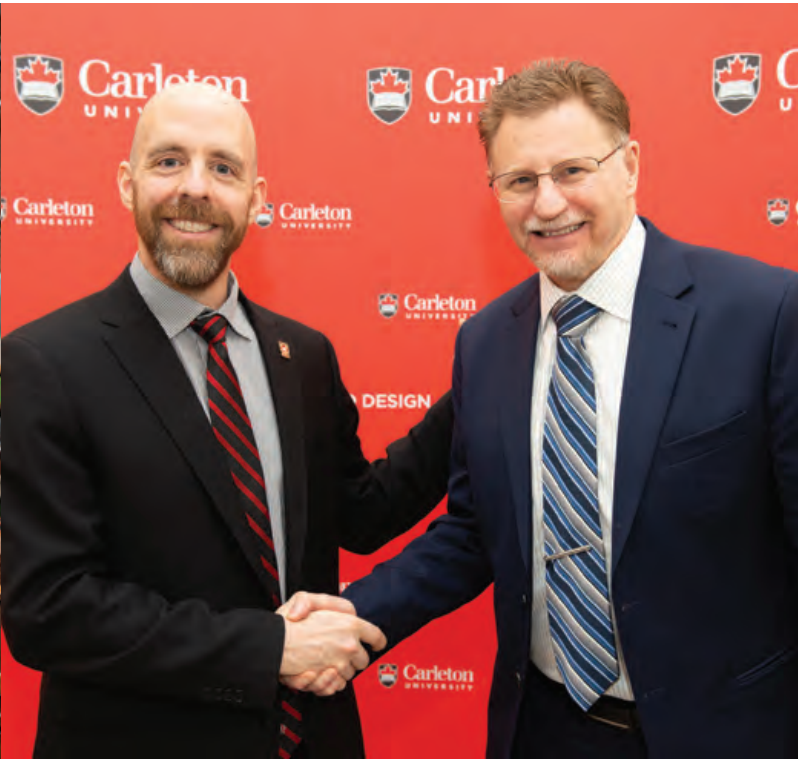
Holistic Integrated Partnerships

This new initiative offers Carleton-based solutions to business needs in research and innovation, talent development and workforce recruitment, and reputation and corporate social responsibility. Working through one point of contact, businesses can engage with top researchers and promising research projects, develop new co-op and internship opportunities, and amplify their focus on critical social or business needs. In February 2020, the first partnership was unveiled in the ARISE building. The Ericsson-Carleton University Partnership for Research and Leadership in Wireless Networks will expand experiential learning and research opportunities in 5G wireless communications. Ericsson will support future leaders in wireless communications by continuing to be a top employer for Carleton co-op students and through experiential learning. The partnership will also create graduate student internships and establish a fellowship program.

TVO Indigenous Hub at Carleton

Through a partnership between TVO and Carleton, the TVO Indigenous Hub opened in November 2019. The hub and its journalist-in-residence, Shelby Lisk, will amplify Indigenous voices that are under-represented in current affairs stories and analysis. The hub has also created a new TV studio in Southam Hall — a valuable resource for Carleton and media outlets seeking expert commentary, allowing journalists to interview university experts remotely.

Bridgehead and Sprott School of Business

Sprott and Ottawa's Bridgehead Coffee have established a partnership rooted in their shared vision for the future of business and a desire to

WORKING THROUGH ONE POINT OF CONTACT, BUSINESSES CAN ENGAGE WITH TOP RESEARCHERS AND PROMISING RESEARCH PROJECTS, DEVELOP NEW CO-OP AND INTERNSHIP OPPORTUNITIES, AND AMPLIFY THEIR FOCUS ON CRITICAL SOCIAL OR BUSINESS NEEDS.

TEACHING AND LEARNING FOR TOMORROW

150
Co-op programs

PATHWAYS TO STUDENT SUCCESS

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.

Aerospace Engineering student Daniel Deck on the job during his co-op term with the industrial engineering team at Alstom

Co-ops

Already one of the largest co-op programs in Canada, the Carleton Co-op Office is adding options to its roster of around 150 co-op programs, streams and concentrations. Students in the Bachelor of Media Production and Design co-op option will begin their first work term in winter 2021. The M.A. Migration and Diaspora Studies and the MEng Sustainable Energy programs will see students seeking their first co-ops in summer 2021. And the Interdisciplinary Science and Practice co-op option will see its first cohort in summer 2022. Carleton students completed 2,789 co-op placements in summer 2019, fall 2019 and winter 2020, a 3.5 per cent increase over the previous year.

Awards and Grants

- Carleton launched the Chair in Teaching Innovation to recognize the university's top educators and encourage faculty to develop a scholarly approach to teaching and learning. The three-year appointment is awarded to educators who have demonstrated teaching excellence and are looking to further innovate. It provides faculty with $45,000 to undertake scholarly projects to advance teaching excellence. Profs. Melanie Adrian (Law and Legal Studies) and Mira Sucharov (Political Science) are the inaugural chairs.

- Prof. Anne Trépanier (Indigenous and Canadian Studies) received a D2L Innovation Award in Teaching and Learning for the thoughtful and creative incorporation of technology into her courses. The award recognizes educators who are redefining the learning experience through innovative, student-centred practices. Trépanier is the fourth Carleton professor to receive this award.

Student Initiatives

- The Students as Partners Program (SaPP) was launched in winter 2020 to foster greater collaboration between instructors and students in developing and designing courses and to help faculty, contract instructors, educational and instructional developers, and librarians to provide a paid work experience to undergraduate students interested in teaching innovation and curriculum design. In its first term, 34 students participated in the program.

- Carleton is one of six Canadian institutions that have joined forces to form a new network of universities focused on encouraging experimentation and scaling effective approaches to skills development. FUSION, the Future Skills Innovation Network, focuses on skill development to ensure that graduating students are ready for a rapidly changing world.

Top: Communications and Media Studies student Margaret Johnston during her work term as a marketing assistant at Gusto Worldwide Media. Above: Indigenous and Canadian Studies Prof. Anne Trépanier, who received a D2L Innovation Award in Teaching and Learning for the thoughtful and creative incorporation of technology into her courses.

Law and Legal Studies Prof. Melanie Adrian (standing) was one of two recipients of Carleton's new three-year Chair in Teaching Innovation
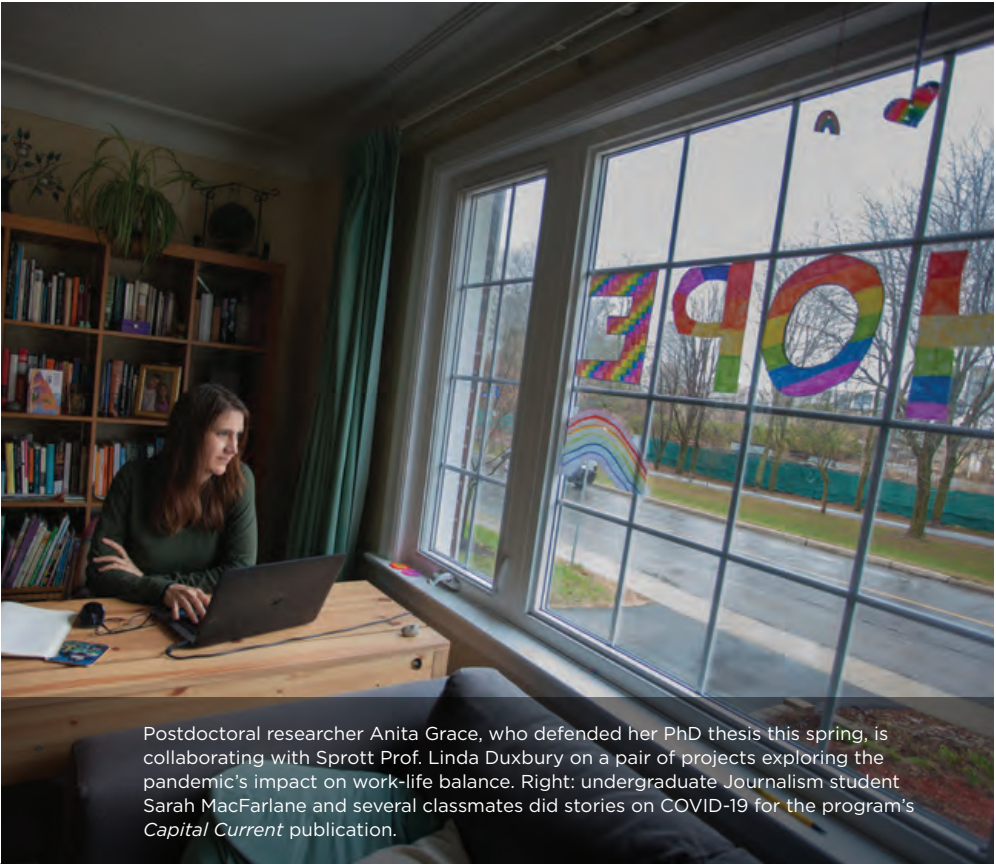
COVID: TRANSITIONING ONLINE IN A WEEK

The unprecedented impacts of the COVID-19 pandemic have been disruptive to Carleton, Canada and the world. At times like this, communities define their values. Carleton is a community of respect and care, and this was demonstrated by our collective composure and grace under pressure while prioritizing the health and wellbeing of our students and peers. Preserving our academic mission amid the pandemic is a powerful symbol of our strength, adaptability and commitment to learning.

GRACE UNDER PRESSURE

Postdoctoral researcher Anita Grace, who defended her PhD thesis this spring, is collaborating with Sprott Prof. Linda Duxbury on a pair of projects exploring the pandemic's impact on work-life balance. Right: undergraduate Journalism student Sarah MacFarlane and several classmates did stories on COVID-19 for the program's *Capital Current* publication.

PRESERVING OUR ACADEMIC MISSION AMID THE PANDEMIC IS A POWERFUL SYMBOL OF OUR STRENGTH, ADAPTABILITY AND COMMITMENT TO LEARNING.

Carleton staff hold a virtual meeting in the early days of the university's quick — and successful — transition to moving almost all operations online

Adapting Coursework and Projects

Sarita Cuadros Sanchez, a third-year Biology student, was scheduled for a major end-of-term presentation. When Carleton replaced face-to-face instruction with alternative modes, Cuadros Sanchez and Prof. Ashkan Golshani decided that she would present from home using an online video and screen-sharing platform, with her classmates invited to watch and ask questions. "It feels good that our professors are here to support us," said Cuadros Sanchez, "no matter what."

Reassuring Students

For Prof. Stephanie Carvin of Carleton's Norman Paterson School of International Affairs, one of the top priorities when corresponding with students has been reassurance. "They take their grades seriously and worry about normal things such as getting assignments finished on time," she said. The first thing Carvin emphasized in emails to students is that they wouldn't be penalized amid this uncertainty. She also promised to consider their individual circumstances when grading and shared links to wellness supports.

Flexible Teaching and Testing

Mechanical and Aerospace Engineering Prof. Jeremy Laliberté was juggling an undergraduate course, a graduate course, students doing fourth-year capstone projects and supervising graduate students. His focus shifted to online teaching and figuring out alternatives to in-person final exams. "This is a big test for all of us," he said, "and the key for me has been flexibility."

Crisis Management and Recovery (CMR)

This Sprott School of Business initiative helps small- and medium-sized enterprises and non-profit organizations, while providing students with a unique opportunity to gain skills and experience. Through Sprott's Project-Based Service Learning enterprise, teams of CMR-trained students, supervised by faculty, are providing free consulting services to help organizations manage the pandemic and develop recovery plans.

Left, clockwise from top left: Carleton students Luke Barkovich, Molly Zhang, Isabel Mertick-Sykes and Olivia Turner join an anti-stigma campaign. Above: Carleton's Vicki Boman with Mertick-Sykes, Turner and President Bacon at Recovery Day Ottawa. Below: an International Student Services Office snowshoe outing in Gatineau Park.

- We are continuing to focus on promoting free, confidential, 24/7 counselling services in the community to undergraduate students through Empower Me — support that's available in person, by telephone, video-counselling or e-counselling. This allows students to connect with qualified counsellors, consultants and life coaches for free 365 days a year.

- Carefor and Carleton, through the Department of Recreation and Athletics, launched a new young onset dementia program called The Club to help keep people aged 65 and younger active and socially connected while slowing advancement of the disease.

Sexual Violence

- The Department of Equity and Inclusive Communities has engaged the Carleton community in creating a campus sexual violence prevention and education strategy called "Honouring Each Other," which provides a three-year blueprint that focuses on prevention and education. Many of the feedback items identified in the consultation on the Sexual Violence Policy have been used to develop this strategy.

- Carleton has developed a user-friendly visual aid for understanding the formal reporting process under the Sexual Violence Policy. This document, along with the Responding to Disclosures Guide, is available to members of the community upon request through carleton.ca/studentsupport

TOOLS FOR THRIVING

Carleton has developed and shares numerous resources and 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.

IN RESPONSE TO COVID-19, THE THERAPY DOG PROGRAM QUICKLY ADAPTED AND BEGAN OFFERING LIVE VIRTUAL VISITS THROUGH SOCIAL MEDIA.

Mental Health

- The Carleton Therapy Dog program expanded to include 14 dogs with faculty and staff as handlers. This program is part of a campus-wide mental health initiative that fosters a welcoming and supportive environment. During the fall 2019 term, more than 1,600 students attended sessions. The program also received recognition at Excellence Canada. In response to COVID-19, it quickly adapted and began offering live virtual visits through social media, with student services officers joining the dogs to promote resources and answer questions.

GOLD
certification for Mental Health

Carleton's Students and Enrolment division, led by Vice-President (Students and Enrolment) Suzanne Blanchard, holding certificate, won Bronze Level certification in Excellence, Innovation and Wellness at the Excellence Canada Summit in Toronto in November 2019, where Carleton also became the first post-secondary institution to reach Gold Level certification in Mental Health at Work

KINÀMÀGAWIN: LEARNING TOGETHER

A COLLECTIVE CALL TO ACTION

In late November, Carleton's Centre for Indigenous Initiatives hosted more than 150 people at a round dance in celebration of the university's Indigenous community and in support of students as they headed into exams; the Carleton University Strategic Indigenous Initiatives Committee's final report, "*Kinàmàgawin*: Learning Together," was released in May, a milestone on the journey toward revitalizing Carleton's Indigenous strategy and re-energizing relationships with Indigenous communities

Carleton is renewing its commitment to ensure that all students have an understanding of Indigenous peoples, histories and world views. After its formation in December 2018, the Carleton University Strategic Indigenous Initiatives Committee (CUSIIC) conducted more than 40 consultations — on and off campus — that included more than 600 people. CUSIIC was convened to revitalize Carleton's Indigenous strategy and re-energize relationships with Indigenous communities in the region and across the country as we recognize our special responsibility to support the recommendations of Canada's Truth and Reconciliation Commission (TRC).

Co-chaired by Prof. Kahente Horn-Miller (Indigenous and Canadian Studies), Benny Michaud (Assistant Director, Indigenous Initiatives, Equity and Inclusive Communities) and Provost and Vice-President (Academic) Jerry Tomberlin, the committee is comprised of First Nations, Métis and Inuit members from local communities, as well as Carleton faculty, staff and students. CUSIIC categorized the feedback it gathered into several themes: relationships; student support; recruiting and retaining Indigenous students, faculty and staff; Indigenous spaces; Indigenous visibility on campus; Indigenous teaching methods and ways of knowing; knowledge keepers; new positions; research ethics; and metrics.

Based on this substantial feedback, the committee published a set of 41 draft Carleton-specific calls to action in October 2019 as part of an institutional response to the TRC. These calls to action are aspirational recommendations that have evolved throughout this process. The CUSIIC co-chairs published the committee's final report, "*Kinàmàgawin*: Learning Together," which details a timeline of Indigenous initiatives at Carleton, CUSIIC's methodology and consultation process, a summary of the feedback and the final 41 calls to action. The next step is to implement the calls to action. "Kinàmàgawin is about the future," Algonquin Elder Barbara Dumont-Hill (Kitigan Zibi Anishinabeg) wrote in the foreword of the report. "Learning in the Indigenous way, the humility of seeking and sharing knowledge of all of our gifts will ensure that the next seven generations will benefit."

Carleton UNIVERSITY

Centre for Indigenous Initiatives

KINÀMÀGAWIN
{ LEARNING TOGETHER }

CARLETON UNIVERSITY STRATEGIC INDIGENOUS INITIATIVES COMMITTEE
FINAL REPORT
MAY 2020

"THE HUMILITY OF SEEKING AND SHARING KNOWLEDGE OF ALL OF OUR GIFTS WILL ENSURE THAT THE NEXT SEVEN GENERATIONS WILL BENEFIT."

— ALGONQUIN ELDER BARBARA DUMONT-HILL

STRATEGIC PLANNING

Higher education continues to change — in fact, the pace of change is accelerating — and we must ask ourselves: What must we do now to be the best Carleton that we can be in the next 5 to 10 years? Over the 2019-20 academic year, Carleton undertook a broad and consultative process to design our next Strategic Integrated Plan (SIP). This is a crucial step in determining the direction of Carleton's future, because our plans will ultimately become our reality.

In June 2019, four collaborative leaders were named as co-chairs of the SIP Task Force: Lorraine Dyke, Deputy Provost (Academic Operations and Planning); Betina Appel Kuzmarov, Clerk of Senate; Patrice Smith, Dean, Faculty of Graduate and Postdoctoral Affairs; and Cindy Taylor, Assistant Vice-President, Human Resources. During the fall

WRITING THE
NEXT CHAPTER

President Bacon and Canadian higher education expert Ken Steele in September 2019 at the first event of Carleton's Strategic Planning Speaker Series

Strategic Integrated Plan Task Force Co-Chairs Lorraine Dyke (Deputy Provost, Academic Operations and Planning) and Patrice Smith (Dean, Faculty of Graduate and Postdoctoral Affairs) at the start of Carleton's collaborative strategic planning process

term, the Task Force engaged in more than 1,000 conversations with the Carleton community about our strengths and vision for the future. This input shaped a second consultation phase. The Carleton community was enthusiastically engaged in both consultation phases and in the Strategic Planning Speaker Series, which brought 13 experts to campus over 8 events and prompted us all to think strategically about topics such as research and internationalization.

At the beginning of the winter term, the SIP Task Force published a progress report to share a summary of the feedback received. This feedback played a crucial role in the development of the draft plan. Carleton's next SIP draws inspiration from our unique geographical position at the confluence of the Rideau river and canal, and from a third triangular axis, Bronson Avenue, representing campus-community connections. The plan is scheduled to be approved in June 2020 and launched in September 2020.

Raven Magazine Takes Flight

One of the ideas at the heart of Carleton's strategic planning process is the importance of telling our stories in a bold way. Befittingly, *Raven* magazine — a showcase for the important and inspiring work of Carleton faculty, students, staff, alumni and the university's community partners — was launched in February 2020. The biannual print magazine, produced by the Department of University Communications, is a celebration of Carleton's sense of purpose and powerful momentum. "In today's era of digital overload and fake news, launching a print publication is an act of countercultural resistance," President Benoit-Antoine Bacon writes in the debut issue. "It carries the insistence that these words and pictures are real, meaningful and lasting — that these stories matter."

FOR PEOPLE AND FOR THE PLANET

Carleton defines sustainability in an inclusive style, encompassing human and ecological health, social justice, secure livelihoods and a better world for all generations. The UI Green Metric World University Rankings, a global ranking concerned with broader sustainability impacts, including waste, energy and teaching, has ranked Carleton as the second most sustainable university in Canada and 35th in the world. Carleton has achieved a 35 per cent reduction in carbon emissions, zero waste in our central food court and residence dining hall, and more than 70 per cent of all trips coming to campus now use active modes of transportation.

Second
most sustainable
university in Canada

To increase our commitment to sustainability, a Carleton Sustainability Plan has been drafted with community input from themed workshops, online consultation, targeted consultation and benchmarking across other institutions and industry best practices. This plan will play a key role in supporting the university's wider goal of integrating sustainability into its academic programs, research and engagement initiatives, and ensure collaborative efforts across the campus.

Operationally, Carleton has committed to reducing our carbon emissions to achieve carbon neutrality by 2050, with an interim measure of a 50 per cent reduction by 2030. Within our Teaching and Learning environment, Carleton will continue to strengthen sustainability in formal programs and practices, ensuring that our students have the skills and knowledge to succeed in their future sustainability careers. Our focus on research will ensure that Carleton can address the complex challenges associated with sustainability, with a focus on interdisciplinary research with social, environmental and economic impact.

Healthy, fresh food and zero waste are key parts of Carleton's inclusive approach to sustainability

Coming off a strong season and a top-10 national ranking, the women's basketball team lost in the first round of the U SPORTS championships at TD Place, falling to the eventual national champs from the University of Saskatchewan. The joint tournaments, hosted by Carleton and the University of Ottawa, marked the first time women and men competed for national hoops titles on the same court as well as the biggest venue ever for a women's basketball championships in Canada.

Another Ravens sports dynasty — the women's Nordic ski team, led by Zoë Williams — won its fifth straight OUA championship in Sault Ste. Marie, Ont., in late February. The men's ski team also won the provincial title, its first OUA championship since 2017.

The men's soccer team also won the provincial championships, at Toronto's York University in early November, and qualified as the number-one seed for the U SPORTS Men's Soccer Championship a week later in Montreal, where it finished fourth.

Other athletics highlights include the women's rugby team winning the RSEQ Consolation Final, defeating the Université de Montréal 50-24, and the men's hockey team finishing first in the OUA regular season, setting a new program record for wins by finishing 24-3-1.

15 **national basketball**
titles in 18 seasons!

RAVENS BRING HOME GOLD

Capping off another stellar season for Carleton Ravens varsity teams, the men's basketball squad captured its 15th U SPORTS National Championship in the last 18 years on March 8, beating Dalhousie 74-65 at TD Place arena in Ottawa. En route to the national title, the Ravens also won their third consecutive Ontario University Athletics (OUA) championship, their 12th since 2003.

RAVENS

Opposite page: Guard Connor Vreeken cuts the mesh after the Carleton Ravens won the national men's basketball championship in March 2020. This page: Zoë Williams and her sister Bronwyn in training at Nakkertok after leading the Ravens women's Nordic ski team to its fifth consecutive provincial championship.

EXPANSION AND IMPROVEMENT

BUILDING FOR THE FUTURE

Update on Nicol Building

The $65-million Nicol Building is taking shape with the roof, exterior precast and the curtain wall installations almost complete. Framing of the interior is also well underway on all seven floors, with mechanical and electrical work started. The structure incorporates innovations such as two mega beams to mark the "topping" of the building — the first time these kind of beams have been used on campus. It's also the first institutional building in the Ottawa region to use a "bubble deck," which allows for spanning greater distances without supporting columns. This will create beautiful open interior spaces for students to gather and study or for academic and ceremonial activities.

Science Laboratories

A number of projects to improve research labs and teaching spaces in science buildings (Nesbitt, Steacie and Herzberg) have resulted in modernized spaces for faculty and students. Renovations to labs in the Nesbitt biology building are complete and plans are underway for a new facility for hummingbirds, as

well as an outdoor classroom. The Dean of Science and Facilities Management and Planning (FMP) have collaborated on multi-year plans to upgrade fume hoods in Steacie as well as teaching and research labs and office spaces in Herzberg. Alongside the completion of the Health Sciences Building, these upgrades will open new possibilities for research and learning.

Student-Focused Study Space

Working together, Teaching and Learning Services, the Faculty of Public Affairs, the Faculty of Arts and Social Sciences and FMP unveiled a new $1-million student study space in the Herb Gray Lounge in the Loeb Building. This modernized space is part of a multi-phase plan to renew and upgrade student study spaces and is in addition to the $1.5 million invested to change 22 classrooms in Southam Hall into "active learning" spaces, equipped with wireless projection and student-centred furniture, layout and design.

Outdoor Space Master Plan

Carleton is working on a campus Outdoor Space Master Plan. Specific areas of focus include: sidewalks, paths and trails to enhance safety and access for pedestrians and cyclists; renovations to existing open spaces to make them more welcoming and multi-seasonal; Indigenous-focused elements; and a new pedestrian bridge over the Rideau River.

IMPACTFUL GRADUATES

Since a life altering lightning strike in 2013 and a concussion in 2015, the mother of three has explored multiple healing modalities and released the Juno-nominated album *Come On*. When not performing, Evans shares her story to inspire others to find their superpower in the face of adversity.

Rawlson King: Civic Trailblazer
In a historic byelection in Ottawa's Rideau-Rockcliffe ward in April 2019, Rawlson King was elected as the city's first-ever black city councillor. King, who has both a bachelor's degree in Journalism and Law and a master's in Communication from Carleton, was an entrepreneur and communications professional with

more than 20 years of experience before entering municipal politics. He is now chair of Ottawa's Built Heritage Sub-Committee and is on the Standing Committee on Environmental Protection, Water and Waste Management as well as the boards of Crime Prevention Ottawa and the Ottawa Community Housing Corporation.

Susan Menchini: Planning Perfectionist
As deputy director of tour and scheduling in the Office of the Prime Minister, Susan Menchini leads a team that's responsible for ensuring Justin Trudeau's meetings and public appearances come off without a hitch. "It's the experience of a lifetime," says Menchini, who graduated from Carleton with a Communication and Media Studies degree in 2011, with a concentration in Image, Politics and Persuasion. "We need to communicate the government's message. We need to understand what the government's policy is, what the big issues are, and mesh that with all of the logistics."

**Board Chair
Problem Solver
Juno Winner
Trailblazer
Trudeau Staffer**

Opposite page: Felix Denomme; this page, clockwise from top left: Rawlson King, Kellylee Evans, Dan Fortin, Susan Menchini

Dan Fortin: Incoming Board Chair
After two terms as Vice-Chair of Carleton's Board of Governors, Dan Fortin succeeds Nik Nanos as Chair on July 1. Fortin retired as President of IBM Canada in 2014 after a rewarding 35-year career, during which he held numerous leadership positions in Canada and globally. Since then, he has remained active on many boards and associations, including the Conference Board of Canada, World Vision Canada and Evok Innovations, an investment fund for clean tech startups. He has both a Civil Engineering degree and an honourary degree from Carleton.

Felix Denomme: Engineering Innovator
This spring, when Ottawa's B-Con Engineering shifted half of its operations from making optical systems for communications satellites to manufacturing face shields for health-care workers in the front

lines of the coronavirus pandemic, recent Carleton Aerospace Engineering graduate Felix Denomme played a key role in the transformation. Denomme helped design the shields and figured out how to use a network of 3D printers to create crucial parts. "It's our responsibility as engineers to help during this crisis," says Denomme, who was priased by PM Justin Trudeau during a press conference. "Engineering allows you to be creative and apply your problem-solving skills to help people."

Kellylee Evans: Musical Superhero
Juno Award-winning singer-songwriter Kellylee Evans makes waves around the world with her energy-charged performances and recordings. The Carleton graduate (with bachelor's degrees in both Law and English) and past artist-in-residence at the university knows the hard work required for a successful career.

CARLETON 2019-2020 BY THE NUMBERS

27,370
Undergraduate Students

4,152
Graduate Students

31,522
Total Students

More than
$3.8 billion
economic impact

$489 million
operating budget

14,286
scholarships and bursaries totalling $25 million awarded to undergraduate students

$81.7 million
in sponsored research funding in 2018-2019

FACULTY, STAFF AND ALUMNI

Faculty Members: 965
Staff Members: 1,317
Contract Instructors: 836
Graduate Teaching Assistants: 1,870
Library Staff: 105
Carleton Alumni: 165,000+
Employed Retired Faculty: 30

Well-known alumni include: Tunde Adeleke, Richard Arbeiter, Yaprak Baltacioğlu, Neala Barton, Rosemary Barton, Robyn Bresnahan, Karla Briones-Hoey, Eric Chan, Andrew Chang, Janice Charette, David Coletto, Joseph Cressy, Michael Crichton, James Duthie, Kellylee Evans, Elanor Forbes, Brittany Forsyth, Carey Frey, Victoria Hermann, Yazmine Laroche, Mischa Kaplan, Adam Kingsbury, Danika Littlechild, Komaljit Minhas, Emma Miskew, Khawar Nasim, Yasir Naqvi, Julie Nesrallah, Jay Nordenstrom, Nicholas Osborne, Josipa Petrunic, Peter Popplewell, Jane Porter, John Ruddy, Andrew Scott, Thomas Scrubb, Jamie Sinclair, Stacey Siopis, Eric Sprott, Ryan Van Stralen

- Founded in 1942
- Student entry average is 84.8%
- More than 65 degree programs
- 200+ new startup companies since 2010
- Award-winning mental health strategy
- 1,000+ research projects underway
- 28 Canada Research Chairs
- 11 Endowed chairs
- 32 Royal Society Fellows
- 6 Royal Society College of New Scholars
- 22 Recipients of the Order of Canada
- 10 3M National Teaching Award Winners
- 9 Banting Postdoctoral Fellowships
- 3 National Killam Award winners

BOARD OF GOVERNORS

Carleton University's Board of Governors is a diverse group of 32 members 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.

Nik Nanos
Chair
Community Member
Chief Data Scientist and Founder, Nanos Research Group of Companies

Dan Fortin
Vice-Chair
Community Member
President (retired), IBM Canada Ltd.

Benoit-Antoine Bacon
President and Vice-Chancellor (ex officio)

Yaprak Baltacioğlu
Chancellor (ex officio)
·· .

Farima Afaq
Graduate Student
Public Policy

Abdulwahab Alhaimi
Undergraduate Student
Sustainable and Renewable Energy Engineering

Debra Alves
Community Member
Managing Director/CEO (retired), CBC Pension Plan

Taylor Arnt
Undergraduate Student
Public Affairs and Policy Management

Christopher Carruthers
Past Chair
Community Member
Chief of Staff (retired), The Ottawa Hospital

Beth Creary
Community Member
Vice-President/Assistant General Counsel, Ligado Networks

Patrick Dion
Community Member
Government Affairs and Communications Consultant

Jim Durrell
Community Member
Mayor of Ottawa, 1985 to 1991

Kenneth Evans
Community Member
Partner (retired), Gowlings

Greg Farrell
Community Member
President and COO (retired), Giant Tiger Stores Limited

Konrad von Finckenstein
Community Member
Consultant and Arbitrator, Former Federal Court Justice and Chair of the CRTC

Jessica Fullerton
Graduate Student
Public Policy and Administration

Kim Furlong
Community Member
Chief Executive Officer, Canadian Venture Capital and Private Equity Association

Gail Garland
Alumni
Founder/CEO, Ontario Bioscience Innovation Organization

Christina Gold
Community Member
CEO, Western Union Financial Services Inc.

Dan Greenberg
Community Member
President/Owner, Ferguslea Properties Limited

Louise Hayes
Alumni
Director, Parliamentary and Cabinet Affairs, Treasury Board Secretariat

Lynn Honsberger
Community Member
Partner/Owner (retired), McLarty & Co Professional Corporation

Oliver Javanpour
Community Member
CEO, Cyrus Echo Corporation

Nina Karhu
Staff
Manager, Classroom Support and Development

Jonathan Malloy
Faculty
Department of Political Science

Brenda O'Connor
Community Member
Vice-President of Governance and Strategy, Canadian Credit Union Association

Banu Örmeci
Faculty
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 of Public Affairs, NATIONAL Public Relations

Ann Tremblay
Community Member
Director, Architectural and Engineering Services, National Centre of Expertise on Accessibility, Public Services and Procurement Canada

Art Ullett
Staff
Locksmith, Facilities Management and Planning

On behalf of the entire Carleton community, we extend a special thank you to outgoing Chair Nik Nanos, whose exceptional two years of leadership come to an end on June 30. His focus on transparency and relationship building have played a pivotal role in the Board's stewardship and the university's success.

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 and Vice-Chancellor, Chair of Senate
- Betina Appel Kuzmarov, Clerk of Senate
- Yaprak Baltacioğlu, Chancellor
- Jerry Tomberlin, Provost and Vice-President (Academic)
- Rafik Goubran, Vice-President (Research and International)
- Suzanne Blanchard, Vice-President (Students and Enrolment) and University Registrar
- Michel Piché, Vice-President (Finance and Administration)
- Dwight Deugo, Vice-Provost and Associate Vice-President (Academic)
- Chuck Macdonald, Dean, Faculty of Science
- 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
- André Plourde, 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
- Jill Stoner, Director, Azrieli School of Architecture and Urbanism
- Chris Joslin, Director, School of Information Technology
- Ashley Courchene, President, GSA
- Hemant Gupta, Vice-President (Academic), GSA
- Lily Akagbosu, President, CUSA
- Sarah Shires, President, CASG

Board of Governors Representatives

- Kenneth Evans
- Ann Tremblay
- Konrad von Finckenstein
- Patrick Dion

Special Appointments to Senate

- Margaret Haines, Alumni Association
- Kim Hellemans, Academic Colleague

Elected Faculty Senators

- Samuel Ajila, Engineering and Design
- Olga Baysal, Science/Computer Science
- Anne Bowker, Arts and Social Sciences
- Sheryl Boyle, Engineering and Design/Architecture
- Naomi Cappuccino, Science (Faculty Board Secretary)
- Andrea Chandler, Public Affairs
- James Cheetham, Science
- Cynthia Cruickshank, Engineering and Design (Secretary of the Faculty Board)
- Tina Daniels, Arts and Social Sciences
- James Deaville, Arts and Social Sciences
- Timothy Di Leo Browne (Contract Instructor)
- Chantal Dion, Arts and Social Sciences
- Dana Dragunoiu, Arts and Social Sciences
- Pat Farrell, Science
- Dag Gillberg, Science
- Pavan Gunupudi, Engineering and Design
- Farah Hosseinian, Science
- Beth Hughes, Arts and Social Sciences
- Jacob Kovalio, Arts and Social Sciences
- Ernest Kwan, Sprott School of Business (Secretary of the Faculty Board)
- Philippe Lagasse, Public Affairs
- Jie Liu, Engineering and Design
- Ruth McKay, Sprott School of Business
- Howard Nemiroff, Sprott School of Business

- Doron Nussbaum, Science/Computer Science
- Justin Paulson, Arts and Social Sciences
- Brett Popplewell, Public Affairs
- Morgan Rooney (Contract Instructor)
- Wei Shi, Engineering and Design/Information Technology
- Alexis Shotwell, Arts and Social Sciences
- Daniel Siddiqi, Arts and Social Sciences
- Julia Sinclair-Palm, Arts and Social Sciences
- Siva Sivathayalan, Engineering and Design
- Elinor Sloan, Public Affairs (Senate Representative on Board of Governors)
- Chantal Trudel, Engineering and Design/Industrial Design
- Crina Viju, Public Affairs (Secretary of the Faculty Board)
- Johan Voordouw, Engineering and Design/Architecture
- Paul Wilson, Public Affairs
- Johannes Wolfart, Arts and Social Sciences
- Pamela Wolff, Science
- Barry Wright, Public Affairs
- Winnie Ye, Engineering and Design

Elected Student Senators

Graduate Students

- Sidney Moran, Arts and Social Sciences
- Sriyanchita Srinivasan, Public Affairs
- Carmen Warner, Public Affairs

Undergraduate Students

- Afreen Ahmad, Public Affairs
- Tyler Boswell, Public Affairs
- Julia Bruno, Arts and Social Sciences
- Millie Close, Science
- Olivia Hobbs, Arts and Social Sciences
- Zack Kryworuchka, Arts and Social Sciences
- Sheldon Parathundyil, Public Affairs
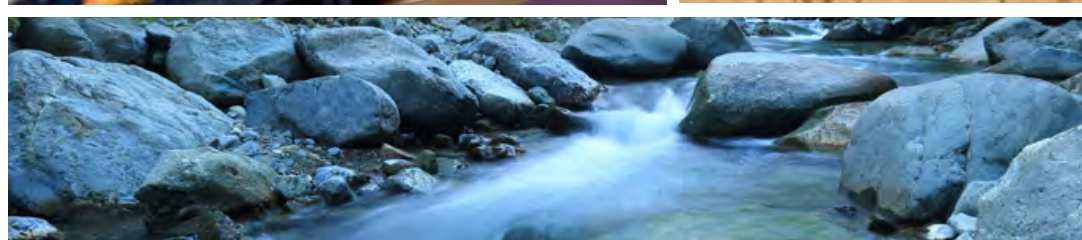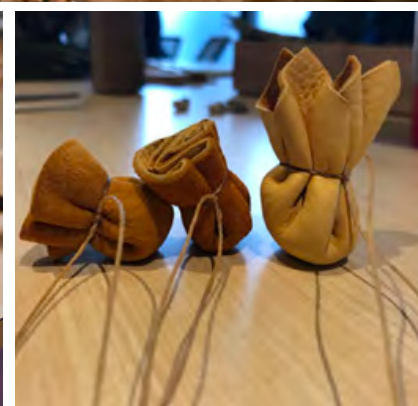
Carleton
UNIVERSITY

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Carleton UNIVERSITY

Centre for Indigenous Initiatives

KINÀMÀGAWIN

{ LEARNING TOGETHER }

CARLETON UNIVERSITY STRATEGIC INDIGENOUS INITIATIVES COMMITTEE
FINAL REPORT
MAY 2020

KINÀMÀGAWIN IS ABOUT THE FUTURE.

Kwey Kwey. Reflecting on the theme of Kinàmàgawin - learning together, I am reminded of a time when lifelong learning was the way of life among Indigenous people. Mother earth provided everything, not only to live our lives in the good way, but to learn from all our relations.

Kinàmàgawin is about the future. Learning in the Indigenous way, the humility of seeking and sharing knowledge of all of our gifts will ensure that the next seven generations will benefit. We are all connected, and when we can learn together with open minds and open hearts, the outlook will be brighter. ⊕

Barbara Dumont-Hill
Kitigan Zibi Anishinabeg

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Theland Kicknosway sings at Carleton's Annual Round Dance

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OSHKI IJI MÀDJI IJIWEBIZOWIN

A NEW WAY FORWARD

Following the release of the Truth and Reconciliation Commission's Final Report in 2015, many post-secondary institutions across Canada committed to reinvigorating efforts to support Indigenous learners and bring Indigenous knowledge into classrooms. This renewed intention has been demonstrated through the refreshing of strategic plans and frameworks and the formation of committees and tables with the express intent of furthering the work of reconciliation. In October 2018, Carleton University joined this collective movement with the establishment of the Carleton University Strategic Indigenous Initiatives Committee (CUSIIC). This Committee was initiated by President Benoit-Antoine Bacon and co-chaired by Kahente Horn-Miller (faculty), Benny Michaud (administration), and Jerry Tomberlin (provost) with support from Theresa Hendricks (project coordinator). Thirty-five additional members formed the full committee and represented Indigenous and non-Indigenous students, staff, and faculty at Carleton, as well as Indigenous community members and service providers from outside the university.

INSTITUTIONAL HUMILITY

The practice of Institutional Humility has been critical to the work of CUSIIC from the very beginning, as we recognize the importance of truth-telling and creating opportunities for Indigenous learners, educators, student support staff and community members to share their stories. Institutional Humility has meant acknowledging the use of educational institutions like Carleton by Canada to eliminate Indigenous peoples as distinct, sovereign and self-determining peoples. It has meant acknowledging that, as a tool of assimilation, the education system has historically been used to dispossess Indigenous peoples of their lands, ceremonies, cultural traditions, governance structures, kinship systems, laws, and has historically served as a bastion of Eurocentric worldviews and racism. Finally, it has most importantly meant acknowledging how contemporary relationships between Indigenous peoples and Carleton have been impacted by these practices.

RENEWED COMMITMENT

Carleton is renewing its commitment to ensure that all graduating students have an understanding of Indigenous peoples, histories and world views. This will serve not only to create culturally safer spaces for Indigenous students, staff and faculty, but also to make certain that all Carleton graduates are socially responsible citizens who can become ethical future leaders. The Committee (CUSIIC) believes that through relationship-building and partnerships with Indigenous communities, Carleton will be better able to support Indigenous learners, ensuring that Carleton's efforts are aligned with priorities and initiatives developed by Indigenous communities.
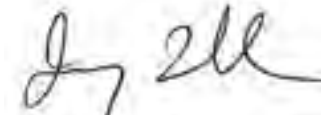
TRUE RECONCILIATION

Situated both on the unceded territory of the Algonquin Anishinabeg, and in Canada's capital city, Carleton has a particular responsibility to demonstrate institutional humility and be innovative in righting historically problematic relationships. The Committee recognizes that Carleton must break from a distinctly Canadian approach to education that has privileged colonial pedagogies and Western intellectual frameworks. In making a new path forward, it will be necessary for Carleton to undergo a shift in its institutional culture and current leadership approaches, which will undoubtedly cause some discomfort. The status quo has perpetuated the mission of colonizing Indigenous peoples in Canada and must be disrupted in order for institutional growth and true reconciliation.

COURAGEOUS ACTION

Finally, the Committee understands that in order to achieve credibility, Carleton will need to be courageous and make decisions that protect and promote Indigenous knowledge and that support and maintain respectful relationships between the university and Indigenous communities. The fraught contemporary relationship between educational institutions and First Nation, Métis and Inuit peoples took generations to cultivate and will take that long to bring into balance. Carleton's role in this move forward is an important one. The Carleton University Strategic Indigenous Initiatives Committee calls upon the university to build on current successes and take bold new steps towards achieving reconciliation upheld by the foundations of truth and mutual respect.

Benny Michaud, Co-Chair
Carleton University Strategic Indigenous Initiatives Committee

Assistant Director,
Department of Equity and Inclusive Communities
(Responsible for the Centre for Indigenous Initiatives)

Kahente Horn-Miller, Co-Chair
Carleton University Strategic Indigenous Initiatives Committee

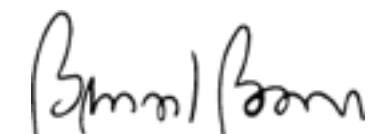Associate Professor,
School of Indigenous and Canadian Studies

Jerry Tomberlin, Co-Chair
Carleton University Strategic Indigenous Initiatives Committee

Provost and Vice-President (Academic)

Benoit-Antoine Bacon
President and Vice-Chancellor

EKIDÒMAGAK
TERMINOLOGY

The Committee (CUSIIC) is sensitive to the distinct histories, cultures, and languages of First Nations, Inuit and Métis peoples in Canada. In this report, the term "Indigenous" is used when referring to all First Nation, Inuit and Métis peoples, unless referencing a specific community. In this case, the name of the specific community will be used. As past reports and documents are referenced, the term "Aboriginal" is present; however, the Committee recognizes that this is a dated term.

NÌGÀNIZÌG KÀ KIJIGÀBANDAGIK PÌNDIGEWIN INAKÀG
COMMITTEE REPRESENTATIVES

Kahente Horn Miller (Co-chair) *Kanien'kehá:ka of Kahnawà:ke*
Benny Michaud (Co-chair) *Michif from St. Boniface*
Jerry Tomberlin (Co-chair)
Theresa Hendricks (Project Co-ordinator) *Métis Nation*
Tony Belcourt *Métis Nation*
Dwight Bero Jr. *Mohawks of Akwesasne*
Barbara Dumont-Hill *Algonquin Anishinabeg - Kitigan Zibi*
Della Meness *Algonquins of Pikwakanagan First Nation*
Marie-Louise Peron *Métis Nation*
Anita Tenasco *Anishinabe - Algonquin Nation*
Chad Smith
Martha Attridge Bufton
Manuel Báez
Lev Blumenfeld
 Heather Dorries
Gordon DuVal
Jennifer Elliott
Beth Gorham
Robyn Green
Jennifer Henderson
Anna Hoefnagels
Michel Hogue
David Hornsby
Farah Hosseinian
Cle-alls Kelly *Skidegate Haida*
Patricia McGuire *Bingwii Neyaaski Anishinaabe - Robinson-Superior Treaty*
Pauline Rankin
Carmen Robertson *Lakota-Scottish*
Paul Simms

Brittany Amell
Taylor Arnt *Tootinaowaziibeeng Treaty Reserve*
Jeff Correa
Ashley Courchene
Anishinaabe Sagkeeng First Nation
Julianne Dumont *Algonquin Nation*
Nesreen Hammoud
Aliqa Illauq *Inuk from Kanngigtugaapik in the Qikiqtaaluk Region*
Rebekah Ingram
Sabre Lee *Mi'gmaq Nation*
Ken Lumsden
RJ Mitchell *Mohawks of Akwesasne*
Sidney Moran
Aurora Ominika-Enosse *Anishinaabe Wiikwemkoong Unceded Territory*
Yvonne Osagie
Karina Pocrnic
Andrea Reid *Nisga'a Nation - Village of Gingolx*
Tamara Takpanni *Inuk from Iqaluit, Nunavut*
Janna van de Sande *Métis Nation*
Courtney Vaughan *Métis Nation*
Gavin Woodburn *Kwiakah First Nations*
Wolfgang Wuttke-Stanton *Oji-Cree from Garden Hill First Nations And Yokut from Tule River in the Central Valley of California*

The commemorative art installation "**Walking With Our Sisters**" by Christi Belcourt was hosted by Carleton in 2015 and honoured missing and murdered Indigenous women, girls and two-spirit people.

WÌYAGI IJI ANISHINÀBEG WÌDÒKÀZOWIN CARLETON KICHI KIKINÀMÀDINÀN

INDIGENOUS INITIATIVES AT CARLETON: A TIMELINE

Prior to the release of the Truth and Reconciliation Commission's Final Report, Carleton University worked to support Indigenous learners. The timeline that follows outlines the Indigenous initiatives undertaken by Carleton.

1990s

The Department of Equity Services (now called the Department of Equity and Inclusive Communities) created Indigenous-specific positions to support the learning and cultural needs of Indigenous students. Eventually, the Centre for Aboriginal Culture and Education was established and created a space designed specifically for use by Indigenous students.

2001-08

Carleton began offering undergraduate public administration courses for the Government of Nunavut and has

Carleton began offering undergraduate public administration courses for the Government of Nunavut in 2001 and has since partnered with Inuit-directed Nunavut Sivuniksavut to offer courses in Ottawa.

since partnered with Inuit-directed Nunavut Sivuniksavut to offer courses in Ottawa. Building on these successes, graduate level Indigenous-focused academic programming was developed, including the Northern Studies and Canadian and Indigenous Studies master's programs. It was during this period that both the Centre for Indigenous Initiatives and the Indigenous Enriched Support Program (IESP) were launched. The IESP is a transition program for Indigenous students wanting to obtain an undergraduate degree. It provides a non-traditional route of access to post-secondary studies at Carleton.

2014

The School of Public Policy and Administration began offering the Graduate Diploma in Indigenous Policy and Administration.

Students in the Ojigkwanong Indigenous Student Centre. Ojigkwanong is run by the Centre for Indigenous Initiatives and provides Indigenous students with a place to build community and achieve academic success.

2015

After the Truth and Reconciliation Commission published their Final Report, Carleton made a more outward commitment to strengthening its relationships with Indigenous communities in the Ottawa region. Outreach was extended to the urban Indigenous community, the Kitigan Zibi Anishinabeg, Algonquins of Pikwakanagan and the Mohawk Nation of Akwesasne. This was meant to reignite positive community relationships and was strengthened by the commemorative art installation "Walking With Our Sisters" by Christi Belcourt, which was hosted by Carleton in 2015 and honoured missing and murdered Indigenous women, girls and two-spirit people. This opened the Carleton campus to the broader Indigenous community and helped to welcome people into the university from different walks of life. Complementing these initiatives, the Centre for Indigenous Research, Culture, Language, and Education began working with the Native North American Travelling College (NNATC) in the Mohawk Nation of Akwesasne, Ontario, on a Social Sciences and Humanities Research Council of Canada grant application. Research with NNATC is about developing a historical narrative of the NNATC, digitizing archival materials held by the college, creating resources on the Salli Benedict Basket Collection housed at the NNATC and augmenting the digital holdings of the database of the Great Lakes Research Alliance for the Study of Aboriginal Arts and Cultures.

2016

The School of Canadian Studies was renamed the School of Indigenous and Canadian Studies, reflecting a growing movement and awareness within the department and across the university to establish an Indigenous Studies department at Carleton. The renaming of the department marked a powerful shift to create a more appropriate and permanent house for Indigenous content, as well as Indigenous teaching and learning methods. By the end of 2016, Carleton had nine Indigenous faculty members across a variety of Faculties and departments, including the School of Indigenous and Canadian Studies.

2017

The Centre for Aboriginal Culture and Education housed in the Department of Equity Services was renamed the Centre for Indigenous Initiatives. The change in name reflects a shift in the mandate of the Centre. The Centre has since served to support Indigenous learners, faculty and staff while providing educational opportunities for the campus community. In addition to providing specialized department-specific training and workshops, staff at the Centre have played a critical role in the incorporation of Indigenous perspectives into university policies.

2018

Since 2018, Carleton has provided core funding for five continuing positions in the Centre for Indigenous Initiatives. These positions include the Assistant Director of the Department of Equity Services and Inclusive Communities, who is primarily responsible for the Centre for Indigenous Initiatives, an Indigenous Cultural Counselor, an Indigenous Programs Officer, and an Indigenous Curriculum Developer.

Dr. Kahente Horn-Miller, in collaboration with the Centre for Indigenous Initiatives and supported by Teaching and Learning Services, created the Carleton University Collaborative Indigenous Learning Bundles. These bundles are classroom resources and learning tools that facilitate student understanding of Indigenous history and politics in a Canadian context. Topics include: The First Peoples: A Brief Overview; Decolonization is for Everyone: Identity Formation in the Canadian Context; Engaging with Indigenous Communities; Indigenous Environmental Relations; Indigenous-Canada Relations; Introduction to the Métis People and the Métis Nation, Cultural Conceptions of the Life Cycle; The Inuit Story; Maternal and Child Health; and Determinants of Health. These 10 learning bundles are highly transferable and can be used in classrooms across all departments and Faculties. They have now been used in more than 40 courses and for professional development in monthly facilitated workshops. Carleton continues to incorporate Indigenous content into its courses. As of the summer of 2018, Carleton had 72 courses that include Indigenous content and subject matter.

2019

The Carleton University Strategic Indigenous Initiatives Committee was convened to conduct an environmental scan of the Indigenous initiatives happening at Carleton, facilitate broad engagement sessions, and to develop a series of Carleton-specific recommendations, which are outlined at the end of this report.

THE RENAMING OF THE DEPARTMENT MARKED **A POWERFUL SHIFT** TO CREATE A MORE APPROPRIATE AND PERMANENT HOUSE FOR INDIGENOUS CONTENT, AS WELL AS **INDIGENOUS TEACHING AND LEARNING METHODS.**

Student Ruston Fellows is shown how to properly carve a paddle. The Carleton University Art Gallery, in partnership with the Centre for Indigenous Initiatives, hosted the Wiigwas Chimaan Workshop. Under the tutelage of Algonquin canoe maker Pinock Smith, students learned how to make a birch bark canoe.

The Ojigkwanong student centre is a home away from home where Indigenous students can work, socialize and build community - all in a place designed to reflect the diversity of Indigenous cultures.

WÌDÒKÀZOWINÀN ÀNIMITÀGOZIWIN KED IJI MÀDJÌSHKÀG

METHODOLOGY AND CONSULTATION PROCESS

METHODOLOGY

CUSIIC is comprised of more than 35 individuals. Throughout January and February 2019, the Committee developed a series of themes and questions about Indigenous initiatives at Carleton that were used throughout the consultation process. The Committee also identified a list of stakeholders who needed to be engaged. From March to October 2019, more than 600 Indigenous and non-Indigenous people from within the university and the broader Indigenous community participated in more than 40 engagement sessions.

These consultations and resultant conversations produced a series of qualitative data sets, which were categorized and ordered according to the themes identified by the Committee. These data ultimately inform this report and are the basis for the Carleton University *Calls to Action*.

The purpose of this report is to design a strategy to make Carleton a safer space for current and future Indigenous students and Indigenous faculty members. A number of recommendations and ideas were made at the consultations to guide this strategy, and to

The use of traditional medicines is an integral aspect of Indigenous student support on campus.

frame the committee's mandate and actions. If these recommendations are implemented, it would indicate and suggest that Carleton is well on its way to making this campus a safer and better place for Indigenous students, staff and faculty alike. However, there is still a lot of work to be done, and many questions to address, even after these comprehensive consultations.

CONSULTATION OVERVIEW

The CUSIIC co-chairs consulted a diverse cross-section of interest groups, both on and off campus, which included Indigenous and non-Indigenous participants. The co-chairs met with current Indigenous and non-Indigenous students, faculty and staff; executives from various student governments; representatives from each of the Faculties; staff and faculty union representatives; Senate; Board of Governors; and former Indigenous faculty members who had left Carleton to join other universities. The co-chairs also met with several Indigenous service providers in the Ottawa area. Co-chairs also travelled to several Indigenous communities, including Kitigan Zibi Anishinabeg, Algonquins of Pikwakanagan, the Mohawk Nation of Akwesasne, and Iqaluit, Nunavut. The list on the following pages outlines all the engagement events that were held.

Date	Event
February 28, 2019	CUSIIC Student Subcommittee, Carleton University
March 12, 2019	Indigenous Students, Carleton University
March 15, 2019	Student Government Executives, Carleton University
March 18, 2019	Non-Indigenous Students, Carleton University
March 19, 2019	Faculty of Public Affairs, Carleton University
March 19, 2019	Teaching and Learning Services, Carleton University
March 20, 2019	Faculty of Arts and Social Sciences, Carleton University
March 22, 2019	Faculty of Engineering and Design, Carleton University
March 27, 2019	MacOdrum Library, Carleton University
April 1, 2019	Faculty of Public Affairs Chairs and Directors, Carleton University
April 4, 2019	Ontario Public Service Employees Union 404, Carleton University
April 9, 2019	Faculty of Science, Carleton University
April 17, 2019	Carleton University Academic Staff Association, Carleton University
April 17, 2019	Strategic Integrated Planning Task Force and Vice-President Academic and Research Committee, Carleton University
April 23, 2019	Administrative Management Members, Carleton University
April 23, 2019	Indigenous Enriched Support Program Staff, Carleton University
April 24, 2019	School of Social Work, Le Germain Hotel
April 24, 2019	Faculty, Instructors, and Librarians, Carleton University
April 25, 2019	Office of the Vice-President (Student and Enrolment), Carleton University
April 25, 2019	Office of Institutional Research and Planning, Carleton University
April 26, 2019	Sprott School of Business, Carleton University
April 30, 2019	Professional Services Staff (Administrative Technical and CUPE 2424 Members), Carleton University
April 30, 2019	Carleton Campus, Carleton University
May 2, 2019	Indigenous Service Providers in Ottawa, Wabano Centre for Aboriginal Health
May 7, 2019	Anonymous, Carleton University
May 9, 2019	Facilities Management and Planning, Carleton University,
May 16, 2019	Anonymous, Carleton University
May 21, 2019	Kitigan Zibi Anishinabeg Community, Kitigan Zibi Anishinabeg Cultural Education Centre
May 31, 2019	Carleton University Senate, Carleton University
June 3, 2019	Anonymous, Carleton University
June 5, 2019	Original Voices Youth Council and Assembly of Seven Generations, Indigenous Resource Centre, University of Ottawa
June 13, 2019	Tungasuvvingat Inuit, Carleton University
June 25, 2019	Individual faculty member, Carleton University
June 25, 2019	Individual faculty member, Carleton University
June 27, 2019	Carleton University Board of Governors, Carleton University
July 22, 2019	Ottawa Aboriginal Coalition, Wabano Centre for Aboriginal Health
August 7, 2019	Iqaluit Education Providers, Iqaluit, Nunavut
August 22, 2019	Algonquins of Pikwakanagan, Pikwakanagan First Nation
September 17, 2019	Indigenous Education Providers, Wabano Centre for Aboriginal Health
October 21, 2019	Mohawk Nation of Akwesasne, Administration Building #1, St. Regis

(above) Vendor Marlene Murphy sells ceramic creations at the Annual Indigenous Winter Market.

(above) Dr. Pamela Palmater provides the keynote lecture at the 1st Annual Kinamagawin Symposium. Both events are hosted by the Centre for Indigenous Initiatives.

MÀMAWO KIJIGÀBANDAMOWIN

COMMUNITY ENGAGEMENT OVERVIEW

Throughout the consultation phase, CUSIIC engaged in many productive conversations and received many comments online. This section summarizes what CUSIIC heard, which informed the work of the committee and the development of the Carleton-specific Calls to Action listed at the end of this report.

RELATIONSHIPS

- Establishing and maintaining strong relationships between the university and Indigenous peoples is important, as it will foster mutually respectful relationships and create a deep network of support for students, staff and faculty within the university.

- Strengthening relationships between Carleton and Algonquin communities is critical to advance the inclusion of Indigenous perspectives.

- Carleton is situated on unceded Algonquin territory, and as a result, land and territorial acknowledgements must be a regular feature – not hollow ceremony – during Carleton's public events. These acknowledgments should be made in conjunction with naming campus buildings in the Algonquin language, making the Algonquin language an official language on campus and providing Algonquin language courses that could be made available to external community members.

- It is important for staff, faculty and students to have opportunities to learn about Algonquin history and culture. This could be accomplished through information sessions, courses and campus tours.

- It is important to build relationships with local high schools and school boards as a means of reaching urban Indigenous students who may be interested in attending university after they graduate. Inviting high school students to campus to take part in tours will introduce potential students to campus and university life.

- The mini courses offered at Carleton are a potential avenue to bring young Indigenous students to campus, although the participation fees may need to be re-evaluated as they may be too high for some Indigenous families.

- Many students attend multiple post-secondary institutions, so it is important for Carleton to strengthen its relationships with other post-secondary institutions in Ottawa.

- In order to meet the needs that these students often have when they arrive on campus, it is important to sett up referral systems to local Indigenous service agencies within Ottawa.

- Providing opportunities for Indigenous students to get to know one another is a critical part of fostering a strong sense of community and support for Indigenous learners. Students often benefit from stronger connections with Indigenous faculty members, so it would be helpful for students to have a list of Indigenous faculty members, including their areas of research.

- It is important for students to have opportunities to meet with members of Campus Safety Services to establish more positive connections. Consultation participants recommended providing an opportunity for Campus Safety Services and Indigenous students to meet in a casual setting, possibly during Orientation Week at a campus-community feast, to build trust and awareness.

STUDENT SUPPORT

Indigenous student support begins when they first arrive on campus and should extend throughout their time at Carleton. This support comes in many forms, including the establishment of a robust sense of community.

- Beginning university can be an exciting time for any student, it can also be a source of anxiety and apprehension. Orientation Week is a critical opportunity to familiarize new students with campus life, which includes providing an overview of available services for Indigenous students, clarifying the role of the Centre for Indigenous Initiatives, providing information on the Indigenous Enriched Support Program and introducing relevant social groups and hubs. Familiarizing new students with the city of Ottawa was also emphasized, including explaining OC Transpo and STO transportation services and available services offered by urban Indigenous organizations in Ottawa. Orientation Week is also an important moment to bring awareness to non-Indigenous students, staff and faculty with respect to Indigenous culture, history and ethical research practices. First-year Indigenous students should be welcomed and offered a guided campus tour that pays particular attention to available Indigenous student support services. It was suggested that Carleton host an orientation week specifically for Indigenous students and their families.

- It is important for Indigenous students to have priority in residence accommodations to put new students in the best position to succeed. There is a need for increased support for Indigenous students with children and participants suggested facilitating housing and childcare for Indigenous students with families.

- A sense of interconnectedness and community is critical to supporting Indigenous students. To facilitate this sense of belonging, Indigenous students will need to plan and participate in social events and gatherings, and Carleton will need to invest resources for additional events. To address issues of homesickness and/or feelings of isolation, Indigenous students should be able to access culturally relevant medicines, teachings, Knowledge Keepers and elders. It is also important to establish a time and space for sharing Inuit country food, playing traditional games, and bringing Inuit elders to meet and eat with students to address the unique experiences of Inuit students.

- Attending university is expensive, and there is a need for improved information and access to financial support for textbooks and school supplies (such as laptops, tuition, residence fees and rent) in order to help Indigenous students achieve their academic goals. Incoming Indigenous students need to be made aware of existing funding sources. Funding opportunities for Indigenous students should also be provided by the university.

- Many students come from communities where they receive lower standards of education. It is important for Indigenous students to have greater access to academic supports and affordable tutors. Indigenous students also need to be better informed of academic support services on campus, such as academic coaching and writing workshops.

- Participants shared that Carleton should support and accommodate the cultural and spiritual needs of students. They recommended further investments in the Knowledge Keeper Program, improved infrastructure for smudging and designated spaces (both on and off campus) for ceremonies. Robust cultural programming would not only support the cultural needs of a diverse Indigenous student population, but could also support their mental health and well-being. Due to a history of colonialism and ongoing settler colonial violence, many Indigenous people come to university with pre-existing mental health conditions. As a result, consultation participants urged Carleton to be more sensitive and support the mental health of Indigenous students. While cultural programming is extremely beneficial, increased access to mental health supports, including Indigenous mental health counselling services are also needed.

- With respect to introducing the broader Carleton community to Indigenous culture and history, there is a need for mandatory cultural awareness training offered annually for faculty, staff, department chairs and other university employees, such as Teaching Assistants. Faculty members and other employees who interact with students in a teaching capacity should also receive training on intergenerational and colonial trauma so they understand how to discuss sensitive topics and issues in their classes and tutorials.

"WE MUST ENGAGE INDIGENOUS YOUTH EARLY AND OFTEN"

RECRUITING AND RETAINING INDIGENOUS STUDENTS, FACULTY AND STAFF

Consultation participants emphasized the need for the development of new approaches to actively recruit and retain Indigenous students, faculty and staff. The importance of building community was seen as an important consideration when developing retention strategies.

- Recruiting Indigenous students begins when they are still in high school. There is a need to send an Indigenous recruiter to a variety of Indigenous communities to visit local high schools, as well as nearby high schools in the Ottawa-Gatineau region. This recruiter should emphasize current and future Indigenous initiatives, the various programs Carleton has to offer and the benefits of studying in the national capital, such as its proximity to government and national Indigenous organizations. Future students should be made aware of the available support services and the many cultural events Carleton hosts for students and those in the larger Ottawa community. Actively recruiting Indigenous students will strengthen the relationship between Carleton and Indigenous communities.

- Retaining Indigenous students will largely depend on Carleton's ability to support their needs. Carleton must provide improved and increased access to programming and services. At the same time, Indigenous students thrive when they feel a sense of community, since a community of kinship often acts as a network of support. Indigenous students must feel safe and heard at Carleton, which includes measures that protect their integrity, such as improved reporting mechanisms if they experience anti-Indigenous racism, assault and/or sexual violence.

- Recruiting Indigenous faculty must begin early, even when they are completing their doctoral degrees. Participants shared that there is a need to develop pre-doctoral fellowships so that Indigenous PhD students could hold tenure track positions with limited teaching and administrative responsibilities, which would allow them to complete their degrees.

- It is important to offer competitive salaries to potential Indigenous faculty and avoid using unattractive retention tactics, such as requiring potential faculty members find counter-offers from different universities as a way to remain at Carleton.

- Participants highlighted the need to develop a more rigorous hiring process and policy when interviewing potential faculty members that addresses questionable claims to an Indigenous identity. Participants felt it was common to see tenure track positions reserved for Indigenous applicants awarded to persons with questionable claims to an Indigenous identity. The hiring process needs to require a letter of support from an Indigenous community, Indigenous government or an urban Indigenous service provider, which would authenticate claims to an Indigenous identity.

"We will lose amazing students, staff and faculty if we cannot find ways to deal with the issue of race-shifting or white settler self-Indigenization."

"To support Indigenous graduate students there needs to be generously funded bursaries for students and quality affordable childcare."

- According to participants, Indigenous faculty members often feel quite isolated and overburdened, which limits opportunities for collaboration. The need for increased support for their own Indigenous initiatives was frequently mentioned in consultations. There is a need to ensure that Indigenous faculty are not overburdened with the work of "Indigenization" in order to manage workloads. Participants shared that Indigenous faculty members often feel tokenized and are asked to "Indigenize" their departments without support from other faculty members. Many people recommended the creation of an Indigenous Faculty Council, which would not only generate a sense of community, but also establish a formalized space to meet and strategize how to address common concerns.

- Participants emphasized the need to dramatically increase the number of Indigenous staff at Carleton in order to meet the increasing need for Indigenous-focused support. As the process of reconciliation becomes integral to campus initiatives and policy development, the need for increasing capacity with specialized knowledge of Indigenous traditions has become important. In order to support this growing trend, Carleton must work towards hiring additional Indigenous employees and determine how best to retain current Indigenous staff.

- In working towards retaining Indigenous employees, it was acknowledged that there was often a sense of isolation and lack of community among Indigenous peoples working within the university. It was discussed how this is compounded by being asked to go above and beyond their position-specific mandate in order to accommodate university-wide Indigenous-focused initiatives. In order to retain Indigenous staff, participants emphasized the need to create opportunities for staff to connect with one another and create a sense of community.

- It was acknowledged that employees need to be able to ask for spiritual accommodation in order to attend ceremonies without fear of reprisal by managers. Participants suggested that managers participate in mandatory cultural awareness training and encourage employees to take advantage of professional development workshops available throughout the university.

- It was noted that more opportunities for career advancement beyond entry-level positions are needed within the university for Indigenous employees.

(left) Students and community members officially open the Wiigwaas Chiman Exhibit in MacOdrum Library.

INDIGENOUS SPACES

- The Committee heard many times about the need to create additional Indigenous-focused spaces on campus, which could be used for social, academic or cultural purposes. Recommendations provided by participants included constructing a new building to house and consolidate all Indigenous initiatives on campus and expanding existing spaces, such as the Ojigkwanong Student Centre in Paterson Hall.

- According to participants, consolidating Indigenous initiatives, programming, and services should be a primary objective for Carleton. A new building could house many of the services and programs that have already been mentioned, including, but not limited to, ceremonies, mental health services, academic support services and the visiting elders program. It could also house a number of social and academic events, such as student conferences for Indigenous undergraduate and graduate students to present their research, and community feasts. Some participants spoke about the possibility of planning and constructing a communal kitchen in the new space, which would be central to creating a sense of community. They also suggested providing ulus for Inuit students so that they can eat and share traditional foods. Finally, a new building could house the office of the Centre for Indig-

enous Initiatives, as well as the Indigenous Enrichment Support Program (IESP) Co-ordinator's office. Ultimately, the Committee heard that a new building would offer countless opportunities for centralizing Indigenous initiatives and support services.

- Participants acknowledged that while the construction of a building may take years to realize, an interim strategy should be considered. Ideas include expanding the Ojigkwanong Centre and creating new offices for the Centre for Indigenous Initiatives. The issue is that the Centre for Indigenous Initiatives and the Ojigkwanong Centre are currently on opposite sides of campus and Ojigkwanong is not currently an appropriate space for many of the activities that are hosted there. Participants suggested that in order to address this, additional spaces in Paterson could be constructed and include a cultural workshop room, a teaching space and a proper kitchenette for feasts. There is a need to be able to meet in an area close to Ojigkwanong without disturbing students who may be studying.

- Paterson Hall could be transformed and renovated so that it could be used for Indigenous initiatives. Rooms and offices could be transformed into social space, space for students to meet with Indigenous faculty members, teaching space and space for engaging in cultural and ceremonial practices.

- While the Ojigkwanong Centre houses a beautiful room for smudging, many consultation participants suggested that there is a need for a designated outdoor space for cultural and ceremonial practices.

- There is a need to develop a more appropriate outdoor space that is protected and secluded, and if possible, has access to the Rideau River. This type of space could also be used for outdoor classes.

- As faculty members begin to incorporate Indigenous teaching methods in their courses, a protected outdoor space will be useful for professors to instruct their classes in a culturally relevant environment.

INDIGENOUS VISIBILITY ON CAMPUS

- Increasing Indigenous visibility on campus needs to be a priority. Respect for Indigenous culture, history and people on campus must be promoted more effectively.

- It is important to acknowledge Algonquin culture, history and ongoing presence on campus. Several strategies and suggestions were shared, including showcasing more Indigenous artwork, erecting physical markers and placing a territorial acknowledgement on Carleton's website homepage. Other suggestions included using the tunnel system to engage Indigenous students in producing art; supporting an art project that is led, planned and implemented by Indigenous students; and commissioning a mural, or a series of murals, to depict the history of the Algonquin people in the Ottawa region.

- There is a need to highlight the location of Ojigkwanong. This could include locating Ojigkwanong on the campus map and placing a large visual marker outside the space to emphasize its location and reflect its importance to Indigenous students. Should

Carleton construct a new building, the Committee heard that it should be named in the Algonquin language. Other initiatives included the raising of Algonquin flags on campus, the inclusion of Algonquin language street signs and on general signage throughout campus.

(below) President Benoit-Antoine Bacon with Grandmother Barbara Dumont-Hill at Convocation.

Staff member Theresa Hendricks leads a welcoming song.

"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."

INDIGENOUS TEACHING METHODS AND WAYS OF KNOWING

• From the beginning of the consultation process, CUSIIC discussed incorporating Indigenous ways of teaching and learning into Carleton's curriculum and academic culture. Beyond simply opening space for Indigenous content in courses, the Committee wanted to hear specific suggestions about how to infuse Indigenous ways of teaching, learning and evaluation. The Committee heard a number of suggestions, including hiring more Indigenous faculty members, increasing the use and resourcing of Carleton's Collaborative Indigenous Learning Bundles program, and expanding Indigenous content in courses, particularly in the Science, Technology, Engineering and Mathematics (STEM) disciplines.

• A pragmatic, yet powerful, way to create space for Indigenous ways of teaching and learning is to hire more Indigenous faculty members across all Faculties. Current Carleton Indigenous faculty members are already working towards this goal, yet they feel isolated and under-resourced to continue with this challenge. They urged Carleton to hire additional Indigenous faculty members to share this necessary work, since Indigenous faculty members are typically well-versed in Indigenous pedagogies, methodologies and research ethics.

• At the same time, as noted earlier, the Committee heard that Indigenous faculty members, including

new hires, should not be expected to "Indigenize" their departments on their own. This is a collective effort that includes the support of non-Indigenous faculty members, department chairs and senior administration throughout the university.

• Participants recommended that Carleton require cultural and sensitivity training for all faculty and staff. Creating space for Indigenous ways of teaching and learning will require a deliberate strategy of ensuring Indigenous content in courses. Suggestions included incorporating Indigenous content in one individual class throughout a course offering; offering an entire course on Indigenous issues, culture or history that relates to their program of study; and creating a degree requirement to enrol in an Indigenous Studies or Indigenous-themed course.

Certain departments are better positioned than others to meet each recommendation. However, each academic degree program should include learning outcomes related to Indigenous issues, and if possible, relate those outcomes to the program's overall field of knowledge. Mandatory enrolment in an Indigenous themed course may receive some pushback from some departments, but there may be more reception for this suggestion as departments redevelop their curricula to include Indigenous learning outcomes.

An interim measure could be the utilization of Carleton's Collaborative Indigenous Learning Bundle (CILB) program. The Committee heard that CILB is an excellent resource to introduce non-Indigenous students and faculty to Indigenous issues in their courses. The Bundles are highly flexible and can be used across a variety of courses and programs to introduce students to introductory topics, such as First Nations, Inuit and Métis histories and culture. Consultation participants noted that the Bundles need to expand the number of topics, which requires further investment and resources to be provided by Carleton.

• Participants acknowledged that students and faculty in Science, Technology, Engineering and Mathematics (STEM) programs might sometimes be averse to Indigenous teaching and learning practices. It is believed that this is due to the entrenched perceptions about the universality of their fields of knowledge. A stronger focus on the social context and ethics of STEM-related research is needed, and departments in the STEM disciplines need to hire more Indigenous faculty.

"Indigenous-specific policies and curricula need to be developed in every faculty to ensure that Indigenous perspectives and knowledge is represented."

"WE HAVE THE CAPACITY,
WE NEED THE INFRASTRUCTURE"

NEW POSITIONS

- The creation of new positions was deemed critical in order to facilitate Indigenous initiatives on campus and ensure they remain on the university's agenda into the future. The Committee heard that the highest priority positions would be those related to governance, administration and service delivery.

- Participants acknowledged the need for positions to be established for Indigenous representatives on both the Board of Governors and Senate. The Committee heard this was a matter of equity, since Indigenous voices have historically been marginalized.

- It was suggested that many committees that require a student representative might also include an Indigenous representative.

- Carleton must create a number of administrative positions to administer and oversee the implementation of Indigenous initiatives on campus.

- The Centre of Indigenous Initiatives should become its own department, separate from the Department of Equity and Inclusive Communities, and led by a Director.

- A new position at the Associate Vice-President level, reporting to the Provost, should be established to ensure that progress continues to be made in achieving reconciliation in the academic sector.

- There is a need to increase the number of positions for direct student support and program delivery.

- Participants identified that there is a need for an Indigenous Community Liaison Officer to strengthen relationships between Carleton and the community.

- The need for a position tailored to curriculum development and staff training was discussed, as well as the importance of having an Inuit cultural liaison.

- The importance of properly resourcing the Indigenous Enriched Support Program was emphasized. There is a need to create core-funded positions for an Academic Advisor and for the Program Co-ordinator.

- Participants emphasized the need for an Indigenous counselor to be hired to support Indigenous students.

(below) Kahente Horn-Miller, Associate Professor in the School of Indigenous and Canadian Studies, provides insight into Indigenous teaching pedagogies at the launch for the Indigenous Learning Bundles Project.

KNOWLEDGE KEEPERS

- A theme that emerged from consultations was the significance of working with Indigenous Knowledge Keepers for cultural programming and teaching. There were a number of recommendations made to strengthen their involvement within the university. There is a need for clear guidelines around the role of Knowledge Keepers within Carleton.

- There is a need to establish guidelines on co-teaching, student supervision and proper compensatory practices in collaboration with the Centre for Indigenous Initiatives and Indigenous communities.

- Consultation participants shared that the process of compensating Knowledge Keepers who come to teach in their classes can be frustrating for faculty members. Due to departmental oversights, an unclear university-wide policy and cumbersome administrative issues, many faculty members end up either paying visiting Knowledge Keepers with personal funds or simply not providing compensation at all. The Committee heard that this is an unacceptable practice and was urged to consider this a priority.

- There are a significant number of barriers often faced by Indigenous community members with traditional knowledge who want to teach at Carleton. Participants shared that Knowledge Keepers should be able to co-teach courses with faculty members, even if they do not have a post-secondary degree, as a way of bringing Indigenous ways of knowing into the classroom.

- Knowledge Keepers should be respected and appreciated for their knowledge of the history, culture, language and traditions of their people. To demonstrate this valuing of Indigenous knowledge, elders and Knowledge Keepers should be allowed to sit on graduate student committees and be allowed to co-supervise when it is deemed necessary. With respect to co-teaching and supervision, the Committee heard that these should not be treated as voluntary services. Instead, much like compensating elders and Knowledge Keepers when they give a guest lecture, a new policy should clarify compensation for elders and Knowledge Keepers who co-teach and/or supervise.

- In addition to a new policy outlining the role of elders and Knowledge Keepers, there is a need for a Knowledge Keepers Council. This council would need to work in tandem with the Indigenous Education Council and provide oversight, guidance and input into policy development and Indigenous initiatives on campus. There would also need to be a relationship between the Council and the Centre for Indigenous Initiatives.

Benny Michaud, responsible for the Centre for Indigenous Initiatives, welcomes students and community members at Carleton's annual Round Dance.

"WE ARE IN ALGONQUIN TERRITORY AND THIS NEEDS TO BE REFLECTED IN EVERY ASPECT OF OUR UNIVERSITY"

RESEARCH ETHICS

- Beyond incorporating Indigenous teaching methods and ways of learning into the classroom, participants emphasized the importance of Indigenous research ethics and practices. Many spoke about the need to ensure that all researchers associated with Carleton, including students and faculty members, understand the importance of engaging in ethical research practices when working with Indigenous peoples and communities.

- A number of recommendations were brought forward ranging from ensuring the Carleton University Research Ethics Board (REB) is more rigorous when reviewing proposals that mention or include Indigenous peoples and/or communities, to developing a more rigorous Indigenous Research Institute.

- The REB has a critical function in ensuring Carleton researchers are engaging in ethical research practices. Participants stated that the REB is well-positioned to do this work, and to a certain extent, is already performing this role very well. REB members should receive ongoing/further training on Indigenous ethical research practices, especially for instances where a researcher may be doing research that is situated near an Indigenous community. In these instances, the REB should propose that the researcher to do more community engagement to understand how the Indigenous community perceives the project and its impact on their lives and territories.

- With respect to researchers directly engaging with Indigenous communities, the REB must ensure the researcher's methodologies, research ethics and overall research goals are in line with community standards and expectations. The REB should ensure the final research product will benefit the community as well as the researcher, and furthermore, is conducted in an ethical manner. It was suggested that researchers should ensure that a community's own unique research frameworks (which may include specific protocols and ceremonies) factor into their proposals.

- There is a need for ongoing training for REB members, and if need be, the establishment of a separate Indigenous Research Ethics Board.

- There is a need to develop a more rigorous Indigenous Research Institute. The Institute should offer ongoing training for student researchers, faculty and REB members, and other interested individuals, like the Summer Research Institute that was offered to non-Carleton community members. The Committee heard about the past successes of the Summer Research Institute, and was many to reinvest resources to develop an Indigenous Research Institute that could expand the scope of its services.

"Indigenous knowledge belongs to Indigenous people and there are cultural protocols that must be adhered to. Engaging respectfully with Indigenous people takes time in order to build healthy relationships."

METRICS:
QUALITATIVE AND QUANTITATIVE

Many of the recommendations outlined in this report point to the need for continued engagement in order to better understand both the surrounding Indigenous community and the current Indigenous population on campus.

- In order to develop the necessary strategies, address policies and facilitate relationship building within the Indigenous student population, Carleton will need to know more about where students are from, their program interests, whether they are being admitted into their programs of choice, and if incoming students need financial or childcare support. The data related to program choices would help address admissions policies in instances where burdensome prerequisites are leading to the underrepresentation of Indigenous students in specific programs.

- Carleton would also need to track the number of Indigenous professors working at Carleton, which could inform future recruiting practices. Additional qualitative survey mechanisms would also provide insight into how to retain current Indigenous faculty members.

- There will be a need for ongoing data collection in the future, which raises concerns about Indigenous control and ownership of data and information. Data must be collected from students and faculty on a voluntary basis.

- There must be policies, processes and mechanisms in place that protect the data and privacy of the surveyed individuals.

- Participants suggested that these data should not be sold, but instead be used to support Indigenous students and faculty members to ensure Carleton is a safe place for Indigenous people.

- Although no strategy was offered, consultation participants recommended that the Ownership, Control, Access and Possession Principles must guide decisions going forward with respect to data and data collection and be housed in the Centre for Indigenous Initiatives to address these concerns.

"If we can track students' academic success and wellbeing over time, then we can provide better supports for them. Spending time reflecting on our process is key."

KED IJICHIGENÀNIWANG
CALLS TO ACTION

The **Calls to Action** that are outlined in the next section are 41
Carleton-specific recommendations that were informed by what
the Carleton University Strategic Indigenous Initiatives Committee
heard through a broad and consultative process. Together, they
represent a call to Carleton University to take the necessary steps
and implement the actions that will address these calls with the
overarching goal of making campus a safer space for current and
future Indigenous students and Indigenous faculty members.

COMMUNITY ENGAGEMENT

1

Whereas the development and implementation of Indigenous initiatives at Carleton requires structured guidelines and frameworks to guide the university in its decision-making capacity to bring these initiatives to fruition. Furthermore, whereas Carleton must establish and develop these initiatives in partnership with Indigenous peoples and communities,

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.

3

Whereas it is important to provide Indigenous students with useful and valuable information about available programming, services and upcoming events on and off campus to engender networks of support and community. Furthermore, whereas many Indigenous students are connected to online communication channels, including social media sites,

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.

2

Whereas it is necessary to actively recruit new students to the university. Furthermore, whereas many future Indigenous students currently attend high schools in the Ottawa area,

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 post-secondary.

4

Whereas it is necessary to actively recruit new students to the university. Furthermore, whereas many future Indigenous students currently attend high schools in the Ottawa area,

We call for the development of communication resources to establish clear and consistent language for the university when writing about Indigenous peoples.

INDIGENOUS STUDENT SUPPORT:
Academic and Cultural

5

Whereas it is important to provide easily accessible programming and services to Indigenous students on campus. Furthermore, it is important to provide safe spaces for Indigenous students to meet, socialize, study and gather,

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.

7

Whereas Indigenous student support includes providing access to appropriate spaces to practice cultural activities and ceremonies. Furthermore, whereas the university must meet the cultural needs of Indigenous staff and faculty members,

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.

6

Whereas the successful development and implementation of Indigenous initiatives on campus requires the collaborative efforts of numerous institutions and departments at the university. Furthermore, whereas institutional collaboration is best achieved when internal communication is frequent, consistent and fairly centralized,

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.

8

Whereas it is critically important to provide robust, culturally sensitive and appropriate mental health supports for Indigenous students,

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.

9

Whereas many Indigenous students who attend university are parents. Furthermore, whereas these students have unique needs as students with families and young children,

We call for appropriate resources to be developed to support the needs of Indigenous students with young families.

STUDENT EXPERIENCE:
RECRUITMENT, RETENTION AND GRADUATION

10

Whereas many universities have fairly rigid acceptance requirements, particularly in regards to competitive programs. Furthermore, whereas Indigenous applicants often experience unique circumstances, including, but not limited to limited education opportunities, mature student status and limited access to academic prerequisites,

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.

11

Whereas many Indigenous students who attend Carleton enter through the Indigenous Enriched Support Program (IESP). Furthermore, whereas IESP administrators require additional resources to provide the highest level of support to the Indigenous students who are enrolled in the program,

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.

12

Whereas it is important to provide the opportunity for Indigenous students, staff and faculty members to congregate and share their culture with other members of the university, as well as the broader public,

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.

14

Whereas one of the University's primary roles is to foster the safety and security of Indigenous students on campus. Furthermore, whereas the University must strive to ensure maintaining the safety of Indigenous students in a culturally sensitive and non-confrontational manner,

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.

13

Whereas student success is often dependent on stable housing when attending institutions of higher learning. Furthermore, whereas Indigenous students, particularly Indigenous students attending from remote communities, face unique financial and housing insecurities,

We call for specifically reserved housing for first-year undergraduate Indigenous students with priority given to those students coming from remote locations.

WAYS OF TEACHING & LEARNING:
INDIGENOUS KNOWLEDGE AND AWARENESS

15

Whereas many Indigenous elders and Knowledge Keepers live in Indigenous communities, or are not affiliated with the University. Furthermore, whereas Indigenous Knowledge Keepers, including language speakers, as well as Indigenous doctoral students, are capable of sharing Indigenous knowledge despite not possessing a PhD,

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.

17

Whereas Indigenous teaching and learning methods often require non-hierarchal spatial settings to facilitate a collaborative and sharing environment. Furthermore, whereas there is limited space at the university to teach and learn in this type of environment,

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.

16

Whereas many Indigenous Knowledge Keepers and community members appreciate the opportunity to share their knowledge, but often take time out of their own social lives, including taking time off of work. Furthermore, whereas Indigenous Knowledge Keepers are not compensated when they share their knowledge, often due to a lack of available funding at the Faculty level,

We call for appropriate funding in each Faculty for the express purpose of compensating Indigenous Knowledge Keepers and community members who are providing expertise.

18

Whereas Indigenous languages possess highly complex linguistic and cultural insights, and are understood and spoken by an increasingly aging demographic at the community level. Whereas Indigenous students wish to (re)learn or increase their fluency in their Indigenous language. Finally, whereas Carleton sits on unceded Algonquin territory,

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.

19

Whereas land-based practices are critical to the (re)production of Indigenous culture and identity. Furthermore, whereas Indigenous land-based practices embody highly complex knowledge systems and practices,

We call for opportunities for Indigenous students to participate in land-based learning.

21

Whereas a key rationale for developing and implementing Indigenous initiatives at the university is to ensure all students, including both Indigenous and non-Indigenous students, leave the university with a basic understanding of Indigenous history(ies) and culture(s),

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.

20

Whereas Indigenous students wish to enrol and participate in science, technology, engineering, architecture, mathematics and linguistics programs. Furthermore, whereas many Indigenous students lack the prerequisites to enter these Faculties and programs,

We call for the creation of specifically designed pathways for Indigenous students in science, technology, engineering, architecture, mathematics and linguistics.

22

Whereas many Indigenous peoples wish to attend university, but must remain in their home communities for a variety of reasons, including financial insecurity, or family obligations. Furthermore, whereas technology and telecommunication networks remove barriers to education, including the need to be physically on campus,

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.

CULTURE, SYSTEMS AND STRUCTURE

23

Whereas the development and implementation of Indigenous initiatives at the university will require the restructuring of existing structures and institutions. Furthermore, whereas the implementation of Indigenous initiatives at the university will require the establishment of new institutions and administrative positions,

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.

25

Whereas faculty, staff, and administrators are able to shape the experience of both Indigenous and non-Indigenous students. Furthermore, whereas many faculty, staff, and administrators have limited knowledge and understanding of Indigenous histories and experiences,

We call for professional development and educational opportunities for faculty, staff and administration towards obtaining core competencies in Indigenous and Canadian histories and experiences.

24

Whereas there is a need to enhance the visibility of Indigenous peoples, culture and content at the university. Furthermore, whereas Indigenous material culture is very capable of demonstrating and showcasing Indigenous culture and identity,

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.

26

Whereas the development and implementation of Indigenous initiatives at Carleton will require careful deliberation and collaboration. Furthermore, whereas the Indigenous Education Council has been steadily involved in developing Indigenous initiatives on campus for years,

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.

27

Whereas the Carleton University Board of Governors and Senate have important decision-making roles at the university. Furthermore, whereas there is limited Indigenous representation within these two institutions,

We call for Indigenous representation, with full voting rights, on both the Board of Governors and the Senate.

29

Whereas graduation and convocation ceremonies represent an important moment in the journey of Indigenous students. Furthermore, whereas honouring Indigenous students for successfully completing their degree should include Indigenous cultural protocols,

We call on the Convocation Working Group to ensure that appropriate Indigenous cultural protocols are included in convocation ceremonies.

28

Whereas the use and burning of traditional Indigenous medicines, such as sage and sweet grass, is important to the well-being of Indigenous students, faculty and staff. Furthermore, whereas there are inconsistencies between the university's Traditional Medicine Use Policy and the Ontario Human Rights Code,

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.

30

Whereas Carleton sits on the unceded lands of the Algonquin Nation. Whereas the university is an active participant in the extractive market economy. Finally, whereas Carleton has the capacity and decision-making capability to shift towards more environmentally sustainable practices in its operations,

We call on Carleton University to incorporate environmental sustainability as a fundamental institutional value to guide its current operations and future development.

RESEARCH AND INNOVATION

31

Whereas there has been an increase in awareness of Indigenous research ethics and practices. Furthermore, whereas Carleton is ideally situated to be a leader in innovative and collaborative research projects with Indigenous peoples,

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.

32

Whereas Indigenous Knowledge Keepers are often approached by graduate and doctoral students to share their knowledge, or sit on their thesis committees. Furthermore, whereas Indigenous Knowledge Keepers often lack the academic credentials, such as a MA or PhD,

We call for the development of a policy that would allow for Indigenous Knowledge Keepers to advise and sit on thesis committees when appropriate.

33

Whereas there is a severe lack of Indigenous representation at all levels of the university, at the staff and administrative levels and in faculty positions. Furthermore, whereas there has been a problematic history with Indigenous self-identification within institutions of higher learning,

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.

34

Whereas many students, Indigenous and non-Indigenous alike, access the library for academic resources with Indigenous content, including texts, films and material culture,

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.

35

Whereas Indigenous faculty members at Carleton wish to collaborate and strategize to further develop and implement Indigenous initiatives on campus. Furthermore, whereas there are limited opportunities for Indigenous faculty members to meet and gather at the university,

We call for the creation of an Indigenous Faculty Council.

37

Whereas there is an increasing awareness of Indigenous research ethics, protocols and research practices. Whereas there has been an increasing interest in collaborating with Indigenous peoples as partners in research. Finally, whereas there is a need for the rigorous review of research projects that will inherently affect Indigenous peoples, communities and nations,

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.

36

Whereas Carleton is ideally situated in the nation's capital. Furthermore, whereas the university is able to be a leader in Indigenous research practices, projects and collaborative relationships with Indigenous communities by building on its strengths,

We call for the creation of additional Research Chair positions to further advance Indigenous research, knowledge translation and community-building.

METRICS:
QUALITATIVE AND QUANTITATIVE (STAFF, FACULTY AND STUDENTS)

38

Whereas the development and implementation of Indigenous initiatives at the university will largely depend on existing administrators and staff. Whereas the capacity of senior administrators, and their internal staff, will inherently inform the success of the implementation of Indigenous initiatives at the university,

We call for the performance evaluation of senior administrators to explicitly take into account Carleton University's mandate around Indigenous Initiatives and reconciliation.

40

Whereas the success of the implementation of Indigenous initiatives at the university is an inherently collaborative strategy that will depend on the careful and deliberate participation of a number of departments and support units,

We call on each Faculty and each support unit on campus to develop their own strategies to support these 41 Calls to Action.

39

Whereas the success of the implementation of Indigenous initiatives at the university can be measured by recruitment, retention and graduation rates,

We call for annual reporting on the recruitment, retention and graduation of Indigenous students.

41

Whereas the Calls to Action promote the enhanced visibility of Indigenous peoples, culture, ways of being and teaching and learning methods. Whereas the success of Indigenous initiatives at the university will largely depend on collaborative strategies. Finally, whereas the Calls to Action represents a long-term strategy,

We call for a formal annual report on the progress made towards fulfilling the Carleton University Strategic Indigenous Initiatives Committee's Calls to Action.

Algonquin Language Translation by Joan Tenasco, Algonquin Nation
Report Design by Marc St. Germain, Métis Nation